

ARABIC LEVEL TWO



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ASCCC Open Educational Resources
Initiative

Arabic Level Two

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CHAPTER OVERVIEW

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1.1: Introduction

Learning Objectives

In this section, you will be able to:

- Review Arabic letters and their shapes
- Review the diacritics, short and long vowels

Arabic Alphabet

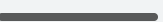
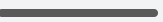
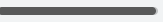
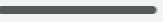
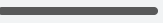
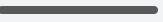
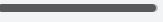
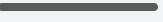
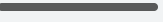
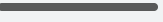
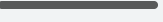
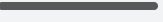
Arabic letters have four shapes, and each shape is distinguished by its location. Arabic letters are connected except for six letters which are only joined with the preceding letter and marked with an asterisk (*) in the table below. The Arabic written system is regularly phonetic, meaning the words are generally written as pronounced.

Arabic Diacritical Marks

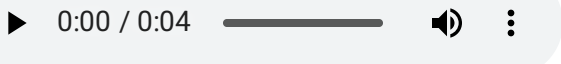
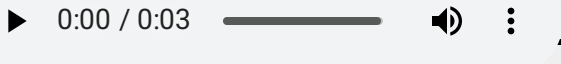
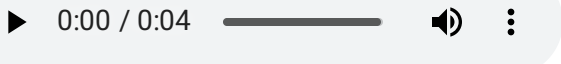
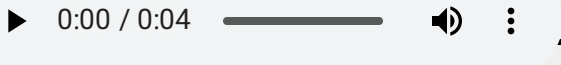
- Arabic diacritical marks are placed over or under the regular consonant letters. The most basic are the three short vowels: Fat'ha الفتحة, pronounced as short "a," Dhama الضمة, pronounced as short "u," and Kasra الكسرة, pronounced as short "e," and placed under the letter.
- The Sukoon السكون, the absence of the three short vowels, is placed over the letter. You can review this information in "[Introduction to Arabic I](#)."

You can review the table with the Arabic Alphabet with four shapes of each letter, and listen to the audio of the name of the letter and the sound of the letter with the short vowels and sukoon.

Arabic letters, shapes, and sounds with short vowels

Audio	Arabic letter Final Shape	Arabic letter Medial Shape	Arabic letter Initial Shape	Arabic letter Original Shape	Arabic letter Name
▶ 0:00 / 0:05   ⋮ *			أ *	آ *	ألف (همزة)*
▶ 0:00 / 0:04   ⋮			بُ	بَ	باء
▶ 0:00 / 0:04   ⋮			تِ	تَ	تاء
▶ 0:00 / 0:04   ⋮			ثِ	ثَ	ثاء
▶ 0:00 / 0:04   ⋮			جُ	جَ	جيم
▶ 0:00 / 0:04   ⋮ _			حُ	حَ	حاء
▶ 0:00 / 0:03   ⋮ .			خُ	خَ	خاء
▶ 0:00 / 0:04   ⋮			دُ *	دَ *	دال *
▶ 0:00 / 0:07   ⋮			ذُ *	ذَ *	ذال *
▶ 0:00 / 0:04   ⋮			رُ *	رَ *	راء *
▶ 0:00 / 0:05   ⋮			زُ *	زَ *	زاي *
▶ 0:00 / 0:04   ⋮ _			سُ	سَ	سين

Audio	Arabic letter Final Shape	Arabic letter Medial Shape	Arabic letter Initial Shape	Arabic letter Original Shape	Arabic letter Name
▶ 0:00 / 0:03  ⋮	ش	ش	ش	ش	شين
▶ 0:00 / 0:04  ⋮	ص	ص	ص	ص	صاد
▶ 0:00 / 0:04  ⋮	ض	ض	ض	ض	ضاد
▶ 0:00 / 0:04  ⋮	ط	ط	ط	ط	طاء
▶ 0:00 / 0:03  ⋮	ظ	ظ	ظ	ظ	ظاء
▶ 0:00 / 0:04  ⋮	ع	ع	ع	ع	عَيْن
▶ 0:00 / 0:04  ⋮	غ	غ	غ	غ	غَيْن
▶ 0:00 / 0:04  ⋮	ف	ف	ف	ف	فاء
▶ 0:00 / 0:05  ⋮	ق	ق	ق	ق	قاف
▶ 0:00 / 0:03  ⋮	ك	ك	ك	ك	كاف
▶ 0:00 / 0:04  ⋮	ل	ل	ل	ل	لام
▶ 0:00 / 0:03  ⋮	م	م	م	م	ميم

Audio	Arabic letter Final Shape	Arabic letter Medial Shape	Arabic letter Initial Shape	Arabic letter Original Shape	Arabic letter Name
			نْ	نَ	نون
			هْ	هَ	هاء
			وْ	وَ *	واو *
			يْ	يَ	ياء

الشَّدَّة Shadda

Shadda الشَّدَّة is a diacritic mark shaped like the lower case "w." *Shadda* doubles the consonant it is written on. The first consonant is silent, and the second carries one of the diacritical marks except "*Sukoon*." The technique of pronouncing the consonant with "*Shadda*" is to stress it, like stressing the letter "T" in the English word "Skittle" and stressing the letter "Z" in the word "Sizzle." "*Shadda*" can carry the short vowels, and "*Tanween*." You should know that words can't start with *Shadda* because it is difficult to pronounce.

Check the table that has words with *Shadda*. Notice each word is written with *Shadda* in the first column, and the same word is written without *Shadda* as it should be pronounced in the second column. Listen to the audio, and repeat the words.

Reading Words With *Shadda*

Audio	Words without <i>Shadda</i> /pronounced but not written	Words with <i>Shadda</i>
▶ 0:00 / 0:00 ————— 🔊 :	جَدِّي	جَدِّي
▶ 0:00 / 0:00 ————— 🔊 :	جَدَّة	جَدَّة
▶ 0:00 / 0:00 ————— 🔊 :	أُمُّ	أُمُّ
▶ 0:00 / 0:00 ————— 🔊 :	سَيَّارَة	سَيَّارَة
▶ 0:00 / 0:00 ————— 🔊 :	يُدْرِسُ	يُدْرِسُ
▶ 0:00 / 0:00 ————— 🔊 :	سِتَّة	سِتَّة
▶ 0:00 / 0:00 ————— 🔊 :	طَيَّار	طَيَّار

Practice Shadda تدرّيات الشدة

Al Maddah المَدَّة

Al Maddah "آ" is the Combination of Hamza and the long vowel Alif أَلِف, or it is a combination of two Hamzas. Madda is a tilde-shaped diacritic and appears on top of the Alif. Al Maddah is a symbol written on the Alif instead of writing the consonant Hamza and then the long vowel Alif. It is pronounced Hamaza with the short vowel "Fat'ha" followed by the long vowel Alif.

$$\text{آ} = \text{أ} + \text{ا} \quad \text{آ} = \text{هَمْزَة} + \text{أَلِف}$$

Check the table that has words with Maddah المدة. Notice each word is written with Alif Madda المدة in the first column, and between brackets, the same word is written without Alif Madda المدة as it should be pronounced beside it. In the second column, you see the word's meaning in English. Then, you listen to the audio and repeat the words.

Reading Words With Al Maddah

Audio	Meaning in English	The Word With Maddah
▶ 0:00 / 0:00 	Sorry	آسِف (أَسِيف)
▶ 0:00 / 0:00 	Now	الآن (الأَن)
▶ 0:00 / 0:00 	Adam (name)	آدَم (أَادَم)
▶ 0:00 / 0:00 	I eat	أَكُلُ (أَاكُلُ)
▶ 0:00 / 0:00 	use it when answering the phone)	أَلُو

Practice Al Maddah تدريبات المدة

Tanween

Tanween التنوين function is like the indefinite article "a" or "an" in English. However, "Tanween" can accompany singular and plural nouns in Arabic because it is the sign of the indefinite article. "Tanween" التنوين sign is double of the same short vowel, and it always comes at the end of the nouns only. Tanween is added to the end of the Arabic nouns, adjectives, and adverbs with Tanween Fateh only. Verbs do not take tanween تنوين.

There are three types of "Tanween." "Tanween" التنوين Fat'ha الفتحة, Dhama الضمة and Kasra الكسرة. "Tanween" التنوين indicates the indefinite statute of the word, like using the article "a" or "an" for nouns. "Tanween" Al-Fat'ha تنوين الفتحة needs support, so it always uses an Alif أَلِف when it comes at the end of the noun, and Alif أَلِف should always be written except for words ending in Taa Marbouta تاء مربوطة and Hamza الهمزة. Tanween Dhama الضمة does not need support, and Tanween Kasra الكسرة تنوين comes under the letter. Also, the "Tanween" التنوين is the sound of one of the short vowels, and the sound letter "N" نون with sukoon at the end of the word.

Watch these videos reading the Arabic letters with the three types of Tanween: تنوين الكسرة، تنوين الضمة، تنوين الفتحة

Tanween Alfateh تنوين الفتح



Tanween Fataha

تنوين الفتح

Tanween Al- Dham تنوين الضم



Tanween
Dhama

تنوين الضم

Tanween Al-kasr تنوين الكسر

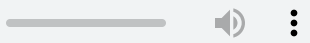
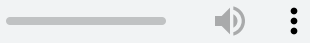
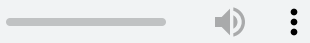
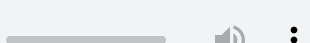
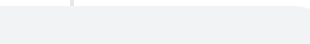
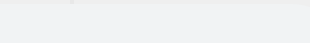
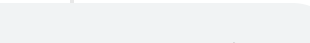


Between Kasra

تنوين الكسر

Check the table that has words with "Tanween." Notice each word is written with "Tanween" in the right column, and the same word is written in the next column as it should be pronounced as if the letter noon (نون) is attached to the end of the word. Then, you listen to the audio and repeat the words.

Reading Words With the Tanween التنوين

Audio	The Meaning in English	The word pronounced with "Tanween" / pronounced but not written	The Word With "Tanween"
▶ 0:00 / 0:00 		شُكْرُنْ	شُكْرًا
▶ 0:00 / 0:00 		عَفَوْنْ	عَفْوًا
▶ 0:00 / 0:00  ting)		مَرْحَبَنْ	مَرْحَبًا
▶ 0:00 / 0:00  to		أَهْلَنْ وَسَهْلَنْ	أَهْلًا وَسَهْلًا
▶ 0:00 / 0:00 		سَيَّارَتَنْ	سَيَّارَةً
▶ 0:00 / 0:00 		طَالِبُنْ	طَالِبٌ
▶ 0:00 / 0:00 		كِتَابِنْ	كِتَابٍ

Practice Tanween تدريبات التنوين

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1.2: Vocabulary المفردات

Learning Objectives

In this section, you will be able to:

- understand and use vocabulary related to extended family members and relationships.

[Read and listen to the new vocabulary:](#)

In this table, you will find vocabulary that relates to the theme of family.

المفردات الجديدة New Vocabulary

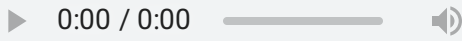
Audio		Meaning	Forma/ Written
▶ 0:00 / 0:00 	تَسْكُنُ، أُخْتُهُ ، في كاليفورنيا	He lives - She lives (V)	يَسْكُنُ - تَسْكُنُ
▶ 0:00 / 0:00 	يَدْرُسُ، أَخِي ، في العراق	He studies - She studies (V)	يُدْرِس - تُدْرِس
▶ 0:00 / 0:00 	يَعْمَلُ ، كندة	He works - She works (V)	يعمل - تعمل
▶ 0:00 / 0:00 	يَتَكَلَّمُ ، اللغة العربية	He speaks - She speaks (V)	يتكلم - تتكلم
▶ 0:00 / 0:00 	جندي ، لبناني	Nationality (N - singular) Nationalities (N - Plural)	جنسية - جنسيات
▶ 0:00 / 0:00 	زوجة ، طبيبة	Doctor (M) - Doctor (F)	طبيب - طبيبة
▶ 0:00 / 0:00 	أخت ، ممرضة	Nurse (m) - Nurse (F)	ممرض - ممرضة
▶ 0:00 / 0:00 	زوج ، مهندس	Engineer (M) - Engineer (F)	مهندس - مهندسة
▶ 0:00 / 0:00 	أخ ، محامي	Lawyer (M) - Lawyer (F)	محام - محامية

Audio	Meaning	Forma/ Written
▶ 0:00 / 0:00 ————— 🔊 : جد	Business man (Noun)	تاجر
▶ 0:00 / 0:00 ————— 🔊 : وال منزل	House wife (Noun)	ربة منزل
▶ 0:00 / 0:00 ————— 🔊 : هذ	Family (Noun)	عائلة
▶ 0:00 / 0:00 ————— 🔊 : أخ	Married (Noun - M) - Married (Noun -F)	متزوج - متزوجة
▶ 0:00 / 0:00 ————— 🔊 : أخ	Single (Noun- M) - Single (Noun- F)	أعزب - عزباء
▶ 0:00 / 0:00 ————— 🔊 : أنا	Lonely (adj- M) - Lonely (Adj - F)	وحيد - وحيدة
▶ 0:00 / 0:00 ————— 🔊 : وال سامي	Father (Noun) - Mother (Noun)	والد - والدة
▶ 0:00 / 0:00 ————— 🔊 : عا	Son (Noun) - Daughter (Noun)	ابن - ابنة
▶ 0:00 / 0:00 ————— 🔊 : اس ساسم	Grandfather - Grandmother	جد- جدة
▶ 0:00 / 0:00 ————— 🔊 : ناد حس	Grandson - Grand daughter	حفيد - حفيدة
▶ 0:00 / 0:00 ————— 🔊 : عم جاد	Uncle (Father's brother) - Aunt (Father's sister)	عم - عمة

Audio		Meaning	Forma/ Written
يسكن، خاله، 0:00 / 0:00 في : واشنطن		Uncle (Mother's brother) (N) - Aunt (Mother's sister) (N)	خال - خالة
أعمام 0:00 / 0:00 من سوريا		Uncles (Father's brothers) (Plural)	أعمام (ج)
عمات 0:00 / 0:00 من سوريا		Aunts (Brother's sisters) (Plural)	عمات (ج)
أخوات 0:00 / 0:00 من سوريا		Uncles (Mother's brothers) (Plural)	أخوال (ج)
خالات 0:00 / 0:00 من سوريا		Aunts (Mother's Sisters) (Plural)	خالات (ج)
أبناء 0:00 / 0:00 بنات		Sons (Plural)	أبناء - أولاد (ج)
بنات 0:00 / 0:00 بنات		Daughters (Plural)	بنات (ج)
سا 0:00 / 0:00 وهاي		Brothers	أخوة
رنا 0:00 / 0:04 وندى		Sisters	أخوات
ابن 0:00 / 0:00		Cousin (M) (	ابن عم - ابن

Audio		Meaning	Forma/ Written
	في المغرب		عمة
▶ 0:00 / 0:09	أبنة عمتي ، أس : جامعة السودان	Cousin (F)	ابنة عم - ابنة عمة
▶ 0:00 / 0:08	تعمل ، ابنة خا : الجامعة	Cousin (M)	ابن خال - ابن خالة
▶ 0:00 / 0:06	أنا : بالبيـ	Busy (M) - Busy (F)	مشغول - مشغولة
▶ 0:00 / 0:08	أنا متخصصة في : العربي	Specialized (M) - Specialized (F)	متخصص - متخصصة
▶ 0:00 / 0:05	أقا : في بيـ	Relatives	أقارب
▶ 0:00 / 0:07	يتكلم أم ، اللغة الـ : الإنجليزية ايضا	Too	أيضاً
▶ 0:00 / 0:05	عند : اسم بيـ	I have	عندي
▶ 0:00 / 0:05	ليـ : ولا ،	I do not have	ليس عندي

Audio	Meaning	Forma/ Written
▶ 0:00 / 0:04  : لي ندى	For me	لي
▶ 0:00 / 0:05  : أعي أخى	I introduce to	أعرفكم على
▶ 0:00 / 0:05  : جد	Kind (M) - Kind (F)	لطيف - لطيفة
▶ 0:00 / 0:00  : أخ	Educated (M) - Educated (F)	مثقّف - مثقفة
▶ 0:00 / 0:06  : جد حكيم	Wise (M) - Wise (F)	حكيم - حكيمة
▶ 0:00 / 0:00  : أبن مبدع	Creative (m) - Creative (F)	مبدع - مبدعة
▶ 0:00 / 0:00  : أم	Generous (M) - Generous (F)	كريم - كريمة
▶ 0:00 / 0:07  : ماذا يعمل والدك؟	What is your job (M)? What is your job (F) ?	ماذا تعمل؟ - ماذا يعمل؟
▶ 0:00 / 0:00  : أين أير	Where do you work (M)? Where do you work (F)?	أين تعمل؟ - أين تعملين؟
▶ 0:00 / 0:00  : من	Who is he ...? Who is she...?	من هو؟ - من هي؟

Audio	Meaning	Forma/ Written
	هل Is this (M)...? Is this (F)...?	هل هذا ...؟ - هل هذه .. ؟
	هل Is he ..? Is she..?	هل هو .. ؟ - هل هي .. ؟

Arabic Present Verbs

In this table, you will learn new verbs that we will use in this chapter. These verbs will be conjugated with all the subject pronouns.

To speak	To study	To work	To live	Subject Pronouns
يَتَكَلَّم	يُدْرَس	يَعْمَل	يَسْكُن	هُوَ (he)
أَتَكَلَّم	أُدْرَس	أَعْمَلُ	أَسْكُن	أَنَا (I)
تَتَكَلَّم	تُدْرَس	تَعْمَل	تَسْكُن	هِيَ (she)
تَتَكَلَّمَان	تُدْرَسَان	تَعْمَلَان	تَسْكُنَان	هُمَا (they, f, dual)
يَتَكَلَّمْنَ	يُدْرَسْنَ	يَعْمَلْنَ	يَسْكُنْنَ	هُنَّ (they, f, p)
يَتَكَلَّمَان	يُدْرَسَان	يَعْمَلَان	يَسْكُنَان	هُمَا (they, m, dual)
يَتَكَلَّمُونَ	يُدْرَسُونَ	يَعْمَلُونَ	يَسْكُنُونَ	هُمْ (they, m, p)
نَتَكَلَّم	نُدْرَس	نَعْمَل	نَسْكُن	نَحْنُ (we)
تَتَكَلَّمَان	تُدْرَسَان	تَعْمَلَان	تَسْكُنَان	أَنْتُمَا (You, f, dual)
تَتَكَلَّمْنَ	تُدْرَسْنَ	تَعْمَلْنَ	تَسْكُنْنَ	أَنْتُنَّ (You, f, p)
تَتَكَلَّمِينَ	تُدْرَسِينَ	تَعْمَلِينَ	تَسْكُنِينَ	أَنْتِ (You, f, s)
تَتَكَلَّمَان	تُدْرَسَان	تَعْمَلَان	تَسْكُنَان	أَنْتُمَا (You, m, dual)
تَتَكَلَّمُونَ	تُدْرَسُونَ	تَعْمَلُونَ	تَسْكُنُونَ	أَنْتُمْ (You, m, p)
تَتَكَلَّم	تُدْرَس	تَعْمَل	تَسْكُن	أَنْتَ (You, m, s)

Practice the new vocabulary تدريبات الكلمات الجديدة

Dictation إملاء

Writing

Write the vocabulary that you need to talk about your family to your friend Adam

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1.3: Listening and Speaking (1)

Learning Objectives

In this section, you will be able to:

- Engage in conversations about your extended family members

Dialogue 1

Listen to the following dialogue, then practice with your classmate. Sami, a new engineer, is being introduced to Rami.

▶ 0:00 / 0:53 ———— 🔊 ⋮

سَامِي مُهَنْدِسٌ جَدِيدٌ

English	Arabic
Rami: Welcome Mr. Sami. How are you?	رامي: أهلاً وسهلاً بالأستاذ سامي. كيف حالك؟
Sami: Alhamdullah. And you?	سامي : الحمد لله. وأنت؟
Rami : Fine and Alhamfullah . My name is Rami and I am an engineer working in the company	رامي: أنا بخير والحمد لله. أنا اسمي رامي , أنا مُهندسٌ أعملُ في هذه الشركة
Sami: Welcome, brother, I was honored to know you	سامي: أهلاً وسهلاً بك! تَشرفنا
Rami: Where are you from?	رامي: مِنْ أَيْنَ أَنْتَ؟
Sami: No, I'm from New York.	سامي: أنا من مدينةِ نِيويورك
Rami: Are you married?	رامي: هل أَنْتَ مُتَزَوِّجٌ؟
Sami: No, I'm single. And you?	سامي: لا أنا أَعْزَب. وَأَنْتَ؟
Rami: I'm married. And this is my family photo. This is my father his name is Salem and this is my mother and this is my wife Lina, and she is a nurse and this is my daughter her name is Rana.	رامي: أنا متزوّج، وَهَذِهِ صُورَةُ عَائِلَتِي، وَهَذَا أَبِي اسْمُهُ سَالِم، وَهَذِهِ وَالِدَتِي، وَهَذِهِ رَوْجَتِي لِينَا. وَهِيَ تَعْمَلُ مُمْرَضَةً، وَهَذِهِ ابْنَتِي اسْمُهَا رَنَا
Sami: Very nice. May Allah protect them	سامي: مَا شَاءَ اللَّهُ. *اللَّهُ يَحْمِيهِمْ

English	Arabic
Rami: Where do you live?	رامي: أين تَسْكُنُ يا أستاذ سامي ؟
Sami: I live close to the company. And you, where do you live?	سامي : أنا أَسْكُنُ قريباً من الشركة . وَأَيْنَ تَسْكُنُ أنتَ ؟
Rami: I live close to the company as well. Good bye	رامي: أنا أيضاً أَسْكُنُ قريباً من الشركة. مَعَ السلامة
Sami: God be with you, Mr. Rami	سامي: الله مَعَكَ، أستاذ رامي

Cultural Notes:

الله يحميهم *

"God protect them" is a phrase used to wish for and pray for the protection and salvation of a person or group of people from any harm. The phrase "God protects them" is contains of the Arabic words "Allah," "protect," and "they."

Check Your Understanding

- Draw Rami's family tree based on the information you heard.
- Talk with a classmate about your family, like Sami and Rami.
- After role-playing, **draw** each other's family tree based on what you heard.
- Work in pairs. One of you will play **Layla**, a new teacher. The other will be **Amal**, a school administrator. Role-play a conversation like the one between Sami and Rami. Then switch roles. Use the example lines in Arabic below and personalize the family members' names and professions.

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1.4: Listening and Speaking (2)

Learning Objectives

In this section, you will be able to:

- Engage in conversations about your extended family members
- Listen to descriptions about family members and respond to the questions

Dialogue 2: إفطار في بيتِ رَنا

Rana invited her friend Maha for an Iftar gathering during the holy month of Ramadan. As the family gathered together, Rana took the opportunity to introduce her beloved family to her friend Maha

إفطار في بيتِ رَنا

Rana: Peace be upon you, Maha. Welcome. Go ahead: Peace and mercy of God be upon you, Rana. Thank you

Rana: This is my family. This is my grandfather, his name is Abu Muhammad, and this is my grandmother, um Muhammad, and they live with us.

Rana's grandfather: Welcome, Maha.

Rana: This is my friend at the university. And her name is Maha

Rana's father: Marhaba Maha. I am Rana's father

Maha: Hello and welcome. I am pleased to meet you

Maha: It is nice to meet you Uncle

Rana's father: Me too

Rana's mother: Peace be upon you, Maha, I am Rana's mother, my name is um Hani. Here you go, sweetheart.

Huda: Welcome Maha, I am Rana's aunt, my name is Huda, and this is my husband Rami, and this is my daughter Suha.

Maha: Pleased to meet you.

Rana: This is my older brother, Hani. And he is a university student. He is creative. And this is my sister. Her name is Nadia. She is also a university student and educated.

Hani and Nadia: Welcome. Pleased to meet you.

Maha: Pleased to meet you. Your family is big, Mashallah

Rana: Alhamdulillah

The family: Welcome, Maha

رنا: السَّلَامُ عَلَيْكُمْ يَا مَهَا. أَهْلًا وَسَهْلًا..
تَفْصِّلِي
مَهَا: وَعَلَيْكُمْ السَّلَامُ وَرَحْمَةُ اللَّهِ يَا
رنا. شُكْرًا
رنا: أَعْرِفُكَ عَلَى أُسْرَتِي.
هَذَا جَدِّي اسْمُهُ أَبُو مُحَمَّدٍ وَهَذِهِ جَدَّتِي
أُمُّ مُحَمَّدٍ وَهُمَا يَسْكُنَانِ مَعَنَا
جَدُّ رَنَا: أَهْلًا وَسَهْلًا يَا مَهَا.
رَنَا: هَذِهِ صَدِيقَتِي مِنَ الْجَامِعَةِ.
وَاسْمُهَا مَهَا
وَالِدُ رَنَا: مَرْحَبًا يَا مَهَا. أَنَا وَالِدُ رَنَا.
مَهَا: أَهْلًا وَسَهْلًا. سُورَتْ بِلِقَائِكُمْ.
وَالِدَةُ رَنَا: السَّلَامُ عَلَيْكُمْ يَا مَهَا. أَنَا
وَالِدَةُ رَنَا اسْمِي أُمُّ هَانِي. تَفْصِّلِي
هُدَى: أَهْلًا بِكِ يَا مَهَا، أَنَا خَالَةُ رَنَا
وَاسْمِي هُدَى
وَهَذَا زَوْجِي رَامِي وَهَذِهِ ابْنَتِي سُهَى.
مَهَا: سُورَتْ بِلِقَائِكُمْ
رنا: هَذَا أَخِي الْكَبِيرُ هَانِي وَهُوَ طَالِبُ
جَامِعِي. وَهُوَ مُبْدِعٌ. وَهَذِهِ أُخْتِي اسْمُهَا
تَادِيَةُ وَهِيَ طَالِبَةٌ جَامِعِيَّةٌ أَيْضًا. وَهِيَ
مُنْفَقَةٌ
هَانِي وَتَادِيَةُ: مَرْحَبًا تَشَرَّفْنَا.
مَهَا: تَشَرَّفْتُ بِلِقَائِكُمْ. عَائِلَتُكَ كَبِيرَةٌ يَا
رنا. مَا شَاءَ اللَّهُ
رنا: الْحَمْدُ لِلَّهِ
الْعَائِلَةُ: أَهْلًا وَسَهْلًا بِكِ يَا مَهَا.

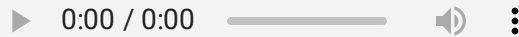
Cultural Notes

أبو محمد *

In the Arab culture, it is common to use the name of the father's oldest son instead of his real name. This is a common practice in Arab societies, mostly because it is tied to social norms and values. It shows respect for older children and honors their role as the oldest part of the family by giving them preference and priority.

Listening Activity:

Listen to Hana's presentation then answer the questions



Check Your Understanding

- Role-Play: Work with a partner and create a short dialogue about your family. Use the vocabulary and questions from the lesson.
 - Ask about each other's family members:
 - مَنْ هَذَا؟ مَنْ هَذِهِ؟ (Who is this?)
 - كَمْ أَخًا وَأُخْتًا عِنْدَكَ؟ (How many brothers and sisters do you have?)
 - Describe them briefly:
 - أَخِي طَوِيلٌ. أُخْتِي ذَكِيَّةٌ. (My brother is tall. My sister is smart.)

Switch roles so each of you asks and answers questions. Try to keep the conversation going for at least **3 exchanges each**.

- Speaking Practice: Record Yourself:
 - Using your phone or computer, record yourself reading a short paragraph in Arabic.
 - Try to introduce yourself and talk about your family, using sentences like:
 - _____ اسمي _____ وأنا من _____.
 - عندي أخ واحد وأختان.
 - أبي يعمل _____ وأمّي _____.
 - Submit your recording to Canvas (or your LMS) under “**Listening and Speaking Assignment: My Family**”.

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1.5: Reading and Writing 1

Learning Objectives

In this section, you will be able to:

- Read and understand written passage about extended family members
- Write descriptions of your extended family members

Reading Passage الأستاذ أيار هلال

▶ 0:00 / 0:52 — 🔊 ⋮

Arabic language teacher is introducing his family to the students during a family lesson through a PowerPoint presentation.

Activities

Check Your Understanding

- من أين هو الأستاذ أيار؟ وأين يعمل؟
- ما هي جنسية الأستاذ أيار؟ وأين يسكن الآن؟
- ما مهنة والد أيار؟
- ما جنسية والد أيار؟ وما مهنتها؟ وكيف هي؟
- هل عند الأستاذ أيار إخوة أو أخوات؟
- من هي زوجة أيار؟ ومن أين هي؟ وما عملها؟
- ما اسم ابن الأستاذ أيار؟ وكم عمره؟
- أين يسكن أقارب الأستاذ أيار؟
- وأين تسكن خالة هاني؟
- ماذا يعمل هاني؟ وماذا تعمل زوجته سعاد؟
- Write a few sentences to describe your family in your notebook. Include information such as:
 - How many people are in your family?
 - Where do they live?
 - Try to write at least **3-5 sentences**. You can also add any other details you want to share.
 - What are their jobs, or what do they like to do?
 - What are some words you would use to describe them?

Reading Passage عائلة ندى

At Nada's birthday party, her penpal friend Sara called her on Instagram and wished her a happy birthday. Nada opened the Instagram camera and introduced her family members to her friend Sara

Listen to the audio

▶ 0:00 / 0:00 — 🔊 ⋮

Cultural Notes:

* الحاج أبو أيمن

In the Arab world, it is traditional to refer to Muslim fathers as "Hajj Abu ____." It signifies that the individual has completed the Hajj and received the title "pilgrim"

ما شاء الله *

In Arab countries and the Muslim world, "Masha Allah" is a religious and cultural expression. "Masha Allah" is composed of two Arabic words: "Ma" and "Shaa" The phrase is regarded as an expression of praise for God Almighty.

الحمد لله *

"Praise be to Allah" is a religious phrase used in Islam to give thanks to Allah Almighty. It is made up of two Arabic words: "praise" and "to God. " "Praise be to Allah" is a popular religious phrase in Islamic culture. It can be used in many different ways.

Activities

Writing Activity

- Imagine having a celebrity over for dinner with your family. Introduce the guest to your family, and then present your family members and relatives to the celebrity. Write a paragraph using all the vocabulary that you have learned in this lesson. Be creative in your writing.
- Imagine you're posting a collage of your family reunion trip on Instagram. Write a caption introducing your family.
- Write a paragraph about one of your cousins using the new vocabulary.

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1.6: Grammar (1) النسبة، ال التعريف، أدوات الاستفهام

Learning Objectives

In this section, you will be able to:

- Acquire more information about the definite article "ال"
- Understand the "Nisba" adjectives.
- Use question words (interrogative nouns)

The Definite Article ال

In the first book, "[Introduction to Arabic I](#)," you learned about the definite article "ال," and the pronunciation of the definite article with the moon and sun letters. A noun in Arabic is counted definite if it is:

- Relative pronouns, we did not study them yet.
- Demonstrative pronouns, like هذا (this for masculine), and هذه (this for feminine).
- Proper nouns, like: رَنا، مِصر، ليبيا، علي، سوريا، أمريكا، جون
- The first noun of a genitive construction, like: كِتَابُ الطَّالِبِ، طَالِبُ المَدْرَسَةِ
- A noun with the definite article is attached, like: الكِتَابُ، المَدْرَسَةُ، الطَّالِبُ، الطُّفْلُ، الأُسْرَةُ
- Also, in Arabic abstract concepts are treated as definite nouns, like the words Arabic (العربية), and English (الانجليزية).

You should know that you can't use Tanween at the end of the noun and the definite article at the beginning of the same noun.

Forming the "Nisba" Adjectives

- "Nisba" adjectives are adjectives that are formed by adding the letter "Yaa" ياء and الشدة "Shadda," or ياء "Yaa," الشدة "Shadda," and تاء مربوطة "Taa Marbouta."
- "Nisba" adjectives are derived from places, place names, names of affiliation, professions, and a lot of proper nouns. For

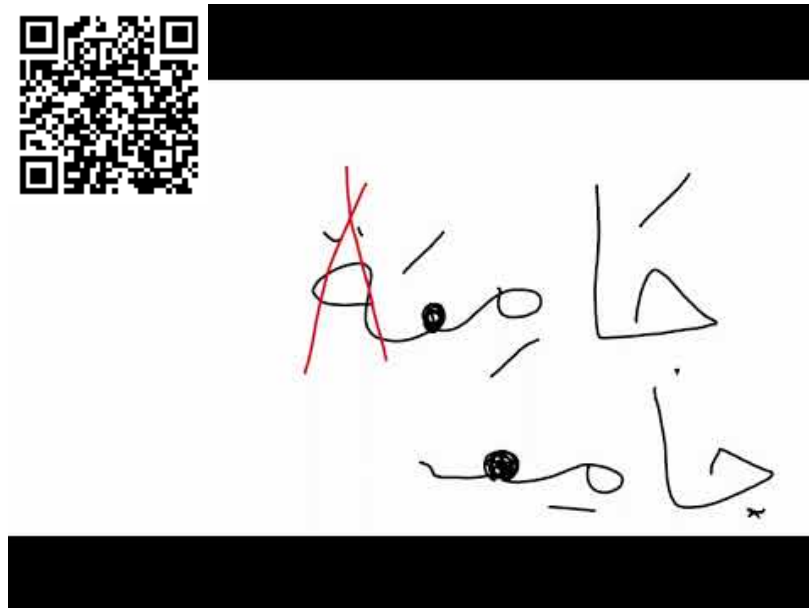
example غربيّ - عَرَبِيَّة ، أمريكيّ - أَمْرِيكِيَّة

How to derive the "Nisba" adjectives

To form "Nisba" adjectives, follow the following steps:

1. Remove تاء مربوطة "Taa Marbouta," any final "ا" long vowel Alif, or any final ياء "Yaa and Alif."
2. Remove if there is any definite article.
3. Add "Yaa" ياء and الشدة "Shadda," or ياء "Yaa," الشدة "Shadda," and تاء مربوطة "Taa Marbouta" depending on the word if it is masculine or feminine.

Watch this video to learn more about Nisba adjectives النسبة. This video has a captioned in Arabic and English.



Let us practice by identifying the nationality some of the Arabic Countries and following the steps to create Nisba Adjective:

Arab Countries and their affiliated nationalities

Audio for Nisba adjectives masculine and feminine.	Nisba Adjective Feminine form	Nisba Adjective Masculine form	What needs to be removed	Name of the Arabic Country
▶ 0:00 / 0:03 ———▶ : عِرَاقِيّ			remove ال	العِرَاق
▶ 0:00 / 0:03 ———▶ : كُوَيْتِيّ			remove ال	الْكُوَيْت
▶ 0:00 / 0:03 ———▶ : إِمَارَاتِيّ			remove ال	الإِمَارَات
▶ 0:00 / 0:03 ———▶ : قَطَرِيّ			remove nothing	قَطَر
▶ 0:00 / 0:02 ———▶ : يَمَنِيّ			remove ال	الْيَمَن
▶ 0:00 / 0:03 ———▶ : عُمَانِيّ			remove ng	عُمان
▶ 0:00 / 0:03 ———▶ : سُعُودِيّ			remove ال, ة, and ي	السُّعُودِيَّة
▶ 0:00 / 0:02 ———▶ : بَحْرِينِيّ			remove ال	البَحْرِين
▶ 0:00 / 0:02 ———▶ : أُرْدُنِيّ			remove ال	الأُرْدُن
▶ 0:00 / 0:03 ———▶ : فِلِسْطِينِيّ			remove nothing	فِلِسْطِين
▶ 0:00 / 0:03 ———▶ : لُبْنَانِيّ			remove nothing	لُبْنان

Audio for Nisba adjectives masculine and feminine.	Nisba Adjective Feminine form	Nisba Adjective Masculine form	What needs to be removed	Name of the Arabic Country
▶ 0:00 / 0:02 ———▶ : سوري			remove يا	سوريا
▶ 0:00 / 0:02 ———▶ : مِصْرِي			remove nothing	مِصْر
▶ 0:00 / 0:02 ———▶ : لِيبي			remove يا	لِيبيا
▶ 0:00 / 0:02 ———▶ : سَوْدَانِي			remove ال	السُّودان
▶ 0:00 / 0:02 ———▶ : صُومَالِي			remove ال	الصُّومال
▶ 0:00 / 0:02 ———▶ : تُونِسِي			remove nothing	تُونِس
▶ 0:00 / 0:04 ———▶ : جَزَائِرِي			remove ال	الجَزائر
▶ 0:00 / 0:04 ———▶ : مَوْرِيْتَانِي			remove ي , and ة	موريتانية

Practice the "Nisba" adjectives تدريبات النسبة

Interrogative Words in Arabic أدوات الاستفهام في اللغة العربية

You learned some of interrogative words in the first Book, "[Introduction to Arabic I](#)."

Asking Yes- No Questions

To do this you can use Hamza "أ" or هَلْ.

- Using the Hamza "أ" as a prefix at the start of the verb, like أَتُحِبُّ الشَّايَ الأخضرَ ؟
- Using the Hamza "أ" with nouns must coordinate the conjunction of choice "أَمْ", like أَهْوُو سامي أم

حَسَن؟

- Using "هَلْ" by placing it at the start of the sentence, and the answer is either "نعم" or "لا"

Asking Questions

To ask questions in Arabic, we use one of seven interrogative nouns. These are: مَنْ 'who', مَا 'what', مَتَى 'when', أَيْنَ 'where', كَمْ 'how many/much', كَيْفَ 'how', and أَيُّ 'which.' The answer must be information is not known before, by mentioning what is asked about.

Prepositions may pair up with interrogative words, and the preposition comes first. Like مِنْ أَيْنَ؟ 'from where', فِي أَيِّ؟ 'in which', مَعَ مَنْ؟ 'with who'.

Watch the video to learn more about interrogative words in Arabic أدوات الاستفهام بالعربية



Practice Interrogative Words تدريبات أدوات الاستفهام

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1.7: Grammar (2)الفعل المضارع الجمع

Learning Objectives

In this section, you will be able to:

- Identify Subject Pronouns.
- Conjugate verbs in the present tense.
- Negating conjugated present tense.
- Learn plural agreement rules.

Separate Subject Personal Pronouns

You learned about the Separate Subject Personal Pronouns in the first book, "[Introduction to Arabic I](#)" in [section 2.4](#) and [section 10.4](#). There are three types of separate subject pronouns: first person, second person, and third person. The separate subject personal pronouns change according to the addressed subject if the subject is singular, dual, or plural. You should know that Arabic

doesn't use the verb "be." For Example: **أَنَا طَالِبٌ** (I am a student), so the sentence doesn't have the verb "am."

Check the table with all the twelve separate subject personal pronouns:

Separate Subject Personal Pronouns

English Meaning	Third Person	English Meaning	Second Person	English Meaning	First Person
He	هُوَ	You (masculine, singular)	أَنْتَ	I	أَنَا
She	هِيَ	You (feminine, singular)	أَنْتِ	We	نَحْنُ
They (masculine, dual)	هُمَا	You (masculine, dual)	أَنْتُمَا		
They (feminine, dual)		You (feminine, dual)			
They (masculine, plural)	هُمْ	You (masculine, plural)	أَنْتُمْ		
They (feminine, plural)	هُنَّ	You (feminine, plural)	أَنْتُنَّ		

Watch the video to learn the subject pronouns in context.



Arabic subject pronouns

Conjugating Present Tense in Arabic الفعل المضارع

الفعل المضارع the present tense in Arabic is used to express the simple present (I study Arabic= أَدْرُسُ الْعَرَبِيَّةَ), and the present continuous (I am studying Arabic= أَدْرُسُ الْعَرَبِيَّةَ). We express the subject of الفعل المضارع present tense using a combination of prefixes or prefixes and suffixes in Arabic. We do not need to use the subject pronouns, and the prefixes and suffixes do the complete work. So, try to avoid redundancy and try to avoid stating the subject pronouns before the present tense verb.

Watch the video to learn more about the present tense:



We will use the stem "فَعَلَ" which is the verb "do" in Arabic and conjugate it with all the subject pronouns as an example. The table consists of different columns: subject pronoun, the added prefix, the added Suffix if needed, the verb in the conjugated present tense form, and the meaning in English.

Learn How to Conjugate the Present Tense in Arabic الفعل المُضارع

Meaning in English	Conjugated Present Tense Verb	The added Suffix	The Added Prefix	Subject Pronouns
I do	أَفْعَلُ		أَ	أَنَا
We do	تَفْعَلُ		نَ	نَحْنُ
You (masculine, singular) do	تَفْعَلُ		تَ	أَنْتَ
You (feminine, singular) do	تَفْعَلِينَ	يْنَ	تَ	أَنْتِ
You (masculine, dual) do	تَفْعَلَا	اِنِ	تَ	أَنْتُمَا
You (feminine, dual) do	تَفْعَلَانِ	اِنِ	تَ	أَنْتُمَا

Meaning in English	Conjugated Present Tense Verb	The added Suffix	The Added Prefix	Subject Pronouns
You (all/masculine, plural)	تَفْعَلُونَ وَنَ	وَنَ	تَـ	أَنْتُمْ
You (feminine, plural)	تَفْعَلْنَ نَ	نَ	تَـ	أَنْتُنَّ
He does	يَفْعَلُ لُ		يَـ	هُوَ
She does	تَفْعَلُ لُ		تَـ	هِيَ
They (masculine, dual) do	يَفْعَلَانِ نِ	انِ	يَـ	هُمَا
They (feminine, dual) do	تَفْعَلَانِ نِ	انِ	تَـ	هُمَا

Meaning in English	Conjugated Present Tense Verb	The added Suffix	The Added Prefix	Subject Pronouns
	نِ			
They (all/masculine, plural)	يَفْعَلُونَ	ونَ	يَ	هُم
They (femeninie, plural)	يَفْعَلْنَ	نَ	يَ	هُنَّ

Negating the Present Tense نفي الفعل المضارع

We add the word "لا" in front of the conjugated verb to negate a present tense verb, and we do not need the helping verb for negating like in English. The word "لا" means "no" in Arabic.

For Example: I do not study Arabic = لا أَدْرُسُ الْعَرَبِيَّةَ

The Plural

Sound/Regular Masculine Plural Rules جمع المذكر السالم

You learned about the plural rules in the Arabic language in the first book, "Introduction to Arabic I." Also, you learned in the [first book](#) the formation of dual noun forms by adding the letters "ألف" and "نون" to the noun, or the letters "ياء" And "نون" depending on the grammatical case of the word. In this section, you learn more about the formation of the plural noun and how to form regular or sound plural nouns. Masculine Plurals in Arabic can be sound or broken. Sound/Regular masculine plurals are formed by adding a suffix "ونَ" or "ينَ" to a singular noun depending on the grammatical case of the word.

Sound/Regular Feminine Plural Rules جمع المؤنث السالم

Sound/Regular Feminine Plurals in Arabic are formed by adding the suffix "ات." Many feminine singular human and nonhuman nouns end with "ة" take the plural suffix "ات."

Broken Plural Rules جمع التكسير

We call this type of plural broken because we take the stem (the letters of the root) of the singular word and shift the consonants into different syllable patterns. Many broken plurals are based on memorizing, but most are rule-based, with many rules. It is essential to use the phonographic memory that we use when listening to music. Therefore, you will develop a sense of which singular nouns match the plural patterns since you will acquire more vocabulary.

Here are some notes about certain categories of nouns that regularly take the sound/regular plurals:

- Nisba adjectives take the sound/regular plural, like (أمريكي/ أمريكيون , أمريكيين) (عربي/ عَرَب / مبرمج / مبرمجين / مبرمجة / مبرمجات), like: (موظف / موظفون, موظفين) (مُبرمج / مُبرمجون, مُبرمجات)
- Adjectives which singular form ends in letters (ان), like: (جوعان / جوعانون, جوعانين)

Check the table and memorize these words in the plural forms

Human Singulars and Plurals

Plural	Singular Feminine	Plural	Singular Masculine
طَبِيبَاتُ	طَبِيبَةٌ	أَطِبَّاءُ	طَبِيبٌ
مُهَنْدِسَاتُ	مُهَنْدِسَةٌ	مُهَنْدِسُونَ - مُهَنْدِسِينَ	مُهَنْدِسٌ
مُتَرَوِّجَاتُ	مُتَرَوِّجَةٌ	مُتَرَوِّجُونَ - مُتَرَوِّجِينَ	مُتَرَوِّجٌ
حَفِيدَاتُ	حَفِيدَةٌ	أَحْفَادُ	حَفِيدٌ
خَالَاتُ	خَالَةٌ	أَخْوَالُ	خَالٌ
عَمَّاتُ	عَمَّةٌ	أَعْمَامُ	عَمٌّ
بَنَاتُ	إِبْنَةٌ	أَبْنَاءُ	إِبْنٌ
مُتَخَصِّصَاتُ	مُتَخَصِّصَةٌ	مُتَخَصِّصُونَ - مُتَخَصِّصِينَ	مُتَخَصِّصٌ
جَدَّاتُ	جَدَّةٌ	أَجْدَادُ	جَدٌّ
أَخَوَاتُ	أَخْتُ	أَخَوَةٌ	أَخٌ

Plural Agreement Rules

Rules for plural agreement in Arabic distinguish between human and nonhuman plurals.

Human Plurals

Human plurals in Arabic take plural agreement. This means the adjective should be plural if the adjective is added to a plural human noun. Also, the adjective corresponds to the noun's gender and grammatical case. Check the table to learn more.

Human Singulars and Plurals Agreement

Plural	Singular Feminine	Plural	Singular Masculine
طَبِيبَاتٌ مُتَخَصِّصَاتٌ	طَبِيبَةٌ مُتَخَصِّصَةٌ	أَطِبَّاءُ مُتَخَصِّصُونَ	طَبِيبٌ مُتَخَصِّصٌ
بَنَاتٌ مُتَزَوِّجَاتٌ	ابْنَةٌ مُتَزَوِّجَةٌ	أَبْنَاءُ مُتَزَوِّجُونَ	ابْنٌ مُتَزَوِّجٌ
أَخَوَاتٌ مُتَقَفَّاتٌ	أَخْتُ مُتَقَفَّةٌ	أَخُوهُ كَرِيمُونَ	أَخٌ كَرِيمٌ
عَمَّاتٌ مُتَقَفَّاتٌ	عَمَّةٌ مُتَقَفَّةٌ	أَعْمَامُ مُتَقَفِّونَ	عَمٌّ مُتَقَفٌّ
خَالَاتٌ كَرِيمَاتٌ	خَالَةٌ كَرِيمَةٌ	أَخْوَالُ كَرِيمُونَ	خَالَ كَرِيمٌ
جَدَّاتٌ حَكِيمَاتٌ	جَدَّةٌ حَكِيمَةٌ	أَجْدَادُ حُكَمَاءُ	جَدٌّ حَكِيمٌ
حَفِيدَاتٌ عَنِيدَاتٌ	حَفِيدَةٌ عَنِيدَةٌ	أَحْفَادُ عُنْدُ	حَفِيدٌ عَنِيدٌ

Nonhuman Plural Agreement

The nonhuman plural nouns, regardless of their gender, are treated as a single group, and they take feminine singular agreement. Check the table to learn more.

Nonhuman Singulars and Plurals

Nonhuman Plural Phrase	Nonhuman Singular Phrase	Nonhuman Plural Phrase	Nonhuman Singular Phrase
كُتُبٌ قَدِيمَةٌ	كِتَابٌ قَدِيمٌ	جَنَسِيَّاتٌ أَمْرِيكِيَّةٌ	جَنَسِيَّةٌ أَمْرِيكِيَّةٌ
أَقْلَامٌ رَزَقَاءُ	قَلَمٌ أَرْزَقُ	سَيَّارَاتُ كُورِيَّةٌ	سَيَّارَةٌ كُورِيَّةٌ
جَامِعَاتٌ كَبِيرَةٌ	جَامِعَةٌ كَبِيرَةٌ	بُيُوتٌ بَيْضَاءُ	بَيْتٌ أَبْيَضٌ
تَفَاحٌ أَحْمَرٌ	تَفَّاحَةٌ حَمْرَاءُ	صُورٌ جَمِيلَةٌ	صُورَةٌ جَمِيلَةٌ

تدريبات الجمع Practice Plural

جمع المذكر السالم Sound/Regular Masculine Plural Rules

جمع المؤنث السالم Sound/Regular Feminine Plural Rules

جمع التكسير Broken Plural Rules

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1.8: Culture (1) الثقافة

Learning Objectives

In this section, you will be able to:

- Learn about Arab family traditions, celebrations, and holidays.

The value of family (العائلة / al aailah) in the Arab societies:

Family at the Center of Life

Arab societies stand out from others due to their deeply ingrained values, prominently among them being the significance of family ties. Within Arab cultures, the family serves as the fundamental cornerstone of an individual's upbringing, with customs and traditions deeply intertwined with familial relationships extending across generations. This strong familial bond remains steadfast even among Arab expatriates residing in Western societies like America and Europe, where they diligently preserve their cultural heritage, maintaining traditions such as familial bonds among parents (الوالدين / al walidain), grandparents (الجَدَّين / al jaddain), children (الأبناء / al abnaa'), grandchildren (الأحفاد / al ahfad), uncles (الأعمام / al aamaam), and cousins (أولاد العم / awlad al aam).

This commitment to family is evident in the nurturing care parents provide for their children until they establish their own families, reciprocated by the younger generation's responsibility to care for their elders, including grandparents (الجد / al jad) and grandmothers (الجدة / al jaddah). Consequently, the family assumes paramount importance in Arab societies, ensuring a supportive social structure for both the elderly and the youth. The practice of maintaining large families is common among Arabs, facilitated by the cultural acceptance of cousin marriages, resulting in expansive familial networks.

Collectivism vs. Individualism

Therefore, Arab families fall within the spectrum of what is called "Collectivism." It is of great significance to hint at the difference between the concepts of "Individualism" and "Collectivism" in order to better understand the traditions of Arab communities.

"Individualism" and "collectivism" are two contrasting cultural ideologies that describe how individuals relate to society and prioritize their personal interests versus the interests of the group. Individualism places a strong emphasis on the autonomy, rights, and freedoms of the individual. This cultural orientation is prevalent in Western societies like the United States, Canada, and Western Europe, where there is a focus on personal achievement, self-expression, and independence. In individualistic cultures, individuals tend to prioritize personal goals, self-reliance, and personal success over group harmony or conformity. These cultures often value individual rights, freedom of speech, and personal identity, and they encourage competition and innovation.

In contrast, collectivism prioritizes the interests of the group or community over those of the individual. This cultural orientation is common in many Asian, African, and South American societies, where there is a strong emphasis on interconnectedness, harmony, and cooperation within the group. Individuals in collectivist cultures may prioritize the needs of their family, community, or society over their own personal desires or ambitions. These cultures often value loyalty, interdependence, and harmony and may place greater importance on social roles and obligations within the group.

It's important to note that individualism and collectivism exist on a spectrum, and no culture is purely individualistic or purely collectivist. Many cultures exhibit elements of both ideologies to varying degrees. Additionally, these cultural orientations can influence various aspects of society, including social norms, family structures, work dynamics, and political systems.

Respect and Family Honor

In Arab families, parents teach their children proper behavior, important traditions, and moral values. Children are expected to **respect and obey** their parents and older relatives. Showing respect for elders is a key part of daily life.

Family honor is closely linked to individual behavior. If someone acts in a way that is not considered acceptable, it may bring shame to the whole family. Because of this, people often try to behave in ways that protect and strengthen the family's good name.

Living Close and Celebrating Together

This emphasis on family cohesion is notably observed during festive occasions and celebrations, where the extended family gathers in abundance. From childhood, Arab individuals are immersed in the rich tapestry of familial bonds, learning customs and traditions through active participation in social gatherings with relatives spanning generations. For instance, during religious holidays such as Eid (العيد), family members assemble at the grandparents' home to partake in customary rituals like the exchange of Eidiah (العديّة) - monetary gifts for children - and the indulgence in homemade sweets prepared by the women and girls of the family. A cherished tradition during holidays like Eid al-Fitr (عيد الفطر), Eid al-Adha (عيد الأضحى), Christmas (عيد الميلاد / eid al milad), and Easter (عيد الفصح / eid al fiseh) involves visiting grandparents first, followed by the younger generation offering blessings to their elders, underscoring the enduring significance of family bonds in Arab societies. For further information on celebrations in the Arab world, please refer to **Chapter 3, Sections 3.8: Culture (1) and 3.9: Culture (2)**.



Figure 1.8.1: Holidays with Family, CC BY 4.0 DEED.



Figure 1.8.2: Children celebrating Eid Al-Fitr on a swing, CC BY-SA 4.0 DEED.

In Arab culture, the family is much more than just the people you live with. It is a large network that offers support, teaches values, and shares responsibility for everyone's well-being. Respect for parents and elders, keeping family honor, and working together as a group—these are all important parts of Arab life. This focus on family and community shows the **collectivist nature** of Arab societies, where people see themselves as part of a bigger family unit, not just as individuals.

Watch this video about the Egyptian families to learn more about the structure of the Arabic families.



Activities t

Check your Understanding

- هل عائلتك كبيرة أو صغيرة؟
- هل تحب عائلتك؟
- من هو كبير العائلة؟
- On a piece of paper, **draw a Venn diagram** with two big circles that overlap in the middle. Label one circle: **العائلة العربية (Arab Family)**, and the other label the other circle: **My Family / Western Family**. Compare the family structures and in the overlap, write what is the same in both cultures.

Example ideas to help you think:

- Who lives together?
- How big is the family?
- Do people visit often?
- How do they show respect?

Discussion Prompt: Family in Arab Culture vs. Your Culture

After reading about family life in Arab culture, think about your own family or culture.

- How is the Arab family similar to your family or culture?
- How is it different?
- Why do you think family plays such an important role in both cultures?

Please write **one short paragraph for each question** (total of three paragraphs).

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1.9: Culture (2) الثقافة

Learning Objectives

In this section, you will be able to:

- Describe key marriage customs and traditions in Arab countries and communities.
- Identify similarities and differences in wedding practices across Arab regions.
- Recognize important Arabic cultural words related to marriage, weddings, and family celebrations.

Marriage Customs and Traditions in Arab Countries and Communities:

Arab marriages have a variety of customs, traditions, and practices that differ across various Arab communities and countries. Nevertheless, Arab marriages have some common features and qualities that are frequently present, such as the central role of the family. Typically, parents and extended family members' preferences and approval are sought before a marriage can proceed. In many Arab societies, arranged marriages are still prevalent, where families take the lead in selecting suitable partners for their children. However, the prevalence of arranged marriages is decreasing, particularly in urban areas.

In most Arab countries, Islam is the predominant religion, and Islamic law (الشريعة/Al Sharia) often governs marriage practices. However, there are also significant Christian and other religious minority populations in some Arab countries, each with their marriage customs and traditions, which often have religious influence.

In Islamic marriages, couples usually sign a marriage contract (كتاب الكتـب/ktb elktab) that outlines the rights and responsibilities of both spouses. The contract may also contain details such as the dowry (المهر/al mahr) to be given by the groom to the bride, as well as provisions related to financial support, inheritance, and divorce.

Arab weddings are often elaborate and festive occasions, involving multiple days of celebrations with music, dancing, feasting, and other traditional customs. Wedding ceremonies may vary depending on the cultural and religious background of the couple, with some weddings incorporating specific rituals and traditions unique to their community.

In Arab societies, traditional gender roles often affect marriage dynamics, with cultural and religious norms shaping the expectations regarding the roles and responsibilities of husbands and wives. While these gender roles are evolving, especially among younger generations, they still play a significant role in shaping marital relationships.

Polygamy is allowed in Islam under certain conditions, although it is not as common as it once was. In many Arab countries, polygamous marriages are legal but subject to restrictions and regulations, such as obtaining permission from existing wives and demonstrating the ability to provide for multiple spouses equally.

In addition to religious ceremonies, couples are often required to register their marriages with the government for legal recognition. The legal requirements for marriage differ from one Arab country to another but may include submitting documentation such as identification cards, birth certificates, and proof of marital status. Like marriages in other cultures, Arab marriages are influenced by social, economic, and cultural changes. Factors such as urbanization, education, economic opportunities, and migration have led to shifts in marriage patterns and dynamics. Younger generations often seek greater autonomy in choosing their spouses and shaping their marital relationships according to their values and aspirations.

To sum up, Arab marriages are characterized by a rich tapestry of traditions, customs, and religious influences that reflect the diversity of Arab societies while also evolving in response to changing social, economic, and cultural dynamics.



Figure 1.9.1: Muslim Bride and Groom, Pixabay License.



Figure 1.9.2: Christian Wedding at a Church, Pixabay License.

Marriage Ceremonies:

Wedding celebrations in Arab countries are rich in tradition, culture, and symbolism, often varying slightly from one country to another due to cultural differences and regional customs. However, some elements are common across many Arab weddings:

- **Engagement Ceremony:** Before the wedding, there is often an engagement ceremony where the families of the bride and groom come together to officially agree to the union. Rings are exchanged, and sometimes there is a formal signing of the marriage contract.
- **Henna Night:** A significant pre-wedding ritual is the Henna Night or "Henna Party" where the bride's hands and feet are adorned with intricate henna designs. This is usually a women-only event where the bride's female friends and family members gather to celebrate.

The video below presents a traditional Henna Night in Morocco (Music only):

- **Wedding Attire:** The bride traditionally wears a lavish gown, often in white or other vibrant colors, depending on regional customs. The groom typically wears a formal suit or traditional attire.
- **Wedding Procession:** The wedding ceremony often begins with a procession, where the groom, accompanied by his family and friends, goes to the bride's house to escort her to the wedding venue. Traditional music and dancing may accompany the procession.
- **Wedding Ceremony:** The wedding ceremony itself varies depending on religious and cultural factors. In Muslim-majority countries, the ceremony may take place in a mosque and involve the recitation of prayers and verses from the Quran. In Christian communities, the ceremony is held in a church and follows Christian traditions.

- **Feasting:** Arab weddings are known for their elaborate feasts, where guests are served a variety of traditional dishes, including rice, meat, salads, and desserts. Hospitality is highly valued, and hosts go to great lengths to ensure their guests are well-fed and entertained.
- **Zaffa (الزفة):** The Zaffa is a lively procession that typically marks the entrance of the newlyweds to the reception venue. It involves traditional music, drumming, and dancing, with the couple at the center of the celebration.
- **Dabke (الدبكة):** Dabke is a traditional Arab folk dance often performed at weddings and other festive occasions. It involves synchronized dancing, often with participants holding hands and forming a line or circle.
- **Gift-Giving:** It's customary for guests to bring gifts for the newlyweds, usually in the form of cash or household items to help them start their married life.

These are just some of the common elements of wedding celebrations in Arab countries, but it's important to note that traditions can vary widely between different regions and communities.

Comparison of Wedding Customs in Arab Countries

Similarities across Arab weddings

- **Family-centered:** Weddings bring together large extended families and show the importance of family ties.
- **Community celebration:** It's not just about the bride and groom—neighbors, friends, and whole communities often join in.
- **Generosity & hospitality:** Elaborate meals and making guests feel honored are universal.
- **Henna & music:** Most Arab weddings include some form of **henna party** for the bride and traditional music and dancing.

Differences in Wedding Customs in Arab Countries

Morocco

- The wedding (العرس) can last **up to seven days**.
- The bride often wears multiple colorful dresses called **takchita** and changes outfits during the celebrations.
- A special “**Amaria**” (a decorated chair or platform) is used to carry the bride into the reception.

Tunisia & Algeria (North Africa)

- Brides wear special regional jewelry and headpieces.
- In Tunisia, the “kholta” is a musical group that leads processions, and the bride's hands are adorned with detailed henna.
- Weddings often include folk songs unique to Berber or Arab tribes.

Egypt

- Weddings often begin with a **zaffa (الزفة)**—a musical wedding procession with drums and mizmar (reed instruments).
- The ceremony might include both Islamic marriage signing and a big party at a hotel or club.
- Popular dances include belly dancing (raqs sharqi) and dabke is less common.

Lebanon and Syria

- Lebanese weddings are famous for loud **dabke (الدبكة)** lines where guests hold hands and stomp rhythmically.
- Fireworks and lavish flower decorations are common.
- Couples often hire famous singers or DJs for large receptions.

Palestine, Jordan

- The **Henna night (ليلة الحناء)** is big for the bride and women in the family.
- The groom's family might come to take the bride from her home in a joyful convoy with singing.
- Dabke is central, and many weddings feature traditional songs with lines that tease or praise family members.
- In Palestine and Jordan, you will see traditional Palestinian dresses called **الثوب الفلسطيني**, famous for their red and black embroidery. Wearing a **ثوب** shows pride in cultural heritage. It is also a way to honor traditions and look elegant at important family events. Even young people love to wear a traditional **ثوب** for weddings or festivals.

Saudi Arabia & Gulf countries

- Often separate celebrations for men and women (gender-segregated gatherings).

- The women's party features dancing, lavish dresses and gold jewelry, while men might have poetry and sword dancing.
- Gifts of perfumes, gold, and dates are traditional.

The Wedding Cheer (Ululation) - زغرودة (Zaghrooda)

In many Arab weddings and happy occasions, you will hear a loud, joyful sound called a **زغرودة (zaghrooda)**. It is a special type of **ululation**, a high, trilling sound made by moving the tongue quickly from side to side while making a loud voice. Women usually do the **زغرودة** to show happiness, excitement, and to celebrate good news. It is common at weddings, engagements, and even when someone returns from travel or after a new baby is born.

The **زغرودة** is not only used in weddings. It can also be heard at other joyful events like graduations and religious festivals. It is a way to say “**Mabrook!**” (**Congratulations!**) in a traditional and festive sound.

Examples of when to hear زغرودة:

- At the moment, the bride and groom enter the wedding hall.
- When the marriage contract (كتب الكتاب) is signed.
- During the **زفة (wedding procession)**.
- At henna parties and when gifts are given.

Watch the video below that explains and presents different types of ululation.



Activities

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1.10: Assessment

Learning Objectives

In this section, you will be able to:

- Practice and apply what you have learned in this chapter.

Exercises التمارين

In the first activity, you will watch this interactive video demonstrating some of the vocabulary learned in this chapter. You can practice by clicking on the question icon.

Practice Nisba ياء النسبة

Practice Subject Pronouns (المنفصلة) ضمائر الفاعل

Practice the plural rules تدريبات الجمع

Broken Plural Rules جمع التكسير

Interrogative words (Question words) أدوات الاستفهام

Reading Activity

Read the passage and record your voice

Writing Activity:

Speaking Activity

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CHAPTER OVERVIEW

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- 2.1: Vocabulary
- 2.2: Listening and Speaking (1)
- 2.3: Listening and Speaking (2)
- 2.4: Reading and Writing (1)
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- 2.6: Grammar (1) الجملة الاسمية والفعلية
- 2.7: Grammar (2) الإضافة، ضمائر الملكية
- 2.8: Culture (1)
- 2.9: Culture (2) الثقافة
- 2.10: Assessment

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2.1: Vocabulary

Learning Objectives

In this section, you will be able to:

- Recognize and use vocabulary related to school, subjects, and study habits.
- Conjugate and use key verbs in the present tense with all pronouns.
- Build simple sentences about your school life.

The new vocabulary المفردات الجديدة

In this table, you will find vocabulary that relates to the theme of school and studies (دراستي). The new vocabulary will be divided into two tables: one for nouns and the other for verbs. In each line, you can find the word in the singular and plural forms if it is able, meaning in English, the word in a sentence, and you hear from the audio the pronunciation of the word in singular and plural forms and reading the sentence. Listen and repeat the Arabic pronunciation of the new Vocabulary.

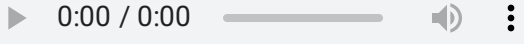
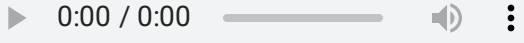
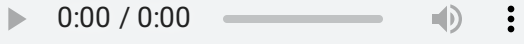
المفردات الجديدة The New Vocabulary

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة Singular -Plural
▶ 0:00 / 0:00	أحد : في . . .	Education- Studying	الدراسة - الدراسات
▶ 0:00 / 0:00	أدرس في جا : في قسم العلوم	Department	قسم - أقسام
▶ 0:00 / 0:00	في جامعة ، كلية : وكبيرة	College	كلية / كليات
▶ 0:00 / 0:00	عندي امتحان ، ص : الخميس	Exam- Test	إمتحان / إمتحانات
▶ 0:00 / 0:00	الدراسة : الدراسة	Program- Schedule	برنامج- برامج
▶ 0:00 / 0:00	أحد : ماد : ماد	Subject	مادة - مواد
▶ 0:00 / 0:00	أخه ، بحث ال : بعد	Distance Education	الدراسة عن بعد

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة Singular -Plural
 0:00 / 0:00	ليس عندي للدروس بعد	Time	الوقت
 0:00 / 0:00	أدرسُ في ، أختي	Same	نفس
 0:00 / 0:00	الدوام في ، طويل كل يوم	Work time- time- period of time during work	الدوام
 0:00 / 0:00	أخ ، الصغرى الابتدائية	Elementary school	مدرسة إبتدائية
 0:00 / 0:00	مدرسته ، قريبة من بيتي	Middle school	مدرسة إعدادية
 0:00 / 0:00	تدرسُ أختي ، الثانوية	High school	مدرسة ثانوية

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة Singular -Plural
▶ 0:00 / 0:00 ⋮	عندي، ر : كثيرة اليوم يقدر أهلي، الفرنسي	Lecture	محاضرة - محاضرات
▶ 0:00 / 0:00 ⋮	أدرسُ اللغة الجامعة	Literature	الأدب
▶ 0:00 / 0:00 ⋮	تد : التاريخ، عديم	Language	لُغة - لغات
▶ 0:00 / 0:00 ⋮	والدتي أستاذة علم جامعة القاهرة	History - Date	التاريخ
▶ 0:00 / 0:00 ⋮	يدرسُ خالي بست هارفارد	Psychology	علم النفس
▶ 0:00 / 0:00 ⋮			الحقوق / قانون

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة Singular -Plural
▶ 0:00 / 0:00	ابن عمّتي أحمد بدر سُدُ السياسية عن بعد	Political science	العلوم السياسية
▶ 0:00 / 0:00	خالته ، مت علم الإنسان	Sociology	علم الإنسان
▶ 0:00 / 0:00	ابن خاله ، من الدين	Religion	الدين - الأديان
▶ 0:00 / 0:00	أصحابي ، والحمد لله	Friend	صاحب - أصحاب / صديق - أصدقاء
▶ 0:00 / 0:00	ز استوريي	classmate/ colleague	زميل - زملاء
▶ 0:00 / 0:00	نحذُ طلاب الأولى	First-year	السنة الأولى

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة Singular -Plural
	نحضر طلاب الثانية	Second-year	السنة الثانية
	نحضر طلاب الثالثة	Third Year	السنة الثالثة
	نحضر طلاب الرابعة	Fourth year	السنة الرابعة

Activities on the new vocabulary تدريبات الكلمات الجديدة

Use the new vocabulary in Sentences, and then read the sentences to two of your classmates.

In this table, you will learn and find the verbs that we will use in the chapter. These verbs will be conjugated with all the subject pronouns. You find the meaning of each verb in English on the top. Remember that (m) is for masculine, (f) is for feminine, (s) is for singular, (p) is for plural. The verbs are: درس= to study, فهم= to understand, تذكر = to remember, عرف= to know, and قرأ= to read.

Arabic Present Tense Verbs

To read	To know	To remember	To Understand	To Study	Subject Pronouns
أَقْرَأُ	أَعْرِفُ	أَتَذَكَّرُ	أَفْهَمُ	أَدْرُسُ	أنا (I)
نَقْرَأُ	نَعْرِفُ	نَتَذَكَّرُ	نَفْهَمُ	نَدْرُسُ	نحن (we)
تَقْرَأُ	تَعْرِفُ	تَتَذَكَّرُ	تَفْهَمُ	تَدْرُسُ	أنت (You, m,s)
تَقْرَئِينَ	تَعْرِفِينَ	تَتَذَكَّرِينَ	تَفْهَمِينَ	تَدْرُسِينَ	أنت (You, f,s)
تَقْرَأَانِ	تَعْرِفَانِ	تَتَذَكَّرَانِ	تَفْهَمَانِ	تَدْرُسَانِ	أنثما (You, m,dual)
تَقْرَأَانِ	تَعْرِفَانِ	تَتَذَكَّرَانِ	تَفْهَمَانِ	تَدْرُسَانِ	أنثما (You, f,dual)
تَقْرَؤُونَ	تَعْرِفُونَ	تَتَذَكَّرُونَ	تَفْهَمُونَ	تَدْرُسُونَ	أنتم (You, m,p)
تَقْرَأَنَّ	تَعْرِفَنَّ	تَتَذَكَّرَنَّ	تَفْهَمَنَّ	تَدْرُسَنَّ	أنثنَّ (You, f,p)
يَقْرَأُ	يَعْرِفُ	يَتَذَكَّرُ	يَفْهَمُ	يَدْرُسُ	هو (he)
تَقْرَأُ	تَعْرِفُ	تَتَذَكَّرُ	تَفْهَمُ	تَدْرُسُ	هي (she)
يَقْرَأَانِ	يَعْرِفَانِ	يَتَذَكَّرَانِ	يَفْهَمَانِ	يَدْرُسَانِ	هُما (they, m, dual)
تَقْرَأَانِ	تَعْرِفَانِ	تَتَذَكَّرَانِ	تَفْهَمَانِ	تَدْرُسَانِ	هُما (they, f, dual)
يَقْرَؤُونَ	يَعْرِفُونَ	يَتَذَكَّرُونَ	يَفْهَمُونَ	يَدْرُسُونَ	هُم (they, m, p)
يَقْرَأَنَّ	يَعْرِفَنَّ	يَتَذَكَّرَنَّ	يَفْهَمَنَّ	يَدْرُسَنَّ	هُنَّ (they, f, p)

Activities on the present tense تدرّيات على الفعل المضارع

The verb to read يقرأ

The verb to understand يفهم

The verb to know يعرف

The verb to remember يتذكر

Cultural Notes

In many Arab countries, students take final oral exams in addition to written tests. Also, the school year often runs from September to June, similar to the US. In some places, universities are known for specialized departments or famous old campuses, like جامعة دمشق (Damascus University), one of the oldest in the Arab world.

Check Your Understanding

- With a classmate, pick **5 words** from the vocabulary. Each person says the word and uses it in a simple sentence. Correct each other's pronunciation.
- Look at the vocabulary table.
 - Find the Arabic word for “**Psychology**.”
 - Find the word for “**Time**.”
 - Find the word that means “**Law**.”
- Write **3–5 short sentences in Arabic** about your school or your studies. Try to use:
 - **At least 3 words** from the new vocabulary (for example: وقت، كلية، محاضرة، مادة، جامعة).
 - **At least 1 verb** from the verb table (for example: أتذكر، أعرف، أقرأ، أفهم، أدرس).

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2.2: Listening and Speaking (1)

Learning Objectives

In this section, you will be able to:

- listen and understand the conversation about school.
- Follow a simple conversation introducing friends at a university or school.
- Ask and answer questions about nationality, college, and languages.

Dialogue #1

This dialogue takes place in the college cafeteria. Noor introduces her friend Ayat to Hana. They talk about where they are from, what they study, what year they are in, and the languages they speak. Listen to the dialogue then answer the questions.



Figure 2.2.1: في الكافتيريا. (CC BY-SA 2.0)

▶ 0:00 / 0:00 ————— 🔊 ⋮

Activities 1

Dialogue 2:

This dialogue is between Adam and Ahmad, two friends talking about school and their future study plans. Adam is still in high school and considering studying at the American University in Jordan or pursuing distance learning at جامعة اليرموك Yarmouk University. He shares that he wants to study Arabic literature. Ahmad tells him that the American University in Jordan is beautiful and modern, and says he is studying computer engineering. Then answer the questions.



Figure 2.2.2: الدراسة عن بُعد. (CC BY-NC-SA 2.0)

▶ 0:00 / 0:41 ————— 🔊 ⋮

Activities 2

Check Your Understanding

- Role Play #1: Meeting at the Cafeteria

Work with a partner. One student is Hana, the other is a new student. Use these ideas to guide your conversation. Greet each other and ask how you are. Ask where each person is from. Ask what each person studies and what year they are in. Ask what languages each person speaks. End by saying "Nice to meet you."

- Role Play #2: Talking about Future Studies

With a partner, act out a conversation like Adam and Ahmad. Change the details to talk about your own dreams for university. Greet each other and ask how school is. Talk about what university you want to attend and in which country. Say whether you want to study on campus or distance learning (عن بُعد). Say what you want to study. Ask your friend what he or she studies.

- Talk about your school or university, mentioning its name, location, and the subjects you are studying. Also, share two or three interesting thing about it.

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2.3: Listening and Speaking (2)

Learning Objectives

In this section, you will be able to:

- Listen and understand the conversation about school.
- Exchange information with your classmate about your name, nationality, major, classes you are enrolled in, your occupation, and where you reside.

Dialogue 3

This is a conversation between Shadi and Ameer, two university students while waiting in line at the college bookstore. Listen and read the dialogue then answer the questions.

▶ 0:00 / 1:04 🔊 ⋮

أنا أتعلّم
أَنَا أَتَعَلَّمُ

أَمِير: مَرَحَبًا يَا شَادِي، كَيْفَ حَالُكَ؟

شَادِي: أَهْلًا يَا أَمِير. أَتَا بِخَيْرٍ وَالْحَمْدُ لِلَّهِ. وَأَنْتَ؟

أَمِير: أَتَا بِخَيْرٍ. مَا هَذَا الْكِتَابُ يَا شَادِي؟

شَادِي: هَذَا كِتَابُ اللُّغَةِ الْإِسْبَانِيَّةِ. أَتَا أَذْرُسُ اللُّغَةَ الْإِسْبَانِيَّةَ فِي مَدْرَسَتِي. هَلْ تَتَعَلَّمُ اللُّغَةَ الْإِسْبَانِيَّةَ يَا أَمِير؟

أَمِير: لَا، أَتَا أَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ.

شَادِي: مَا شَاءَ اللَّهُ. أَتَا أَتَكَلِّمُ اللُّغَةَ الْعَرَبِيَّةَ. وَالِإِذِي وَوَالِدَتِي يَتَكَلَّمَانِ مَعِي وَمَعَ أُخْتِي إِيمَانَ بِاللُّغَةِ الْعَرَبِيَّةِ. أَيُّ لُغَةٍ تَتَكَلَّمُ مَعَ وَالِدِكَ؟

شَادِي: كَيْفَ؟

أَمِير: هُمَا مِنَ الْجَزَائِرِ، وَيَتَكَلَّمَانِ مَعِي وَمَعَ أُخْتِي بِاللُّغَةِ الْعَرَبِيَّةِ وَالْفَرَنْسِيَّةِ.

شَادِي: مَا شَاءَ اللَّهُ

Activities 3

Dialogue 4

Nadin is meeting her classmate Zain from last semester. Listen and read the dialogue then answer the questions.

لقاء نادر و نادين

نادر: مَرَحَبًا يا نادين.

نادين: أَهْلًا يا نادر، كَيْفَ حَالُكَ؟

نادر: الْحَمْدُ لِلَّهِ. هَلْ عِنْدَكَ مُحَاضِرَاتُ الْيَوْمِ؟

نادين: تَعَمْ، عِنْدِي مُحَاضِرَاتُ وَامْتِحَانَاتُ.

نادر: كَمْ مُحَاضِرَةً عِنْدَكَ الْيَوْمَ، يَا نادين؟

نادين: عِنْدِي مُحَاضِرَةُ الْأَدَبِ الْعَرَبِيِّ مَعَ الْأُسْتَاذِ شَادِي، وَمَحَاضِرَةُ عِلْمِ النَّفْسِ

نادر: مَنْ هُوَ الْأُسْتَاذُ شَادِي؟

نادين: هُوَ أُسْتَاذٌ جَدِيدٌ فِي كَلِّيَّةِ الْآدَابِ، وَهُوَ أُسْتَاذٌ مُتَقَفٌ.

نادر: مَتَى مُحَاضِرَاتُكَ؟

نادين: وَقْتُ مُحَاضِرَةِ الْأَدَبِ الْعَرَبِيِّ فِي الصَّبَاحِ، وَمَحَاضِرَةُ عِلْمِ النَّفْسِ فِي الْمَسَاءِ. وَأَنْتَ يَا نادر ماذا تَدْرُسُ؟ نادر: أَدْرُسُ

فِي كَلِّيَّةِ عِلْمِ الْاجْتِمَاعِ، قِسْمِ عِلْمِ الْإِنْسَانِ.

نادين: فِي أَيِّ سَنَةٍ؟

نادر: فِي السَّنَةِ الثَّانِيَةِ. وَأَنْتِ؟

نادين: أَنَا فِي السَّنَةِ الرَّابِعَةِ وَ أَتَخَرَّجُ فِي هَذِهِ السَّنَةِ إِنْ شَاءَ اللَّهُ.

نادر: مَبْرُوكٌ.

نادين: شُكْرًا.

Activities 4

Check Your Understanding

- Role Play 1: Talking about University and Distance Learning

- Work with a partner. One of you is like Adam, the other is like Ahmad. Have a short conversation about your school now and your plans for the future.

Prompts to help you:

- Greet each other and ask: كيف حالك؟ وكيف المدرسة؟
- Say what you want to study in the future and at which university.
- Say if you want to study on campus or عن بُعد (distance learning).
- Ask your partner: ماذا تريد أن تدرس؟
- Congratulate or wish your friend good luck.
- Role Play 2: Talking about Lectures, Professors, and Graduation
 - Work with a partner. One of you is like Nadine, the other is like Nader. Have a short conversation about your lectures today, your college, your year, and your graduation.

Prompts to help you:

- Ask each other: هل عندك محاضرات اليوم؟
- Say how many lectures you have and in which subjects.
- Talk about your professors.
- Say what year you are in (في السنة الثانية / الثالثة / الرابعة).
- Ask: متى تتخرج إن شاء الله؟
- Congratulate each other.
- On your first day of Arabic class, you'll be meeting other students. Create a list of questions in Arabic that you'd like to ask your classmates and prepare responses for when they ask you the same questions. Your questions and responses should cover the following: name, nationality, major, classes you are enrolled in, your occupation, and where you reside.
- Imagine you're a high school student who has been assigned a presentation by your teacher. The assignment is to create a speaking presentation about a university that you would consider enrolling in. Your presentation should include the university name, location, programs, and the major you're interested in. You can explore the university websites to gather information.

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2.4: Reading and Writing (1)

Learning Objectives

In this section, you will be able to:

- Identify and understand university words
- Demonstrate knowledge about the school and subjects by answering the questions.
- Talk about your university
- Write about yourself and your school.

Reading 1

Rana is talking with her friends about schools in the coffee shop. She is telling her friends about her cousin, Nawal, who is studying at the Lebanon University. *Read the text then answer the questions*



Figure 2.4.1: الجامعة اللبنانية. (CC BY-NC-SA 2.0)

0:00 / 0:00

ابنة عمّتي نوال

ابنة عمّتي نوال

ابنة عمّتي نوال تدرس الأدب الفرنسي في الجامعة اللبنانية في بيروت. وهي في السنة الثانية. وهي تدرس عن بُعد. في جامعة لبنان هناك كليات العلوم و الهندسة والتكنولوجيا والتجارة والحقوق. نوال عندها صديقات يدرسن في نفس الجامعة عن بُعد. صديقتها إيمان من السودان تدرس في كلية الحقوق. وتدي من مصر و سناء من اليمن تدرسان في كلية التجارة. والأساتذة في الجامعة يتكلمون اللغة الإنجليزية واللغة العربية

Check Your Understanding

- Write the answers to these questions in your notebook:
 - من أين نوال؟ وأين تدرس؟
 - في أي سنة نوال في الجامعة؟
 - ماذا تدرس نوال؟
 - من صديقات نوال؟ وماذا يدرسن؟
 - أيّ اللغات يتكلم الأساتذة في الجامعة؟
- Role-play: Imagine you are sitting with your friend at a coffee shop. You start telling your friend about your cousin who studies at a university in another country. You describe what your cousin is studying, in which year she is, and how she studies (for example, on campus or عن بُعد). Then you talk about her friends at the university — where they are from and what they study. Finally, tell your friend what languages the professors speak at that university.
- **Write a Short Story in Arabic:** Write a short paragraph (5-7 sentences) in Arabic about yourself or about a cousin or friend who studies at a university or school in another country. In your story, include:
 - His or her name, and where he or she is from. اسمه أو اسمها، ومن أين هو أو هي.
 - Where he or she studies (the name of the university or school and the country). أين يدرس (اسم الجامعة أو المدرسة واسم البلد).
 - What he or she studies and what year they are in. ماذا يدرس وفي أي سنة.
 - If they study on campus or by distance learning (عن بُعد). هل يدرس في الجامعة مباشرة أو عن بُعد.
 - What their friends study and where they are from. ماذا يدرس أصدقاؤه وأين يعيشون.
 - What languages the professors speak at the university. ما اللغات التي يتكلم بها الأساتذة في الجامعة.

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2.5: Reading and Writing (2)

Learning Objectives

In this section, you will be able to:

- Recognize and understand words related to universities and academic life.
- Show your understanding by answering questions about the reading.
- Talk about universities and majors you are interested in.
- Write about yourself, your school, and your teachers using new vocabulary.

Reading 2

▶ 0:00 / 0:00 ———— 🔊 ⋮

Dr. Mariam Salem posted a brief self-introduction on the teachers' language Facebook page. Read the passage then answer the questions



Figure 2.5.1: جامعة قطر. (CC BY-SA 3.0)

الدُّكْتُورَةُ مَرِيْمُ سَالِم

أنا اسمي الدُّكْتُورَةُ مَرِيْمُ سَالِم. أنا أُسْتَاذةُ مادَّةُ الفيزياء في جامعةِ قَطْر. في الجامعةِ العَديِدُ مِنَ الكُلِّيَّاتِ مِثْلُ: كُليَّةُ الأَدَابِ وَكُليَّةُ العُلُومِ وَكُليَّةُ الهَنْدَسَةِ وَكُليَّةُ القانونِ وَكُليَّةُ الإدارةِ والاِقْتِصادِ وَكُليَّةُ الصِّيْدَلَةِ. جامعةُ قَطْرُ كَبِيرَةٌ وَحَدِيثَةٌ. أَذْهَبُ إِلَى مَكْتَبِي فِي الجامعةِ يَوْمُ الأَحَدِ وَالْاِثْنَيْنِ وَالْثَلَاثاءِ وَالْأَرْبَعاءِ صَبَاحاً. مَكْتَبِي فِي كُليَّةِ العُلُومِ. وَأَذْهَبُ إِلَى النَّادِي الرِّياضِي يَوْمَي الخَمِيسِ وَالْجُمُعَةِ مَساءً. أنا لُبْنانِيَّةٌ وَأَسْكُنُ فِي شَقَّةٍ كَبِيرَةٍ فِي مَدِينَةِ الدَّوْحَةِ. أنا مُتَزَوِجَةٌ وَعِنْدِي ابْنٌ وَابْنَةٌ. ابْنِي اسْمُهُ عَادِلٌ وَهُوَ فِي الصَّفِّ الثَّانِي الثَّانَوِي. وَابْنَتِي اسْمُهَا نَوَالٌ وَعُمُرُهَا سِتُّ سَنَوَاتٍ وَهِيَ فِي الصَّفِّ الخَامِسِ الإِبْتِدَائِيِّ. زَوْجِي لُبْنَانِيٌّ وَهُوَ مَهَنْدِسٌ. أَتَكَلِّمُ اللُّغَةَ العَرَبِيَّةَ وَاللُّغَةَ الإنْجِلِيزِيَّةَ وَزَوْجِي يَتَكَلَّمُ ثَلَاثَ لُغَاتٍ: اللُّغَةُ العَرَبِيَّةَ وَاللُّغَةَ الإنْجِلِيزِيَّةَ وَاللُّغَةَ الفَرَنْسِيَّةَ. أنا أَحَبُّ العَمَلِ فِي جامعةِ قَطْر

Check Your Understanding

- Write the answers to these questions in your notebook:
 - ما اسم الدُّكْتُورَةِ؟ وماذا تُدْرِّسُ؟
 - فِي أَيِّ جامعةٍ تَعْمَلُ؟ وَأَيْنَ تَقَعُ؟
 - فِي أَيِّ كُليَّةٍ مَكْتَبُهَا؟
 - مَتَى تَذْهَبُ إِلَى النَّادِي الرِّياضِي؟
 - مَنِ ابْنُ الدُّكْتُورَةِ مَرِيْمُ؟ وَأَيْنَ تَسْكُنُ؟
 - كَمْ عَدَدُ أَوْلادِهَا؟ وَمَا أَسْمَاؤُهُمْ وَأَعْمَارُهُمْ؟
 - مَا اللُّغَاتُ الَّتِي تَتَكَلَّمُهَا الدُّكْتُورَةُ؟ وَمَا اللُّغَاتُ الَّتِي يَتَكَلَّمُهَا زَوْجُهَا؟
 - هَلِ الدُّكْتُورَةُ مَرِيْمُ تَحِبُّ عَمَلَهَا فِي الجامعةِ؟
- Imagine you're a high school student who has been assigned a presentation by your teacher. The assignment is to create speaking presentation about a university that you would consider enrolling in.

You should include the university name, location, programs, and the major you're interested in. You can explore the university websites to gather information.

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2.6: Grammar (1) الجملة الاسمية والفعلية

Learning Objectives

In this section, you will be able to:

- Learn about basic sentences in Arabic
- Learn about verbal sentences
- Learn verb agreement

Arabic sentences الجمل في اللغة العربية

There are two types of sentences in Arabic: nominal اسمية and verbal فعلية. Nominal sentences الجمل الاسمية begin with a noun or pronoun, and verbal sentences الجمل الفعلية begin with a verb. اسمية is a nisba adjective from the word "اسم" which means noun or name. فعلية is a nisba adjective from the word "فعل" which means verb.

Example for a nominal sentence: الأُسْتَاذُ جَدِيدٌ

Example for a verbal sentence: يَدْرُسُ الطَّالِبُ الحُقُوقَ

Parts of Nominal Sentence أجزاء الجملة الاسمية

Nominal sentence الجمل الاسمية starts with a noun or pronoun, and it has two parts a subject المبتدأ and a predicate الخبر. The nominal sentence does not need the verb to "be" like in English, and it is implied. The predicate can be a noun, adjective, adverb, or verb. In this section, we will focus on the function of the verb agreement with the subject in both gender and number. If the subject is singular, the verb will be singular. If the subject is dual, the verb will be dual. If the subject is plural, the verb will be plural.

Examples singular subjects: الطَّالِبُ يَدْرُسُ - الطَّالِبَةُ تَدْرُسُ

Examples dual subjects: الطَّالِبَانِ يَدْرُسَانِ - الطَّالِبَتَانِ تَدْرُسَانِ

Examples plural subjects: الطُّلَابُ يَدْرُسُونَ - الطَّالِبَاتُ يَدْرُسْنَ

Check this table with examples of nominal sentences.

Nominal Sentences Examples

الجملة الاسمية	Meaning in English	المبتدأ The subject	الخبر The predicate
الطَّالِبُ جَدِيدٌ	The student is new	الطَّالِبُ (noun)	(the predicate is an adjective) جَدِيدٌ
هُمُ أَمْرِيكِيُّونَ	They are Americans	هُمُ (pronoun)	(the predicate is an adjective) أَمْرِيكِيُّونَ
هَذَا طَالِبٌ	This is a student	هَذَا (noun)	(the predicate is a noun) طَالِبٌ
الطُّلَابُ يَدْرُسُونَ	Students are studying	الطُّلَابُ (noun)	(the predicate is a noun) يَدْرُسُونَ

تدريبات الجملة الاسمية Activity

Parts of Verbal Sentence أجزاء الجملة الفعلية

Verbal sentence **الجملة الفعلية** starts with a verb and is followed by the subject of the verb, or it is implied within the verb if it is not mentioned explicitly. The subject comes after the verb; this is considered a very elegant style in the Arabic language and can't happen in English. In verbal sentences, the verb agrees with the subject in gender and not in number. If the subject is dual or plural, the verb will still be singular. If the subject is feminine, the feminine markers should appear at the beginning and the end of the verb.

Check this table with examples of verbal sentences.

Verbal Sentences Examples

الفاعل The subject	الفعل The verb	Meaning in English	الجملة الفعلية
الطَّالِبُ	يَتَخَرَّجُ	The male student graduates from the university.	يَتَخَرَّجُ الطَّالِبُ مِنْ الْجَامِعَةِ
الطَّلَاثُ	يَتَخَرَّجُ	The male students graduate from the university.	يَتَخَرَّجُ الطَّلَاثُ مِنْ الْجَامِعَةِ
الطَّالِبَانِ	يَتَخَرَّجُ	The two male students graduate from the university.	يَتَخَرَّجُ الطَّالِبَانِ مِنْ الْجَامِعَةِ
الطَّالِبَةُ	تَتَخَرَّجُ	The female student graduates from the university.	تَتَخَرَّجُ الطَّالِبَةُ مِنْ الْجَامِعَةِ
الطَّالِبَاتُ	تَتَخَرَّجُ	The female students graduate from the university.	تَتَخَرَّجُ الطَّالِبَاتُ مِنْ الْجَامِعَةِ
الطَّالِبَتَانِ	تَتَخَرَّجُ	The two female students graduate from the university.	تَتَخَرَّجُ الطَّالِبَتَانِ مِنْ الْجَامِعَةِ

تدريبات الجملة الفعلية Activity

تدريبات Activity

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2.7: Grammar (2) الإضافة، ضمائر الملكية

Learning Objectives

In this section, you will be able to:

- Express relation and possession using Idhafa الإضافة
- Learn possessive pronouns

Expressing Relation and Possessing using Idafa الإضافة

- الإضافة Idafa is a construction that allows linking two nouns or more by possession, and you have used the Idafa الإضافة before like (مدينة بيروت), (ولاية فلوريدا), (مساء الثور), (بيت الطلاب), (صباح الخير).
- الإضافة means addition in Arabic, and it is formed by two or more nouns that are placed together in a relationship of possession or belonging. We can more easily conceptualize الإضافة the way the word "of" is used in English (the book of the student, كتاب الطالب).
- There is an apostrophe "s" construction in Arabic to indicate possession. There is no way that you can say (the student's book) in Arabic, and you need to restructure the phrase to say (the book of the student).
- In Arabic, you say (كتاب الطالب), so the last word of the Idafa الإضافة phrase will take the definite article (ال), even the word of the book is definite because you are talking about a specific book. For example: (بيت الطلاب) the phrase is the students' house, and it means the students' dormitory.
- The meaning of the Idafa الإضافة phrase is definite, but only the last term of the Idafa الإضافة will indicate its definiteness by the definite article (ال) or a possessive suffix. For example: (باب بيتي), (باب البيت).
- Another way that nouns can be definite is if they are proper nouns, like the University of Damascus (جامعة دمشق). You know دمشق is a proper noun.
- Also, when you have a noun that ends with Taa Marbouta (ة) in an Idafa الإضافة, you should pronounce the Taa Marbouta (ة) as Taa (ت) sound on all the words in the Idafa الإضافة phrase except the last word of the Idafa الإضافة. For example: (مدينة لوس أنجلوس), (جامعة القاهرة), (كلية العلوم), (لوس أنجلوس).
- These simple Idafa الإضافة compose of two nouns. However, there is a complex Idafa الإضافة that contains more than two nouns. All the nouns in complex Idafa الإضافة behave like the first noun in the phrase and never take the definite article (ال). For example: (كتاب صديق ابن أخي) (صورة ابن عمي) (جامعة مدينة دمشق).

Check the table using the chapter vocabulary in the context of Idafa الإضافة.

التدرب على الإضافة Idafa Practice

Audio الصوت	Meaning In English المعنى بالانجليزي	الإضافة Idafa Phrase
▶ 0:00 / 0:00  :	dents' dormitory	بَيْتُ الطَّلَابِ
▶ 0:00 / 0:00  :	alifornia State	ولاية كاليفورنيا
▶ 0:00 / 0:00  :	artment or Department of science	قسم العلوم
▶ 0:00 / 0:00  :	it of Language Sciences	قسم علوم اللغة
▶ 0:00 / 0:00  :	ment of Psychology	قسم علم النفس
▶ 0:00 / 0:00  :	gement Program or Program siness Management	برنامج إدارة الأعمال
▶ 0:00 / 0:00  :	lecture of today	مُحاضرة اليوم
▶ 0:00 / 0:00  :	/ (the son of my brother)	ابن أخي
▶ 0:00 / 0:00  :	iend of my nephew	صاحب ابن أخي
▶ 0:00 / 0:00  :	assmate of my niece	زميلة ابنة أخي
▶ 0:00 / 0:00  :	riend or the friend of my family	صديق أسرتي
▶ 0:00 / 0:00  :	unt's family photo	صورة أسرة عَمَّتِي

Audio الصوت	Meaning In English المعنى بالانجليزي	Idafa Phrase الإضافة
 0:00 / 0:00	ays/ days of the week	أيام الأسبوع

Activities تدريبات الإضافة

Possessive Pronouns ضمائر الملكية

Check the table of possessive pronouns and their counterpart of subject pronouns.

Possessive Pronouns ضمائر الملكية

Meaning	الضمائر المتصلة / الملكية "Possessive Pronouns"	الضمائر المنفصلة Subject Pronouns/ Arabic	الضمائر المنفصلة Subject Pronouns/ English	Gender & Number of people
My	يـــــــــــــــــ	أنا	I	1st. Person Masculine/ Feminine
Our	ناـــــــــــــــــ	نحنُ	We	1st. Person Masculine/ Feminine plural
Your	كَـــــــــــــــــ -	أَنْتَ	You	2nd. Person Masculine/ Singular
Your	كِـــــــــــــــــ -	أَنْتِ	You	2nd. Person Feminine/ Singular
Your (dual)	كُماـــــــــــــــــ ---	أَنْتُما	You	2nd. Person Masculine/ dual
Your (dual)	كُماـــــــــــــــــ ---	أَنْتُما	You	2nd. Person Feminine/ dual
Your	كُمـــــــــــــــــ ---	أَنْتُمْ	You	2nd. Person Masculine/ Plural
Your	كُنـــــــــــــــــ --	أَنْتُنَّ	You	2nd. Person Feminine/ Plural
His	هُـــــــــــــــــ -	هو	He	3rd. Person Masculine/ Singular

Her	هـا----- --	هي	She	3rd. Person Feminine/ Singular
Their (dual)	هُما----- ----	هُمَا	They	3rd. Person Masculine/ Dual
Their (dual)	هُما----- ----	هُمَا	They	3rd. Person Feminine/ Dual
Their	هم----- --	هم	They	3rd. Person Masculine/ Plural
Their	هُن----- ---	هُنَّ	They	3rd. Person Feminine/ Plural

- You have seen the possessive pronouns in the first book, "[Introduction to Arabic I](#)," and you already used them when you said (اسمها, اسمي, اسمك, اسمه).
- Possessive pronouns are suffixes, and you can check the table and their meaning. They are used to indicate ownership of something.
- If the noun has Taa Marbouta (تاء مربوطة), and you need to add a possessive suffix to the word ends with (ة). You switch the Taa Marbouta (ة) to a regular Taa (ت), or you untied the Taa Marbouta (ة). For example: جامعة + (ي) = جامعتي.
- Possessive Pronouns are different according to gender and number. For example: كتابي- كتابنا- كتابك- كتابكِ- كتابكما- كتابكم- كتابهن- كتابنا- كتابك- كتابكِ- كتابكما- كتابكم- كتابهن- كتابنا- كتابك- كتابكِ- كتابكما- كتابكم- كتابهن
- Nouns with possessive pronouns are considered definite, so adjectives describing them have the definite article (ال) because of the rule of adjective agreement. For example, كتابي الجديد, أخي الصغير.
- Adding possessive pronoun suffix to a word matches the Idafa concept since nouns with possessive pronouns are a type of Idafa construction. For example, والدته جاد means the mother of Jad, and you do not have to repeat the same phrase every time we talk about his mother, so you can say والدته means his mother.

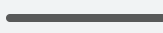
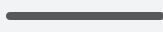
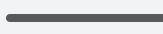
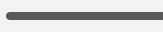
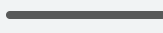
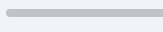
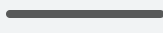
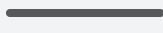
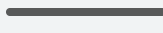
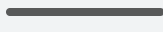
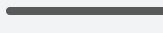
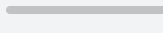
Watch the video to practice the possessive pronouns.

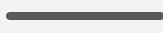
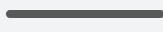


Possessive Pronouns and Preposition "عند" to Express "To have"ExI

Possessive pronouns can be attached to prepositions at the end of them. In the table below, you will see the preposition (عند) means (to have) in English, but literally means (at). Check the table to learn more.

Possessive Pronouns and Preposition عند

Audio	Meaning	بالعربي	Preposition and possessive
▶ 0:00 / 0:00  🔊 ⋮		عِنْدِي	عِنْدَ + ي
▶ 0:00 / 0:01  🔊 ⋮		عِنْدَنَا	عِنْدَ + نا
▶ 0:00 / 0:01  🔊 ⋮ (ular)		عِنْدَكَ	عِنْدَ + كَ
▶ 0:00 / 0:01  🔊 ⋮ (ilar)		عِنْدَكَ	عِنْدَ + كِ
▶ 0:00 / 0:01  🔊 ⋮ (al)		عِنْدَكُمَا	عِنْدَ + كُما
▶ 0:00 / 0:01  🔊 ⋮ (il)		عِنْدَكُمَا	عِنْدَ + كُما
▶ 0:00 / 0:01  🔊 ⋮ (ral)		عِنْدَكُم	عِنْدَ + كُم
▶ 0:00 / 0:01  🔊 ⋮ (ral)		عِنْدَكُنَّ	عِنْدَ + كُنَّ
▶ 0:00 / 0:01  🔊 ⋮		عِنْدَهُ	عِنْدَ + هُ
▶ 0:00 / 0:01  🔊 ⋮		عِنْدَهَا	عِنْدَ + ها
▶ 0:00 / 0:01  🔊 ⋮ (ial)		عِنْدَهُمَا	عِنْدَ + هُما
▶ 0:00 / 0:01  🔊 ⋮ (al)		عِنْدَهُمَا	عِنْدَ + هُما

Audio	Meaning	بالعربي	Preposition and possessive
▶ 0:00 / 0:01    (ral)		عِنْدَهُمْ	عِنْدَ + هُمْ
▶ 0:00 / 0:01    (ral)		عِنْدَهُنَّ	عِنْدَ + هُنَّ

Watch the video to learn more about expressing the verb "to have" in Arabic.



تدريبات ضمائر الملكية Possessive Pronouns

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2.8: Culture (1)

Learning Objectives

In this section, you will learn about:

- Education in Arab countries.

Education and Studying (التعليم والدراسة / Al taaleem wa al dirasah) in Arab countries:

Education in Arab countries is made up of various systems, ranging from traditional religious schools to modern, state-run institutions.

1. Islamic Influence: Islamic education has been historically central in Arab countries. Many children attend Quranic schools where they learn Arabic and Islamic studies and memorize the Quran. These schools often provide a foundation in Islamic principles and teachings.

2. School Education Systems: Most Arab countries have formal education systems that consist of primary, preparatory, and secondary levels. These systems are influenced by Western models and often follow a curriculum that includes subjects such as mathematics, science, languages, and social studies:

- First to sixth grade: Primary Education Level (التعليم الابتدائي / al taeleem al iptida'ee).

At this level, students from both genders share the same classrooms.

- Seventh to ninth grade: Preparatory Education Level (التعليم الإعدادي / al taelim al 'eadady).

At this level, students are separated in schools based on gender.

- Tenth to Twelfth grade: Secondary Education (التعليم الثانوي / al taelim al thanawi), which is the equivalent of High School.

At this level, students are separated in schools based on gender as well.

School education in Arab countries is compulsory. However, the age range differs from one Arab country to another. The end of the compulsory education is marked by national exams depending on the country. In some Arab countries, it is marked by passing the national exam taken after the end of ninth grade at around the age of 15, whereas in others, it is marked by passing all subjects in the national exam held after the end of the last year of secondary school, which is twelfth grade, at around the age of 18. These exams are held by the governments and ministries of education in Arab countries, and the exam questions are identical nationwide to ensure equality between all students.

At the preparatory level, final exams of the ninth grade are carried out nationally at the same time. The result of these exams determines if the student goes to the "general" secondary schools or the technical secondary schools. Technical secondary schools include industrial and agricultural schools for male and female students, crafts schools for female students, and commercial and computer science schools for both. All must attend this basic level of education.

At the beginning of grade 10 of secondary school, those who go to "general" secondary school have to choose to continue their studies in either the "literary section" (الفرع الأدبي / al fira' al adabi) or the "scientific section" (الفرع العلمي / al fira' al ilmi). The final exam at the end of secondary school changes depending on the Arab country. It is called (بكالوريا/Baccalaureate), (امتحان الثانوية/Imtiḥan Al Thanawiyah Al Ammah), or (توجيهي/Tawjihi), and this exam is a prerequisite for admission to higher education institutions and universities, as it determines the eligibility of students. After graduating from secondary school, students can choose their major for higher education depending on the national exam results.

3. Gender Disparities: Although efforts to improve access to education for both boys and girls have been made, gender disparities continue in many Arab countries, especially in rural and conservative areas. Girls may face barriers such as cultural norms, lack of access to schools, and early marriage, which can hinder their educational attainment.

4. Language of Instruction: Arabic is the primary language of instruction in most Arab countries, reflecting the importance of preserving linguistic and cultural heritage. However, in some contexts, especially in higher education and technical fields, English or French may be used as languages of instruction, and these two languages are taught in school since grade 1 in many Arab countries.

5. Religious Education: Along with secular education, many Arab countries offer religious education as part of the curriculum, teaching students about Islam and its principles for Muslim students and Christianity and its principles for Christian students. This education may vary in intensity and focus depending on the country and its religious demographics.

6. Reforms and Initiatives: Several Arab countries have undertaken education reforms aimed at improving quality, increasing access, and modernizing curricula to better prepare students for the challenges of the 21st century. These reforms often focus on areas such as teacher training, curriculum development, and the integration of technology in education.

7. International Collaboration: Arab countries often collaborate with international organizations and donor agencies to improve educational outcomes. Initiatives such as teacher training programs, literacy campaigns, and infrastructure development projects receive support from organizations like UNESCO, UNICEF, and the World Bank.

8. School Uniforms: Most Arab countries use school uniforms in order for all students to be equal and to be disciplined.

School Uniforms in Syria:

Watch the video to learn more about the uniforms in Syria.



Activities:

Check your Understanding

Write three short paragraphs in Arabic, English, or a mix of both. Compare education in your country with what you learned about education in Arab countries. In your writing, include:

- In the first paragraph, describe the school system in your country (for example, the different levels like primary, middle, and high school).
- In the second paragraph, write about school uniforms and exams. Are they similar or different from schools in Arab countries?
- In the third paragraph, give your opinion about which system you like more and why.

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2.9: Culture (2) الثقافة

Learning Objectives

In this section, you will learn about:

- Higher education in Arab countries.

Higher education has witnessed remarkable progress and growth in Arab countries in recent years. Below are some essential facts about higher education in Arab countries:

1. Growth in Institutions: The demand for higher education in Arab countries has led to a significant rise in the number of public and private universities and colleges. This increase is attributed to factors such as population growth, government investment in education, and the need to meet the requirements of a globalized economy.

2. Diversity of Programs: Arab countries have a diverse range of academic programs available at their higher education institutions, spanning across several fields, such as science, technology, engineering, mathematics (STEM), humanities, social sciences, business, and medicine. Additionally, many universities provide courses in Arabic and Islamic studies.

3. Quality and Accreditation: In Arab countries, measures have been taken to improve the standard of higher education using accreditation systems and quality assurance mechanisms. National accreditation bodies have been set up by a number of countries to ensure that institutions and programs comply with specific standards of quality and performance.

4. Language of Instruction: Most universities in Arab countries use Arabic as the main language of instruction, but there is an increasing tendency to offer programs in English. This trend is especially noticeable in areas such as business, engineering, and medicine, and it is driven by the desire to attract international students and improve graduates' competitiveness on a worldwide level.

5. Internationalization: Arab nations are making efforts to globalize their higher education systems by establishing collaborations with overseas universities, promoting exchanges of students and faculty, and luring international students by offering scholarship programs and reasonable tuition costs.

6. Gender Parity: Attempts have been made to enhance gender equality in higher education, as more and more women are enrolling in universities and pursuing advanced degrees in traditionally male-dominated subjects. Nevertheless, disparities between genders still persist, particularly in specific regions and fields of study.

7. Challenges: Arab countries encounter various hindrances in their higher education progress, which include financial limitations, obsolete pedagogical techniques, insufficient research production, the departure of brilliant alumni seeking opportunities overseas, and the requirement to adapt courses to the developing requirements of the labor market.

Overall, higher education in Arab countries is evolving rapidly, with a focus on expanding access, enhancing quality, and promoting innovation and internationalization to meet the challenges of the 21st century.

Note

The oldest continuously operating higher educational institution in the Arab world is the University of Al Qarawiyyin. It is located in Fez, Morocco, and was founded in 859 AD by Fatima Al Fihri, a Muslim woman. Over the years, Al Qarawiyyin University has provided education in diverse fields, including Islamic studies, sciences, humanities, and languages. The university is recognized by UNESCO and the Guinness World Records as the oldest existing degree-granting university in the world. Interestingly, it predates other prominent medieval European universities, such as the University of Bologna and the University of Oxford.



Figure 2.9.1: The University of Al Qarawiyyin, Morocco, CC BY-SA 4.0 DEED.

Check Your Understanding

Write a short text of about **3 paragraphs** in English, Arabic, or a mix of both. Use what you learned about higher education in Arab countries to help you.

In your writing, include:

- A summary of some important features of universities in Arab countries (for example, language of instruction, popular programs, or exams).
- One challenge or problem that higher education faces in Arab countries.
- Your opinion: How is university education in Arab countries similar to or different from university education in your country?

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2.10: Assessment

Learning Objectives

In this section, you will be able to:

- Practice and apply what you have learned in this chapter.

Exercises التمارين

In this activity, you will watch this interactive video demonstrating the vocabulary learned in this chapter. You can practice by clicking on the question icon.

In this activity, you will drag the words to complete the sentences.

In this activity, you will choose the right verb conjugation.

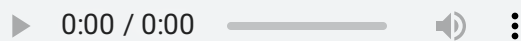
Dictation إملاء

Practice Reading اقرأ: Read the passage and record your voice.

Listening Activity تدريب الاستماع

Sarah is a student at SDSU University. She is sitting in the University's coffee shop, and she meets Omar, her new classmate.

Listen to the dialogue while you read along in the text. Then, answer the questions.



Answer The Questions أجب على الأسئلة

Reading Activity تدريب القراءة

Writing Activity:

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CHAPTER OVERVIEW

3: My Favorite Season فصلي المفضَّل في السَّنة

- 3.1: Vocabulary المفردات
- 3.2: Listening and Speaking (1)
- 3.3: Listening and Speaking (2)
- 3.4: Reading and Writing (1)
- 3.5: Reading and Writing (2)
- 3.6: Grammar (1) Adverbs, Expressing Opinion
- 3.7: Grammar (2) Answering Why?
- 3.8: Culture (1)
- 3.9: Culture (2)
- 3.10: Assessment

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3.1: Vocabulary المفردات

Learning Objectives

In this section, you will be able to:

- Understand and use basic vocabulary related to the weather, the four seasons, and the holidays.
- Use new adjectives, connectors, and verbs to describe weather and activities.

The new vocabulary المفردات الجديدة

In this section, you will find vocabulary that relates to the theme of the weather and the four seasons (الطقس وفصول السنة). The new vocabulary will be divided into two tables:

- one for nouns, adjectives, and adverbs,
- and the second table for verbs.

In each line, you can find the word in the singular and the plural forms if applicable, or masculine and feminine if the word is an adjective. In addition, you will see the meaning in English, the word in a sentence, and you will hear from the audio the pronunciation of the word in singular and plural forms and reading the sentence. Listen and repeat the Arabic pronunciation of the new Vocabulary. You can review the vocabulary related to weather that we learned in the first book "Introduction to Arabic I", chapter "[The Weather الطقس](#)."

The word "المناخ" means the climate in English. It originated from the Arabic language and used in the English language as "Almanac or Almanach."

المفردات الجديدة The New Vocabulary

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
 0:00 / 0:00	التقويم الجديد	Academic Calendar	التقويم الدّراسيّ
 0:00 / 0:00	ما	Today's date	تاريخُ اليَوْمِ
 0:00 / 0:00	والدي يعملُ والدي ليس في الإجازة	Vacation/ Holiday/ Leave	عُطْلَةٌ - العُطْلَةُ - إجازةُ - الإجازةُ
 0:00 / 0:00	ليس عندي درا عطية الأسبوع	Weekend	عطلة نهاية الأسبوع
 0:00 / 0:00	لا عطية	Winter vacation	عُطْلَةُ الشّتاءِ
 0:00 / 0:00	ليْسَ عندي د وي الرّبيع	Spring break	عُطْلَةُ الرّبيعِ
 0:00 / 0:00	أدُرُّ سُرَّ اللُّغَةِ ال عُطْلَةُ الصّيفِ	Summer vacation	عُطْلَةُ الصّيفِ

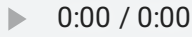
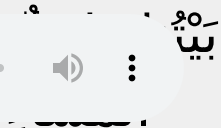
Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
▶ 0:00 / 0:00	أختي تدرسُ ما الدراسي	Semester	الفصل الدراسي
▶ 0:00 / 0:00	بدايةُ الفصل، ال شهر سبتمبر	The beginning of the semester	بدايةُ الفصل الدراسي
▶ 0:00 / 0:00	عندي امتحانُ ص الدراسي	The end of the semester	نهايةُ الفصل الدراسي
▶ 0:00 / 0:00	الطقس اليوم	Weather condition	حالة الطقس
▶ 0:00 / 0:00	البرد اليوم	Coldness/ Chill/ Cold (noun)	برد - البرد
▶ 0:00 / 0:00	الحر اليوم	Heat (noun)	حر - الحر
▶ 0:00 / 0:06	الأشهر سهر السنة	Calendar months	الأشهر الميلادية

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
▶ 0:00 / 0:07	الأشهر الهدنة 12 السنة الهجرية	Hijri (Islamic, Lunar) months	الأشهر الهجرية
▶ 0:00 / 0:00	يَسْكُنُ خَالَهُ	Area / Region/ Zone/ District (noun)	مِنْطَقَة / مناطق
▶ 0:00 / 0:00	بعيدة	Color	لون / ألوان
▶ 0:00 / 0:00	يَشْتَرِي ابْنَهُ جديدة	Clothes/ Wear/ Outfit	مَلَابِس

New Adjectives الصفات الجديدة

Adjectives الصفات

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
▶ 0:00 / 0:06	تَسْكُنُ خالتي الصحراويّة	Desert (adj)	صحراويّ / صحراويّة
▶ 0:00 / 0:10	نذهب إلى بيت جدي في المنطقة فصل الصيف بسبب الطقس اللطيف	Mountainous/ Hilly/	جَبَلِيّ / جَبَلِيّة
▶ 0:00 / 0:05	فَصْلُ الصَّيْفِ بالنسبة لي	Favorite / Preferable/ Favored/ Chosen (adj)	مُفَضَّلٌ / مُفَضَّلَة
▶ 0:00 / 0:04	الصَّيْفِ . قادم	The next.../ The coming (adj)	القادمُ / القادمةُ
▶ 0:00 / 0:00	ما	Crowded/ full/ Jammed/ Packed (adj)	مُرْدَحِم / مُرْدَحِمَة

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
		Calm/ Quiet/ Peaceful/ Windless (adj)	هادئ / هادئة

Arabic Connectors

In this table, you will learn some Arabic connectors. As in the English language, conjunctions serve to connect sentences and make them less repetitive. Here is few of them that you will ever need.

Arabic Connectors

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
▶ 0:00 / 0:00 ———▶ 🔊 :	لا أذهتُ الي ، بِسَبَبِ الْعُطْلَةِ	Because of	بسبب
▶ 0:00 / 0:00 ———▶ 🔊 :	لا أُحِبُّ مَدِينَتَهُ ، فَهِيَ	Because	لِأَنَّ
▶ 0:00 / 0:04 ———▶ 🔊 :	فَصَلُّ الشَّتَاءِ الرَّبِيعِ	Before/ In front/ Prior/ Previously(adv)	قَبْلَ
▶ 0:00 / 0:04 ———▶ 🔊 :	فَصَلُّ الْبَيعِ الشَّتَاءِ	After/ Yet/ Following/ Post/ Next to (adv)	بَعْدَ
▶ 0:00 / 0:00 ———▶ 🔊 :	يَشْرَبُ هَذَا بِالسَّكَّرِ فَقَطْ	Just/ Only/ Solely/ Nothing else (adv)	فَقَطْ
▶ 0:00 / 0:00 ———▶ 🔊 :	يَا : أَحِبِّ دِرَاسَهُ	For + subject pronouns / As far as ____ is concerned	بِالنِّسْبَةِ لـ

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
	في المَسَاءِ أُحِبُّ فَصْلَ الدِّ : أَحَبَّ الحَرِّ	But (used in negative statement)	لَكِنْ

الأفعال الجديدة New Verbs

In this table, you will learn and find the verbs that we will use in the chapter. These verbs will be conjugated with all the subject pronouns. You will find the meaning of each verb in English on top. Remember that (m) is for masculine, (f) is for feminine, (s) is for singular, (p) is for plural. The verbs are: عاش = to live, تَزَل = to drop, to get down, to go down, شعر = to feel, بدأ = to start, سافر = to travel, احتفل = to celebrate.

Note: the verb to feel (شعر) is an intransitive verb, which doesn't require an object.

Arabic Present Tense Verbs

To Celebrate	to Start	To Travel	To Live	To Get down	To Feel	Subject Pronouns
أَحْتَفِلُّ	أَبْدَأُ	أُسَافِرُ	أَعِيشُ	أَنْزِلُ	أَشْعُرُ بِـ	أَنَا (I)
نَحْتَفِلُّ	نَبْدَأُ	نُسَافِرُ	نَعِيشُ	نَنْزِلُ	نَشْعُرُ بِـ	نحن (we)
تَحْتَفِلُّ	تَبْدَأُ	تُسَافِرُ	تَعِيشُ	تَنْزِلُ	تَشْعُرُ بِـ	(You, m,s) أَنْتَ
تَحْتَفِلِّي	تَبْدَأِينَ	تُسَافِرِينَ	تَعِيشِينَ	تَنْزِلِينَ	تَشْعُرِينَ بِـ	(You, f,s) أَنْتِ
تَحْتَفِلَانِ	تَبْدَآنِ	تُسَافِرَانِ	تَعِيشَانِ	تَنْزِلَانِ	تَشْعُرَانِ بِـ	(You, m,dual) أَنْتُمَا
تَحْتَفِلَانِ	تَبْدَآنِ	تُسَافِرَانِ	تَعِيشَانِ	تَنْزِلَانِ	تَشْعُرَانِ بِـ	(You, f, dual) أَنْتُمَا
تَحْتَفِلُونَ	تَبْدَؤُونَ	تُسَافِرُونَ	تَعِيشُونَ	تَنْزِلُونَ	تَشْعُرُونَ بِـ	(You, m,p) أَنْتُمْ
تَحْتَفِلْنَ	تَبْدَآنَ	تُسَافِرْنَ	تَعِيشْنَ	تَنْزِلْنَ	تَشْعُرْنَ بِـ	(You, f,p) أَنْتُنَّ
يَحْتَفِلُّ	يَبْدَأُ	يُسَافِرُ	يَعِيشُ	يَنْزِلُ	يَشْعُرُ بِـ	هُوَ (he)
تَحْتَفِلُّ	تَبْدَأُ	تُسَافِرُ	تَعِيشُ	تَنْزِلُ	تَشْعُرُ بِـ	هِيَ (she)
يَحْتَفِلَانِ	يَبْدَآنِ	يُسَافِرَانِ	يَعِيشَانِ	يَنْزِلَانِ	يَشْعُرَانِ بِـ	(they, m, dual) هُمَا

To Celebrate	to Start	To Travel	To Live	To Get down	To Feel	Subject Pronouns
نِ		نِ	نَ		نِ بِ	
تَحْتَفِلَا نِ	تَبْدَأَانِ	تُسَافِرَا نِ	تَعِيشَا نَ	تَنْزِلَانِ	تَشْعُرَا نِ بِ	(they, f, dual) هُمَا
يَحْتَفِلُونَ نَ	يَبْدَأُونَ	يُسَافِرُونَ نِ	يَعِيشُونَ نِ	يَنْزِلُونَ	يَشْعُرُونَ نَ بِ	(they, m, p) هُمْ
يَحْتَفِلْنَ نَ	يَبْدَأْنَ	يُسَافِرْنَ نَ	يَعِيشْنَ نَ	يَنْزِلْنَ	يَشْعُرْنَ بِ	(they, f, p) هُنَّ

Practice the new vocabulary تدريبات الكلمات الجديدة

Activity:

Dictation إملاء

Check Your Understanding

- Talk with your classmates about the weather of the four seasons in your town.
- Compare the weather in your state to the weather in one of the Arabic World countries.
- Draw a Venn diagram of the weather in the winter and summer seasons. Mention the months, weather conditions, school holidays, etc and use the new vocabulary.

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3.2: Listening and Speaking (1)

Learning Objectives

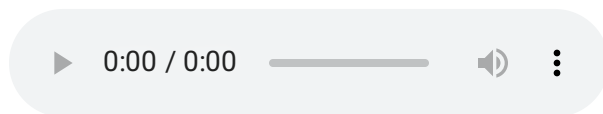
In this section, you will be able to:

- Listen and understand a simple conversation about the weather.
- Describe the weather for the entire week.
- Engage in interactive discussions about the weather in various locations.

Listening Dialogue:

After listening to the audio between Hanaa and Sama, answer the questions:

Listen to the audio



Activities

Check Your Understanding

- Write three sentences in your notebook to describe the weather today.

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3.3: Listening and Speaking (2)

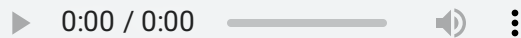
Learning Objectives

In this section, you will be able to:

- Express like and dislike to different weather conditions and seasons.

Dialogue 2

After listening to the audio between Gana and Salma, answer the questions:



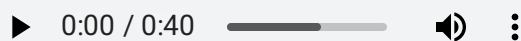
Check Your Understanding

Read the dialogue between Janna and Salma about the weather and their favorite seasons. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- أين تسكن سلمى الآن؟
- كيف الطقس في مدينة مسقط؟
- كيف الطقس في ولاية جنى؟
- ما هو الفصل المفضل عند سلمى؟ ولماذا؟
- ما هو الفصل المفضل عند جنى؟ ولماذا؟
- هل تحب أنت/أنتِ فصل الشتاء؟ ولماذا؟

Dialogue 3

After listening to the audio between Ameer and Yousef, answer the questions



Activities

Check Your Understanding

Read the dialogue between Ameer and Yousef about the weather. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- مَعَ مَنْ يَتَكَلَّمُ أَمِيرٌ فِي الْحِوَارِ؟
- إِلَى أَيِّنَ يُرِيدُ أَمِيرٌ أَنْ يُسَافِرَ فِي الْعُطْلَةِ؟
- لِمَاذَا لَا يُحِبُّ يَوْسُفُ السَّفَرَ إِلَى أُوْرُوبَا فِي الشِّتَاءِ؟
- مَاذَا يُحِبُّ أَمِيرٌ فِي قَاصِلِ الشِّتَاءِ وَمَاذَا لَا يُحِبُّ؟
- إِلَى أَيِّنَ يُسَافِرُ يَوْسُفُ فِي قَاصِلِ الرَّبِيعِ وَمَاذَا يُحِبُّ؟

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3.4: Reading and Writing (1)

Learning Objectives

In this section, you will be able to:

- Read and understanding a text related to weather and seasons
- Describe practicing your hobbies during different seasons
- Write about the weather and seasons in the Arab world country

Reading Passage 1

Read the following passage, then answer the questions:

▶ 0:00 / 0:00 ————— 🔊 ⋮

Manal visited Lebanon during her Spring Break and described the weather in her diary

Activities 1

Check Your Understanding

Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- أين تسكنُ منال؟
- ماذا تفعل منال وصديقتها إيمان عادةً يوم الجمعة؟
- كيف يكون الطقس في بيروت في الصباح؟
- وكيف يكون الطقس في بيروت في المساء؟
- ما هو الفصل المفضل عند منال؟ ولماذا؟
- لماذا لا تحب منال فصل الشتاء؟
- كيف تكونُ مَدِينَةُ بيروت؟

Reading Passage 2

Mona, who is studying in New York in the United States, is writing an email to her parents

▶ 0:00 / 0:00 ————— 🔊 ⋮

Activities 2

Check Your Understanding

Read the two texts about Manal's weekend in Beirut and Mona's life at university. Then answer these questions in your notebook. Write a few complete sentences for each. Try to use some of the new vocabulary from this chapter.

1. ماذا تفعل عادةً في عطلة نهاية الأسبوع؟ هل تذهب إلى السوق أو المقهى مثل منال؟
2. كيف يكون الطقس في مدينتك اليوم؟ هل هو مشمس ودافئ مثل بيروت في النص؟
3. ما هو فصلك المفضل؟ ولماذا تحب هذا الفصل مثلاً بسبب الطقس أو الأنشطة؟

4. هل تدرس مع صديقك أو صديقتك مثل منى ومها؟ ماذا تفعلان معًا؟
5. هل لديك أقارب في مدينة أخرى أو بلد آخر مثل أقارب مها في فاس؟
6. ما اللغات التي تتكلمها في بيتك أو مع أصدقائك؟ هل تتكلم أكثر من لغة مثل مها؟
7. متى تبدأ إجازتك الصيفية؟ وماذا تحب أن تفعل في هذه الإجازة؟

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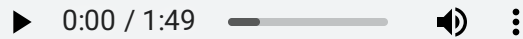
3.5: Reading and Writing (2)

Learning Objectives

In this section, you will be able to:

- Identify the description of the four seasons
- Write your favorite weather and season.

Reading 3



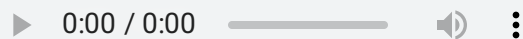
Read the passage about the four seasons, then answer the questions.

Activities 3

Check Your Understanding

- Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.
 - كم عدد فصول السنة ؟
 - كيف الطقس في فصل الربيع ؟
 - إلى أين تسافر في عطلة الشتاء ؟
 - لماذا فصل الربيع هو فصلك المفضل ؟
 - متى تكون عطلة الربيع ؟
 - ماذا تلبس في فصل الصيف ؟
 - كيف الطقس في المدينة في فصل الصيف ؟
 - متى يبدأ الفصل الدراسي الجديد ؟
 - ماذا تفعل عائلتك في فصل الخريف ؟
 - كيف الطقس في فصل الشتاء ؟
- **Write 5–6 sentences** about your favorite season. Mention:
 - the weather
 - what you wear
 - what you do
 - where you go
 - how you feel

Reading 4



Activities 4

Check Your Understanding

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3.6: Grammar (1) Adverbs, Expressing Opinion

Learning Objectives

In this section, you will be able to:

- Understand and utilize adverbs in context.
- Learn بالنسبة لـ one way of expressing opinion in Arabic.

Adverbs in Arabic

- Adverbs are nouns that add information to the verbs about time, manners, and frequency of performing a certain action. (أخي يقرأ كثيراً)
- Adverbs can be derived from nouns, especially those denoting time. (الطلاب يدرسون مساءً)
- Also, adverbs can be derived from adjectives by adding Tanween Alfataha at the end, and use the masculine form of the adjective. (أحب الطعام العربي كثيراً)
- Adverbs in Arabic end in Tanween Alfataha (الطَّاقْسُ حارٌّ جداً)
- Adverbs' position is flexible in Arabic, and they follow the verb or the object of the verb or at the end of the sentence. (أصحابي يتكلمون دائماً - أصحابي دائماً يتكلمون)
- However, the adverb جداً follows the adjective it modifies. (أنا عندي امتحان صعب جداً)

The following table gives the corresponding meanings of a few adverbs.

Adverbs in Arabic

Meaning in English	Adverb	Meaning in English	Adverb	Meaning in English	Adverb
Tomorrow	غَدًا	Thanks	شُكْرًا	Also	أَيْضًا
During the day	نَهَارًا	Sorry	عَفْوًا	Very/ So/ Quite/ Highly	جِدًّا
Moderately	مُعتَدِلًا	Always	دَائِمًا	Sometimes	أَخْيَانًا
Cold	بَارِدًا	A little/ A bit/ Somewhat	قَلِيلًا	A lot/ Much/ Frequently	كَثِيرًا
Good	جَيِّدًا	P.M./ Evening	مَسَاءً	A.M./ Morning	صَبَاحًا
Truly/ Really/ Indeed	حَقًّا	Really	فِعْلًا	Usually	عَادَةً
During the night	لَيْلًا	In the near future/ Soon/ Shortly/ Quickly	قَرِيبًا	Away/ Far/ Apart	بَعِيدًا
during winter	شِتَاءً	Every week	أَسْبُوعِيًّا	Every day	يَوْمِيًّا

Watch the video to learn more about adverbs in Arabic.



Adverbs Activities

Check your Understanding

• Write sentences using these adverbs:

- كثيرًا (often)
- قليلًا (a little)
- دائمًا (always)
- أحيانًا (sometimes)
- غدًا (tomorrow)

(For example: أدرس كثيرًا في المساء.)

• Work with a partner, and ask each other:

- ماذا تفعل كثيرًا في الأسبوع؟
- متى تذهب إلى السوق؟
- هل تدرس دائمًا في الليل؟

◦ Respond with full sentences using the adverbs.

Expressing Opinion In Arabic بالتَّسْبِيح لـ

There are different expressions to express opinion in Arabic. The expression (بالتَّسْبِيح لـ) is one of them. It means "as far as (the subject) be concerned." The phrase consists of the prepossession (بـ) means with, the word التَّسْبِيح and it means literally the ratio, the attribution, and the prepossession (لـ) is followed by attaching one of the possessive pronouns that match the subject. Check the table below and learn the appropriate forms and meanings:

Learn the phrase بالتَّسْبِيح لـ

Examples	Meaning in English	The expression بالنسبة لـ	Possessive Pronouns
بالنسبة لي، فَصْلُ الْخَرِيفِ هو فصلي المُفَصَّل	According to me	بالنسبة لي	ي----
بالنسبة لنا، مطعم علي بابا هو أحسن مطعم	According to us	بالنسبة لنا	نأ-----
ما هو المطعم المفضل ، بالنسبة لك يا علي؟	According to you (m,s)	بالنسبة لك	ك-----
ما هي المادة المفضلة بالنسبة لك يا لينا؟	According to you (f,s)	بالنسبة لك	كِ-----
بالنسبة لَكُما، هل تُحِبَّانِ الطعام العربي؟	According to you (m, dual)	بالنسبة لَكُما	كُما-----

Examples	Meaning in English	The expression بالنسبة لـ	Possessive Pronouns
ما الطقس المفضل بالنسبة لَكُما، يا رنا ولينا؟	According to (f, dual)	بالنسبة لَكُما	كُما----
بالنسبة لَكُم، هل تحبون الطقس البارد؟	According to (m, p)	بالنسبة لَكُم	كُم-----
بالنسبة لَكُنَّ، هل تتذكرن صديقات المدرسة الإبتدائية؟	According to (f, p)	بالنسبة لَكُنَّ	كُنَّ-----
بالنسبة لَهُ، لا يريد الزواج هذه السَّنة	According to him	بالنسبة لَهُ	هُ-----
بالنسبة لَهَا، الدراسة عن بعد هي	According to her	بالنسبة لَهَا	هَا-----

Examples	Meaning in English	The expression بالنسبة لـ	Possessive Pronouns
الدراسة المفضلة			
بالنسبة لهُمَا، عُطلةُ الشَّتاءِ هي المفضلة	According to them (m, dual)	بالنسبة لهُمَا	-----هُمَا
المناطق الصحراوية هي المفضلة بالنسبة لهُمَا	According to (f, dual)	بالنسبة لهُمَا	-----هُمَا
بالنسبة لَهُمْ، مادة التاريخ صعبة جداً	According to them	بالنسبة لَهُمْ	-----هُمْ
بالنسبة لَهُنَّ، لا يحتفلنَّ بعيد ميلادِهِنَّ	According to them (f, p)	بالنسبة لَهُنَّ	-----هُنَّ

Activities بالنسبة

Choose the right phrase of بالنسبة لـ as it matches the subject.

Check your Understanding

Express your opinion using بالنسبة لـ:

- What is your favorite season?
(..... بالنسبة لي، أحبُّ)
- What do you think about studying Arabic?
(..... بالنسبة لي، دراسةُ العربية)
- Write 3–5 sentences describing your daily routine. Use at least **two adverbs** and one بالنسبة لـ phrase.

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3.7: Grammar (2) Answering Why?

Learning Objectives

In this section, you will learn to:

- Learn how to answer why "لماذا" questions in Arabic.
- Giving reasons in Arabic
- Learn future tense and how to negate the future tense.

Answering Why? Giving Reasons in Arabic “Because/Because of” Sentences

There are different ways to answer the question of لماذا. To express reason, you can use either لَأَنَّ or بِسَبَبِ. These are used differently as لَأَنَّ “because” should be followed by a complete nominal sentence while بِسَبَبِ “because of” is followed by a noun or a nominal phrase but should not be a full sentence.

Review the differences between these بِسَبَبِ and لَأَنَّ of sentences:

The differences between لَأَنَّ and بِسَبَبِ

Meaning	لَآَنَّ	Meaning	بِسَبَبِ
I do not like winter because the weather is cold	لا أحب الشتاء لَآَنَّ الجو بارد	I do not like winter because of the cold weather	لا أحب الشتاء بسبب الجو البارد
I go to university daily because I have classes	أذهب إلى الجامعة يومياً لَآَنَّ عندي محاضرات	I go to university daily because of classes	أذهب إلى الجامعة يومياً بسبب المحاضرات
My sister lives in Chicago because she studies at the university	أختي تسكن في شيكاغو لَآَنَّها تدرسُ في الجامعة	My sister lives in Chicago because of study	أختي تسكن في شيكاغو بسبب الدراسة
We travel in Summer because the weather is beautiful.	نسافر في الصيف لَآَنَّ الطقس جميل	We travel in Summer because of beautiful weather.	نُسافر في الصَّيف بسببِ الطقسِ الجميل

Because لَآَنَّ and nominal sentence with a pronoun

- Note that لَآَنَّ merges with the following pronoun if the nominal sentence جملة الاسمية begins with the pronoun.
- For example, if we want to say because he, because you, or because they.
- We can't use the regular subject pronoun after لَآَنَّ, and we have to do something different.
- We use the attached pronouns in the suffix form and connect the pronouns to لَآَنَّ.
- So if we want to say (He speaks Arabic because he is from Egypt) هو يتكلَّمُ العربية لَآَنَّهُ من مصر.
- Remember that we still have the nominal sentence and special form of he.
- The same possessive pronouns that are attached to the nouns or prepossession are attached to لَآَنَّ too. Check the following table:

لَآَنَّ is attached to the pronouns and the meanings

Examples	Meaning	attached pronoun + لَأَنَّ	subject pronoun + لَأَنَّ
أشتري ملابس شتوية لأنني أشعرُ بالبرد	Because I	لَأَنَّ + ي = لَأَنِّي / لَأَنِّي	لَأَنَّ + أنا
نذهب إلى المطعم الإيطالي لأننا نحب الطعام الإيطالي	Because we	لَأَنَّ + نا = لَأَنَّنَا	لَأَنَّ + نحنُ
أنت تُحبُ مدينة دُبي لأنك تُحبُ الطقس الحار	Because you (m,s)	لَأَنَّ + كَ = لَأَنَّكَ	لَأَنَّ + أنتَ
أنتِ لا تتذكرين أسماء أقاربك في الكويت لأنكِ وُلدتِ وتعيشين في أمريكا	Because you (f,s)	لَأَنَّ + كِ = لَأَنَّكِ	لَأَنَّ + أنتِ
تذهبان إلى	Because you (m, dual)	لَأَنَّ + كُما =	لَأَنَّ + أنثما

Examples	Meaning	لَأَنَّ + attached pronoun	لَأَنَّ + subject pronoun
بيت جدكما في الجبل لأنكما ثحبان المنطقة الجبليّة يا توم وأليكس		لَأَنَّكُمَا	
هل تأكلان الطعام في المطعم يوميّاً لأنكما تعملان من الصباح إلى المساء، يا مها وسلمى؟	Because you (f. dual)	لَأَنَّكُمَا = لَأَنَّكُمَا	لَأَنَّ + أَنْتُمَا
هل تذهبون إلى السوق لأنكم تشترون هدايا للأسرة في سوريا؟	Because you (all)	لَأَنَّكُمْ = لَأَنَّكُمْ	لَأَنَّ + أَنْتُمْ
أنتنّ تدرسنّ اللغة العربيّة	Because (f, p)	لَأَنَّكُنَّ = لَأَنَّكُنَّ	لَأَنَّ + أَنْتُنَّ

Examples	Meaning	attached pronoun + لَأَنَّ	subject pronoun + لَأَنَّ
لَأَتَكَنَّ تسافرنَ إلى الشرقِ الأوسط			
لا يذهب إلى السينما لأنه مشغول	Because he/it	لَأَنَّ + هُ = لَأَنَّهُ	لَأَنَّ + هُوَ
هي تتكلم الإسبانية لأنها وُلدت في إسبانيا	Because she/it/they	لَأَنَّ + ها = لَأَنَّهَا	لَأَنَّ + هِيَ
هما يدرسان في فصلي الخريف والشتاء لأنَّهُما يعملان في فصل الصيف	Because they (m, dual)	لَأَنَّ + هُمَا = لَأَنَّهُمَا	لَأَنَّ + هُمَا
هما تحبان ولاية كاليفورنيا	Because they (f, dual)	لَأَنَّ + هُمَا = لَأَنَّهُمَا	لَأَنَّ + هُمَا

Examples	Meaning	attached pronoun + لَأَنَّ	subject pronoun + لَأَنَّ
لأنهما من سان دييغو			
هُم يدرّسون اللغة العربية في الجامعة لأنهم يتكلّمون العربية	Because they	لَأَنَّ + هُمْ = لَأَنَّهُمْ	لَأَنَّ + هُمْ
هُنَّ يذهبنَّ إلى المكتبة في العطلة لأنّهنَّ يحبّبنَّ الكتب الجديدة جداً	Because they (f, p)	لَأَنَّ + هُنَّ = لَأَنَّهِنَّ	لَأَنَّ + هُنَّ

Activities

Check Your Understanding

- Answer these "why" questions using both **لَأَنَّ** and **يَسَبِّبُ**:
 - لماذا تدرّسُ العربية؟
 - لماذا تحبُّ الصيف؟
 - متى تحبُّ أن تدرّس العربية؟ لماذا؟
 - ما هي مادتك المفضلة؟ لماذا؟

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.
(سوف أذهبُ إلى السينما_ سأذهبُ إلى السينما)
- They can be used interchangeably.
- The use of "سوف" can imply a further distant and unplanned future while the use of "سـ" can be a more immediate future.
- The negation of the future is formed by adding the word "لن" before the present tense while removing the future marker. (لن أذهبَ إلى السينما غداً)

- The expression "إن شاء الله" God Willing, is often used when talking about the future to express the hope that something will happen
- Common words and phrases that mark the future tense include:

Common Words and Phrases to indicate the future tense

tomorrow	غداً	the coming month	الشَّهْرَ الْقَادِمَ
The day after tomorrow	بعدَ غَدٍ	the coming year	السَّنَةَ الْقَادِمَةَ
the coming week	الْأُسْبُوعَ الْقَادِمَ	the coming summer	الصَّيْفَ الْقَادِمَ

The following table demonstrates the conjugation of the future tense in Arabic using the verb to do= يفعل, and the negation of the future tense.

Future Tense and Negating Future Tense

Negating Futurre Tense (Will not)	Future Tense (Will)
أنا لن أفعلَ	أنا سأفعلُ
نحن لن نفعلَ	نحن سنفعلُ
أنتَ لن تفعلَ	أنتَ ستفعلُ
أنتِ لن تفعلي	أنتِ ستفعلين
أنتم لن تفعلوا	أنتم ستفعلون
أنثُنَّ لن تفعلنَ	أنثُنَّ ستفعلنَ
هو لن يفعلَ	هو سيفعلُ
هي لن تفعلَ	هي ستفعلُ
هما لن يفعا	هما سيفعلان
هما لن يفعا	هما سيفعلان
هم لن يفعلوا	هم سيفعلون
هنَّ لن يفعلنَ	هنَّ سيفعلنَ

Future Tense Activities

Check Your Understanding

- Rewrite: "I will go to the cinema tomorrow." Add "إن شاء الله" to a future plan.
- Rewrite: "I will not go to the cinema tomorrow." Add "إن شاء الله" to a future plan.
- Write a short paragraph about your favorite season:
 - Start with بالنسبة لي، فصلي المفصل...
 - Include at least **one** response to لماذا using لِأَنَّ or بِسَبَبِ
 - **One** future-tense sentence with or without إن شاء الله
 - **One** sentence negating a future action.

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3.8: Culture (1)

Learning Objectives

In this section, you will learn about:

- Months of the year in the Arab world (Gregorian Calendar).
- The Four Seasons in the Middle East/Arab World.
- Some of the cultural celebrations related to the Gregorian Calendar in the Arab World.

Months of the year in the Arab world:

For a long time, almost all Arab countries have been using the Gregorian Calendar. The month names of the Gregorian calendar are used as is in most Arab countries, while in the Arab countries of the Levant (Syria, Lebanon, Jordan, and Palestine) and Mesopotamia (Iraq) Syriac names for the Gregorian calendar are used.

Gregorian Calendar Months in Most Arab Countries:

No.	Month	Arabic Name	In Arabic
1	January	يناير	yanāyir
2	February	فبراير	fibrāyir
3	March	مارس	māris
4	April	أبريل	abrīl
5	May	مايو	māyū
6	June	يونيو	yūniyū
7	July	يوليو	yūlio
8	August	أغسطس	ağustus
9	September	سبتمبر	sibtambar
10	October	أكتوبر	uktūbar
11	November	نوفمبر	nūfambar
12	December	ديسمبر	dīsambar

Gregorian Calendar Months with Syriac names in Syria, Lebanon, Jordan, Palestine, and Iraq:

No.	Month	Arabic Name	In Arabic
1	January	كانون الثاني	kānūnu al tānī
2	February	شباط	šubāt
3	March	آذار	ādār
4	April	نيسان	nīsān
5	May	أيار	ayyār
6	June	حزيران	azīrān / huzayrān
7	July	تموز	tam-mooz
8	August	آب	āb
9	September	أيلول	aylūl
10	October	تشرين الأول	tišrīnu al-awwal
11	November	تشرين الثاني	tišrīnu al-tānī
12	December	كانون الأول	kānūnu al-awwal

The Four Seasons in the Middle East/Arab World:

The Middle East has a diverse range of climates depending on the specific region. Generally, the Middle East experiences a Mediterranean climate, desert climate, or semi-arid climate. The seasons vary, but typically they are as follows:

- 1. Spring:** March to May - During spring, temperatures begin to rise after the cooler winter months. This period often sees mild to warm temperatures and occasional rainfall, particularly in regions with a Mediterranean climate.
- 2. Summer:** June to August - Summers in the Middle East can be extremely hot, especially in desert regions. Temperatures often soar to very high levels, and it's not uncommon for temperatures to exceed 40°C (104°F) or more in many areas.
- 3. Autumn/Fall:** September to November - Autumn brings cooler temperatures compared to summer, but it can still be quite warm, particularly at the beginning of the season. In some areas, autumn may bring sporadic rainfall.
- 4. Winter:** December to February - Winters in the Middle East can vary depending on the region. In desert areas, temperatures can drop significantly at night, while coastal regions may experience milder winters. In some mountainous areas, winter brings snowfall.

It's important to note that these seasons may vary slightly depending on the specific location within the Middle East. For example, coastal areas may experience milder temperatures compared to inland desert regions. Additionally, countries in the Middle East may have their own unique climatic patterns.

Cultural Celebrations Related to the Gregorian Calendar in the Arab World:

The Middle East boasts a wealth of cultural and religious diversity, which is often showcased through seasonal celebrations and festivals. Here are some noteworthy events:

1. Nowruz (النوروز): Nowruz, which means "New Day," is celebrated as the Persian New Year by people of Persian and Kurdish descent, as well as other communities across Central Asia and the Middle East. The holiday signifies the start of spring and typically falls on or around the vernal equinox. Festivities include a range of customs and traditions, such as the setting up of the Haft-Sin table with seven symbolic items, visiting loved ones, and taking part in community activities.



Figure 3.8.1: Nowruz, CC BY-SA 4.0.

2. Feast of the Nativity "Christmas" (عيد الميلاد/Eid Al Milad): Christmas is observed in Christian-majority areas of the Middle East, including Syria, Lebanon, Egypt, and Palestine, to commemorate the birth of Jesus Christ. Even though Christmas is celebrated on December 25th as per the Gregorian calendar, the festivities frequently align with the winter season in the region.



Figure 3.8.2: Christmas celebrations at Nativity Church, Bethlehem, Palestine, CC BY-SA 4.0.

3. Easter (عيد الفصح/Eid Al Fiseh): Christian communities in the Middle East observe Easter using the Gregorian calendar like many other parts of the world. The date of Easter is determined by the first Sunday after the first full moon following the vernal equinox. As a result, the date of Easter in the Middle East varies from year to year but typically falls between late March and late April, the same as in other regions that follow the Gregorian calendar. It is important to note that the Eastern Orthodox Church, which has a significant presence in the Middle East, calculates the date of Easter according to the Julian calendar, which may result in a different date of celebration compared to Western Christian denominations.

4. Sham Al Nasseem (شم النسيم): Egypt celebrates the spring festival of Sham Al Nasseem on March 21st, which has been observed for centuries. Sham Al Nasseem means "sniffing the breeze" in Arabic. Originally, the ancient Egyptians celebrated Sham Al Nasseem as a spring festival to mark the start of the agricultural season and the arrival of spring with picnics, outdoor activities, and feasting on traditional foods. Today, Sham Al Nasseem remains a public holiday in Egypt and is celebrated by people of all religions and backgrounds. Families and friends typically gather in parks or other outdoor areas for picnics, enjoying traditional foods such as salted fish, onions, and colored eggs, and engaging in leisure activities. Sham Al Nasseem is a cultural celebration of spring and renewal that reflects Egypt's ancient agricultural heritage and the importance of changing seasons in Egyptian culture.

5. Mother's Day (عيد الأم/Eid Al Um): Mother's Day is observed on March 21st in many Arab countries. This date coincides with the vernal equinox and the start of spring. It is a special day dedicated to honoring mothers and motherhood, often celebrated with gestures of love, appreciation, and gratitude. Families may show their affection by giving presents, cards, and flowers to their mothers, and by spending quality time together.

6. Teacher's Day (عيد المعلم/Eid Al Mu'alleem): The celebration of Teacher's Day in the Arab world differs from one country to another. Teacher's Day is observed on specific dates in some Arab countries, while in others, it is commemorated alongside World Teacher's Day, which is observed on October 5th annually. Below are the Teacher's Day dates for some Arab countries:

- **Egypt:** Teacher's Day in Egypt is celebrated on January 28th.
- **Saudi Arabia:** Teacher's Day in Saudi Arabia is observed on February 28th.
- **United Arab Emirates (UAE):** Teacher's Day in the UAE is celebrated on February 28th as well.
- **Jordan:** Teacher's Day in Jordan is on February 28th.
- **Syria:** Teacher's Day in Syria falls on the third Thursday of March.
- **Lebanon:** Teacher's Day in Lebanon is observed on March 9th.

7. Armed Forces Day (عيد الجيش/Eid Al Jeish): Many Arab countries have designated a day to show their appreciation for their armed forces and military personnel. This day may be used to celebrate significant military victories, remember fallen soldiers, and demonstrate military strength through parades and other displays.

The Middle East has a variety of seasonal celebrations that showcase the cultural, religious, and historical diversity of the region. These festivities are a testament to the richness of the area.

Activities:

Check Your Understanding

Answer these questions in your notebook:

- How do cultural celebrations connected to seasons reflect values in Arab societies? Use three examples (like Teacher's Day or Armed Forces Day) in your answer.
- Why do you think many Arab countries celebrate Teacher's Day? What does this say about how teachers are valued in these societies? How does this compare to how teachers are honored in your culture?
- In this section, it mentions that Teacher's Day is celebrated on different dates in Egypt, Jordan, Syria, and Lebanon. Why do you think these countries didn't choose the same date? Does it change the meaning of the celebration?
- Armed Forces Day (عيد الجيش) is a national celebration in several countries. Why might countries choose to dedicate a day to the military? Do you think this shapes people's sense of national identity? Why or why not?
- Based on what you read, how important do you think community gatherings and celebrations are in Arab culture? Can you think of examples from your own community that are similar or different?
- This section talks about the weather and typical seasons in Arab countries. How do people adapt their lifestyles or traditions to hot summers or mild winters? How is this similar or different from where you live?

3.9: Culture (2)

Learning Objectives

In this section, you will learn about:

- Months of the year in the Arab world (Hijri / Lunar Calendar).
- Some of the cultural celebrations related to the Hijri Calendar in the Arab World.

Hijri Months:

Muslims around the world follow another calendar, in addition to the Gregorian one, called the Hijri or Lunar Calendar. This Lunar calendar consists of 12 months and is based on the sighting of the new moon every month.

Hijri / Lunar Calendar Month Names:

No.	Month Pronunciation	Arabic Name
1	Muharram	مُحَرَّم
2	Safar	صَفَر
3	Rabi' Al-Awwal	رَبِيعُ الْأَوَّل
4	Rabi' Al-Thani / Rabi' Al-Aakher	رَبِيعُ الثَّانِي / رَبِيعُ الْآخِر
5	Jumada Al-Oula	جُمَادَى الْأُولَى
6	Jumada Al-Thaniyah / Jumada Al-Aakhirah	جُمَادَى الثَّانِيَّة / جُمَادَى الْآخِرَة
7	Rajab	رَجَب
8	Sha'baan	شَعْبَان
9	Ramadan	رَمَضَان
10	Shawwal	شَوَّال
11	Thu Al-Qa'dah	ذُو الْقَعْدَة
12	Thu AL-Hijjah	ذُو الْحِجَّة

Cultural Celebrations Related to the Hijri Calendar in the Arab World:

The Hijri calendar, also known as the Islamic calendar, follows the lunar cycle and is predominantly used in the Arab world and other Muslim-majority nations. The Islamic calendar holds significant cultural celebrations and religious observances tied to its

months and events. To give you an idea, here are some of the main cultural celebrations linked to the Hijri calendar in the Arab world:

1. Islamic New Year / Hijri New Year (رأس السنة الهجرية/Ra's al Sanah al Hijriyah): The onset of the Islamic lunar calendar is signaled by the Islamic New Year. This event holds great religious importance, as it honors the Hijra (migration) of the Prophet Muhammad from Mecca to Medina. However, in many Arab countries, it is also celebrated as a cultural occasion. The day is often marked with prayers, introspection, and socializing with loved ones.

2. Ramadan (رمضان): Ramadan is the ninth month of the Islamic lunar calendar and is regarded as the most sacred month in Islam. During this month, Muslims fast, pray, engage in reflection and spend time with their community. In the Arab world, Ramadan is observed with special pre-dawn meals known as suhoor and breaking the fast at sunset known as iftar, which is often done communally. Additionally, it is a time for increased acts of charity and spiritual devotion.



Figure 3.9.1: Muslims breaking their fast in Ramadan, Pexels License.

3. Eid Al Fitr (عيد الفطر): The Festival of Breaking the Fast, also known as Eid Al Fitr, is celebrated upon the completion of the month-long Ramadan fasting period. This occasion is marked by various activities including prayers, feasting, gift-giving, and charitable acts. It is a time of happiness where families and friends gather together to celebrate. Special events and festivities are organized by communities to commemorate this occasion.

4. Islamic Pilgrimage (الحج/Hajj): Although Hajj is mainly a religious pilgrimage, it has cultural significance throughout the Arab world. During the Islamic month of Dhu Al Hijjah, millions of Muslims from all over the world go to Mecca, Saudi Arabia to perform the pilgrimage. Even for those who do not undertake the pilgrimage, Hajj is a time of increased spirituality and contemplation, and is associated with many cultural traditions.



Figure 3.9.2: Islamic Pilgrimage, Saudi Arabia, CC BY-SA 2.0.

5. Eid Al Adha (عيد الأضحى): Eid Al Adha, which is also referred to as the Festival of Sacrifice, is an important Islamic holiday that is celebrated by Muslims around the world. It honors the willingness of Prophet Ibrahim (known as Abraham in the Judeo-Christian tradition) to sacrifice his son Isma'il (Ishmael) as an act of obedience to God's command. However, before he could carry out the sacrifice, God provided a ram instead. The festival falls on the 10th day of Dhu Al Hijjah, which is the twelfth month of the Islamic lunar calendar. It is observed following the completion of the Hajj pilgrimage in Mecca, Saudi Arabia. The dates of the festival vary each year based on the Islamic lunar calendar.

6. Prophet Muhammad's Birthday (عيد المولد النبوي/Eid Al Mawlid Al Nabawi): The celebration of Eid Al Mawlid Al Nabawi takes place during the month of Rabi' Al Awwal in the Islamic calendar and is held in honor of the birth of the Prophet Muhammad. This occasion is marked with various activities such as prayers, recitations of poetry, lectures on the life and teachings of the Prophet, and charitable acts. Processions, decorations, and special foods are also part of the celebrations in some Arab countries, particularly in Egypt and Morocco.

In the Arab world, there are various cultural celebrations that are associated with the Islamic calendar. The cultural practices, rituals, and observances in the region are significantly influenced by the Hijri calendar. The Hijri calendar holds a central position in shaping these aspects of culture.

Activities:

Check Your Understanding

- What month does Ramadan occur in the Hijri calendar?
- Name two practices during Eid al-Fitr.
- Describe an iftar gathering. What happens? How does it show community values?
- Why is fasting during Ramadan important in Islamic culture?
- How do the communal practices of Hajj and Eid al-Adha reflect values like sacrifice and charity?
- Compare Islamic holidays with a religious or cultural holiday you celebrate. What are the similarities and differences?
- Many of these holidays emphasize reflection, generosity, family, and faith. Which of these values do you see in your own life or community celebrations?
- How do lunar-based Islamic holidays shift each year concerning the Gregorian calendar? What does that tell us about the differences between lunar and solar time?

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3.10: Assessment

Learning Objectives

In this section, you will be able to:

- Practice and apply what you have learned in this chapter.

Exercises التمارين

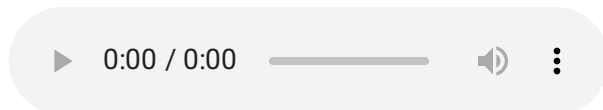
In this activity, you will watch this interactive video demonstrating the vocabulary learned in this chapter. You can practice by clicking on the question icon.

In this activity, you will drag the words to complete the sentences.

Dictation إملاء

Listening Activity تدريب الاستماع

Listen to the following weather report for one of the cities in Arabic. Then, answer the questions.



Answer the Questions أجب على الأسئلة التالية

Reading Activity تدريب القراءة

Writing Activity تدريب الكتابة

- Write a paragraph comparing the weather in the Egyptian summer to your country's summer.
- Write a paragraph comparing the weather in your state to other Arab countries throughout the four seasons.
- Write a paragraph comparing the weather in your city to an Arabic city of your choice during winter, and contrast the temperatures.

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CHAPTER OVERVIEW

4: My Hobbies هواياتي

- 4.1: Vocabulary المفردات الجديدة
- 4.2: Listening and Speaking (1)
- 4.3: Listening and Speaking (2)
- 4.4: Reading and Writing (1)
- 4.5: Reading and Writing (2)
- 4.6: Grammar (1) المصدر
- 4.7: Grammar (2) الفعل المضارع المنصوب والمصدر
- 4.8: Culture (1)
- 4.9: Culture (2)
- 4.10: Assessment

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4.1: Vocabulary المفردات الجديدة

Learning Objectives

In this section, you will be able to:

- Understand and use essential vocabulary related to hobbies and passing time.

The new vocabulary المفردات الجديدة

The Hobbies الهوايات

In this table, you will find vocabulary that relates to the theme of hobbies (الهوايات). The new vocabulary will be divided into two tables: one for nouns, adjectives, and adverbs, and the second table for verbs. If the word has multiple forms, examples will be given. In addition, you will see the meaning in English, the word in a sentence, and you hear from the audio the pronunciation of the word in singular and plural forms and reading the sentence. Listen and repeat the Arabic pronunciation of the new Vocabulary. You can review the vocabulary related to the profession that we learned in the first book, "Introduction to Arabic I", chapter ten, "[The Profession العمل](#)".

المفردات الجديدة The New Vocabulary

The new word in a sentence		Meaning in English	المفردات الجديدة
0:00 / 0:05 سير	▶ 🔊 ⋮ Hobby	هواية - هوايات	
0:00 / 0:05 أحب	▶ 🔊 ⋮ My favorite hobby	هوايتي المفضّلة	
0:00 / 0:07 هَلْ تَلْعَبِينَ؟ رياضة؟	▶ 🔊 ⋮ Sport	رياضة / الرّياضة	
0:00 / 0:05 أحب	▶ 🔊 ⋮ Soccer	كُرَةُ القَدَم	
0:00 / 0:04 يوم	▶ 🔊 ⋮ Volleyball	كُرَةُ الطّايرة	
0:00 / 0:07 تلّعتُ أخ، كرة المدرسة الثانويّة	▶ 🔊 ⋮ Basketball	كُرَةُ السّلة	
0:00 / 0:06 خالتي، تلّعتُ التّنس. زوّجها	▶ 🔊 ⋮ Tennis	التّيس	
0:00 / 0:05 أحب	▶ 🔊 ⋮ Running	الجري / الرّكض	

A u d i o		The new word in a sentence	Meaning in English	المفردات الجديدة
زملتہ ، لنا نُحْتُ.	▶ 0:00 / 0:04 🔊 ⋮	Swimming	السَّباحَة	
الأَحْمَرِ				
نُتُّ أُختہ ، تُذْهَبُ	▶ 0:00 / 0:08 🔊 ⋮	Ice Skating	التَّزَلُّجُ على الجَلِيدِ	
في النادي				
تذهبُ أَسَدَتہ ، الى	▶ 0:00 / 0:08 🔊 ⋮	Snowboarding	التَّزَلُّجُ على التَّلَجِ	
للتَّزَلِجِ على التَّلَجِ				
رُكْتُ الحَنَّا ، هَمَانَةُ.	▶ 0:00 / 0:05 🔊 ⋮	Horse Riding	رُكُوبُ الحَيْلِ	
المُفَضَّلَة				
بذهبُ زِملائِ ، الى.	▶ 0:00 / 0:05 🔊 ⋮	Surfing	رُكُوبُ الأمواجِ	
الأمواجِ				
... ..	▶ 0:00 / 0:04 🔊 ⋮	Traveling	السَّفر	
بي حمر - ريريا				
...	▶ 0:00 / 0:05 🔊 ⋮	Listening	الإِستماع	
الاستماع الى				

A u d i o	The new word in a sentence	Meaning in English	المفردات الجديدة
	موسيقا بيتهوفن أخي يحب الألعاب يستمع إلى صوت بسبب اللعب		الألعابُ الإلكترونية ألعابُ الكمبيوتر
	مشاهدة الأفلام يستمع إلى صوت بسبب	Watching movies	مُشَاهَدَةُ الأفلامِ
	المصارعة يستمع إلى صوت بسبب	Wrestling	المُصَارَعَة
	الملاكمة يستمع إلى صوت بسبب	Boxing	المُلاكَمَة
	القراءة يستمع إلى صوت بسبب	Reading	القِرَاءَة
	الرقص يستمع إلى صوت بسبب	Dancing	الرَّقْص
	الغناء يستمع إلى صوت بسبب	Singing	الغِنَاء
	المفضلة العزف يستمع إلى صوت بسبب	Playing music instrument	العَزْفُ

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
على البيانو الموسيقى 0:00 / 0:05 Music			الموسيقا
الطبخ 0:00 / 0:04 Cooking			الطَّبْخُ
الشطرنج 0:00 / 0:04 Chess			الشَّطْرَنْجُ
الرسم 0:00 / 0:04 Drawing			الرَّسْمُ
التصوير 0:00 / 0:04 Photography			التَّصْوِيرُ

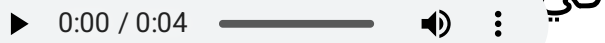
Watch the video to learn the hobbies in Arabic.



New Nouns أسماء جديدة

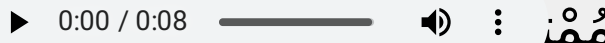
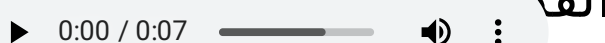
الأسماء الجديدة New Nouns

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
▶ 0:00 / 0:05 ————— 🔊 :	عندي، لعبة اليوم	Game/ Toy (S)	(S) لُعْبَة (P) لُعْبَات
▶ 0:00 / 0:07 ————— 🔊 :	يُشارِكُ زميلي هانه ، فه ، الشطرنج كثيراً	Race/ Competition/ Contest	(S) مُسَابَقَة (P) مُسَابَقَات
▶ 0:00 / 0:03 ————— 🔊 :	فريقه ، ال أهلي	Team	(S) فَرِيقُ
▶ 0:00 / 0:05 ————— 🔊 :	والدي، شاهدُ ال قناة الجزيرة	News	(S) خَبَرُ (P) أَخْبَارُ
▶ 0:00 / 0:06 ————— 🔊 :	أذهبُ إلى الرئيسي يوم	All/ Every/ Each Every Day	كُلَّ كُلَّ يومٍ
▶ 0:00 / 0:07 ————— 🔊 :	لي وقت فراغ في	Leisure time	(S) وَقْتُ الفَرَاغِ (P) أَوْقَاتُ الفَرَاغِ

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
	عطلة نهاية الأسبوع		
	في مسبح مَسْبَح	Swimming Pool	مَسْبَح

New Adjectives الصفات الجديدة

New Adjectives الصفات الجديدة

Audio	The new word in a sentence	Meaning in English	المفردات الجديدة
	محمد صلاح		
	لا قدم مشهور مَشْهُورٌ - مَشْهُورَةٌ	famous (adj)	مَشْهُورٌ - مَشْهُورَةٌ
	هواية السَّفَ		
	مُمَرِّ لِي مُمْتَعٌ - مُمْتَعَةٌ	Fun, enjoyable, interested	مُمْتَعٌ - مُمْتَعَةٌ
	لعبة كرة		
	القدر في العربية مُنْتَشِرٌ - مُنْتَشِرَةٌ	Widespread	مُنْتَشِرٌ - مُنْتَشِرَةٌ

New Verbs الأفعال الجديدة

In this table, you will learn and find the verbs that we will use in the chapter. These verbs will be conjugated with all the subject pronouns. You will find the meaning of each verb in English on top. Remember that (m) is for masculine, (f) is for feminine, (s) is for singular, and (p) is for plural. The verbs are:

to watch	To cook	To enjoy	To spend (time)
أَشَاهِدُ	أَطْبُخُ	أَسْتَمْتَعُ	أَقْضِي
نُشَاهِدُ	نَطْبُخُ	نَسْتَمْتَعُ	نَقْضِي
تُشَاهِدُ	تَطْبُخُ	تَسْتَمْتَعُ	تَقْضِي

سَلَق			
تَقْضِيَن	تَقْضِيَن	تَسْتَمْتَعِيَن	تَطْبُخِيَن
تَشَاهِدِيَن			
تَقْضِيَان	تَقْضِيَان	تَسْتَمْتَعَان	تَطْبُخَان
تَشَاهِدَان	تَشَاهِدَان	تَسْتَمْتَعَان	تَطْبُخَان

تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ			
تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ	تَشَاهِدُونَ	تَشَاهِدُونَ	تَشَاهِدُونَ
تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ تَشَاهِدُونَ	تَشَاهِدُونَ	تَشَاهِدُونَ	تَشَاهِدُونَ

يَقْضِي يَشَاهِدُ يَطْبُخُ يَسْتَمِيعُ			
يَقْضِي يَشَاهِدُ يَطْبُخُ يَسْتَمِيعُ			
يَقْضِيَانِ يَشَاهِدَانِ يَطْبُخَانِ يَسْتَمِيعَانِ			

تَشَاهِدَانِ	تَطْبُخَانِ	تَسْتَمْتِعَانِ	تَقْضِيَانِ
يُشَاهِدُونَ	يَطْبُخُونَ	يَسْتَمْتِعُونَ	يَقْضُونَ
يُشَاهِدَنَّ	يَطْبُخَنَّ	يَسْتَمْتِعَنَّ	يَقْضِيَنَّ

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Practice the new vocabulary activities **تدريبات الكلمات الجديدة**

Check Your Understanding

- Ask your partner: “ماذا تُحبُّ أن تَفْعَل في وقت فراغك؟”
- Write 3–4 sentences about your favorite hobbies. Use both a verb and noun from the table.
- Answer in Arabic: How do you usually spend your weekends? "كيف تقضي وقتك في العُطلة؟" Use the verbs from the list.
- Answer in Arabic: Do you prefer indoor hobbies or outdoor hobbies? Why?

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4.2: Listening and Speaking (1)

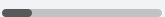
Learning Objectives

In this section, you will be able to:

- Identify and understand the main ideas that are related to hobbies and seasons.
- Engage in a conversation with your classmates about hobbies.

Listening Dialogue 1

Listen to the dialogue between Sami and Rami about going to the sports club.

▶ 0:00 / 0:44   ⋮

Activities

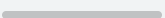
Check Your Understanding

Read the dialogue between Sami and Rami. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ما اسم النادي الذي ذهب إليه رامي؟
- ما الهواية التي يحبها سامي؟ ولماذا لا يريد الذهاب مع رامي؟
- مع من يذهب رامي إلى النادي الرياضي؟
- كم مرة في الأسبوع يذهب رامي إلى النادي؟ وهل يذهب دائماً في نفس اليوم؟
- هل يحب سامي كرة القدم؟
- ماذا سيفعل سامي ورامي يوم الأربعاء؟ وأين؟
- ما هواية سامي؟
- هل تحب أنت (أو أنت) الرياضة؟ ما هي هوايتك المفضلة؟ ولماذا؟
- متى وأين تمارس هوايتك عادة؟ ومع من؟

Listening Dialogue 2

Manal is talking to her cousin, Nada, about hobbies

▶ 0:00 / 0:00   ⋮

Activities

Check Your Understanding

Read the dialogue. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ماذا تفعل منال الآن؟
- ما هي هواية منال المفضلة؟
- من التي في الصورة مع منال؟
- ما اسم معلمة منال؟
- ما هي هواية ندى المفضلة؟

- مَعَ مَنْ تَطْبُخُ نَدَى؟
- مَاذَا تَطْبُخُ نَدَى مَعَ أُمِّهَا؟
- مَا هِيَ هَوَايَةُ أُخْتِ مَنْالِ ثُورٍ؟
- مَاذَا تَتَعَلَّمُ ثُورٍ؟ وَمِنْ مَنْ؟
- هَلْ تُحِبُّ نَدَى الطَّعَامَ اللَّيْثَانِي؟

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4.3: Listening and Speaking (2)

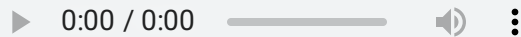
Learning Objectives

In this section, you will be able to:

- Identify and understand the main ideas that are related to hobbies and seasons

Listening Dialogue 3

Salama and Huda are having a conversation in the university library.



Activities

Check Your Understanding

Read the dialogue between Huda and Salma. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ماذا تحب هدى أن تفعل في وقت فراغها؟ ولماذا؟
- أين تحب هدى أن تقرأ؟
- ما هي هوايات سلمى؟ ولماذا؟
- متى وأين تحب سلمى أن تسافر؟
- مع من تسافر سلمى؟
- إلى أين ستسافر سلمى في العطلة الصيفية؟

Write a paragraph in Arabic answering these questions. Try to include:

- The name of your hobby.
- Why you like it.
- Where you usually do it.
- You can also add who you do it with.
- Try to use phrases like:
 - هوايتي المفضلة
 - ... أحب ... لأن
 - ... عادةً ... في

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4.4: Reading and Writing (1)

Learning Objectives

In this section, you will be able to:

- Identify and understand hobbies and leisure activities
- Write about your different hobbies

Reading 1

Listen to the audio about Nader talking about his hobbies

▶ 0:00 / 0:58 ——— 🔊 ⋮

Activities

Check your Understanding

- Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.
 - أين يدرس نادر؟
 - ماذا يشاهد نادر في وقت الفراغ؟
 - مع مَنْ يذهب نادر إلى السينما؟
 - متى يركض نادر؟ وأين؟
 - متى يسبح نادر؟ وأين؟
 - مع مَنْ يسبح نادر؟
 - ما هي هوايتك أنت؟
- Ask your partner «ما هي هوايتك المفضلة؟ ولماذا تحبها؟»
- With your partner, talk about watching movies.
 - **Student A:** Say in Arabic: “I like watching movies. Do you like watching movies too?”
 - **Student B:** Answer yes or no, and explain why. Then ask: “Who do you usually watch movies with?”
 - **Student A:** Answer in Arabic.
- In Arabic, ask your classmates and answer the questions about sports.
- Choose any topic from the text (reading, cinema, running, swimming, or traveling). Have a short conversation in Arabic. Ask at least two questions each and answer in full sentences.

Reading 2

Listen to the audio about Nadia Ahmed presenting her Hobbies in the Arabic class.

Then answer the questions:

▶ 0:00 / 0:00 ——— 🔊 ⋮

Check Your Understanding

Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ما اسم الطالبة في النص؟ وأين تدرس؟
- ما هي هوايات نادبة؟
- متى تذهب نادبة إلى البحر؟ ومع من؟
- لماذا تحب نادبة السفر إلى أوروبا؟
- إلى أين تسافر نادبة في العطلة الصيفية؟ ومع من؟
- ماذا تحب نادبة أن تصور في السفر؟

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4.5: Reading and Writing (2)

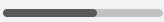
Learning Objectives

In this section, you will be able to:

- Read and understand short texts about different hobbies.
- Describe your hobbies, how often you engage in them, and with whom you practice

Reading 3

Ahmed is sharing with his colleagues about his hobbies:

▶ 0:00 / 1:51   

Check Your Understanding

Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ما اسم الطالب؟ وأين يدرس؟
- ما هي هوايات أحمد؟
- ما هي هواية أحمد المفضلة؟ ومع من يمارسها؟
- متى وأين يلعب أحمد كرة القدم؟
- ما رقم أحمد في فريق المدرسة؟
- متى وأين يلعب والد أحمد كرة القدم؟ ومع من؟
- ما هي هواية أحمد الجديدة؟
- وما هي الكتب التي يقرأها أحمد كثيرًا؟
- ما اسم أخو أحمد؟ وما هي هوايته؟
- هل عندك هواية مثل أحمد أو نادر؟ اكتب عنها.

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4.6: Grammar (1) المصدر

Learning Objectives

In this section, you will be able to:

- Learn about verbal nouns and how they are derived from verbs.
- Express purpose and result, and use a variety of connectors to make complex sentences.

Verbal Noun / Gerund (Masdar) المصدر

- المصدر literally means the source in the Arabic language, and مصادر is the plural form of it.
- المصادر are words that do not have the exact meaning equivalent for them in the English language, and we refer to them as verbal nouns.
- المصدر is a word that expresses the abstract idea of an action. It is almost similar to the idea of infinitive verbs in English, or the gerund form of the noun (the "ing" form.)
- In chapter two, you learned الدِّراسة which is a Masdar مصدر, and it could be translated to study, studying, or the abstract concept of studying.
- المصدر is a verbal noun that is derived from the same root as the verb to imply the activity or action.
- For three-letter verbs, there is no single pattern to create المصدر from a verb.
- المصدر should be definite and start with the definite article الـ.
- المصدر can be the first part of the Idafa الإضافة, and won't take the definite article then.
- المصدر behaves grammatically like a noun, so it can be a subject, object, etc of a sentence.

In this table, you will check the most common Masader مصادر that will be used in this chapter

الأفعال والمصادر Verbs and Masader

English	المصدر	English	الفعل	English	المصدر	English	الفعل
Celebrating	الاحتِفَا ل	I celebrate	أَحْتَفِلُ	Reading	القِرَاءَة	I read	أَقْرَأُ
Drinking	الشُّرْب ب	I drink	أَشْرَبُ	Eating	الأَكْل	I eat	أَكُلُ
Beginning	البِدَايَة	I begin/ I start	أَبْدَأُ	Knowing	المَعْرِ فَة	I know	أَعْرِفُ
Traveling	السَّفَر	I travel	أَسَافِرُ	Remembering	التَّذَكُّر	I remember	أَتَذَكَّرُ
Living	العِيش ش	I live	أَعِيشُ	Understanding	الفِهْم	I understand	أَفْهَمُ
Getting down	التُّزول ل	I get down	أَنْزِلُ	Studying	الدِّرَاسَة	I study	أَدْرُسُ
Feeling	الشُّعور ر ي ب	I feel	أَشْعُرُ	Living	السَّكَن ن	I live, I reside	أَسْكُنُ
Playing	اللَّعِبُ ب	I play	أَلْعَبُ	Running	الجَرِي	I run	أَجْرِي
Enjoying	الإِسْتِمَة تاع ب	I enjoy	أَسْتَمِعُ	Working	العَمَل	I work	أَعْمَلُ
Watching	المُشَا هَدَة	I see	أُشَاهِدُ	Talking	التَّكَلَّمَ	I talk	أَتَكَلَّمُ

English	المصدر	English	الفعل	English	المصدر	English	الفعل
Practicing	المُمارَسة	I practice	أُمَارِسُ	Cooking	الطَّبْخ	I cook	أَطْبُخُ
Participating	المُشارَكة	I participate	أُشَارِكُ	Listening to	الاسْتِمَاعَ إلى	I listen to	أَسْتَمِعُ إلى
Drawing	الرَّسْم	I draw	أُرْسِمُ	Going to	الذَّهَابَ إلى	I go to	أَذْهَبُ إلى
Singing	الغِناء	I sing	أُغَنِّي	Graduating	التَّخَرُّجُ	I graduate	أَتَخَرَّجُ
Riding	الرُّكوب	I ride	أُرْكَبُ	Taking picture	التَّصْوِيرَ	I take picture	أُصَوِّرُ
Skiing	التَّزَلُّجُ	I ski	أَتَزَلَّجُ	Testing	الإِمْتِحَان	I take a test	أُمْتَحِنُ
Swimming	السَّباحة	I swim	أَسْبَحُ	Dancing	الرَّقْص	I dance	أَرْقُصُ
Sitting	الجُلوس	I sit	أَجْلِسُ	Obtaining	الحُصولَ على	I get/ I obtain	أَحْصِلُ على
Smoking	التَّدخين	I smoke	أُدْخِنُ	Helping	المُساعدة	I help	أُسَاعِدُ

English	المصدر	English	الفعل	English	المصدر	English	الفعل
Writing	الكِتَابَة	I write	أَكْتُبُ	Sleeping	النَّوْم	I sleep	أَنَامُ

تدريبات Practices

Expressing Purpose and Reason

لِ + المصدر / الفعل المضارع In order to + Masdar or present tense

- لِ means in English in "order to," or "the purpose of."
- To express the purpose or reason for something you are doing, you can use the letter لِ and connect it with either a verb or a Masdar.
- Both constructions give the same basic meaning.
- When لِ is attached to المصدر the أل in the definite article ال should be dropped. Like these examples: لِ + الدِّراسَة = لِلدِّرَاسَة or لِ + الحِصُول = لِلحِصُول
- Study the following table.

Expressing purpose and reason, using the letter لِ and connecting it with either a verb or مصدر

English	لِ + المصدر	English	لِ + الفعل المضارع
We go to the library for writing the homework.	نذهب إلى المكتبة لكتابة الواجب	We go to the library to write the homework.	نذهب إلى المكتبة لنكتب الواجب
I travel to Egypt for studying Arabic.	أسافر إلى مصر لدراسة اللغة العربية	I travel to Egypt to study Arabic.	أسافر إلى مصر لأدرس اللغة العربية
My friend works in a company for obtaining money.	صاحبتني تعمل في شركة للحصول على فلوس	My friend works in a company to obtain money.	صاحبتني تعمل في شركة لتحصل على فلوس
They go to the library for studying.	يذهبون إلى المَكْتَبَة لِلدِّرَاسَة	They go to the library to study.	يذهبون إلى المَكْتَبَة ليدرّسوا

لِذلك Using the Connector

- To express the consequence or result, you can use the connector لِذلك which literally means "for that reason." It implies the equivalent of the connector "so" in English. It is only followed by a complete sentence as in the following examples.
- Study this table, and note the translation is exact.

Using the connector لِذلك

English	العربية
I do not have classes on Saturday, so I do not go to the university.	ليس عندي فصول يوم السبت ، لذلك لا أذهب إلى الجامعة
The weather is so hot in Florida in summer, so we will travel to it in winter.	الطقس حار جداً في ولاية فلوريدا في فصل الصيف، لذلك سنسافر إليها في فصل الشتاء
We do not like eating in restaurants, that's why we cook at home.	لا نحب الأكل في المطاعم ، ولذلك نطبخ في البيت
I want traveling to the Middle East, for this reason I study Arabic.	أريد السفر إلى الشرق الأوسط ، لذلك أدرس اللغة العربية

Practice تدريب

Choose the right connector لـ or لِذَلِكَ to combine the sentences:

Translate each of the following sentences in two ways, first using the verb and second using المصدر:

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4.7: Grammar (2) الفعل المضارع المنصوب والمصدر

Learning Objectives

In this section, you will be able to:

- Learn about present-tense case marking.
- Compare the case endings of verbs.

Present Tense Case Marking

المضارع المرفوع

- The default case ending for the present tense is الضمة "u" as in نَحْبُ - يَشْرَبُ - يَطْبُخُ - يَأْكُلُ.
- This الضمة will not appear in unvocalized texts.
- There is no need to pronounce الضمة with verb conjugation that ends with one of the suffixes (ون، ان، ين) as in تحبين - تشرين - تشرين - تشرينون - تحبون - يحبون - يشربون .

المضارع المنصوب

- The case الضمة changes to الفتحة when the following particles precede the present verb: لَ - لَنْ - أَنْ as in لن أسافر - أَنْ أَلْعَبَ - لَنْ - لَ as in لن أدرس.
- These particles mean to=أَنْ in the expression "love to," in order to=لَ, and لَنْ particle is used to negate the future tense and it means "won't."
- In the case of المضارع المنصوب the verb conjugation that ends with one of the suffixes (ون، ان، ين) the letter نون should be removed from the end of the verb as in أَنْتِ تُحِبِينَ - أَنْتِ لَنْ تُحِبِي
- Study these verbs and compare the case ending of verbs.

Subject Pronouns	المضارع المرفوع	المضارع المنصوب with أَنْ	المضارع المنصوب with لَنْ	المضارع المنصوب with لَـ
أنا (I)	أَكْتُبُ	أَنْ أَكْتُبَ	لَنْ أَكْتُبَ	لَا أَكْتُبُ
نحن (we)	نَكْتُبُ	أَنْ نَكْتُبَ	لَنْ نَكْتُبَ	لَا نَكْتُبُ
أنت (You, m,s)	تَكْتُبُ	أَنْ تَكْتُبَ	لَنْ تَكْتُبَ	لَا تَكْتُبُ
أنتِ (You, f,s)	تَكْتُبِينَ	أَنْ تَكْتُبِي	لَنْ تَكْتُبِي	لَا تَكْتُبِي
أنثما (You, m,dual)	تَكْتُبَانِ	أَنْ تَكْتُبَا	لَنْ تَكْتُبَا	لَا تَكْتُبَا
أنثما (You, f, dual)	تَكْتُبَانِ	أَنْ تَكْتُبَا	لَنْ تَكْتُبَا	لَا تَكْتُبَا
أنتم (You, m,p)	تَكْتُبُونَ	أَنْ تَكْتُبُوا	لَنْ تَكْتُبُوا	لَا تَكْتُبُوا
أنتن (You, f,p)	تَكْتُبْنَ	أَنْ تَكْتُبْنَ	لَنْ تَكْتُبْنَ	لَا تَكْتُبْنَ
هو (he)	يَكْتُبُ	أَنْ يَكْتُبَ	لَنْ يَكْتُبَ	لَا يَكْتُبُ
هي (she)	تَكْتُبُ	أَنْ تَكْتُبَ	لَنْ تَكْتُبَ	لَا تَكْتُبُ
هُما (they, m, dual)	يَكْتُبَانِ	أَنْ يَكْتُبَا	لَنْ يَكْتُبَا	لَا يَكْتُبَا
هُما (they, f, dual)	تَكْتُبَانِ	أَنْ تَكْتُبَا	لَنْ تَكْتُبَا	لَا تَكْتُبَا
هُم (they, m, p)	يَكْتُبُونَ	أَنْ يَكْتُبُوا	لَنْ يَكْتُبُوا	لَا يَكْتُبُوا
هُنَّ (they, f, p)	يَكْتُبْنَ	أَنْ يَكْتُبْنَ	لَنْ يَكْتُبْنَ	لَا يَكْتُبْنَ

- Study this table and note what happens to the ending of the verbs

Compare the ending of the present tense verbs, dropping the ن after the لَـ, لَنْ, أَنْ particles

English translation	الفعل المضارع المنصوب	English translation	الفعل المضارع المرفوع
Do you like to cook in the weekend, oh Rana?	هل تحبين أن تطبخي في عطلة نهاية الأسبوع، يا رنا؟	Do you cook in the weekend, oh Rana?	هل تطبخين في عطلة نهاية الأسبوع، يا رنا؟
Do you like to live in a big city, oh guys?	هل تحبون أن تسكنوا في مدينة كبيرة، يا شباب؟	Do you live in a big city, oh guys?	هل تسكنون في مدينة كبيرة، يا شباب؟
Arab youth like to play soccer.	الشباب العربي يحبون أن يلعبوا كرة القدم	Arab youth like soccer.	الشباب العربي يحبون كرة القدم

الفعل المضارع والمصدر Present Tense and Masdar

الفعل المضارع + أن = المصدر

- المصدر can equally be expressed by the structure أن + present tense verb.
- These two constructions express the same meaning. For example أُحِبُّ شَرْبَ الْقَهْوَةِ = أَحَبُّ أَنْ أَشْرَبَ الْقَهْوَةَ
- In Arabic, you can use the particle أن in most cases whereas use the infinitive in English as in يريد أن يدرس الأدب.
- We do not use أن with the verb to begin= يبدأ as in يبدأ دراسة اللغة العربية or يبدأ يدرس اللغة العربية
- The words قبل and بعد must be followed by either المصدر or the linking word أن as in قبل أن آكل = قبل الأكل before eating = قبل أن أعمل = بعد العمل after he works.

Practice

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

ل + الفعل المضارع = ل + المصدر

- The phrase "in order to" may be expressed using ل followed by the present tense المضارع المنصوب or المصدر as in أدرسُ لأتخرجَ من الجامعة = أدرسُ للتخرج من الجامعة

Practice

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

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4.8: Culture (1)

Learning Objectives

In this section, you will be able to:

- Learn about traditional hobbies in Arab countries.

Traditional Hobbies in the Arab World:

Arab pastimes are varied and can differ widely depending on personal interests, cultural background, and regional influences. There are many hobbies commonly enjoyed by Arabs, which include:

1. Arabic calligraphy (فن الخط العربي/Fan Al Khatt Al Arabi) is a highly respected form of art in Arab culture, and many people enjoy practicing it as a hobby.



Figure 4.8.1: Arabic Calligraphy, CC BY 3.0.

2. Poetry (الشعر/Al Shi'r) is a rich tradition among Arabs, and writing or reciting poetry is a popular hobby for many.

3. Playing traditional Arab musical instruments such as the Oud (العود), Qanun (القانون), or Dirbakkah (دربكة) is a common hobby for music enthusiasts.



Figure 4.8.2: Oud Instrument, CC0 1.0 DEED.



Figure 4.8.3: Dirbakkah, CC BY-SA 4.0.



Figure 4.8.4: Qanun, CC0 1.0 DEED.

4. **Socializing** over tea or coffee with friends and family is a beloved hobby for many Arabs.
5. **Traditional oriental dancing** Dabke is a popular hobby, often performed at weddings and other celebrations.
6. **Equestrian sports** (رياضات الفروسية/Ryadhat Al Furusiyah) such as horseback riding and camel racing have deep cultural roots in Arab societies and are enjoyed as hobbies by many. Prophet Muhammad (Peace be upon him) said, "عَلِّمُوا أَوْلَادَكُمْ السَّيَّحَةَ وَالرَّمَايَةَ وَرُكُوبَ الْخَيْلِ/Allimou awladakum al sibahata wa al rimayata wa rukuba al khayli", which translates to "Teach your children swimming, shooting, and horseback riding." Many people adhere to these teachings and adopt them as hobbies and necessary skills, especially in the Arab Gulf.
7. **Falconry** (الصقارة/Al Saqarah), which involves training and hunting with falcons, is a traditional Arab sport and hobby.



Figure 4.8.5: Falconry in UAE, CC BY-SA 2.0.

8. Oriental cuisine (المطبخ الشرقي/Al Mattbakh Al Sharqi) is renowned for its rich flavors and diverse dishes, so many people enjoy cooking and experimenting with different recipes as a hobby.

9. Camping (التخييم/Al Takhyeem) and outdoor activities such as exploring the desert and engaging in outdoor activities like dune bashing and sandboarding are popular hobbies, especially in Gulf countries.

10. Arts and crafts, where Arab artisans create intricate handicrafts such as pottery, weaving, and embroidery, which are often pursued as hobbies.

These are just a few examples, and there are countless other hobbies enjoyed by Arabs across the Middle East and North Africa, reflecting the region's rich cultural heritage and diversity.

Activities:

Check Your Understanding

- What are some traditional hobbies people enjoy in Arab countries? List at least three and describe them.
- Why is Arabic calligraphy considered a respected art form? Would you like to try it? Why or why not?
- What traditional musical instruments are mentioned in the text? Have you ever heard them before?
- Why do many Arabs enjoy socializing over tea or coffee? Is this similar or different to how people socialize in your culture?
- What did Prophet Muhammad (peace be upon him) encourage teaching children, and why do you think these activities are important?
- Falconry is an important hobby in Arab culture. Would you ever want to learn this skill? Explain your answer.
- Why do many people in Gulf countries enjoy camping and exploring the desert? What do you think is interesting about this hobby?
- What kinds of arts and crafts are popular hobbies in Arab countries? Which one would you most like to learn, and why?
- Read about the traditional hobbies in the Arab world.
Then discuss with a partner (or in a small group):
 - Which of these hobbies do you find the most interesting? Why?

- Are there any hobbies in Arab culture that are also popular in your culture?
- What is your favorite hobby? Is it similar to or different from the hobbies mentioned in the text?

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4.9: Culture (2)

Learning Objectives

In this section, you will be able to:

- Learn about modern hobbies in Arab countries.

Modern Hobbies in the Arab World:

Beyond traditional pastimes and leisure activities, Arabs engage in a wide array of hobbies that reflect their diverse interests, passions, and values. From recreational pursuits that celebrate cultural heritage to activities that foster personal growth and community engagement, the hobbies embraced by Arabs encompass a spectrum of interests and pursuits. In this context, exploring additional examples sheds light on the multifaceted nature of leisure and personal enrichment in Arab societies:

- 1. Photography:** Photography is a passion for numerous Arabs who enjoy capturing the charm of landscapes, architecture, and everyday life.
- 2. Reading:** The world of Arab literature is rich and varied, offering novels, poetry, and religious texts to those who enjoy reading as a pastime.
- 3. Gardening:** Many Arabs, especially those residing in the countryside or with access to outdoor spaces, derive pleasure from nurturing gardens and cultivating plants, flowers, and herbs as a hobby.
- 4. Birdwatching:** Nature enthusiasts throughout the Arab world pursue a hobby of observing and appreciating birds in their natural habitats.
- 5. Astronomy:** Amateur astronomers in Arab countries enjoy studying stars, planets and observing celestial events as a hobby.
- 6. Traveling:** For people who relish discovering new cultures and landscapes, exploring various regions, cities, and countries both domestically and internationally within the Arab world is a favorite pastime.



Figure 4.9.1: Giza Pyramids, Egypt, CC0 1.0 DEED.



Figure 4.9.2: Kessab Mountain, Syria, CC BY-SA 4.0.



Figure 4.9.3: Jeita Cave, Lebanon, CC BY 2.0.



Figure 4.9.4: Chefchaouen town, Morocco, CC BY-SA 4.0.

7. Sports: Many Arabs have a common hobby of participating in or watching sports such as soccer, basketball, volleyball, and tennis. Soccer is particularly popular among the sports. Many children play soccer in the streets at a very young age, and children and adults alike love watching and supporting Western teams, especially Real Madrid and Barcelona.

8. DIY projects: People who enjoy getting creative with their hands often pursue hobbies such as woodworking, home improvement projects, and crafting. These activities, collectively known as do-it-yourself (DIY), involve engaging in hands-on projects for personal enjoyment and satisfaction.

In essence, the hobbies cherished by Arabs serve as avenues for self-expression, connection with others, and the exploration of the world around them. Whether through traditional arts, outdoor adventures, or intellectual pursuits, these hobbies underscore the vibrancy and dynamism of Arab culture and society. By embracing a diverse range of leisure activities, Arabs enrich their lives and contribute to the tapestry of human experience in meaningful and diverse ways.

Activities:

Check Your Understanding

- What are some modern hobbies people enjoy in Arab countries?
- Why do many Arabs like photography?
- Name one outdoor hobby mentioned in the text.
- What sports are popular in Arab countries?
- Do Arabs like to travel? Where do they sometimes go?
- What is DIY? Give an example.
- Which of these hobbies would you like to try? Why?
- Discuss hobbies in Arab countries and your own country with a partner.
- What hobbies do you have that are similar? Which are different?
- Would you like to try any of the hobbies from the text? Why or why not?
- Talk about hobbies: Work with a partner. Have a short conversation in Arabic about hobbies.
 - **Student A:** Ask your partner in Arabic:
 هل تحب التصوير أو القراءة؟ لماذا؟ "Do you like photography or reading? Why?"
 - **Student B:** Answer in Arabic. Then ask your partner:
 هل تمارس الرياضة؟ أي رياضة رياضتك المفضلة؟ "Do you play sports? Which sport do you like most?"
 - **Switch roles** and repeat the questions so each person practices asking and answering.

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4.10: Assessment

Learning Objectives

In this section, you will be able to:

- Practice and apply what you have learned in this chapter and previous chapters.

Exercises التمارين

In this activity, you will watch a video in Arabic. The video is from Al-Bahrain TV about a young man. Watch the video and then answer the questions about the video.



Listening Activity تدريب الاستماع

Watch the following video from Bahrain TV, and then answer the question:



Reading Activity تدريب القراءة

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

Speaking Activity تدريب الكلام

Practice speaking and conversation both in pairs and then present.

Writing Activity تدريب الكتابة

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CHAPTER OVERVIEW

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- 5.3: Listening and Speaking (2)
- 5.4: Reading and Writing (1)
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- 5.6: Grammar (1) Ordinal Number and Telling Time
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5.1: Vocabulary

Learning Objectives

In this section, you will be able to:

- Learn new vocabulary that relate to daily routine.
- Practice using new words and verbs in different context.

Vocabulary المفردات

In this table, you will find vocabulary that relates to the theme of weekly and daily activities. The new vocabulary will be divided into different tables in this chapter. One for verbs, others for adjectives, adverbs, and nouns. Also, the verbs won't be conjugated with the subject pronouns, and you will find the verb as he conjugation. If the word has multiple forms, examples will be given. In addition, you will see the meaning in English, the word in a sentence, and you will hear from the audio the pronunciation of the word in singular and plural forms and reading the sentence. Listen and repeat the Arabic pronunciation of the new Vocabulary. Listen to new vocabulary and repeat as you follow along in the table.

New Verbs الأفعال الجديدة

Vocabulary المفردات

A u d i o	The new word in a sentence	Meaning in English	المفردات
يَفْعَلُ 0:00 / 0:04 يَفْعَلُ	He does	يَفْعَلُ	
يَسْتَيْقِظُ 0:00 / 0:05 شادي، سَتَيْقِظُ فِي الصَّبَاحِ	He wakes up	يَسْتَيْقِظُ	
يُنْظِفُ 0:00 / 0:04 يُنْظِفُ	He cleans	يُنْظِفُ	
يَرْكُضُ 0:00 / 0:05 تَرْكُضُ أُخْتَهُ، فِي الْمَدْرَسَةِ	He runs	يَرْكُضُ	
يُرَتِّبُ 0:00 / 0:05 يُرَتِّبُ	/ puts in order/ organizes	يُرَتِّبُ	
يَغْسِلُ 0:00 / 0:05 يَغْسِلُ، رَأْسَهُ، سَائِرَتَهُ	He washes	يَغْسِلُ	
يَسْتَحِمُّ 0:00 / 0:05 يَسْتَحِمُّ	He takes bath	يَسْتَحِمُّ	
يَسْتَمِعُ إِلَى 0:00 / 0:08 يَسْتَمِعُ إِلَى	He listens to	يَسْتَمِعُ إِلَى	

Audio	The new word in a sentence	Meaning in English	المفردات
	يَسْتَمِعُ إِلَى الموسيقا العَرَبِيَّةِ الكلاسيكيَّة		
	هالة تُسَاعِدُ حَدَّثَهَا في العُطْلَةِ	▶ 0:00 / 0:07 : He helps	يُسَاعِدُ
	يَسْمَعُ يَسْمَعُ	▶ 0:00 / 0:04 : He sleeps	يَنَامُ
	تَلْبُسُ نَادِيَا مَلَابِسَ الشَّتَاءِ	▶ 0:00 / 0:06 : He wears	يَلْبُسُ
	تُحْتِ عَمَّتَهُ، أَدْرُ الانترنت	▶ 0:00 / 0:05 : goes shopping	يَتَسَوَّقُ
	تَزُورُ سِتَّ حَدَّثَا فِي الصَّيْفِيَّةِ	▶ 0:00 / 0:06 : He visits	يَزُورُ
	سيارة تويوتا قديمة	▶ 0:00 / 0:09 : He drives	يَسُوْقُ

A u d i o	The new word in a sentence	Meaning in English	المفردات
	موديل سَنَة 1973		
يسهر ليلًا 0:00 / 0:05 stays up at night	يسهر ليلًا	يَسْهَرُ	
أُخْتِي، تُحِبُّ أَرْبَ الصَّبَاحِ 0:00 / 0:05 He rides	أُخْتِي، تُحِبُّ أَرْبَ الصَّبَاحِ	يَرْكَبُ	
تَفْطَرُ فِي الْعِطْلَةِ 0:00 / 0:09 He eats breakfast	تَفْطَرُ فِي الْعِطْلَةِ	يَفْطَرُ	
تَتَغَدَّى أَسَدَتِي فِي ظَهْرًا 0:00 / 0:06 He eats lunch	تَتَغَدَّى أَسَدَتِي فِي ظَهْرًا	يَتَغَدَّى	
تَحِبُّ أَرْبَ، نَتَغَشِي، الْمَسَاءِ 0:00 / 0:06 He eats dinner	تَحِبُّ أَرْبَ، نَتَغَشِي، الْمَسَاءِ	يَتَغَشِي	
الكمبيوتر لِمَتَاحِدَة 0:00 / 0:07 He uses/ utilizes	الكمبيوتر لِمَتَاحِدَة	يَسْتَخْدَمُ	

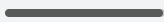
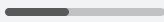
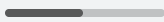
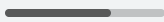
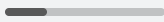
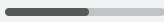
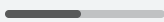
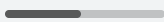
A u d i o	The new word in a sentence	Meaning in English	المفردات
	الأفلام على اليوتيوب		
	تَدَحُّ أخته ، مَدَّ صباحاً	0:00 / 0:05 He comes back	يَرْجِعُ

Watch this video to learn more about the verbs that are used in the daily routine in Arabic. You should know that the verbs are conjugated in the present tense and first-person format. For example, I eat breakfast= أَفْطِرُ.



The Adverbs الظروف

The New Adverbs الظروف الجديدة

Audio	The new word in sentence	Meaning in English	المفردات
▶ 0:00 / 0:04   ⋮	سَبِيحًا	Early	مُبَكِّرًا
▶ 0:00 / 0:05   ⋮	مُسَبِّرًا	Late	مُتَأَخِّرًا
▶ 0:00 / 0:04   ⋮	صَبَاحًا	A.M	صَبَاحًا
▶ 0:00 / 0:03   ⋮	مَسَاءً	P.M	مَسَاءً
▶ 0:00 / 0:07   ⋮	غَالِبًا، سَتُشَارِكُ التَّزْلِجَ عَلَى الْجَلِيدِ	Mostly/ Often	غَالِبًا
▶ 0:00 / 0:04   ⋮	رَائِعًا	Great	رَائِعًا
▶ 0:00 / 0:04   ⋮	بَعْدَ الظَّهِيرِ	Afternoon	بَعْدَ الظَّهِيرِ
▶ 0:00 / 0:04   ⋮	ثُمَّ	Then	ثُمَّ

The New Nouns الأسماء الجديدة

The new nouns الأسماء الجديدة

A u d i o	The new word in sentence	Meaning in English	المفردات
0:00 / 0:04 سير	Appointment	مَوْعِدٌ (s) مَوَاعِيد (p)	
0:00 / 0:09 تستخدم والدتي تطبيق الهاتف ، أب عندما تسافرُ إلى الشَّرْقِ الأوسطِ	app	تطبيق	
0:00 / 0:04 غداء	Lunch	الغَداء	
0:00 / 0:04 عشاء	Dinner	العشاء	
0:00 / 0:05 فطور	Breakfast	الفُطور	
0:00 / 0:05 دراجة	cle or motorcycle	دَرَّاجَةٌ	
0:00 / 0:04 باص	Bus	باص	

A u d i o	The new word in sentence	Meaning in English	المفردات
	لا أحتُّ أد، أسهقه		سيَّارة
	الشارع المزدحم	Car	
	كث الطالب		قطار
	إلى الجامعة	Train	
	كث الطالب		سكوتر
	إلى الجامعة	Scooter	

Practice the new vocabulary activities تدريبات الكلمات الجديدة

Check Your Understanding

- Work with a partner. Have a short conversation in Arabic using the new vocabulary you learned (verbs, adverbs, and nouns). Try to ask and answer at least two questions each.
- Talking about family:
 - **Student A:** Ask: “What does your father or mother do in the afternoon? Do they clean, drive, or rest?”
 - **Student B:** Answer. Then ask: “Do you help your family at home? How?”
- Talking about hobbies and transport:
 - **Student A:** Ask: “Do you ride a bicycle, bus, or train? When?”
 - **Student B:** Answer. Then ask: “What sport or hobby do you do in the evening?”

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5.2: Listening and Speaking (1)

Learning Objectives

In this section, you will be able to:

- Listen and understand the descriptions of daily routines, identifying the activities and the specific vocabulary used to describe them
- Talk about your daily routine using simple present tense verbs and vocabulary related to daily activities.
- Engage in simple conversation using the daily routine vocabulary.

Dialog 1:

Listen to the dialogue between Sami and Rami as Sami asks about Rami's daily schedule to plan a visit to the coffee shop together, then answer the questions that follow

▶ 0:00 / 0:38 — 🔊 ⋮

بَرْنَامَجِي الْيَوْمِي

سَامِي: أَلُو مَرْحَبًا يَا رَامِي.

رَامِي: أَلُو أَهْلًا يَا سَامِي.

سَامِي: أَيْنَ أَنْتَ الْآنَ؟

رَامِي: أَنَا فِي الْبَيْتِ.

سَامِي: مَا هُوَ بَرْنَامُجُكَ الْيَوْمَ؟

رَامِي: بَرْنَامَجِي يَوْمِ الْأَرْبَعَاءِ: أَذْهَبُ إِلَى الْجَامِعَةِ، وَعِنْدَ الظَّهْرِ أَرْجِعُ إِلَى الْبَيْتِ، وَأَتَأَوَّلُ الْعَدَاءَ، ثُمَّ أَرْتُبُ عُزْفَتِي، بَعْدَ ذَلِكَ أَنَامُ قَلِيلًا

سَامِي: هَلْ سَتَذْهَبُ إِلَى مَقْهَى "الْإِنْتَرْنِت" الْيَوْمَ مَسَاءً؟

رَامِي: نَعَمْ سَأَذْهَبُ إِلَى الْمَقْهَى الْإِنْتَرْنِتِ الْيَوْمَ فِي السَّاعَةِ الْخَامِسَةِ مَسَاءً.

سَامِي: حَسَنًا، لِنَدْرُسَ مَادَّةَ الْفِيزِيَاءِ مَعًا فِي الْمَقْهَى.

رَامِي: إِنَّ شَاءَ اللَّهُ مَعَ السَّلَامَةِ.

سَامِي: اللَّهُ مَعَكَ.

Check Your Understanding

- With a partner, take turns asking each other in Arabic:
 - What time do you wake up?

- Do you eat breakfast? What do you do after lunch?
- When do you go to bed?
- Try to use new verbs like: ينام، يذهب، يتناول، يستيقظ، and adverbs like مبكراً، مساءً، بعد الظهر.
- Work with a partner. In Arabic, have a short conversation about your daily routine. Ask at least three questions about when your partner does things (wakes up, eats, studies, sleeps). Try to answer in full sentences using new vocabulary.

Dialog 2:

Listen to the dialogue between Nora and Basant's in the coffee shop, then answer the questions that follow

▶ 0:00 / 0:00 ———— 🔊 ⋮

نُورَا وَبَسَنْتُ فِي الْمَقْهَى
 نُورَا: مَرْحَبًا يَا بَسَنْتُ، كَيْفَ حَالُكَ الْيَوْمَ؟
 بَسَنْتُ: بِخَيْرٍ وَالْحَمْدُ لِلَّهِ، وَأَنْتِ؟
 نُورَا: بِخَيْرٍ، مَا هُوَ رُوتِينُكَ الْيَوْمَ؟
 بَسَنْتُ: أَنَا أَسْتَيْقِظُ عَلَى السَّاعَةِ السَّابِعَةِ صَبَاحًا، ثُمَّ أَتَنَاوَلُ الْفُطُورَ
 وَأَشْرَبُ الشَّاي. بَعْدَ ذَلِكَ أَذْهَبُ إِلَى الْجَامِعَةِ حَتَّى السَّاعَةِ الرَّابِعَةِ
 مَسَاءً، وَفِي الْمَسَاءِ أَذْهَبُ إِلَى مَكْتَبَةِ الْجَامِعَةِ لِأَمَارِسِ هُوَايَةِ
 الْقِرَاءَةِ الْيَوْمِيَّةِ، ثُمَّ أَذْهَبُ إِلَى دَرَسِ الرَّسْمِ مَعَ مُعَلِّمَتِي الْأُسْتَاذَةِ
 رَنَّا لِأَمَارِسِ هُوَايَةِ الرَّسْمِ. أَرْجِعُ إِلَى الْبَيْتِ أَتَعَشَّى مَعَ عَائِلَتِي، ثُمَّ
 أَتَكَلِّمُ مَعَ أَقَارِبِي عَلَى الْوَاتْسَ اب، وَأَنَامُ عَلَى السَّاعَةِ الْعَاشِرَةِ
 مَسَاءً

نُورَا: مَا شَاءَ اللَّهُ وَقُتُّكَ مُرْتَبٌ جِدًّا. مِنْ أَيْنَ الْأُسْتَاذَةُ رَنَّا؟
 بَسَنْتُ: هِيَ مِنْ ثُونِس.

نُورَا: رَائِعٌ أَنَّكَ تَتَكَلَّمِينَ مَعَ أَقَارِبِكَ عَلَى الْوَاتْسَ اب.
 بَسَنْتُ: وَكَيْفَ رُوتِينُكَ الْيَوْمِيُّ يَا نُورَا؟

نُورًا: أَنَا أَسْتَيْقِظُ مُتَأَخِّرَةً عَلَى السَّاعَةِ الثَّامِنَةِ صَبَاحًا، ثُمَّ أَسْتَحِمُّ
وَأَشْرَبُ قَهْوَةَ الصَّبَاحِ وَلَا أَتَاوَلُ الْفُطُورَ، وَأَسْتَمِعُ إِلَى الْأَخْبَارِ، ثُمَّ
أَذْهَبُ إِلَى

الْعَمَلِ الصَّبَاحِيِّ، بَعْدَ ذَلِكَ إِلَى الْجَامِعَةِ لِلْمَحَاضِرَاتِ الْمَسَائِيَّةِ.

بَسَنْتُ: مَاذَا تَعْمَلِينَ فِي الصَّبَاحِ؟

نُورًا: أَنَا مُتَرْجِمَةٌ فِي شَرِكَةِ الْأَمَازُونِ .

بَسَنْتُ: مَا شَاءَ اللَّهِ . هَلِ تُمَارِسِينَ هَوَايَتُكَ أَثْنَاءَ الْيَوْمِ؟

نُورًا: نَعَمْ، أَذْهَبُ إِلَى اللَّادِي الرِّيَاضِيِّ لِأَمَارَسَ هَوَايَةِ السَّبَاحَةِ
أَيَّامَ الْأَرْبَعَاءِ وَالْجُمُعَةِ وَالسَّبْتِ.

بَسَنْتُ: مَا شَاءَ اللَّهِ، أَنْتِ وَقْتُكِ مُنْظَمٌ جَدًّا أَيْضًا.

Activities

Checking Your Understanding

Using a voice recorder device, record yourself describing your daily routine in Arabic, starting from when you wake up and continuing until you go to bed. Aim to be as detailed as possible, utilizing the vocabulary and phrases you've learned in Arabic

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5.3: Listening and Speaking (2)

Learning Objectives

In this section, you will be able to:

- Listen to and understand descriptions of daily routines, identifying the activities and the specific vocabulary used to describe them
- Express your daily routine using simple present-tense verbs and related vocabulary.
- Engage in conversations using vocabulary specific to daily routines

Dialog 3:

▶ 0:00 / 0:32 — 🔊 ⋮

Listen to Tom and Iman discussing the Daily Routine App on their phones, then answer the following question

تطبيق لتنظيم الروتين اليومي

إيمان: مرحباً يا توم، ماذا تفعل بالهاتفون؟
 توم: أهلاً يا إيمان، هل تستخدمين التطبيق الجديد على الهاتفون لمواعيد المحاضرات اليومية والأنشطة اليومية؟
 إيمان: لا، ما هو هذا التطبيق؟
 توم: هذا التطبيق الجديد يساعدك على ترتيب برنامجك اليومي بسهولة، ويمكنك استخدام التطبيق على هاتفك الذكي
 إيمان: رائع! كيف يمكنك استخدام هذا التطبيق؟
 توم: يمكنك كتابة روتينك اليومي على التطبيق.
 إيمان: هذا رائع! شكراً يا توم.
 توم: عفواً.

Activities

Check Your Understanding

Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ماذا يفعل توم بالهاتفون؟
- عن ماذا تسأل إيمان؟
- ما هو هذا التطبيق الجديد؟
- ماذا يفعل التطبيق الجديد؟

- كيف يمكن لإيمان استخدام التطبيق؟
- ماذا قالت إيمان عن التطبيق في النهاية؟
- هل تريد أن تستخدم مثل هذا التطبيق؟ لماذا؟

Role-Play Activities

- Talking about an app: Work with a partner. In Arabic, have a short conversation.
 - **Student A:** Ask your partner, “Do you use a phone app for your daily schedule?” هل تستخدم تطبيق على هاتفك؟
 - **Student B:** Answer in Arabic. Then ask: “How do you organize your daily routine?” كيف برنامجك اليومي؟
 - Switch roles.
- With your partner, have a conversation in Arabic.
 - **Student A:** Say: “I need help to organize my daily routine. Do you know an app for that?” هل تعرف أي تطبيق على الهاتف للبرنامج اليومي؟
 - **Student B:** Answer. Then explain how to use the app (for example: “You can write your daily routine in it.”) يمكنك أن تكتب برنامجك اليومي
 - Switch roles.
- Compare routines: Work with your partner and use Arabic.
 - **Student A:** Ask: “What do you do in the morning? Do you follow a schedule on your phone?” ماذا تفعل في الصباح؟ هل عندك برنامج على الهاتف؟
 - **Student B:** Answer. Then ask: “Do you go to work or study in the evening?” هل تعمل أو تدرس في المساء؟
 - Switch roles.

Dialog 4:

In this dialogue, the Arabic instructor engages students in a discussion about their daily routines during an Arabic language class

▶ 0:00 / 1:12 🔊 ⋮

برنامج اليومي لطلاب الجامعة: نادر، بشير، وهالة

الأستاذ علي: نادر، ما هو برنامجك اليومي؟

نادر: أستيقظ مبكراً في الصباح، وأستحم وألبس ملابس، أكل فطوري ثم أذهب إلى الجامعة بدراجتي، ثم أرجع إلى البيت مساءً

الأستاذ علي: شكراً يا نادر. وما هو برنامجك اليومي يا بشير؟

بشير: أستيقظ مبكراً لأصلي صلاة الصبح، ثم ألبس ملابس، وأتناول الفطور مع عائلتي. ثم أذهب إلى الجامعة بسيارة الأجرة. وبعد الجامعة أذهب إلى النادي الرياضي لألعب كرة

القدم مع الفريق أيام الثلاثاء والأربعاء، وبعد ذلك أرجع إلى البيت، وأسهر مع والدي وأقرأ الكتب العلمية

الأستاذ علي: شكراً يا بشير. وأنت يا هالة ما هو برنامجك اليومي؟

هالة: أنا أستيقظ من النوم مبكراً يومياً. أستحم وأتناول فطوري، وأذهب إلى الجامعة، وبعد ذلك أذهب إلى كافيتيريا الجامعة لأشرب قهوة الصباح مع صديقاتي. وأحياناً أدرس في مكتبة

الجامعة. ثم أذهب إلى البيت، وأشاهد التلفاز مع أولادي، ثم أنام متأخرة. وفي عطلة نهاية الأسبوع أزور بيت أختي مع عائلتي

Activities

Check Your Understanding

Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.

- ما هو برنامج نادر اليومي؟ ومتى يرجع إلى البيت؟
كيف يبدأ بشير يومه؟ وماذا يفعل بعد الجامعة؟
مع من يسهر بشير في المساء؟ وماذا يقرأ؟
ماذا تفعل هالة بعد أن تذهب إلى الجامعة؟
أين تشرب هالة قهوة الصباح؟ ومع من؟
متى تزور هالة بيت أختها؟ ومع من تذهب؟
هل برنامجك اليومي مثل برنامج نادر أو بشير أو هالة؟ لماذا؟
- Pair up with a classmate and interview each other about your daily routines. Utilize the vocabulary and phrases you've learned to ask and respond to questions. Following the interviews, each student will present a summary of their partner's routine to the class.
- Imagine describing your daily routine to a new friend who's curious about your lifestyle. Explain what time you typically wake up and how you start your day. Describe your usual daytime activities, including your work or study schedule, meals, and regular hobbies. Also, explain how you spend your evenings. Use a variety of vocabulary and the present tense verbs that you have learned so far.

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5.4: Reading and Writing (1)

Learning Objectives

In this section, you will be able to:

- Read and understand texts related to daily routine activities
- Write a description of your daily routine activities

Reading 1:

Read the passage describing a day in Hani's daily routine and then answer the questions that follow.

يوميّات هاني

مرحباً! أنا طالبٌ في جامعة الأزدن، وأنا أسكنُ مع أُسرتي. وهذا برنامجي اليوميّ. أَسْتَيْقِظُ يَوْمِيّاً في الساعة الثامنة صباحاً، أَسْتَحِمُّ ثُمَّ أَشْرَبُ الْقَهْوَةَ مع والدي ثُمَّ أَلْبَسُ مَلَابِسِي وَأُفْطِر مع أُسرتي ثُمَّ أَذْهَبُ إِلَى الجامعة. برنامجي الصباحيُّ لِهَذَا الْفَضْلِ الدِّرَاسِيِّ: في الصباح أَحْضِرُ مُحَاضَرَةَ اللُّغَةِ الْإِسْبَانِيَّةِ. بَعْدَ ذَلِكَ أَشْرَبُ الْقَهْوَةَ مع أَصْدِقَائِي فِي مَقْهَى "الباشا" الْقَرِيبِ مِنَ الجامعة، وَفِي السَّاعَةِ الْوَاحِدَةِ مُحَاضَرَةَ الرِّيَاضِيَّاتِ وَبَعْدَهَا مُحَاضَرَةُ الْكِيمِيَاءِ، ثُمَّ أَذْهَبُ إِلَى مَكْتَبَةِ الجامعة لِلدِّرَاسَةِ مع صَدِيقِي حَسَن، وَفِي الْمَسَاءِ أَرْجِعُ إِلَى بَيْتِي لِأَتَعَشَّى مع عَائِلَتِي. هَذِهِ يَوْمِيَّاتِي كَطَالِبٍ جامِعِيٍّ

Activities

Check Your Understanding

- Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.
 - ما اسم صديق هاني الذي يدرس معه في مكتبة الجامعة؟
 - كم ساعة تقريباً يقضي هاني في الجامعة حسب النص؟
 - ماذا يحب هاني أن يشرب في الصباح وبعد محاضرة اللغة الإسبانية؟
 - هل برنامجك اليومي يشبه برنامج هاني؟ كيف؟
- Work with a partner. Have a short conversation in Arabic about your daily routine.
 - **Student A:** Ask your partner: "What time do you wake up? What do you do after breakfast?"
 - **Student B:** Answer in Arabic. Then ask: "When do you study? Do you go to a café or library?"
 - Switch roles.
- Write a series of short messages to your penpal in Qatar.
 - Describe your daily routine: what you do in the morning, afternoon, and evening.
 - Explain how you spend your free time.
 - Ask your penpal to describe their daily routine too.

- Then compare your routines to learn more about each other's cultures.
- Use this opportunity to compare and contrast your lifestyles and learn more about each other's cultures.

Reading 2:

Read the passage describing a day in Salma's daily routine and then answer the questions that follow.

يَوْمِيَّاتُ سَلْمَى

سَلْمَى هِيَ طَالِبَةٌ فِي الْمَرْحَلَةِ الثَّانِيَّةِ، وَهَذَا هُوَ رُوتِينُهَا اليَوْمِيُّ. تَسْتَيْقِظُ عَادَةً فِي السَّاعَةِ السَّادِسَةِ صَبَاحًا. تَغْسِلُ سَلْمَى وَجْهَهَا، وَتَلْبَسُ مَلَابِسَهَا ثُمَّ تَفْطُرُ مَعَ عَائِلَتِهَا. تَذْهَبُ إِلَى الْمَدْرَسَةِ بِالْبَاصِ مَعَ صَدِيقَاتِهَا. وَفِي الْمَدْرَسَةِ تَدْرُسُ سَلْمَى الدُّرُوسَ، وَهِيَ تُحِبُّ مَادَّةَ الْعُلُومِ وَاللُّغَةَ الْإِنْجِلِيزِيَّةَ، وَبَعْدَ الْمَدْرَسَةِ تَذْهَبُ سَلْمَى مَعَ صَدِيقَتِهَا قَادِيَّةً إِلَى تَارِي الْفُنُونِ لِأَنَّهَا تُحِبُّ الرَّسْمَ. تَعُودُ سَلْمَى إِلَى بَيْتِهَا عَلَى السَّاعَةِ الرَّابِعَةِ مَسَاءً، وَتَأْكُلُ الْعَدَاءَ مَعَ عَائِلَتِهَا. تُحِبُّ سَلْمَى قِرَاءَةَ الْكُتُبِ وَمُشَاهَدَةَ التَّلَقَّازِ فِي الْمَسَاءِ، ثُمَّ تَنَامُ مُبَكَّرًا. هَذَا هُوَ الرُّوتِينُ اليَوْمِيُّ لِسَلْمَى، وَهِيَ تَسْتَمْتِعُ بِوَقْتِهَا مَعَ الْعَائِلَةِ وَالْأَصْدِقَاءِ.

Activities

Check Your Understanding

- After reading about Hani and Salma, make a list of the similarities in their daily routines. Draw a Venn diagram.
 - Write Hani's unique activities on one side.
 - Write Salma's unique activities on the other side.
 - Write the shared activities in the center.
 - Then discuss these similarities and differences with a partner.
- Search the internet for a video featuring an Arab character talking about their daily routine.
 - Watch and take notes on their activities.
 - Then write a short paragraph describing their routine and your thoughts about it.
- Write a diary entry about your usual day.
 - Describe what you do in the morning, afternoon, and evening.
 - Explain how you spend your free time.
 - This should give a clear picture of how you organize your day.

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5.5: Reading and Writing (2)

Learning Objectives

In this section, you will be able to:

- Read and identify different daily routine activities
- Describe your daily routines in a diary entry.
- Compare and contrast your daily routine with the others

Reading 3:

Read the following passage about a day in Ahmad's daily routine, then answer the questions:

يومٌ في حياة أحمد

يسكنُ أحمد في مدينةٍ صغيرةٍ في سان دييغو. يستيقظُ أحمد كلَّ صباحٍ، ويغسلُ وجهه ويَنظِفُ أسنانه. بَعْدَ ذَلِكَ، يَتَنَاوَلُ أحمد وجبةَ الإفطارِ مَعَ والدِهِ ووالدَتِهِ وَجَدَّهُ وَأَخِيهِ أَيْمَنَ. ثُمَّ يَرْتَدِي مَلَابِسَهُ، وَيَذْهَبُ إِلَى الْمَدْرَسَةِ بِالْبَاصِ الْمَدْرَسِيِّ عِنْدَ السَّاعَةِ السَّابِعَةِ صَبَاحًا. يَعُودُ أَحْمَدُ إِلَى الْبَيْتِ عَلَى السَّاعَةِ الثَّانِيَةِ لِيَتَغَدَى مَعَ جَدِّهِ وَأَخِيهِ أَيْمَنَ. ثُمَّ يَذْهَبُ إِلَى النَّادِي الرِّيَاضِيِّ لِيَمَارِسَ هَوَايَتَهُ الْمُفَضَّلَةَ، وَهِيَ السَّبَاحَةُ وَالرَّكْضُ مَعَ صَدِيقِهِ نَادِرٍ. بَعْدَ ذَلِكَ، يَعُودُ إِلَى الْبَيْتِ لِيَتَنَاوَلَ وَجبةَ العشاءِ مَعَ عَائِلَتِهِ يُحِبُّ أحمد قِرَاءَةَ الْكُتُبِ مَعَ جَدِّهِ قَبْلَ النَّوْمِ. يَنَامُ أحمد في السَّاعَةِ الثَّاسِعَةِ مَسَاءً

Check Your Understanding

- Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.
 - أين يسكن أحمد؟
 - مع من يتناول أحمد وجبة الإفطار؟
 - ماذا يفعل أحمد بعد المدرسة؟
 - ما هي الهوايات التي يمارسها أحمد؟
 - متى ينام أحمد؟
 - هل روتينك اليومي مثل روتين أحمد؟ كيف؟
- Conduct a personal interview with someone, this could be a classmate or a family member, to learn about their daily routine. Ask detailed questions to understand how they spend their day, from morning to night. After the interview, write a summary or a detailed

account of their daily activities. Include insights or interesting findings from your discussion in your write-up

Reading 4

Read the following passage about Nada comparing her daily routine to her family members' routines

الروتين اليومي في عائلة آدم

روتيني اليومي مختلف عن روتين والدي ووالدتي. والدي يستيقظ في الساعة السادسة صباحاً. ويستحم ثم يشرب قهوة الصباح، ويذهب إلى العمل. والدتي تستيقظ في الساعة الخامسة صباحاً، وتستحم وتعد الفطور لنا، ثم تذهب إلى النادي الرياضي حتى الساعة الثامنة صباحاً. وعندما تعود من النادي تطبخ لنا طعام الغداء. يرجع أبي من عمله مساءً، وتناول الطعام معاً. تساعدنا والدتي على عمل الواجبات المدرسية، ويلعب معنا والدي، ويقرأ لنا قصصاً قبل النوم. روتيني اليومي مختلف عن روتين أختي. أختي تذهب إلى المدرسة في الصباح، وتعود في الساعة الواحدة ظهراً، ثم تتناول الغداء في الساعة الثانية، وتنام قليلاً من الساعة الثالثة حتى الساعة الرابعة مساءً. بعد ذلك تذهب أختي إلى النادي الرياضي مع صديقتها نهى، ثم تكتب واجباتها وتستمع إلى الموسيقى الكلاسيكية. وأنا أذهب إلى المدرسة الثانوية في الساعة السابعة صباحاً وأركب السكوتر، وأعود في الساعة الواحدة ظهراً، ثم أساعد والدتي في الطبخ، وترتيب البيت، ثم أدرس دروسي، وبعد ذلك ألعب بالألعاب الإلكترونية مع أخي الصغير، ثم أنام مبكراً

Activities

Check Your Understanding

- Read the text. Then answer the following questions in your notebook using complete sentences. Try to use the new vocabulary you learned in this lesson.
- في أي ساعة يستيقظ والد آدم؟ وماذا يفعل بعد أن يستيقظ؟
- ماذا تفعل والدة آدم بعد أن تعد الفطور؟
- متى تعود أخت آدم من المدرسة، وماذا تفعل بعد عودتها؟
- مع من تذهب أخت آدم إلى النادي الرياضي؟
- ماذا يفعل آدم عندما يعود من المدرسة؟
- كيف يقضي آدم وقت المساء مع أخيه الصغير؟
- متى تنام أخت آدم خلال النهار؟
- متى تتناول الأسرة الطعام معاً؟
- اذكر نشاطاً يقوم به والد آدم مع أطفاله قبل النوم.
- كيف يذهب آدم إلى مدرسته الثانوية؟

- Write a short story describing a day in the life of an imaginary character who follows a daily routine similar to yours. Create a character with a unique personality and background, but ensure their daily activities mirror the structure of your day. Describe their morning, afternoon, and evening activities in detail, highlighting how they navigate their routine. Include any challenges or interesting events that occur throughout their day.

Reading 5

Listen to Noor as she presents her daily routine to the class, then answer the following questions

▶ 0:00 / 0:44 — 🔊 ⋮

مَاذَا تَفْعَلُ نُوْرُ يَوْمِيًّا؟

نُوْرُ طَالِبَةٌ فِي جَامِعَةِ الْقَاهِرَةِ، وَهِيَ تَدْرُسُ فِي كَلِيَةِ الْهَنْدَسَةِ. هِيَ تَسْكُنُ فِي سَكَنِ الطَّالِبَاتِ. تَسْتَيْقِظُ نُوْرُ مِنْ النُّوْمِ فِي السَّاعَةِ السَّادِسَةِ صَبَاحًا. وَتَسْتَحْمُّ وَتَشْرِبُ قَهْوَةَ الصَّبَاحِ، ثُمَّ تَأْكُلُ الْفُطُورَ مَعَ صَدِيقَتِهَا مَنَى، ثُمَّ تَلْبَسُ مَلَابِسَهَا، وَتَذْهَبُ إِلَى الْجَامِعَةِ بِسَيَّارَةِ الْأَجْرَةِ لِأَنَّ لَيْسَ عِنْدَهَا سَيَّارَةٌ. تَذْهَبُ نُوْرُ إِلَى مُحَاضَرَاتِهَا فِي الصَّبَاحِ، ثُمَّ تَدْرُسُ فِي مَكْتَبَةِ الْجَامِعَةِ. ثُمَّ تَذْهَبُ إِلَى بَيْتِ جَدِّهَا وَجَدَّتِهَا لَتَتَعَشَّى مَعَهُمَا. بَعْدَ ذَلِكَ تَرْجِعُ إِلَى سَكَنِ الطَّالِبَاتِ عَلَى السَّاعَةِ السَّابِعَةِ مَسَاءً

Activities

Check Your Understanding

- Pair up with a classmate and compare your daily routines. Discuss:
 - What time do you both wake up?
 - Who helps at home?
 - What do you do after school or work?
 - When do you usually go to bed?
 - Try to find **two similarities and two differences** between your routines.
- Write a short paragraph (5-6 sentences) in Arabic describing **what you've learned about daily routines in Arabic cultures vs. your own family's routine**. Include at least **three new vocabulary words** from this unit.
- Create a **daily routine timeline or comic strip** showing a typical day for you (or for Ahmad, Adam, or Noor from the readings). Label each activity in Arabic with time expressions.
- Mini-Survey: Ask **three classmates or family members** about their daily routines. Record:
 - When do they wake up?
 - What's one activity they always do in the afternoon?
 - What's the last thing they do before bed?
 - Then share what you found in a short oral or written summary.

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5.6: Grammar (1) Ordinal Number and Telling Time

Learning Objectives

In this section, you will be able to:

- Learn ordinal numbers in Arabic.
- Ask and tell time and hours.

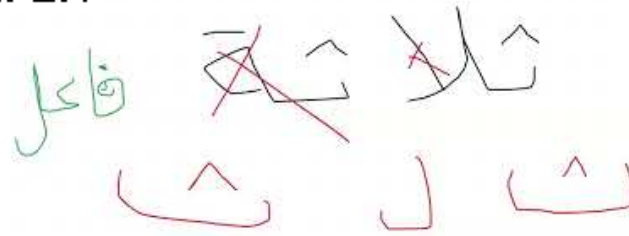
Ordinal Numbers

- Ordinal numbers are called in Arabic الأعداد الترتيبية.
- In Arabic, there is a linear relationship between the cardinal numbers and the ordinal numbers.
- Ordinal numbers are derived from a predictable pattern.
- Find the root for the cardinal number to refer to the ordinal number. Watch [the video](#) below to learn more.
- Except for number one واحد, which has different words for "first" "أول".
- Number six ستة is irregular, but the root is س, د, س. The ordinal number becomes سادس.
- Since ordinals are adjectives and have to correspond to the gendered nouns they are modifying, they can take the feminine تاء مربوطة (ة), though the feminine form of "first" is irregular) when needed.
- Study the following table to learn the ordinal numbers الأعداد الترتيبية.

Arabic Ordinal Numbers

Meaning in English	Arabic Ordinal (feminine)	Arabic Ordinal (Masculine)	Arabic Cardinal Number
first	الأولى	الأول	واحد/واحدة
second	الثانية	الثاني	اثنين / اثنتان
third	الثالثة	الثالث	ثلاث/ثلاثة
fourth	الرابعة	الرابع	أربع/أربعة
fifth	الخامسة	الخامس	خمس/خمسة
sixth	السادسة	السادس	ست/ستة
seventh	السابعة	السابع	سبع/سبعة
eighth	الثامنة	الثامن	ثمان/ثمانية
ninth	التاسعة	التاسع	تسع/تسعة
tenth	العاشرة	العاشر	عشر/عشرة
eleventh	الحادية عشرة	الحادي عشر	أحد عشر
twelves	الثانية عشرة	الثاني عشر	اثنا عشر

Watch the video to learn how to find the ordinal number.



Practice Ordinal Numbers

Telling Time

To tell the time, you use the feminine form of the ordinal number. This is because the word ساعة is feminine, and so the adjective must agree with it. For example, when expressing time as in الساعة الرابعة, you are literally saying the fourth hour. So you need the feminine version of the ordinal numbers to tell the time. The only exception is 1 o'clock, for which you immediately derive from the number and say الساعة الواحدة. For parts of the hour, there are some expressions that are commonly used in telling the precise time.

Learn some new expressions for telling time:

New Expressions for Telling Time in Arabic

English meaning	New Expression	English meaning	New Expression
half	نصف	minute/ minutes	دقيقة / دقائق
quarter (15 min)	رُبع	second/ seconds	ثانية / ثواني
a third	ثُلث	except/ to	إِلَّا
fifteen to	إِلَّا رُبع	twenty to	إِلَّا ثُلث
quarter past	ورُبع	past	و

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5.7: Grammar (2) Verbs Patterns

Learning Objectives

In this section, you will be able to:

- Identify the verb stem (root) and their patterns.

Verb Stems and Their Patterns

- In Arabic grammar, the verb stem, also known as the "root," is the basic form of a verb consisting of three consonants. These consonants convey the core meaning of the verb. Arabic verbs can be categorized into different forms or patterns based on the arrangement of vowels and additional consonants around the root.
- As a symbol to represent the three root letters of any word, Arabic grammar uses the roots of the prototypical verb **فعل** "to do."
- The verb stems are categorized into ten main forms, often referred to as "verb forms" or "patterns." Each form has a specific arrangement of vowels and affixes that are added to the root consonants. Here's a brief overview of the ten verb forms in Arabic.

Verbs Patterns in Present Tense

1. **Form I (يفعلُ):**
 - Basic three-consonant root.
 - e.g., يكتُبُ (kataba) - to write.
2. **Form II (يفْعَلُ):**
 - Adds a shadda شدة () between the second and third root consonants.
 - e.g., يُدَرِّسُ to teach.
3. **Form III (يفاعِلُ):**
 - Adds an extra long vowel "ا" (alif mad) between the first and second root consonants.
 - e.g., يمارِس - to perform.
4. **Form IV (يُفَعِّلُ):**
 - Adds extra consonant Alif with hamza "أ" to the first form. However, you do not see the Alif hamza (أ) in the present form, and you add الضمة to the Yaa of the prefix.
 - e.g., يُخْرِجُ to evict.
5. **Form V (يتَفَعَّلُ):**
 - Adds the prefix "ت" (taa) before the Form II pattern.
 - e.g., يتَذَكَّرُ - to remember.
6. **Form VI (يتَفَاعَلُ):**
 - Adds the prefix "ت" (taa) before the Form III pattern.
 - e.g., يتَعَامَلُ (ta'amal) - to deal with each other.
7. **Form VII (يَنْفَعِلُ):**
 - Adds the prefix "اِ" (in) before the Form I pattern.
 - e.g., يَنْكَسِرُ - to be broke.
8. **Form VIII (يُفْتَعِلُ):**
 - Adds the prefix "اِ" (ifta) to the Form I pattern and places sukun over the first radical. Then, add the letter تاء after the first radical.
 - e.g., يَسْتَمِعُ.
9. **Form IX (يَفْعُلُ):**
 - Built on form 1 by placing a sukuun over its first radical, and adding a shadda to the last radical. Relates to colors
10. **Form X (يَسْتَفْعِلُ):**

- Built on form 1 by adding the prefix سُت to the form 1 verb and inserting a ت between the first and second radicals; a sukuun must be placed over the first radical

Ending these verb forms is crucial for conjugating verbs in various tenses and moods in Arabic. Each form has its own set of rules for conjugation and usage.

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5.8: Culture (1)

Learning Objectives

In this section, you will be able to:

- Learn about the routines of Arab families.

Arab families have varying daily routines influenced by factors such as cultural background, socioeconomic status, area of residence, and personal preferences. However, there are certain common elements that can be found in many Arab homes.

1. Religious Observances and Prayer: Religious rituals and practices are essential to the daily routine of many Arab families, be they Muslims or Christians.

2. Mornings: Many Arabs start their day with a cup of coffee or tea while listening to the Lebanese singer Fairuz as a daily routine. If they did not have enough time before work, they even listened to her songs while driving to work or on public transportation.

The video below presents one of Fairuz's most famous songs (Music only):



Figure 5.8.1: فيروز. (CC BY-SA 4.0)

3. Family Meals: Meals are a significant part of Arab family life. Breakfast, lunch, and dinner are usually times when family members gather for food and socialization. Traditional Arab dishes, such as Hummus, Falafel, Tabbouleh, and Kebabs, are commonly served.

4. Work and School: Adults go to work in the morning, and children attend school. In some households, extended family members may also live together and help with household chores or childcare. Since gender roles are still prevalent in many Arab families, many women are housewives regardless of their level of education. They look after the household and children, taking care of their children's education as well. Even if they have jobs, the burden of the household falls upon their shoulders in addition to their work. However, this is gradually changing for the better, with many men sharing in household chores and responsibilities.

5. Siesta (قيلولة/Qailulah): In some Arab countries, people take a midday break known as "siesta" to rest or nap after lunch, especially in warmer climates. This practice allows people to rest during the hottest part of the day and replenish their energy for the rest of the day's activities.

6. Socializing and Leisure Activities: Arab families may engage in various social activities in the evenings, such as visiting relatives or friends, attending community events, or spending time together at home. Tea or coffee may be served during these gatherings, in addition to smoking hookah.

7. Dinner and Relaxation: Dinner is often another communal mealtime for Arab families, where everyone comes together to eat and discuss their day. After dinner, family members may relax by watching television, reading, or engaging in other leisure activities. Some of the most common activities are playing cards, backgammon (طاولة زهر/Tawlet Zahr), chess (شطرنج/Shatranj), and (برسيس/Barsees) also known as (برجيس/Barjees).



Figure 5.8.2: Backgammon Game, Pexels License.



Figure 5.8.3: Barjees Game, CC BY-SA 4.0.

8. Bedtime: At the end of the day, family members prepare for bed. This may involve nighttime prayers, quiet activities, or spending quality time with immediate family before sleeping.

It is important to note that while these elements are typical in many Arab households, there is significant diversity within Arab culture, and daily routines can vary widely from one family to another. Additionally, modernization, urbanization, and globalization have brought changes in daily routines in Arab families, with some adopting more Westernized lifestyles and schedules.

Activities:

Check Your Understanding

- How is the daily routine of Arab families similar to your family's routine? How is it different?
- In many Arab households, meals are important family gatherings. Is it the same in your culture? When does your family usually eat together, if at all?
- The text mentions listening to Fairuz in the morning as part of daily life. Is there a particular type of music or morning habit common in your home or culture?
- Many Arab families take a midday break or nap (قيلولة). Is there a similar tradition in your country? Why do you think it's more common in warmer climates?
- The text says that in many Arab families, women often handle most of the household responsibilities. How does this compare to gender roles in your family or culture?
- Playing games like backgammon, chess, and cards is a common evening activity in Arab families. What kinds of activities do people in your culture do in the evenings for fun?
- The text highlights how modernization is changing Arab family routines. Have you noticed similar changes in your own family or culture's daily life over time?
- What is one tradition or routine from Arab families that you find interesting or would like to try in your own life? Why?

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5.9: Culture (2)

Learning Objectives

In this section, you will be able to:

- Learn about the habits of Arab families during weekends.

Habits of Arab Families During Weekends

The weekend in most Arab countries falls on Fridays and Saturdays, while some have it on Saturdays and Sundays. Weekend activities for Arab families may differ based on cultural traditions, personal preferences, and access to leisure opportunities. However, there are some activities that Arab families typically partake in during the weekend:

1. Family Gatherings: Spending time together as a family is very important for many Arab families on the weekend. This often involves visiting relatives or hosting gatherings at home, where traditional dishes are served and enjoyed. It's also common for neighbors or extended family to drop by without a formal invitation, enjoying spontaneous visits over tea or coffee.



Figure 5.9.1: Ful Mdammas Meal, CC BY-SA 3.0.



Figure 5.9.2: Fattet Hummus Meal, CC BY-SA 3.0.

2. Outdoor Activities:

Depending on the location and climate, Arab families may engage in a wide range of outdoor activities on the weekend. These might include picnics in local parks, trips to beaches, rivers, or green countryside areas, visits to scenic desert landscapes, or simply taking a مشوار (short outing or drive) to explore nearby places. In many Arab cultures, a سيران (family picnic or day trip) is a cherished tradition where relatives gather outdoors to share meals, tea, and conversation.

In Gulf countries, families often set up tents in the desert, known as "kashtas," where they barbecue, drink tea or Arabic coffee, and enjoy storytelling late into the night. In the Levant, it is common to see families gathering under olive trees or near mountain springs, bringing along traditional dishes and enjoying the fresh air.

Sports are also popular outdoor pastimes. Many families play football (soccer), volleyball, or go for walks and jogs along neighborhood tracks or seaside corniches الكورنيش. Children might ride bikes or fly kites, while teenagers often meet up to play pickup matches in open lots. In coastal cities, water activities such as swimming or fishing are also favorite weekend options.



3. Cultural Events: Arab countries have a rich cultural heritage, and families may use the weekend to attend cultural events such as festivals, concerts, or theater performances. These events provide opportunities for families to enjoy entertainment together and connect with their cultural roots.

4. Shopping: Like many people around the world, Arab families may use the weekend for shopping and running errands. Shopping malls and markets are popular destinations where families can purchase groceries, clothing, household items, and more.

5. Religious Activities: For observant Muslim families, the weekend provides additional time for religious activities and community involvement. This could include attending Friday prayers at the mosque, participating in religious study groups, or volunteering for charitable causes. For observant Christian families, they visit the church on Sunday mornings for religious and community activities.

6. Relaxation: Weekends provide a chance for Arab families to relax after a busy week. This might include staying at home to watch movies, read, or enjoy hobbies and leisure activities. Teenagers and young adults often spend part of their weekends meeting friends at cafés, shopping centers, or community hangouts, and social media plays a big role in how they connect.

7. Travel and Excursions: Some Arab families may use the weekend to travel and explore new destinations. This could range from short day trips to nearby attractions to longer vacations within their own country or abroad.

8. Educational and Enrichment Activities: Parents may use the weekend to engage their children in educational or enrichment activities, such as visiting museums, attending workshops, or participating in cultural or sports clubs.



Figure 5.9.3: Cairo Museum, Egypt, CC BY-SA 2.5.

Overall, weekend activities for Arab families are diverse and can vary based on individual preferences, family dynamics, and cultural influences. The emphasis is often on spending quality time together, whether through socializing, leisure activities, or cultural experiences.

Check Your Understanding

- How does the weekend routine in Arab families compare to weekends in your family or culture? What are some activities that are similar or different?
- What would you enjoy most about spending a weekend with an Arab family, based on what you read? Why?
- Why do you think meals are such an important part of family gatherings in Arab cultures? Is it the same in your family?
- The text mentions activities like **سيران** (picnics) and **مشوار** (short outings). Describe a similar outing you've taken with your family or friends. Where did you go and what did you do?
- In many Arab countries, families may stay up late socializing on weekends. Is staying up late with family or friends common in your culture? Why or why not?
- If you could attend a weekend cultural festival in an Arab country, what would you hope to see or experience there?
- Why do you think family gatherings without formal invitations are common in Arab culture? Would this feel comfortable or unusual for you? Explain.
- Many Arab families balance traditional activities with modern life. How do you see that happening in your own family or community?

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5.10: Assessment

Learning Objectives

In this section, you will be able to:

- Practice and apply what you have learned in this chapter and previous chapters.

Exercises التمارين

In this activity, you will watch a video in Arabic. The video is from an Arabic TV about selling merchandise. Watch the video and then answer the questions about the video.

Speaking Activity

Practice speaking and conversation both in pairs and then present.

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