

ELEMENTARY ARABIC



Ayman Mohamed and Sadam Issa
Michigan State University

Elementary Arabic (Mohamed and Issa)

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CHAPTER OVERVIEW

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1.1: Vocabulary

Learning Objectives

In this section

- You will learn new vocabulary that is related to self-introduction. You will learn to talk about yourself in more detail like where you live, what you study, and work.
- Next, you will learn specific vocabulary on study majors and learn how to use them in context.
- You will learn vocabulary of jobs and professions that will help you talk about your potential career.
- You will learn names of languages in Arabic and exchange ideas about what languages you and your family speak.
- Finally, you will test yourself in self-checking modules.

Vocabulary (1)

Listen to new vocabulary related to self-introduction in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

An audio element has been excluded from this version of the text. You can listen to it online here: <https://pb.libretexts.org/arabic/?p=31>

Study the following vocabulary list on self-introduction.

[table id="1"]

Activity

With the teacher, ask and answer questions guided by the following exchanges.

[table id=59 /]

Vocabulary (2)

Listen to new vocabulary on study fields and majors in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

Study the following vocabulary list on study fields and majors.

[table id=8 /]

Vocabulary (3)

Listen to new vocabulary on study fields and majors in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

Study the following vocabulary list on jobs and professions.

[table id=9 /]

Activity

Ask and answer questions with your classmates using the following prompts.

The following table includes questions that you use to ask your classmates. You can will use the right column when asking a male and the left column when asking a female.

[table id=10 /]

Vocabulary (4)

Listen to new vocabulary on names of languages in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

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Study the following vocabulary list on names of different languages.

[table id="3"]

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Key Takeaways

You have now gained knowledge of:

- New vocabulary that has to do with self-introduction, immediate family presentation, study majors, languages, and jobs and professions.
- You have gained the skills of using question words in standard Arabic.
- This vocabulary section provides the ground for the following sections, which will help you contextualize the subsequent grammar concepts and other language and conversational skills.

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1.2: Grammar

Learning Objectives

You will learn some grammar concepts that you can integrate in the theme of self-introduction and family presentation.

- You will first learn about the present tense conjugation with singular pronouns and practice some activities on it.
- Second, you will be introduced to Nisbah Adjectives in Arabic, which is basically used to indicate nationality or affiliation of persons or things.
- You will finally test your knowledge of these in self-check modules.

Grammar (1)

Present tense verbs with singular pronouns

Learn about the conjugation of the verb “to study”

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Go through these flashcards for more verbs:

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Test yourself

Activity

Click on all the conjugations that match the pronouns

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Grammar (2)

Nisbah and nationality adjectives

Grammar notes

Nisbah Adjective is an adjective indicating the person's place of origin, tribal affiliation, or ancestry, used at the end of the name and occasionally ending in the suffix *ي/ية*. For example, a man from Amman *عَمَّان* can be referred to as *عَمَّانِيّ*. What we have done is we have added the suffix *يّ* (the letter *ي* with a shadda) to the name of the city. We follow the same process for countries. So a man from *ليبيا* is *ليبيّ* – and one from *لبنان* is *لبنانيّ*. These words can be made feminine by adding the *ة*. So a woman from *مصر* is *مصريّة*. Some Arabic place names come with the definite article as part of their names. For example *العراق*, *الجزائر*, and *السودان*. If you want to convert these names of countries into *نسبة* adjectives, you need to drop the definite article *ال* and add the suffix *يّ*. For example, the *نسبة* adjective for *العراق* is *عراقيّ* (masculine (m)) and *عراقيّة* (feminine (f)). If you want to say someone is “the Iraqi” you would reattach the definite article and say that he is *العراقيّ* or she is *العراقيّة*. Some words end in an *اليف* as in, for example, *فرنسا*. When this happens, just drop the *اليف* and then add the nisba suffix *يّ* to become *فرنسيّ* (m) or *فرنسيّة* (f). Some other words end in a *ة* as in, for example, *جامعة*. You then need to drop the *ة* to make it *نسبة* adjective. So to say “a university student” in Arabic would then be rendered as *طالب جامعيّ*.

Learn some nationality adjectives in masculine and feminine forms :

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Drill (6): Choose the correct nationality adjective in each of the following sentences

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Key Takeaways

- You are now able to systematically use the present tense with singular pronouns.
- You can talk about your nationalities and languages and know how to form these in masculine and feminine.

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1.3: Reading

Learning Objectives

In this section

- You will read two paragraphs about two different people and listen to the audio recordings of the texts.
- You will do a comprehension check through interactive quiz then reconstruct the texts orally.

Reading (1)

Activity

Read the following information about Rania then listen to the audio recording of the text below.



أنا اسمي رانيا. أنا مصرية . والدي مصري يعمل في شركة كبيرة. والدتي سورية وهي لا تعمل. أسكن في بيت كبير في منطقة قريبة من الجامعة. أنا طالبة في جامعة القاهرة وأدرس الأدب الإنجليزي . عندي أخ واحد اسمه هاني وهو يعمل دكتور. وعندي أختان. أختي الكبيرة اسمها رشا وهي طالبة معي في نفس الجامعة. وأختي الصغيرة اسمها منى. ليس عندي سيارة. أذهب إلى الجامعة بالأتوبيس أو بالمترو. لا أعمل الآن ولكن أريد أن أعمل أستاذة في الجامعة.

Listen to your teacher reading the text and follow along. Repeat as many times for fluency.

An audio element has been excluded from this version of the text. You can listen to it online here: <https://pb.libretexts.org/arabic/?p=38>

Activity

Check your comprehension through this module then record yourself reading the text.

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Reading (2)

Activity

Read the following information about Rania then listen to the audio recording of the text below.



أنا اسمي سمير . أنا من سوريا . أسكن في مدينة لوس أنجلوس. أدرس الكيمياء في جامعة كاليفورنيا. أذهب إلى الجامعة كل يوم . عندي أخ واحد اسمه آدم وهو أستاذ في جامعة تكساس و يسكن في مدينة أوستن. هو عنده ولد صغير اسمه محمود. أنا أسكن في

بيت صغير مع صاحبي جورج. هو يحب أن يأكل بيتزا من (دومينوز) كل يوم ويشاهد (نتفليكس) في المساء. جورج عنده كلب صغير اسمه (ريكو). أنا ليس عندي قطعة أو كلب.

Listen to your teacher reading the text and follow along. Repeat as many times for fluency.

? Activity

Record yourself reading the text then read the comprehension questions below and respond orally in complete sentences.

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Key Takeaways

- You are now able to present yourself in coherent simple sentences using frequent verbs like “study, work, live, watch, like”.
- You can introduce others using accurately structured sentences.

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1.4: Speaking and Conversation

Learning Objectives

In this section

- You will learn basic Egyptian Arabic phrases for greetings and introductions.
- You will also learn about how Egyptian Arabic verbs are different in conjugation and you will use them in small talk and basic conversation.
- You will apply this speaking practice in self-introduction both in standard and spoken Arabic.
- You will have sections to record your own presentation and sections to practice with classmates.

Egyptian conversation



Read the following expressions in Egyptian Arabic and listen to the recording below.

[table id=11 /]

Now learn how the conjugation of familiar verbs in Egyptian Arabic and listen to the recording.

[table id=12 /]

Activity

Read the following questions, listen to the embedded recordings underneath then respond in the recording box below.

[table id=14 /]

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Activity

With your classmates, translate these questions into Arabic and engage in a conversation to get complete answers then report your findings to class.

- 1)What is your nationality?
- 2)What is the nationality of your father?
- 3)What is the nationality of your mother?
- 4)Which language do you speak?
- 5)What does your father work?
- 6)What does your mother work?

? Activity

Practice speaking. Read the following prompts then respond in audio recording.

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The original version of this chapter contained H5P content. You may want to remove or replace this element.

Sing and learn

Watch the song and identify the key line in it.



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Key Takeaways

- You can sustain a basic conversation in Egyptian conversation about your study, work and family.
- You can identify the linguistic relationship between standard Arabic and the Egyptian spoken variety for daily communication.

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1.5: Culture

Learning Objectives

In this section

- You will learn about the Arabic names and how they are formed.
- You will understand the significance of using titles in Arabic culture.

Arabic Names

Arabic names have traditionally been based on a long naming system. Unlike the American names, for example, Arabic names can consist of four names or more, identifying the name of the person, father's name, grandfather's name, and finally the family name.

In this Arabic name, أحمد محمد علي العدوي, أحمد is the person's name, محمد is his father's name, علي is his grandfather's name and العدوي is the family name.

Many Arabic names have meanings as ordinary adjectives and nouns. For example, the Arabic names قمر and شمس are female names, which mean moon and sun respectively. Male names like سعيد means "Happy", خالد means "immortal". Some Arabic names have religious associations. For example, عبدالله means the servant of Allah (God). The most common Arabic name is محمد because of the Muslims' Prophet Mohammad.



Finally, in the Arabic cultures, titles tend to preface Arabic names. For example, الدكتور ياسر , المهندس سامي, which can be rendered as Doctor Yasser and Engineer Sami. Here, the titles الدكتور and المهندس are professional titles that preface the persons' names. These titles help identify the professional, academic, and social status of the addressees. Culturally, Arab people tend to dignify titles and feel most of the time socially obliged to mention these titles whenever they address people. Some of these titles are abbreviated in writing as follows:

م. مهندس
د. دكتور
أ.د. أستاذ دكتور

Activity

Think about names of Arab people you know or search online to check on five names and their meaning. Submit your responses below.

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Key Takeaways

- You now know that the names of your Arab friends have meanings. Find out what their names imply.
- You understand the cultural practice of using respect forms and titles.

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1.6: Writing

Learning Objectives

In this section

- You will wrap up what you learned from lesson 1 and practice your vocabulary and structure knowledge in writing.

Activity

Journal writing

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Key Takeaways from lesson 1

- You can introduce yourself and others in some detail.
- You can write short paragraphs using the present tense frame.
- You are now ready to move on to the next lesson.

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1.7: Weekend assignment 1

Watch this song by Lebanese [Nancy Agram](#). She is singing to Egypt.

A repeated phrase in the song :

أنا مصري وأبوي مصري I am Egyptian and my father is Egyptian.

<https://www.youtube.com/watch?v=mjBmjTJ7a3s>

Speaking : Tell me about yourself

Using old and new vocabulary , present information about yourself extending to family members and friends. You can use the following guide.

My name _____. I am _____ (nationality). I am from _____ (city) in _____ (state) and I live in _____ (city) . I am a student at Michigan State University. I study _____. I work in _____ / do not work.
My father, his name is _____. He is (nationality) He works in _____
My mother, her name is _____. She is (nationality) She works in _____. I have _____ (brother/sister). My brother/sister lives in _____ and works _____
My friend, his/her name . He/she studies _____ and lives _____, and works/does not work in _____

Your task

- 1-Collect all the vocabulary you will need to complete this narrative.
- 2-Draft the sentences in your notebook taking care of spelling and structure.
- 3-Rehearse several times until you can almost say them from memory.
- 4-Record your narrative in audio and submit to the Dropbox
- 5-Keep what have written handy so we can recall them easily in class when needed.

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CHAPTER OVERVIEW

2: My Family

2.1: Vocabulary

2.2: Grammar

2.3: Reading

2.4: Speaking and conversation

2.5: Culture

2.6: Writing

2.7: weekend assignment 2

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2.1: Vocabulary

Learning Objectives

In this section

- You will identify the family vocabulary in Arabic and distinguish between the paternal and maternal terms.
- You will listen and read vocabulary then test yourself through self-check modules and practice with your classmates.

Vocabulary

Listen to new vocabulary related to family in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

Study the following vocabulary list on family terms.

[table id="4"]

Now Watch the video and identify the family vocabulary



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Key Takeaways

- You can now distinguish between relatives from the father and mother sides.
- You can see that the word “cousin” has eight equivalents in Arabic.

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2.2: Grammar

Learning Objectives

In this section

- You will learn about the use of the verb “to have” with family members.
- You will know about plural nouns and verbs and practice them in flash cards and self-check quizzes.
- You will learn how to ask and answer questions about quantity using “how many”.

Grammar (1)

The use of verb “to have”

In Arabic there is no verb that specifically expresses the concept “to have”. Instead, you take a preposition **عند** or **لـ** and attach a possessive pronoun to it. Learn two ways to express the verb “to have” :

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To talk about family members that you have using the phrase **عندي** or **لي**, you may need to use singular, dual, or plural nouns. To formulate dual, you need to add **ان** or **ين** as a suffix to the noun. Read and practice the following sentences about family members:

[table id=5 /]

Negating nominal sentences

The particle **ليس** is used to negate nominal sentences and it takes different conjugations according to pronouns. Learn the forms of **ليس** below:

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In some cases, you do not need to change the form of **ليس**. One example is before **عند** and **لـ**. In this case, **ليس** remains the same as **عند** and **لـ** block its conjugation. Remember that **ليس** only negates nouns, adjectives or noun phrases while present tense verbs are negated with **لا**.

Test yourself

Activity

Determine how to negate each of the following statements.

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Activity

In class. With your classmates, ask and answer these questions and report your findings in complete sentences.

[table id=15 /]

Grammar (2)

Possessive pronouns

Possessives are formed by suffixes attached to the end of nouns. When the noun ends with (taa marbuta), we open the (taa) before attaching the possessive marker. Study the following two examples:

[table id=16 /]

Test yourself

? Activity

Complete these self-check modules on possessive pronouns.

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Grammar (3)

Plural nouns and verbs

Before we discuss plural types, we start by looking at plurals in verbs and how they are formed. Study the following chart for the verb “to study” with all pronouns.

[table id=13 /]

? Activity

Practice your verb knowledge in the following slides.

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Types of plural

1. **Masculine plural:** It applies to some nouns that are masculine. It does not include all masculine nouns, though. A helping tip would be that most nouns that fall in this type are adjectives or professions for humans. This plural is formed by adding: **ون** or **ين** to the noun.
2. **Feminine plural:** This applies to most feminine nouns with few exceptions with some feminine nouns that do not follow the rule. This plural is formed by adding: **ات** to the singular noun.
3. **Broken plural:** From its name, this plural is considered irregular. It is formed by breaking the stem of the word into certain patterns. So, most of these will be learned word-by-word. This category includes both masculine and feminine nouns that do not fit in the previous two types of plural. Most nouns in this category are masculine.

Learn these flash cards that include examples of each type of plural with recordings.

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Test yourself

? Activity

Fill in the blanks using the appropriate plural word in each of the following sentences.

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Activity (10): Use the word bank to fill in plural words in each sentence below then record your responses.

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Non-human plural

While it is a general rule in Arabic that adjectives agree with nouns in gender and number, some exception occurs with non-human plurals. Non-human plurals take feminine singular adjectives. The following example shows how adjectives work with human vs. non-human plural nouns :

كُتُبٌ ممتازة	طالباتٌ ممتازات	طلابٌ ممتازون
excellent books	excellent students (f.pl)	excellent students(m.pl)

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Asking about quantity and number

- To ask about the quantity and number you use the question word كم.
- When you ask with كم you always ask using the singular word and answer using the plural.
- After كم, the word appears with a case marking of (mansuub) as in كم درساً how many lessons, and كم فصلاً how many classes.
- In counting, any number more than 10 is followed by the singular noun.

? Activity

In class. With your classmates, ask and answer questions using كم guided by the following prompts.



- 1 - كم قطّة في الصورة؟ هناك _____
- 2 - هناك _____
- 3 - هناك _____
- 4 - هناك _____

Test yourself

? Activity

Choose either the singular or plural.

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Plural warp-up Activity (16): Translate the following sentences into Arabic using your knowledge of vocabulary and structure. 1. The American students study with their friends in the library. 2. My friends speak three languages 3. In my room 4 chairs and 3 tables. 4. We work at day and night and we are always busy. 5. They are married and have three beautiful girls. 6. We do not have cats or dogs in our house. 7. The houses in this area are big and new. 8. The translators work in small offices and speak Arabic and English.

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Key Takeaways

- You are now aware of all plural types in Arabic and you can use them in context.
- You know that non-human plurals take feminine singular adjectives.
- When asking about quantity, you ask in the singular using كم.
- When you count in Arabic, numbers between 3-9 take the plural noun while after 10, they take the singular noun.

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2.3: Reading

Learning Objectives

In this section

- You will practice reading and understanding family relationships.
- You will answer questions on the family tree in Arabic.

Activity

Read the following paragraph about Sama's family:

أنا اسمي سما. والدي اسمه سليم. ووالدتي اسمها فريدة. لي أختان وأخ واحد. أختي الكبيرة اسمها هالة ، وهي متزوجة وتسكن مع زوجها عادل وعندهم بنت اسمها آية وولد اسمه عُمر. أختي الصغيرة اسمها مُنى وهي ليست متزوجة. وأخي اسمه سعيد وهو متزوج ويسكن مع زوجته في مدينة الإسكندرية وعندهم ولد واحد اسمه أحمد. أنا لي عمّة واحدة وخال واحد. عمتي فاطمة لها بنت اسمها مروة. خالي حمدي يعمل أستاذ في السعودية وليس عنده أولاد.



The original version of this chapter contained H5P content. You may want to remove or replace this element.

Key Takeaways

- You can describe the family relationships and distinguish between paternal and maternal relatives.
- You can talk more extensively about family members.

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2.4: Speaking and conversation

Learning Objectives

In this section

- You will read and respond in Egyptian Arabic.
- You will practice talking about your family in Egyptian Arabic guided by a reading model.

Warm-up : Watch the song and identify the family words.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://pb.libretexts.org/arabic/?p=64>

? Activity

Egyptian conversation. Learn about Sami's family through the following module.

Read and listen to the following paragraph in Egyptian Arabic then answer the questions that follow.



أنا اسمي سامي، وأنا من مصر من مدينة الجيزة . بابا وماما ساكنين في القاهرة. أنا متجوّز وعندي ولد واحد اسمه هَيْتَم. باشتغل مُحاسب في بنك القاهرة. لِيَا أخت وأخ. أختي اسمها هالة ، وهي متجوّزة وساكنة مع جوزها عادل وعندهم بنت اسمها آية وولد إسمه عُمر. وأخويا اسمه سعيد وهوّ بيشتغل مُهندِس وساكن في مدينة الإسكندرية وهو مش متجوز. أنا لِيَا ثلاث عَمّات وخال واحد. عَمّتي سوزان عايشة في أمريكا وتشتغل في شركة (آبل) في كاليفورنيا. خالي اسمه حمدي ويشتغل دكتور في السعودية ومش عنده أولاد.

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Key Takeaways

- You can relate the spoken variety to what you know about standard Arabic.

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2.5: Culture

Learning Objectives

In this section

- You will read a dialogue in Egyptian Arabic and practice guest/host conversations.
- You will learn about the culture of hospitality, offer and refusal in Egyptian Culture.

Address forms and hospitality in Arabic culture

Read and listen to the following dialogue after studying the new vocabulary.

[table id=7 /]



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Culture notes In Arabic culture, specially with older people in the family or close community, people are named as “father of...” and “mother of...” their elder sons or daughters **أبو محمد – أم خالد**. If the eldest child is a girl and they have a younger boy, they will still be called as “father of...” and “mother of...” that son.

In Arabic culture, some kinship terms can be used as address forms for non-relatives like parents’ friends or acquaintances who are elder in age. The following expressions are from Egyptian Arabic address forms:

<i>It is used for addressing uncle or for an elder male friend of the family.</i>	عمّو/أنيكل
<i>It is used for addressing maternal uncle/aunt or an elder friend of the family.</i>	خالو/خالتو
<i>It is used for addressing grandfather or an elder relative.</i>	جدّو
<i>It is used for addressing grandmother.</i>	تيتة

Visiting and hosting in Arabic culture

As you notice in the dialogue, there was a brief back and forth interchange between the host and guest regarding offering a drink. The guest politely refused a couple of times before accepting to drink tea. This can be termed as pseudo refusal which is done socially among people on a daily basis. It is not only confined to guest/host scenario but could occur in other situations that involve offers like giving a ride or taking leave. Pseudo refusal can be highly recommended with elders or people in higher position. It becomes less likely to happen between very close friends.

? Activity

Choose the appropriate expression you can use in each of the following situations.

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Watch the song **تشرب إيه**. What do you think is the deep meaning behind it?



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Key Takeaways

- Address forms differ according to social distance in Arabic culture.
- Politeness is expected in conversation turns in the context of visiting and offering food and drink.

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2.6: Writing

Learning Objectives

In this section

- You will wrap up lesson 2 by writing your second journal.

Activity

Writing journal

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Key Takeaways

- You can now write coherent paragraphs with a good vocabulary variety and structural accuracy in the present tense.
- You can easily distinguish between written and spoken language in your communication.

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2.7: weekend assignment 2

Listen to the key words in this song in Egyptian Arabic.



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I love you (m.)	باحبك
I love you (f.)	باحبك
And me too	وأنا كمان

Writing

In your own words, write around 50 words about yourself and family. You can use some of the following questions to guide your writing:

ما إسمك؟	(1)
من أين أنت؟	(2)
ما جنسيتك؟	(3)
ما جنسية والدك؟ وماذا يعمل؟	(4)
ما جنسية والدتك؟ ماذا تعمل؟	(5)
أين تسكن / تسكنين؟	(6)
مع من تسكن / تسكنين؟	(7)
هل عندك أخ أو أخت؟	(8)
ماذا تدرس / تدرسين؟	(9)
في أي جامعة تدرس / تدرسين؟	(10)
هل تعمل / تعملين؟ أين؟	(11)
أين تريد أن تعمل؟ / أين تريد أن تعمل؟	(12)

Instructions :

You will submit the task twice : in handwriting and typing.

- 1)First do it in handwriting
- 2)Keep the handwriting to check in class
- 3) Type what you did and submit in typing to d2L drop box.

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CHAPTER OVERVIEW

3: Study and school

- 3.1: Vocabulary
- 3.2: Grammar
- 3.3: Reading
- 3.4: Speaking and conversation
- 3.5: Culture
- 3.6: Writing
- 3.7: Weekend assignment 3

This page titled [3: Study and school](#) is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by [Ayman Mohamed and Sadam Issa \(Michigan State University Libraries\)](#) via [source content](#) that was edited to the style and standards of the LibreTexts platform.

3.1: Vocabulary

Learning Objectives

In this section

- You will learn new vocabulary on study and school.
- You will practice new verbs in general contexts to reinforce present tense.

Vocabulary (1)

Listen to new vocabulary that relates to study and school in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=19 /]

? Activity

In class. With your classmates, Ask and answer questions about study and college then report to class.

[table id=20 /]

Vocabulary (2)

Listen to new verbs in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=28 /]

? Activity

In class. Look at the pictures and describe what they are doing guided by the vocabulary prompts.



1. سلمى _____ إلى حبيبها.



2. جدي _____ كل يوم.



3. ليلي _____ إلى _____ في غرفتها.



4. أصحابي _____ في _____ في نهاية الأسبوع.



5. في الإجازة أنا وأصحابي _____ إلى _____ بالسيارة.

? Activity

Choose the appropriate word in its correct form in each of the following.

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Activity (4): With your classmates. Ask your classmates the following questions in Arabic to get complete answers then report your findings to class. 1)Do you like traveling? Where? 2)Do you eat vegetables and fruit everyday? 3)Do like meat or chicken? 4)Do you like desserts? Which desserts? 5)What do you like to read? 6)Do you watch TV? What do you like to watch? 7)Do you listen to music? Which music?

Key Takeaways

- You know types of schools in Arabic.
- You know more verbs and how to use them in different contexts.

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3.2: Grammar

Learning Objectives

In this section

- You will learn about the grammar of “Idafa construct” as a frequent structure in Arabic.
- You will also use the structure “was/were + verb” in talking about past continuous actions or childhood memories.
- You will review object pronouns and extend your skills in sentence structure in Arabic.

Grammar (1)

Idafa structure in Arabic

The construct phrase or الإضافة refers to a relationship of possession or belonging. In kinship terms, the way it is phrased is parallel to the English structure X of Y as in “sister of Mohamed” أخت محمد and in “son of my uncle” ابن عمي. The table below gives you more examples of this use of الإضافة and how it relates to possessive pronouns:

his father	والده	Father of Ahmed	والد أحمد
her car	سيارتها	Car of Layla	سيارة ليلى
their car	صورتهم	Picture of my relatives	صورة أقاربي

In the Idafa Structure, the first part should be indefinite and the second part definite. By the first part we refer to the possessed thing, for example: “book”. The second part is the possessor: “the teacher”. The structure always goes as “Book of the teacher” with the definite article on the second part, not on the first. Definiteness in Arabic can be marked by different ways: proper nouns; possessive pronouns; or the regular definite article. The Idafa structure can be longer than two words, in which case the definiteness comes in the end. Examples:

University of state of Michigan			جامعة ولاية ميشيغان
Car of the husband of the sister of the teacher			سيارة زوج أخت الأستاذ
Cousin of the uncle of the father of Mahmoud			ابن عم والد محمود

? Activity

Choose the correct Idafa structure in each of the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Translate these sentences to or from Arabic paying attention to Idafa structures. Post your responses to the textbox below.

- خالة صاحبي تعمل في مكتبة كلية الحقوق
- I don’t know the address of my friend’s house.
- أقارب والدي يعيشون في فلوريدا.
- My aunt’s husband teaches in the college of engineering.
- أدرس تاريخ الشرق الأوسط في جامعة شيكاغو

- 6) The family's picture is in my grandmother's room
(7) كتاب اللغة العربية فيه دروس صعبة
(8) My grandfather's house is big, and it has many rooms.
(9) لا أعرف عنوان بناية مكتب القبول في الجامعة
(10) I have a letter from my uncle's wife.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Grammar (2)

The verb “was/were”

The verb كان indicates a past tense (was/were). Learn how it is conjugated with different pronouns.

[table id=25 /]

When it is followed by a verb, it conveys the past progressive as “I was writing” or “She was listening.” In this case, the following verb is conjugated in the present tense. It can also convey the meaning of “I used to write” or “She used to listen.” Study the following table:

[table id=26 /]

? Activity

In class. Share memories of your childhood following the model sentences below.

في طفولتي كنتُ أحب أن أشاهد (سبونج بوب)
في طفولتي كنتُ أحب أن أكل كاندي وشيكولاتة

Activity (8): Test yourself. Check the correct conjugation of كان in each of the following sentences.

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Activity (9): Translate into Arabic with attention to the forms of كان in each of the following sentences.

- (1) I was in class with my classmates.
(2) Sally was in the restaurant yesterday with her sweetheart.
(3) My grandfather was listening to the news on the TV.
(4) In our childhood, we used to love chocolate.
(5) Max and his classmate were writing their homework in the library.
(6) I was reading the news in my classmate's room before class.
(7) My classmates were writing their homework at the library yesterday.

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Grammar (3)

Object pronouns

When pronouns function as objects in the sentence, they get attached to the end of the verb. Object pronouns are equivalent to (me, his, her) in English. Study the following list.

[table id=29 /]

Object pronouns mainly attach to the end of the verb, but sometimes they attach to the end of the proposition as in:

In it	فيه / فيها
From him/her/it	منه / منها
To him/her/it	إليه / إليها

? Activity

Test yourself. Fill in the gaps with the appropriate phrase guided by the provided clues between brackets.

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Key Takeaways

- Idafa structure is a very common structure in Arabic. It is a noun-noun structure with the first part indefinite and the second part indefinite.
- Object pronouns are attached as suffixes to the end of verbs.

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3.3: Reading

Learning Objectives

In this section

- You will read a passage and report back in complete sentences.
- You will practice how to describe your memories in the appropriate structure.

Activity

Learn from Youssef about his childhood friends and colleagues. Listen and read the text then answer the questions that follow.



أنا اسمي يوسف حسين. أنا أمريكي من أصل مصري. أنا في السنة الثالثة في كلية الهندسة. في أيام المدرسة الابتدائية كان لي أصدقاء وزملاء كثيرون. صديق طفولتي اسمه جوناثان وكان يدرس معي في نفس المدرسة. كنت أحب أن أذهب إلى بيته في نهاية الأسبوع وأحياناً كنا نلعب كرة القدم في النادي. وكان عندنا زميلة اسمها نيكول. هي كانت تحب الموسيقى واللغات. والآن هي تدرس اللغة العربية وتريد أن تسافر إلى الشرق الأوسط. صاحبتنا ليزلي كانت لا تحب أن تدرس وكانت تحب أن تشاهد الأفلام وتلعب على الانترنت. في إجازة الصيف أنا وأصحابي كنا نسافر معاً إلى كندا أو المكسيك. كانت أيام جميلة. ولكن الآن نحن مشغولون وتكلم فقط على التليفون أو الفيسبوك.

Study the following questions then prepare your answers in full sentences in Arabic. Record your responses in the box that follows.

- 1)What do we know about Youssef's study right now?
- 2)Who was Jonathan in relation to Youssef?
- 3)What did Youssef like to do in the weekend?
- 3)What did Youssef and Jonathan do together sometimes?
- 4)What did Nicole like? What does she want to do now?
- 5)What do we know about Lesley's likes and dislikes?
- 6)What were they used to do in the summer vacation?
- 7)How are they doing now? How do they communicate?

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Key Takeaways

- The structure of was/were + verb is used to describe past memories or an activity that was continuing at some point in the past.
- This is not the same function of the regular past tense that will be discussed later.

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3.4: Speaking and conversation

Learning Objectives

In this section

- You will learn new vocabulary of food items in Egyptian Arabic.
- You will then read and practice a model dialogue in a restaurant and create a similar skit.

Talking about food and drink



Learn new vocabulary in Egyptian Arabic related to food and drink. Listen, read, and repeat.

[table id=30 /]

Activity (12). In class. With your classmates, ask and answer the following questions about food then report to class.

[table id=31 /]

At the restaurant

Study the new vocabulary then read and listen to the dialogue below between a waiter and a customer.

[table id=32 /]



الجرسون : أهلاً وسهلاً. اتفضل.

حسام : شكراً

الجرسون : حضرتك تشرب حاجة الأول؟

حسام : أيوة. ممكن مية لو سمحت؟

الجرسون : حاضر. حضرتك تحب تاكل إيه؟

حسام : هات لي واحد كباب مع سلطة وشورية فراخ

الجرسون : تحت أمرك يا فندم. حاجة تاني؟

حسام : لا شكراً

الجرسون : حضرتك تاخذ حلو إيه؟

حسام : أنا عايز واحد عصير مانجا بس

الجرسون : أي خدمة ثانية يا فندم؟
 حسام : لا تمام . هات لي الشيك لو سمحت !
 الجرسون : حاضر يا فندم . بالهنا والشفا

? Activity

In class. Study the following menu and create a mini skit in a restaurant scenario with your classmates.

مقبلات	
١٠	سلطة سيزر
٨	سلطة خضرا
١٢	بطاطس
٨	كوبنة
٥	خضص
وجبات	
٢٥	شاورما لحم
٢٠	شاورما دجاج
٣٥	كباب وكفتة
١٥	رز أبيض
١٥	رز بلي
٢٠	فاهيتا
١٥	سكرونة إسباجيتي
٢٢	سمك فليه
حلويات	
١٧	تشيز كيك
١٦	تشوكليت كيك
١٢	أيس كريم
عصائر ومشروبات	
٥	شاي
٧	قهوة
١٠	حلاجة سالفة
١٢	عصير فريش : مانجو - برتقال - ليمون

Key Takeaways

- Now that you have used some language about food, we are ready to have some culture notes in the next section.

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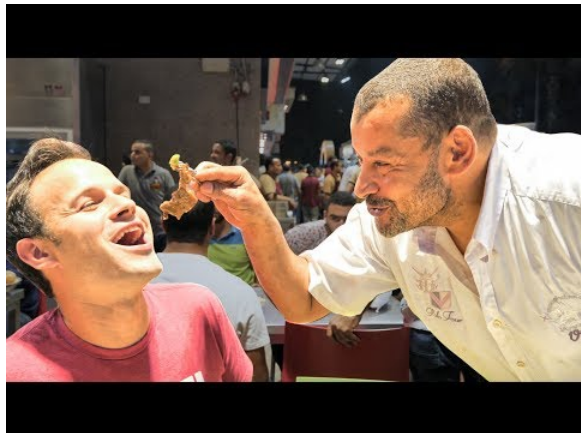
3.5: Culture

Learning Objectives

In this section

- You will watch a video and reflect on the popular dishes in Egypt and other countries.
- You will learn some culture notes about ordering in a restaurant in Egypt then test yourself on these expressions.

Warm-up: Watch this video about street food in Cairo. Engage in a discussion with your classmates about the popular dishes in Egypt, US, and different countries around the world.



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Culture notes

As you learned in the previous section, there are a variety of ways to order foods or drinks in a restaurant/café.

- ممكن which literally means ‘possible’ can be used to begin a request as in **لو سمحت**, which translates to something like ‘May I have water please?’
- The phrase **لو سمحتي / لو سمحت** is used interchangeably or along with **من فضلك / من فضلك** in the beginning or end of the request.
- The word **واحد** is used to refer to an item of service and it is used for both a masculine item and a feminine item such as **واحد رز** which means ‘one rice,’ which is masculine, and **واحد سلطة خضراء** which means ‘one green salad,’ which is feminine.
- The phrase **هات لي / هاتي لي** is most frequently used in the restaurant setting.
- **لو سمحت / لو سمحتي** can also be used in requesting food/drink, and usually combined with **عايز / عايزة**
- Respect address forms and honoring phrases are expected from service providers towards customers. Examples include **تحت أمرك** and **أي خدمة**.
- The word **حاجة**, which literally means ‘a need’ is frequently used in Egyptian Arabic in different contexts to mean ‘something’ or ‘a thing’ as in **كُل حاجة** and **عايز حاجة؟**
- **يا فندم** is an address form borrowed from Turkish ‘*efindim*,’ and it is used in Egypt as an address form meaning ‘sir/madam’ to show respect for people whom we do not know well. It is usually heard in service encounters and it is used for both males and females.

Test yourself

? Activity

Check the right expressions in each of the following situations.

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Key Takeaways

- You can now order food and drink in Arabic. Find a nearby Middle Eastern restaurant and practice some of the expressions you learned.

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3.6: Writing

Learning Objectives

In this section

- You will wrap up what you learned in lesson 3 and write your third journal entry.

Activity

Journal writing prompt.

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Conclusion

- Good job. Move on to the next lesson.

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3.7: Weekend assignment 3

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CHAPTER OVERVIEW

4: Weather

- 4.1: Vocabulary
- 4.2: Grammar
- 4.3: Reading
- 4.4: Speaking and conversation
- 4.5: Culture
- 4.6: Writing
- 4.7: Weekend assignment 4

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4.1: Vocabulary

Learning Objectives

In this section

- You will learn new weather vocabulary.
- You will use new vocabulary in context and conversation setting.

Vocabulary (1)

Listen to new vocabulary that relates to weather in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=34 /]

? Activity

Fill in the blanks with words that best complete the meaning.

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? Activity

With your classmates. Ask and answer the following questions then report your findings to class.

[table id=38 /]

? Activity

With your classmates. Use the following clues to report about the weather condition in each of the following cities. You can follow the first example.

[table id=39 /]



1-الطقس في الرياض مشمس ودرجة الحرارة الكبرى 18 والصغرى 4 .

_____ -2

_____ -3

_____ -4

_____ -5

_____ -6

Key Takeaways

- You can talk about the weather in the four seasons in your town.

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4.2: Grammar

Learning Objectives

In this section

- You will learn the difference between phrases and sentences.
- You will practice comparative and superlative forms.
- You will know how to use adverbs in different contexts.
- You will learn how to form the future tense and talk about future plans.
- You will create complex sentences using the structure of “because” and “because of.”

Grammar (1)

Definite and indefinite structures

Study the following examples to distinguish between phrases and sentences.

The winter is cold	الشتاء بارد	This is a cold winter	هذا شتاء بارد
I do not like the cold weather	لا أحب الجو البارد	The weather is cold in winter	الجو بارد
The new restaurant is excellent	المطعم الجديد ممتاز	This is a new restaurant	هذا مطعم جديد

Activity (4). Choose the right translation for each of the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Grammar (2)

Comparatives and Superlatives

Study the following examples:

The weather in Chicago is colder than the weather in Texas			الجو في شيكاغو أبرد من الجو في تكساس
New York city is bigger than Detroit city			مدينة نيويورك أكبر من مدينة ديترويت
The weather in the Fall is nicer than the weather in the Spring			الطقس في الخريف ألطف من الطقس في الربيع
The Arabic language book is easier than the history book			كتاب اللغة العربية أسهل من كتاب التاريخ
My father's car is smaller than my mother's car			سيارة والدي أصغر من سيارة والدتي
Sultan restaurant is the best restaurant in the city			مطعم (سلطان) هو أحسن مطعم في المدينة
What is the biggest state in America?			ما هي أكبر ولاية في أمريكا؟

The comparative form in Arabic is derived from the adjective in a predictable pattern as you see in the previous examples. In comparison, you should use the proposition من after the adjective while in the superlative form, you will use the identifier noun like in أحسن مطعم “best restaurant” and أكبر ولاية “biggest state”.

Study the following table on comparative and superlative forms:

[table id=40 /]

? Activity

With your classmates. Create comparative sentences using the following prompts.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Survey: Ask your classmates and then report your findings to class.

في رأيك...؟ بالنسبة لك...؟

(1) ما هي أحسن جامعة في العالم؟

(2) ما هي أبرد ولاية في أمريكا؟

(3) ما هو أحسن فيلم هذه السنة؟

(4) ما هو أصعب يوم في الأسبوع؟

(5) ما هو أحسن مطعم في المدينة؟

(6) ما هي أجمل مدينة في أمريكا؟

(7) من أحسن ممثل / ممثلة actor في هوليوود؟

Grammar (3)

Adverbs

Study the following list of adverbs

[table id=37 /]

Grammar notes

The adverb in Arabic is usually derived from the adjective by adding a Tanween in the end. They describe the degree, frequency, or manner of the verb. Note the difference between these sentences.

خالد يذاكر جيداً <i>Khalid studies well</i>	خالد طالب جيد <i>Khalid is a good student</i>
آكل الدجاج كثيراً <i>I eat chicken a lot</i>	آكل دجاج كثير <i>I eat a lot of chicken</i>
هل تسكن قريباً؟ <i>Do you live nearby?</i>	هل تسكن في بيت قريب؟ <i>Do you live in a nearby house?</i>

- You note that the adjective describes the noun while the adverb describes the verb.
- Some adverbs describe adjectives as well like جداً “very” or أيضاً “also”.

- Adverbs usually come after adjectives or verbs but some of them can freely move around the sentence like دائماً “always,” أحياناً “sometimes,” and عادةً “usually”.
- The following expressions are equivalent:

كُلُّ يومٍ	يوميّاً
كُلُّ أسبوعٍ	أسبوعيّاً
في الصيف	صيفاً
في النهار	نهاراً
في الليل	ليلاً

? Activity

Choose the appropriate adjective that best fits in each of the following **sentences**

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Find someone who. Survey your classmates to know if they do these activities. Report your findings to class in complete sentences.

(1)	Travels in the summer? Where?	هل تسافر / تسافرين صيفاً؟ أين؟
(2)	Works at daytime?	..... .....
(3)	Watches TV sometimes?	..... .....
(4)	Studies well at the library?	..... .....
(5)	Reads at night?	..... .....
(6)	Lives nearby?	..... .....
(7)	Goes to classes daily?	..... .....
(8)	Eats chicken a lot	..... .....
(9)	Very tired?	..... .....
(10)	Always busy?	..... .....
(11)	Speaks a lot with friends?	..... .....
(12)	Sleeps late?	..... .....

Grammar (4)

Future Tense

Future tense in Arabic is formulated by adding the prefix **سـ** or the separate word **سوف** in front of a present tense verb. They can be used interchangeably. The use of **سوف** can imply a further distant and unplanned future while the use of **سـ** can be more immediate future. The negation of the future is formed by adding the word **لن** before the present tense while removing the future marker.

- Common words and phrases that mark the future tense include:

tomorrow	غداً
the day after tomorrow	بعد غد
the coming week	الأسبوع القادم
the coming month	الشهر القادم
the coming year	السنة القادمة
the coming summer	الصيف القادم
God willing	إن شاء الله

Practice the verb “will travel” and its negation form:

[table id=41 /]

? Activity

Fill in the blanks with the appropriate future verb using the root clues provided between brackets.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Ask your classmates about their future plans then report your findings to class. You can use the following prompts.

[table id=42 /]

Grammar (5)

“Because/Because of” Sentences

To express reason, you can use either **لأنّ** or **بسبب**. These are used differently as **لأنّ** “because” should be followed by a complete sentence while **بسبب** “because of” is followed by a noun or a nominal phrase but should not be a full sentence. Study the differences between these pairs of sentences:

لا أحب الشتاء لأنّ الجو بارد <i>I do not like winter because the weather is cold</i>	لا أحب الشتاء بسبب الجو البارد <i>I do not like winter because of the cold weather</i>	(1)
أذهب إلى الجامعة يومياً لأنّ عندي فصول <i>I go to university daily because I have classes</i>	أذهب إلى الجامعة يومياً بسبب الفصول <i>I go to university daily because of classes</i>	(2)
أختي تسكن في شيكاغو لأنّها تدرس في الجامعة <i>My sister lives in Chicago because she studies in the university</i>	أختي تسكن في شيكاغو بسبب الدراسة <i>My sister lives in Chicago because of study</i>	(3)

Grammar notes

Note that **لأنَّ** merges with the following pronoun, in which case is an object pronoun. Study the following table:

لأنَّها	لأن + هي	لأنِّي	لأن + أنا
لأنَّنا	لأن + نحن	لأنَّكَ	لأن + أنت
لأنَّكم	لأن + أنتم	لأنَّكِ	لأن + أنتِ
لأنَّهم	لأن + هم	لأنَّه	لأن + هو

? Activity

Use **لأنَّ** or **بسبب** to best complete the sentences below.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Write complete sentences using **لأنَّ** or **بسبب** guided by picture and vocabulary clues.

1- أصحابي - مكتبة - امتحان



2- طلاب - فصل - كورونا



3- السكن - آلاسكا - الثلج



4- كلية الهندسة - يعمل - مهندس





? Activity

Ask your classmates questions in Arabic using لماذا and report your findings to class. You can use the following prompts.

1. Why do you study Arabic?
2. Where do you like to travel? Why?
3. In what area do you live? Do you like it? Why?
4. Where do you like to work? Why?
5. What is the best season in your opinion? Why?
6. Where do you want to live in the future? Why?

Key Takeaways

- You can compare and contrast and express preferences.
- You can express reason or purpose in complex sentences.

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4.3: Reading

Learning Objectives

In this section

- You will read a weather report in Arabic.
- You will practice how to report back using complete sentences.

Activity (14): Read through the weather forecast in Amman, Jordan then answer the questions that follow.

حالة الطقس في مدينة عَمَّان



الخميس : الطقس سيكون خريفي مُعتدل نهاراً في معظم المناطق ، بارد قليلاً ليلاً. درجة الحرارة الكبرى 19 والصغرى 7 ، ونسبة الرطوبة مُتوسطة.

الجمعة : الطقس سيكون غائم ودرجة الحرارة منخفضة: الكبرى 16 والصغرى 4 ، واحتمال المطر ليلاً 60 % في بعض المناطق في جنوب المدينة.

السبت : الطقس سيكون مشمس ودافئ نهاراً في معظم المناطق ، درجة الحرارة الكبرى 22 والصغرى 10 ، وسيكون بارد قليلاً ليلاً في شمال المدينة.

Read the following questions then prepare your answers in full sentences in Arabic. Record your responses in the box that follows.

- 1- كيف سيكون الطقس يوم الخميس نهاراً؟ وليلاً؟
- 2- في أي يوم سيكون هناك مطر؟
- 3- هل الجو أبرد يوم الجمعة أو السبت؟
- 4- كم ستكون درجة الحرارة يوم الجمعة؟
- 5- كيف سيكون الطقس يوم السبت نهاراً؟
- 6- كيف سيكون الطقس في شمال المدينة يوم السبت؟

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? Activity

). Read the following passage as Omar describes the weather in Cairo and Chicago then answer the questions that follow.



اسمي عُمر سليم. أنا من مدينة الإسكندرية في مصر ولكن أسكن الآن في القاهرة لأني أدرس في جامعة القاهرة. لا أحب السكن في القاهرة كثيراً بسبب الازدحام والطقس. الجو في القاهرة حار جداً في الصيف وبارد في الشتاء. أختي سامية تعيش في مدينة شيكاغو لأنها تدرس في جامعة شيكاغو. مدينة شيكاغو مُزدحمة أيضاً مثل القاهرة. أختي لا تحب شيكاغو بسبب الطقس البارد. الجو هناك أبرد كثيراً من مصر. في شيكاغو الجو مُثلج في الشتاء، أما في مصر فليس هناك ثلج. أحياناً هناك مطر في الربيع ولكن في القاهرة الجو ممطر قليلاً في الشتاء.

Read the following questions then prepare your answers in full sentences in Arabic. Write your responses in the box that follows.

- 1- لماذا يسكن عمر في القاهرة؟
- 2- لماذا لا يحب عمر السكن في القاهرة؟
- 3- كيف الطقس في القاهرة؟
- 4- هل الجو في شيكاغو أحرّ أو أبرد من الجو في القاهرة؟
- 5- لماذا لا تحب سامية مدينة شيكاغو؟
- 6- كيف الثلج في شيكاغو والقاهرة؟

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Language Note on the reading

We learned that comparison can be expressed through the comparative forms in Arabic. In the previous drill, you see other comparison expressions using لكن and أما...ف. The use of أما...ف is equal to the expression “as for...” In Arabic structure, the second part of this construct is initialed by ف as you see in the following sentences.

(1)	نيويورك مدينة مزدحمة. أما إيسنت لانسنغ فهي مدينة هادئة.
	<i>New York is a crowded city. As for East Lansing, it is a quiet city</i>
(2)	الجو في الصيف لطيف. أما في الشتاء فالجو مثلج وبارد جداً.
	<i>The weather in the summer is nice. As for winter, the weather is snowy and very cold.</i>
(3)	أنا وإخوتي نحب الخريف. أما والدتي فهي تحب الشتاء كثيراً.
	<i>Me and my brothers love the fall. As for my mother, she likes winter a lot.</i>

Key Takeaways

- You can describe weather in your city and compare it with another place.

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4.4: Speaking and conversation

Learning Objectives

In this section

- You will practice watching weather reports and summarize information from them.

Activity

Watch the following weather reports from Jordan and Egypt and respond to the questions that follow.

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Key Takeaways

- You can create a video of your own reporting about the weather in your city.

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4.5: Culture

Learning Objectives

In this section

- You will learn about Fairouz, a famous Lebanese singer.

Warm-up: Watch this video featuring a song by Fairouz.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://pb.libretexts.org/arabic/?p=119>



جارية القمر الفنانة الكبيرة فيروز

Culture notes

- Fayrouz is considered by many as one of the leading vocalists and most famous singers in the history of the Arab world. She is considered the musical icon of Lebanon, and popularly known as “the soul of Lebanon.”
- Fairuz (فيروز) is a Lebanese singer and is among the most widely admired and deeply respected singers in the Arab world. Habbaytak Bissayf (‘I loved you in summer’) is one of the songs from an album released in 1970 with the same name.
- Fairuz’s fame spread throughout the Arab world in the 1950s and 1960s and she would perform outside of Lebanon in various Arab capitals, including Damascus, Amman, Cairo, Rabat, Algiers, and Tunis.
- In a career spanning over six decades, Fairuz has recorded nearly 1500 songs, released more than 80 albums and 20 musicals, and sold over 150 million records worldwide, making her the highest-selling Middle-Eastern artist of all time and one of the best-selling music artists in the world.
- For many Arabs, Fairouz’s voice is associated with winter mornings and coffee.

Learning Objectives

- Do your search online to find another song for Fairouz to share with your classmates with lyrics.

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4.6: Writing

Learning Objectives

In this section

- You will wrap up lesson four by writing your journal entry.

Activity

Journal writing prompt.

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Conclusion

- Good job. Move on to the next lesson to talk about your hobbies.

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4.7: Weekend assignment 4

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CHAPTER OVERVIEW

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5.1: Vocabulary

Learning Objectives

In this section

- You will learn new vocabulary related to hobbies and sports.
- You will exchange ideas with your classmates about likes, dislikes, and hobbies.

Vocabulary (1)

Listen to new vocabulary that relate to hobbies in the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=43 /]

Notes on vocabulary

Learn the conjugation of the verb أَقْضِي إِجَارَةً “to spend a vacation.”

[table id=44 /]

? Activity

Drag and drop from the word bank to complete the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

With your classmates, ask and answer the following questions about hobbies.

[table id=45 /]

Vocabulary (2)

Listen to additional vocabulary the following recording and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=46 /]

Notes on vocabulary

The verb يُمكن literally means “It is possible.” In spoken Arabic you hear the word مُمكن which means “maybe.” So in formal Arabic when you say يُمكنني it literally means “it is possible for me,” يُمكنها “It is possible for her,” etc. Both verbs يمكن and يستطيع can be followed by either أن + verb or by the Masdar.

Study the conjugations for new verbal structures يمكن and يستطيع which both mean “I can”

[table id=47 /]

The verb أستمع is always combined with the preposition بـ and then followed by a noun/Masdar. You cannot use أن or other verbs after this verb.

Study the following examples for the usage of the verb أستمع

I enjoy the weather in the Fall	أنا أستمع بالجو في الخريف
You (m.) enjoy sitting at home?	أنت تستمتع بالجلوس في البيت؟
You (f.) enjoy travel?	أنتِ تستمتعين بالسفر؟
He enjoys reading illustrated books	هو يستمتع بقراءة القصص المصورة
She enjoys dancing at parties	هي تستمتع بمشاهدة الأفلام
We enjoy listening to music	نحن نستمتع بالرقص في الحفلات
You (pl.) enjoy listening to music?	أنتم تستمتعون بالاستماع إلى الموسيقى؟
They enjoy playing basket ball	هم يستمتعون بلعب كرة السلة

? Activity

Choose the appropriate form of the verb in each of the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Review your knowledge of vocabulary to complete the following paragraph about Marwa.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Key Takeaways

- You can now express your hobbies using different verb and noun structures.
- In the next section, you will look at the verbal noun and how to derive it from verbs.

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5.2: Grammar

Learning Objectives

In this section

- You will learn about verbal nouns and how they are derived from verbs.
- You will use different connectors to make meaningful sentences.

Grammar (1)

Masdar (verbal noun/gerund)

المصدر is a verbal noun that is derived from the same root as the verb to imply the activity or action. It is treated as a noun in that it can be definite or indefinite depending on context. For example, it will be indefinite when it falls as the first part of Idafa. Consider the following sentence pairs:

والدتي تحب شرب القهوة في الصباح. <i>My mother likes drinking coffee in the morning</i>	والدتي تحب أن تشرب قهوة في الصباح. <i>My mother likes to drink coffee in the morning</i>
أحب مشاهدة التلفزيون في المساء. <i>I like watching TV in the evening</i>	أحب أن أشاهد التلفزيون في المساء. <i>I like to watch TV in the evening</i>
ينتهي تريد القراءة في الليل. <i>My daughter wants reading at night</i>	ينتهي تريد أن تقرأ في الليل. <i>My daughter wants to read at night</i>

In the previous examples, you can see that the masdar form can equally be expressed by the structure أن + verb. Note that using the definite article ال is not necessarily a part of the gerund. It depends on context so you cannot use it in a case which you have an Idafa structure as in number 1 and 2. Otherwise, you must use ال when you have examples like number 3 above.

Study the following list of verbs and gerunds. Listen and read the forms.

[table id=48 /]

? Activity

Decide whether you should use the verb or the masdar form in each of the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

With your classmates. Find someone who: survey your classmates to find out who does or does not do these activities. Use the Masdar form in questions and answers.

- likes watching football or basketball.
- enjoys swimming in the winter.
- likes traveling in the summer.
- likes playing sports? Which sport?
- likes reading every day.
- likes eating in restaurants? Which restaurant?
- likes living in a big city.
- wants to obtain the Masters.
- likes to work in teaching.

10. likes dancing? Which dancing?

Grammar (2)

Expressing purpose and result

- To express the purpose or reason of something you are doing, you can use the letter **ل** and connect it with either a verb or a Masdar. Study the following examples:

نذهب إلى المكتبة لكتابة الواجب. <i>We go to the library for writing the homework</i>	نذهب إلى المكتبة لنكتب الواجب. <i>We go to the library to write the homework</i>
أسافر إلى مصر لدراسة اللغة العربية. <i>I travel to Egypt for studying Arabic</i>	أسافر إلى مصر لأدرس اللغة العربية. <i>I travel to Egypt to study Arabic</i>
صاحبتني تعمل في شركة للحصول على فلوس <i>My friend works in a company for obtaining money</i>	صاحبتني تعمل في شركة لتحصل على فلوس <i>My friend work in a company to obtain money</i>

- To express the consequence or result, you can use the connector **لذلك** which literally means “for this reason.” It implies the equivalent of the connector “so” in English. It is only followed by a complete sentence as in the following examples:

ليس عندي فصول يوم السبت ، لذلك لا أذهب إلى الجامعة. <i>I do not have classes on Saturday, so I do not go to the university.</i>	
لا نحب الأكل في المطاعم ، ولذلك نطبخ في البيت. <i>We do not like eating in restaurants, that's why we cook at home.</i>	
أريد السفر إلى الشرق الأوسط ، لذلك أدرس اللغة العربية. <i>I want traveling to the middle east, for this reason I study Arabic.</i>	

? Activity

Decide what connector to use to combine the sentences below.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Translate each of the following sentences in two ways: once using verb and once using Masdar.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Grammar (3)

Present tense case marking

The default case ending for the present tense is **نَحْبُ** - **يَشْرَبُ** - **يَأْكُلُ** .

This default case changes when the following precede the verb : **لن** - **ل** - **أن**

Study these sentences and compare the case endings of verbs:

نحب أن نذهب إلى المكتبة كل يوم. We like to go to the library every day.		نذهب إلى المكتبة كل يوم. We go to the library every day.	(1)
لن أسافر إلى مصر في الصيف. I will not travel to Egypt in the summer.		أسافر إلى مصر في الصيف. I travel to Egypt in the summer.	(2)
صاحبتي تدرس الكمبيوتر لتعمل في شركة مايكروسوفت. My friend studies computer to work in Microsoft company		صاحبتي تعمل في شركة مايكروسوفت. My friend work in Microsoft company.	(3)

With verb conjugations that end with **ن** , you drop it after these connectors. Study the following examples and note what happens to the ending of verbs:

يا سارة! هل تحبين أن تخرجي في الوبك إند؟ We like to go to the library every day.		يا سارة! هل تخرجين في الوبك إند؟ We go to the library every day.	(4)
هل أنتم تستطيعون أن تسكنوا في مدينة كبيرة؟ Can you live in a big city?		هل أنتم تسكنون في مدينة كبيرة؟ Do you live in a big city?	(5)
أصحابي يريدون أن يلعبوا كرة القدم. My friends want to play soccer.		أصحابي يلعبون كرة القدم. My friends play soccer.	(6)

What happens here is that the case marking change in these cases is achieved by dropping the final noun in the verb if that verb is preceded by **أن** - **لن** - **لا**

? Activity

Choose the appropriate word and structure to complete the following sentences.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

? Activity

Rewrite the following sentences using the verb and make necessary changes.

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Key Takeaways

- You can use a variety of connectors to make a complex sentence.
- You can flexibly use different word forms to convey similar meanings.

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5.3: Reading

Learning Objectives

In this section

- You will read about daily activities and practice different forms of rephrasing them.
- You will practice deriving information from text and summarizing main ideas.

Activity

Read about Ayman's hobbies and his family activities during the weekend and respond to the questions that follow.



اسمي أيمن سمير . أنا طالب في الثانوية العامة . الدراسة صعبة جداً في المدرسة الثانوية , ولكني أريد أن أحصل على درجة عالية لأدخل كلية الطب . في نهاية الأسبوع يمكنني أن أسهر قليلاً أو أخرج مع أصحابي لمشاهدة فيلم . هوايتي لعب الشطرنج وأستطيع أن ألعب مع والدي أحياناً . أما أخي الكبير أشرف فهو هوايته الرياضة . هو يلعب كرة القدم مع أصحابه كل أسبوع ويستمتع دائماً بمشاهدة المصارعة والملاكمة في التلفزيون وأحياناً يذهب للسباحة في النادي . أختي أماني هوايتها القراءة والكتابة . هي تستمتع كثيراً بقراءة القصص والروايات ويمكنها أن تكتب الشعر أو قصص قصيرة . في نهاية الأسبوع يمكنها أن تخرج مع صاحباتها في المول وتتسوق معهم . أما والدي فهو يستمتع بالجلوس في البيت ولا يحب الخروج . هو يحب مشاهدة البرامج السياسية وقراءة الأخبار والمقالات في المجلات السياسية . والدتي تحب الطبخ وهي دائماً تطبخ لنا مأكولات لذيذة . وفي المساء تستمتع بمشاهدة المسلسلات في التلفزيون . وفي الليل يمكننا أن نزور أقراننا ونأكل العشاء معاً .

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Key Takeaways

- You can summarize and paraphrase main ideas from reading.

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5.4: Speaking and conversation

Learning Objectives

In this section

- You will practice exchanging information about your likes and dislikes.
- You will perform an oral presentation about your hobbies and family activities.

Activity

Practice speaking and conversation both in pairs and in the presentation mode.

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Key Takeaways

- You can use the reading sections to inform your oral presentation.

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5.5: Culture

Learning Objectives

In this section

- You will learn about the significance of soccer in the Arab world.
- You will learn some expressions that you can hear while watching soccer.

Warm-up: Watch this video featuring a song by Nancy Ajram.

Keywords : شجع بعلمك support with your flag



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Culture notes

- Soccer is considered the first popular sport in the Arab world.
- Many channels and networks specialize in broadcasting and analyzing soccer games.
- Each Arab country has its national teams that compete locally and attract wide audience.
- Many children in the Middle East and North Africa grow up playing it, as well as obsessing over it and its famous sports teams, clubs, and players.
- City: Cairo, Egypt

Rival: Zamalek SC (Cairo)

2. Al Hilal Saudi Club

City: Riyadh, Saudi Arabia

Rival: Al-Nassr (Riyadh)

3. Espérance Sportive de Tunis

City: Tunis, Tunisia

Rival: Club Africain (Tunis), Étoile Sportive du Sahel (Tunis)

4. Étoile Sportive du Sahel

City: Tunis, Tunisia

Rival: Espérance Sportive de Tunis (Tunis), Club Africain (Tunis)

5. Al-Ahli Saudi FC

City: Jeddah, Saudi Arabia

Rival: Al-Ittihad (Jeddah)

6. Zamalek SC

City: Cairo, Egypt

Rival: Al-Ahly SC (Cairo)

7. Club Africain

City: Tunis, Tunisia

Rival: Espérance Sportive de Tunis (Tunis), Étoile Sportive du Sahel (Tunis)

8. Wydad Athletic Club

City: Casablanca, Morocco

Rival: Raja FC (Casablanca)

9. Al-Hilal Omdurman FC

City: Khartoum, Sudan

Rival: Al-Merrikh (Khartoum)

10. Al-Merrikh Sporting Club

City: Khartoum, Sudan

Rival: Al-Hilal Omdurman FC

- **Famous Arab Players:** The following is a list of the most famous Arab soccer players currently playing.

Mohamed Salah

Country: Egypt

Club: Liverpool

Riyad Mahrez

Country: Algeria

Club: Leicester City

Islam Slimani

Country: Algeria

Club: Leicester City

Yacine Brahimi

Country: Algeria

Club: FC Porto

Mahdi Benatia

Country: Morocco

Club: Juventus

Faouzi Ghoulam

Country: Algeria

Club: SSC Napoli

Mohamed Elneny

Country: Egypt

Club: Arsenal

Hakim Ziyech

Country: Morocco

Club: AFC AJAX

Soufiane Hanni

Country: Algeria

Club: Leicester City

El Arbi Hillel Soudani

Country: Algeria

Club: GNK Dinamo Zagreb

? Activity

Watch this video and pick up some expressions that game reporters frequently use.



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This is a list you can hear frequently in football games. Can you guess their meanings?

الله	حلوة
يا الله	خطيرة
يا سلام	هدف = جول
يلا	شوط

Key Takeaways

- Select an Arab country and research its soccer activity, teams, famous players, and achievements internationally and locally.

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5.6: Writing

Learning Objectives

In this section

- You will wrap up lesson 5 and do your writing journal.

Activity

Journal writing.

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Key Takeaways

- Good job. Now you can move to the next lesson to learn about past tense.

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5.7: Weekend assignment 5

There is a whole world of Arabic-dubbed movies especially Disney movies. Experiment searching for these on YouTube. Type **ديزني بالعربي** and you will find a lot even full movies. Many are dubbed in Egyptian Arabic like this song.



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Additional resources for keeping up with Arabic :

There are channels for Arabic fairy tales like Cinderella and lion king and many others:

[channel 1](#)

[channel 2](#)

There is a collection here for these in children books

[Arabic fairy tales](#)

Also check out some collected resources that we put together on my page here:

[Arabic resources](#)

I encourage you to keep Arabic in your ears even if you are not paying attention :

1)You can check Aljazeera news channel or BBC Arabic or CNN arabic websites for streaming or video news

2)Search Youtube for “Egyptian Movies with English subtitles” or “Arabic movies with subtitles ” . Even if you are not paying attention, you will be able to pick up a lot.

Writing prompt:

ماذا تفعلون في عيد الشكر؟ ماذا تفعلون في الكريسماس؟

What do you like to do in Thanksgiving, Christmas? What do your family members and friends like to do?

Talk in some details about types of possible activities that you, your family members and friends like to do in vacation , holidays, thanksgiving, and Christmas. Where do you like to go, play, watch, eat etc.

Use as many verbs and a variety of vocabulary as you can. You can use some helping vocabulary:

Vacation/holiday	أجازة
weekend	نهاية الأسبوع
I go out	أُخْرَج
I rest	أستريح
sometimes	أحياناً
Always	دائماً
A lot	كثيراً
turkey	ديك رومي
potatoes	بطاطيس
beans	فاصوليا
I cook	أطبخ
I stay up late	أسهر
After that	بعد ذلك
I celebrate	أحتفل
I buy	أشتري
gift/s	هَدِيَّة – هدايا
thanksgiving	عيد الشُّكر

Target : 60-70 words or more.

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CHAPTER OVERVIEW

6: Stories and Memories

- 6.1: Vocabulary
- 6.2: Grammar
- 6.3: Reading
- 6.4: Speaking and Conversation
- 6.5: Culture
- 6.6: Writing
- 6.7: Weekend assignment 6
- 6.8: weekend assignment 7

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6.1: Vocabulary

Learning Objectives

In this section

- You will practice new vocabulary and use them in conversation with classmates.
- You will then test yourself in vocabulary activities.

Vocabulary (1)

Listen to new vocabulary and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=49 /]

? Activity

Vocabulary in use. Review the new vocabulary with your classmates through the following module.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Key Takeaways

- Most of the vocabulary here is in the past tense. Move on to the next section to learn about past tense grammar.

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6.2: Grammar

Learning Objectives

In this section

- You will learn about past tense and its use in context.
- You will understand the concept of root and verb patterns in Arabic.
- You will review all negation forms in Arabic.

Grammar (1)

Past tense

Learn about the conjugation and form of past tense and complete the self-assessment that follows.

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Grammar (2)

Verb patterns in Arabic

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Grammar (3) Review of negation in Arabic

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Key Takeaways

- Now that you understand past tense, you can talk about biographies of famous people in the next section.

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6.3: Reading

Learning Objectives

In this section

- You will practice reading biographies of famous people.
- You will read and report about a trip in the past tense.

? Activity

Read about Bill and Hillary Clinton and answer the questions that follow.



وُلِدَ بيل كلينتون سنة 1946 في ولاية أركنساس. **عاش** مع والدته وزوج والدته في مدينة (هوت سبرينغز) حيث **درس** في المدرسة الإعدادية والثانوية . هوايته كانت الموسيقى وكان يحب أن يلعب على (السكسفون). بعد التخرج من المدرسة الثانوية **التحق** بجامعة جورجيتاون وحصل على البكالوريوس في العلاقات الدولية سنة 1968. ثم **التحق** بجامعة (ييل) لدراسة القانون وحصل على الدكتوراه سنة 1973. **قابل** (هيلاري رودهام) في مكتبة الكلية وكان بينهما علاقة عاطفية. بعد أن حصل هيلاري على الدكتوراه انتقلت مع بيل إلى كاليفورنيا وتزوجا سنة 1975. أصبح بيل كلينتون رئيس أمريكا من سنة 1993 إلى سنة 2001.

ولدت (هيلاري رودهام) سنة 1947 في ولاية إلينوي وهي من أصول إنجليزية واسكتلندية . كانت تحب الرياضة في طفولتها ولعبت السباحة والبيسبول في المدرسة . **التحقت** بكلية ويسلي سنة 1965 وحصلت على البكالوريوس في العلوم السياسية . بعد ذلك **دخلت** كلية ييل للحقوق حيث **حصلت** على درجة الدكتوراه في القانون سنة 1973. **عملت** محامية وأستاذة في كلية الحقوق كما **عملت** أيضاً في مجلس الشيوخ الأمريكي من 2001 إلى 2006. وكانت وزيرة الخارجية في حكومة الرئيس أوباما من سنة 2009 إلى سنة 2013.

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? Activity

Read about Sam's trip to Egypt with his friends and answer the questions that follow.

Start by reviewing new vocabulary

[table id=54 /]



أراد سام وأصحابه (ماريان وجوزيف) أن يقضوا إجازتهم السنوية في مكان جديد. ولذلك **قرروا** أن يزوروا مصر الصيف الماضي. كانت الرحلة من نيويورك إلى القاهرة طويلة جداً (12 ساعة). بعد أن **وصلوا** إلى مطار القاهرة **أخذوا** تاكسي إلى فندق هيلتون **وناموا** حتى الصباح. في اليوم الأول **زاروا** منطقة الأهرامات. كان الجو حار جداً. ماريان ركبت الجمل **واستمتعت** بمشاهدة أبو الهول والتصوير هناك. جوزيف كان تعبان قليلاً بسبب الشمس ولذلك **عاد** إلى الفندق ليستريح. في اليوم الثاني **ذهبوا** إلى المتحف المصري **وتعرفوا** على التاريخ المصري القديم. وفي المساء **خرج** جوزيف مع ماريان **وأكلوا** العشاء في مطعم ولكن سام **جلس** في الفندق لأنه ما كان جوعاً. في اليوم الثالث **سافروا** إلى مدينة الإسكندرية **واستمتعوا** بالبحر والسباحة. ماريان **ذهبت** إلى مكتبة الإسكندرية – أكبر مكتبة في مصر – **واستمتعت** بهذه الزيارة. جوزيف **ذهب** إلى السوق **واشترى** بعض الهدايا لأسرته. وفي الليل **تجمعوا** في مطعم سمك **وأكلوا** العشاء معاً.

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Key Takeaways

- Now you can talk about a trip you recently enjoyed.

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6.4: Speaking and Conversation

Learning Objectives

In this section

- You will listen to people introducing their educational and career background.
- You will personalize the listening by talking about yourself in the same manner.

Activity

Listen to the following bio information to get know these people then answer the questions that follow.



The original version of this chapter contained H5P content. You may want to remove or replace this element.

Key Takeaways

- Think of a job interview situation. Now you have the tools to self-present in the job market.

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6.5: Culture

Learning Objectives

In this section

- You will learn about the high school and college admission in the Arab World and particularly Egypt.

Watch this video and discuss:

What is the setting?

What are they talking about? What do all agree on?



A YouTube element has been excluded from this version of the text. You can view it online here: <https://pb.libretexts.org/arabic/?p=159>

Culture Notes

- In this lesson, you learned about the types of school in Arab countries which include **المدرسة الابتدائية** followed by **المدرسة الإعدادية** then **المدرسة الثانوية**
- The last year of high school is referred to as **الثانوية العامة** which entails the country-wide examinations that student sit for at the end of that year.
- In Egypt, for example, as you see in the video, this is a high stakes exam that cause stress for students as they race for places in colleges. To survive in the race, families have taken it for granted that their kids take private tutoring **دروس خصوصية** which entails financial burdens as well.
- The process of college admission in public universities is based on the total percentage in all exams. This creates tense competition as students may miss their chance to study at top colleges by a few points or even half a point.
- Based on prestigious national ranking, some colleges are referred to as top colleges **كليات القمة**. They admit students with above a 95% and some only admit students with a score higher than 99%. Examples of top colleges are the college of medicine, college of pharmacology, and college of political sciences. Average colleges include college of Arts, college of Law and college of Business.

Activity

Discuss with your classmates the differences between the college systems in both the Arab World and your country in terms of the following:

1. High school
2. Cumulative total
3. Top colleges

4. Grading
5. Private tutoring
6. College admission

Key Takeaways

- You can search the differences in high school and college admission in different Arab countries.

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6.6: Writing

Learning Objectives

In this section

- You will wrap up lesson 6 by writing your journal.

Activity

Journal writing.

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Key Takeaways

- You can tell stories and describe your memories and trips in coherent details.

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6.7: Weekend assignment 6

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6.8: weekend assignment 7

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CHAPTER OVERVIEW

7: Daily routine

7.1: Vocabulary

7.2: Grammar

7.3: Reading

7.4: Speaking and Conversation

7.5: Culture

7.6: Writing

7.7: weekend assignment 8

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7.1: Vocabulary

Learning Objectives

In this section

- You will learn new vocabulary that relate to daily routine.
- You will practice using new words and verbs in different contexts.

Vocabulary (1)

Listen to new vocabulary and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=51 /]

? Activity

Activate your new vocabulary through the following section.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Vocabulary (2)

Listen to new vocabulary and repeat as you follow along in the list of words underneath. Listen as many times for fluency.

[table id=52 /]

Notes on vocabulary

Some verbs have morphological rules that affect their conjugations. Learn how to conjugate the verb “To come” and “to wake up” in the present and past.

[table id=53 /]

? Activity

Activate your new vocabulary and use of new verbs in the following section.

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Key Takeaways

- You have more control on verb forms and use.

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7.2: Grammar

Learning Objectives

In this section

- You will learn about ordinal numbers in Arabic and how to relate this to telling the time.
- You will review verb tenses and forms.

Grammar (1)

Ordinal numbers and telling time

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Grammar (2)

Review of verbs and tenses

Activity

Review your knowledge of verb tenses. Use the provided tense and root clues to fill in the gaps below.

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Key Takeaways

- You can expand your daily routine narrative to include time references.
- You can ask and tell about time and hours.

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7.3: Reading

Learning Objectives

In this section

- You will read a passage, answer comprehension questions and report a summary of your reading.
- You will recycle relevant vocabulary in reading about weekend and family activities.

Activity

Read the following the paragraph about Heba and her family in the weekend then answer the questions that follow.



اسمي هبة. أنا وعائلتي نساكن في القاهرة. ليلة الخميس يمكنني أن أسهر قليلاً وألعب على الإنترنت أو أشاهد مسلسل على اليوتيوب. يوم الجمعة نصحو متأخراً، لكن والدتي تصحو مبكراً وهي دائماً مشغولة. أنا أساعدها أحياناً في شغل المطبخ أو تنظيف البيت. بعد أن نأكل ونشرب الشاي، والدي وأخي هاني يُصلّون صلاة الجمعة وبعد ذلك يرجعون إلى البيت ونأكل الغداء ثم نشاهد مباراة كرة القدم في التلفزيون. والدي لا يخرج بعد الظهر، هو دائماً يحب الجلوس في البيت في أيام الإجازة حيث يستريح ويقرأ الأخبار أو يشاهد التلفزيون، ويُمكنه أن ينام قليلاً. أخي هاني وأصحابه يذهبون إلى السينما. والدتي تذهب إلى السوق. وأنا أخرج مع صاحبتني أحياناً حيث نذهب إلى المول أو نقضي بعض الوقت معاً، وبعد ذلك يمكننا أن نأكل في مطعم. وفي المساء أقرأنا يجيئون إلى بيتنا ونأكل العشاء ونسهر وتكلم. ولكن في الليل لا أستطيع أن أسهر ودائماً أنام مبكراً لأنّ عندي عمَل في الصباح.

The original version of this chapter contained H5P content. You may want to remove or replace this element.

Activity

Read about Waleed's family and fill in the gaps to complete the story using the word bank.



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Key Takeaways

- You can talk about your weekend with family.

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7.4: Speaking and Conversation

Learning Objectives

In this section

- You will learn new words and expressions in Egyptian Arabic relating to daily routine.
- You will practice asking and answering questions about your daily and weekend activities.

Learn new words and expressions in Egyptian Arabic

[table id=56 /]

Grammar Notes

As you learned from previous training, Egyptian Arabic verb conjugation is distinct from standard Arabic by using the initial **ـ** before the verb with all pronouns. To negate verbs, you use **ما** before it and **ـش** in the end. Study the following example in Egyptian Arabic.

[table id=57 /]

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Key Takeaways

- You can narrate your daily routine in Egyptian Arabic.

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7.5: Culture

Learning Objectives

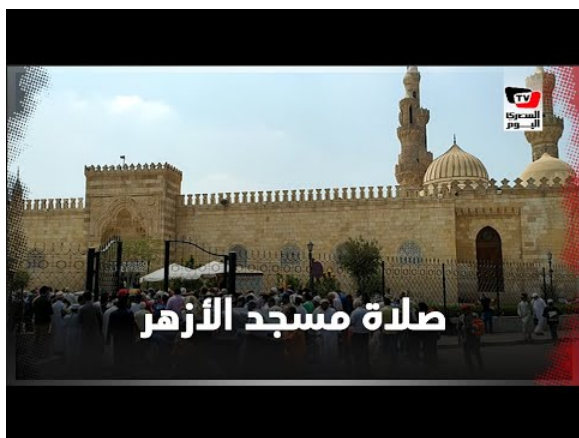
In this section

- You will learn about prayer as a part of the daily routine in the Arab world.



Daily and weekly prayer in the Arab world

- Prayer is the second pillar of Islam.
- Muslims perform five main prayers : Fajr (dawn), Zuhr (Noon), Asr (late afternoon), Maghrib (sunset) and Isha (at dusk).
- Some people pray all five prayers in a the mosque المسجد = الجامع.
- On Friday, the noon prayer is called Friday prayer صلاة الجمعة which must be performed in congregation preceded by a sermon. This is the reason why Friday is not a business day in the Arab Muslim world.
- For Muslims, it is a part of the daily routine to attend Friday prayer in congregation. It is more common for men but women can also go and they usually have separate sections in the mosque.
- There are special prayers that occur during Ramdan nights (the month of fasting) and the two Eid celebrations in the Muslim world.
- Muslims follow a moon calendar for their religious observance of fasting and pilgrimage.
- Christians observe their prayers at the church الكنيسة usually on Sundays.
- Watch this video on how Friday prayer was resumed under COVID-19 conditions in Egypt.



A YouTube element has been excluded from this version of the text. You can view it online here: <https://pb.libretexts.org/arabic/?p=181>

Key Takeaways

- You can search YouTube for Friday prayer congregations.
- You can conduct a search on prayer times and how they change over the year in different countries.
- Discuss with your classmates the five pillars of Islam and provide your reflection.

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7.6: Writing

Learning Objectives

In this section

- You will wrap up lesson 7 by writing your journal entry.

Activity

Journal writing.

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Key Takeaways

- You can now write about your daily routine in standard Arabic and speak about it in Egyptian Arabic.

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7.7: weekend assignment 8

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CHAPTER OVERVIEW

8: City attractions

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8.2: Grammar

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8.1: Vocabulary

Learning Objectives

In this section

- You will learn new vocabulary that will help you describe places.
- You will use the new vocabulary to follow and understand information about different cities.

Vocabulary (1)

Learn the new vocabulary that relate to city attractions and visits. Listen and repeat as many times for fluency.

[table id=58 /]

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Key Takeaways

- You can describe cities detailing their location, population, weather, and attractions.

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8.2: Grammar

Learning Objectives

- You will learn and practice case marking in object nouns.
- You will learn and practice how to use relative clauses and adjective sentences.

Grammar (1)

Object marking in nouns

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Grammar (2)

Adjective sentences

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Key Takeaways

- Adjectives can be sentences and do not have to be one word.
- After definite nouns, you need relative pronouns to connect to the adjective sentence.

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8.3: Reading

Learning Objectives

In this section

- You will read about Arab cities and reflect on your understanding.

Activity

Read the following information about two Arab cities and answer the questions that follow.



مدينة جَرَش تقع في منطقة جبلية على بُعد حوالي 48 كيلومتر شمال العاصمة الأردنية عَمَّان. وهي مشهورة بالآثار الرومانية واليونانية الكثيرة. ولذلك تُعتبر من أحسن الأماكن السياحية في الأردن حيث تَتميّز بالمسارح والأسواق والمساجد والكنائس القديمة. في مدينة جرش نهر صغير اسمه “وادي الدير”. تعتبر جرش أيضاً مركزاً ثقافياً هاماً حيث يمكن للسياح أن يستمتعوا بمهرجان جرش الذي يكون في شهر يوليو كل سنة.



مدينة بيروت هي عاصمة لبنان وأكبر مدينة فيها. تقع على ساحل البحر المُتوسّط وفيها آثار شرقية وغربية فرنسية ولذلك تُسمّى “باريس الشرق الأوسط”. تَتميّز مدينة بيروت بالكثير من البنايات التاريخية اليونانية والرومانية والفرنسية بالإضافة إلى “كورنيش بيروت” الذي يُعتبر أشهر الأماكن السياحية في المدينة. تعتبر بيروت مركزاً ثقافياً وتجارياً في الشرق الأوسط لأنّ فيها جامعات مشهورة مثل الجامعة الأمريكية والجامعة اللبنانية الأمريكية وجامعة بيروت العربية وفيها الكثير من البنوك والشركات الأجنبية.

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Key Takeaways

- You can describe your city in specific details and reflect on what it is famous for.

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8.4: Speaking and conversation

Learning Objectives

In this section

- You will practice completing information about different cities then you will use the model to describe your own hometown or a city you visited.

Activity

Learn about different cities using new vocabulary then practice describing your own city.

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Key Takeaways

- You can talk about specific details of places and their significance using the appropriate vocabulary and structure.

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8.5: Culture

Learning Objectives

In this section

- You will learn more about the Arab World and countries in Asia and Africa.

The Arab World



Watch this video about the Arab countries, capital cities, population and flags



A YouTube element has been excluded from this version of the text. You can view it online here: <https://pb.libretexts.org/arabic/?p=201>

Activity

Do more research and find updated information about the Arab World **العالم العربي** and discuss the following with your classmates.

1. كم دولة عربية في آسيا؟
2. كم دولة عربية في إفريقيا؟
3. ما هي أكبر دولة عربية من حيث المساحة؟
4. ما هي أكبر دولة عربية من حيث عدد السكان؟

Culture Notes

- The largest differences between the standard and the colloquial Arabic are the loss of grammatical case; a different and strict word order; the loss of the previous system of grammatical mood, along with the evolution of a new system; the loss of the

inflected passive voice, except in a few relic varieties; restriction in the use of the dual number; and (for most varieties) the loss of the feminine plural.

- Further substantial differences exist between Bedouin and sedentary speech, the countryside and major cities, ethnic groups, religious groups, social classes, men and women, and the young and the old. These differences are to some degree bridgeable.
- Arabic speakers can adjust their speech in a variety of ways according to the context and to their intentions—for example, to speak with people from different regions, to demonstrate their level of education or to draw on the authority of the spoken language.
- The greatest variations between kinds of Arabic are those between regional language groups.
- Arab dialectologists have adopted a more accurate classification for modern variants of the language, which is divided into five major groups: Peninsular; Mesopotamian; Levantine; Egypto-Sudanic; and Maghrebi.
- These large regional groups do not correspond to borders of modern states. In the western parts of the Arab world, varieties are referred to as الدارجة *ad-dārija*, and in the eastern parts, as العامية *al-‘āmmiyya*. Nearby varieties of Arabic are mostly mutually intelligible, but faraway varieties tend not to be.
- Varieties west of Egypt are particularly disparate, with Egyptian Arabic speakers claiming difficulty in understanding North African Arabic speakers, while North African Arabic speakers’ ability to understand other Arabic speakers is mostly due to the widespread popularity of Egyptian Standard and to a lesser extent, the Levantine popular media, for example Syrian or Lebanese TV shows (this phenomenon is called asymmetric intelligibility).
- One factor in the differentiation of the varieties is the influence from other languages previously spoken or still presently spoken in the regions such as Coptic in Egypt; French, Ottoman Turkish, Italian, Spanish, Berber, Punic or Phoenician in North Africa and the Levant; Himyaritic, Modern South Arabian, and Old South Arabian in Yemen; and Syriac Aramaic, Akkadian, Babylonian, and Sumerian in Mesopotamia (Iraq). Speakers of mutually unintelligible varieties are often able to communicate by switching to Modern Standard Arabic.

Key Takeaways

- Dialect variations in Arabic has some geographical nature in that countries close to each other has similar dialects.

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8.6: Writing

Learning Objectives

In this section

- You will wrap up lesson 8 by writing your journal.

Activity

Journal writing

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Key Takeaways

- You are now done with this course. You can check your progress in the review chapter.

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8.7: weekend assignment 9

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CHAPTER OVERVIEW

9: Reviews and worksheets

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9.1: Review 1

General Review

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9.2: Review 2

General Review

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9.3: Sample test

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