

ARABIC LEVEL THREE



Hanaa Alkassas & Layla Bahar Al-Aloom
ASCCC Open Educational Resources
Initiative

Arabic Level Three

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Licensing

A detailed breakdown of this resource's licensing can be found in [Back Matter/Detailed Licensing](#).

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Project Lead and Author



Figure 1: Hana Kassas

Hana Kassas is a passionate and dedicated professional with a strong background in Arabic language education. Professor Hana Kassas is a long-time instructor of the Arabic language, having taught courses in various settings, from Government Persons and heritage speakers to first-time learners and native speakers of Arabic. Hana has extensive experience in creating and developing educational resources, particularly for Arabic language learners at various levels.

Her work is characterized by a commitment to making Arabic language learning accessible, engaging, and culturally enriching. She specializes in designing Open Educational Resources (OER) that incorporate modern teaching methodologies while preserving the richness of the Arabic language and culture. Hana's educational background and practical experience allow her to approach language teaching with both academic rigor and creative innovation.

With a deep understanding of both Modern Standard Arabic and regional dialects, Hana Kassas is committed to fostering cross-cultural understanding and linguistic proficiency among her students. Her innovative approach to language education, combined with her dedication to student success, makes her a valuable asset in the field of language instruction.

Hana Kassas is the project lead and primary author of this **Arabic Level Three OER**, continuing her mission to expand high-quality, freely available Arabic educational materials

Introduction To The Arabic Level Three- OER

Introduction to the Arabic Level Three - OER

Welcome to **Arabic Level Three**, an open educational resource (OER) developed to support learners continuing their study of Modern Standard Arabic. This book builds on the foundations laid in Levels One and Two by expanding your vocabulary, deepening your understanding of grammar, and broadening your exposure to Arab cultures.

Who is this book for?

This textbook is intended for college students, independent learners, or anyone who has completed approximately two semesters of Arabic and is ready to move into more advanced beginner or early intermediate content. It is designed to accompany an Arabic 201–202 series or similar Level Three course.

What will you learn?

In this book, you will:

- Build your vocabulary around thematic topics such as the city, clothing, personal appearance, transportation, the past, and food & meals.
- Explore grammar points that support communication on these themes, including comparatives, relative pronouns, imperative forms, negating the past, and more.
- Read and listen to culturally rich texts and dialogues that deepen your understanding of Arab societies.
- Practice your writing and speaking skills through guided tasks, video projects, and role-plays.

Each chapter includes vocabulary, culture, two grammar sections, reading & writing, listening & speaking, and an assessment, allowing you to steadily build all four language skills.

How is this book taught?

This textbook is designed for maximum flexibility. It can be used in fully online, hybrid, or face-to-face classrooms. Each module begins with clear learning objectives and a module overview that includes links and a short video (often in Arabic and English) explaining the content and assignments.

Instructors can follow the sequence provided or adapt it to meet the needs of their students. The OER is paired with interactive activities on H5P for immediate feedback and with ADAPT assignments that integrate into your learning management system (like Canvas) to sync directly with the gradebook.

A note to instructors

Feel free to adjust, remix, or supplement the material to best suit your classroom. The OER is meant to be a living resource — you can customize it to your course length and your students' needs. Using the H5P activities and ADAPT homework ensures that students have plenty of opportunities to practice and receive instant feedback, which is critical at this level of language learning.

Acknowledgments

I would like to express our deepest gratitude to Cuyamaca Community College and the Academic Senate for California Community Colleges for supporting the creation of this resource and to the instructors and students worldwide who will benefit from it.

CHAPTER OVERVIEW

1: My City

- 1.1: Cardinal Directions
- 1.2: Grammer- the Verb (To be located)
- 1.3: New Vocabulary
- 1.4: Reading and Writitng
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1.1: Cardinal Directions

Learning Objectives

In this section, you will be able to:

- Identify and use Cardinal Directions in Arabic to describe location and geography.

Introduction to Cardinal Directions in Arabic

In Arabic, the cardinal directions (الاتجاهات الأساسية) are used similarly to other languages to describe location, geography, and navigation. Below is a guide to the four main cardinal directions and some additional terms related to orientation.



Figure 1.1.1: Created By Hana Kassas CC BY Using Canva

- North (شمال - Shimāl)**
 - Example: الشمال (Ash-shimāl) refers to the direction of the North.
- South (جنوب - Janūb)**
 - Example: الجنوب (Al-janūb) is the direction of the South.
- East (شرق - Sharq)**
 - Example: الشرق (Ash-sharq) refers to the East.
- West (غرب - Gharb)**
 - Example: الغرب (Al-gharb) refers to the West.

Intercardinal Directions:

These are the directions between the four cardinal points.

- Northeast (شمال شرق - Shimāl Sharq)**
- Northwest (شمال غرب - Shimāl Gharb)**
- Southeast (جنوب شرق - Janūb Sharq)**
- Southwest (جنوب غرب - Janūb Gharb)**

Usage in Sentences:

Look at the map and then read the sentences using the cardinal directions in the table below.



Figure 1.1.2: Arab States. (CC0; DaSeashell via [wikimedia](#))

الاتجاهات

English Meaning	Arabic Sentence
Libya is east of Egypt.	ليبيا شَرْقُ مِصْرَ
Sudan is south of Egypt.	السُّودَانُ جَنُوبُ مِصْرَ
Tunisia is west of Libya.	تُونِسُ عَرَبُ لِيْبِيَا
Syria is north of Jordan.	سُورِيَا شَمَالُ الْأُرْدُنْ

In this short video, you will learn how to say and recognize the four cardinal directions (North, South, East, West) and the four intercardinal directions (e.g., Northeast, Southwest) in Arabic. The video also introduces practical vocabulary and example sentences to describe the location of Arab countries using direction words. As you watch, pay close attention to the pronunciation and how each term is used in context. At the end of the video, you will be challenged to apply your knowledge by identifying and naming countries on the map of the Arab world using Arabic directional terms. This activity will help reinforce your vocabulary and geographic understanding in a fun, visual way.



Activities

Check Your Understanding

- Write 6-7 sentences about places in your city using cardinal direction words:
 - Example:** مدينتي جنوبُ العاصمة. الجامعة شمالُ السوق
- Write a short paragraph describing the location of your home, school, and other places. Use the new vocabulary for directions such as: **north (شمال), south (جنوب), east (شرق), and west (غرب).**
 - Example:** بيتي شمال السوق، والمدرسة شرق المسجد. الحديقة غرب الجامعة.
- Draw and Describe a Simple Map:** Draw a simple map of your neighborhood or an imaginary city. Then write **four complete sentences in Arabic** describing the locations of different places using directions. Use words like **north (شمال), south (جنوب), east (شرق), and west (غرب).**
 - Example:** المكتبة شرق المستشفى. المدرسة شمال الحديقة.
- A Trip Through the Arab World:** Imagine you are taking a trip to **four Arab countries**. Write a paragraph in Arabic describing how you travel from one country to another using **direction words** such as **north (شمال), south (جنوب), east (شرق), and west (غرب).**
 - Example:** أَذْهَبُ مِنْ مِصْرَ إِلَى السُّودَانِ، ثُمَّ إِلَى الْيَمَنِ فِي جَنُوبِ الْجَزِيرَةِ الْعَرَبِيَّةِ. بَعْدَ ذَلِكَ، أُسَافِرُ شَمَالًا إِلَى الْأُرْدُنِ.

1.1: Cardinal Directions is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

1.2: Grammer- the Verb (To be located)

Learning Objectives

In this section, you will be able to:

- Learn the verb to be located and how to use it in context.

Introduction



Figure 1.2.1: Copy and Paste Caption here. (Copyright; author via source)

The verb يَقَعُ (yaqa'a) and the verb تَقَعُ (taqa'a) come from the root **و-ق-ع** and primarily mean "to fall" or "to be located." Here's how it fits into the verb patterns:

1. **Form I (فعل): وقع** – This is the basic form, meaning "he fell" or "he happened."
2. **Form II (فعل): وُقِعَ** – Means "he signed," as in signing a document.
3. **Form V (تفعل): تَوَقَّعَ** – Means "he expected" or "anticipated."

The verb تَقَعُ itself is in **Form I** in the present tense, often used to describe location or placement, like "The city is located (تقع) on the coast."

- يَقَعُ : Used for masculine nouns, meaning "to fall" or "to be located." Example: يقع البنك في المدينة (The bank is located in the city).
- تَقَعُ : Used for feminine nouns. Example: تقع المدرسة في المدينة (The school is located in the city).

These verbs are essential for discussing geography, positioning, or events.

Example:

تَقَعُ الْمَدْرَسَةُ جَنُوبَ الْمَدِينَةِ



Figure 1.2.1: Created By Hana Kassas CC BY Using Canva

The Verb "يقع or تقع" and Preposition في

In Arabic, the verb **يقع** (yaqa'a) is commonly used to indicate the location of something, meaning "to be located." When specifying where something is located, the preposition **في** (in) is often used to describe its precise location.

For example:

- **يقع الفندق في وسط المدينة** (The hotel is located in the center of the city).
- **المدرسة تقع في المدينة** (The school is located in the city).
- **المطعم يقع في السوق** (The restaurant is located in the market).

In this structure, **في** helps specify the exact location. The verb **يقع** introduces the subject (e.g., the hotel), and **في** connects it to the place where it is found.

Example:

يَقَعُ سَوْقٌ وَاقِفٌ فِي مَدِينَةِ الدَّوْحَةِ



Figure 1.2.2: سوق واقف في الدوحة

The Word "مَوْقِع"

The word **مَوْقِع** (mawqi') in Arabic refers to "location," "site," or "position." It can be used to describe a physical place or position, such as the location of a building or geographical area. In modern usage, it is also commonly used to refer to a website or an online platform, such as **مَوْقِعٌ إلكتروني** (mawqi' 'iliktrūnī), meaning "website." The root of the word comes from the verb **وَقَعَ** (waqa'a), meaning "to fall" or "to be located."

Watch this video to understand the use of the term **مَوْقِعٌ إلكتروني**:



Answer the questions in Arabic:

1. What kind of products are advertised in the video?
2. Does the video mention a specific website? What is it?
3. Where do you think the website is located? (On the internet? In a specific country?)
4. Why do companies use websites instead of just physical stores?
5. Write in your notebook 4-6 sentences about your favorite website for shopping.

Activities

Check Your Understanding

- Work with a partner and look at a shared **simple city map** with labeled places such as: المدرسة، البنك، المطعم، الفندق، السوق، الجامعة. Choose a place on the map and ask your partner: أين يقع...? Your partner should answer using full sentences with يقع/تقع and a cardinal direction. Then switch roles and repeat with a new location.
- Work in pairs to role-play a conversation between a seller and a customer online. Invent the name of a website (in Arabic or Arabic-style English). Example: متجر النجاح، سوق العرب، ArabiCart. Choose product to sell: ألعاب - ملابس - قلم - هاتف - كتاب. Then the other student will ask questions like: أين يقع الموقع الإلكتروني? The first student replies: يقع الموقع الإلكتروني على الإنترنت. Then switch roles.

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1.3: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Name buildings and landmarks.

Introduction

When learning a new language, building a solid vocabulary foundation is critical to effective communication. For Arabic learners, understanding the names of buildings and landmarks is particularly useful for navigating cities and engaging in conversations about geography, architecture, and daily activities. Introducing new vocabulary related to buildings such as **mosque** (مسجد), **school** (مدرسة), and landmarks like **bridge** (جسر) will help learners gain practical language skills, allowing them to explore cities and describe their surroundings confidently in Arabic. Students can apply this knowledge when traveling to Arabic-speaking countries. Being able to recognize and use words like **airport** (مطار), **hotel** (فندق), **market** (سوق), and **museum** (متحف) will help them navigate and communicate more effectively. By mastering these terms, Arabic learners can better explore new cities, describe their travel experiences in Arabic, and engage with locals to enhance their travel experience.

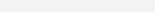
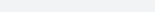
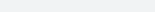


Figure 1.3.1: مسجد وكنيسة على جزيرة الذهب في نهر النيل. (CC BY 2.0)

New Vocabulary

In this table, you will find vocabulary related to the chapter's theme. In each line, you can find the word in the singular and plural forms, if possible, meaning in English, the word in a sentence, and the audio for the new words in singular, plural, and the sentence. In addition, you hear the word's pronunciation in singular and plural forms from the audio in the dialog cards activity. Listen and repeat the Arabic pronunciation of the new Vocabulary. You should know that the new vocabulary will be integrated into the interactive contexts by scaffolding upon the previously learned vocabulary in earlier Arabic OERs.

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:06   ⋮	مَطَارُ نيويورك كبير جدًا	Airport	مَطَارَات	مَطَار
▶ 0:00 / 0:08   ⋮	الْبَنْكُ يسبب العید	Bank	بُنُوك / مَصَارِف	بَنْك / مَصْرَف
▶ 0:00 / 0:16   ⋮	مَكْتَبُ الطَّيِّبِ في، هذا بيتُ أختي في البناية الثانية	Building	مَبَانٍ - المباني / بِنَايَات	مَبْنًى / بِنَايَة
▶ 0:00 / 0:06   ⋮	يَعْمَلُ الطَّالْتُ المطعم الإيطالي	Restaurant	مَطَاعِم	مَطْعَم

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:08 ——— 🔊 ⋮	يَشْرَبُ الطَّالِبُ مَقْهَى الْجَامِعَةِ	Café	مَقَاهٍ - المقاهي	مَقْهَى
▶ 0:00 / 0:06 ——— 🔊 ⋮	يَقَعُ الجامع سِدِيكٍ دِمَشَقٍ	Mosque	جوامِع	جامع
▶ 0:00 / 0:07 ——— 🔊 ⋮	تَقَعُ كَنِيسَتُهُ سِدِيكٍ الْقُدْسِ	Church	كَنَائِس	كَنِيسَة
▶ 0:00 / 0:07 ——— 🔊 ⋮	يَقَعُ الْمَعْبَدُ حَرْبِ الْمَدِينَةِ	Temple	مَعَابِد	مَعْبَد
▶ 0:00 / 0:06 ——— 🔊 ⋮	يَقَعُ	Hospital	مُسْتَشْفَا ت	مَسْتَشْفَى

Audio	The New Word in Sentence	Meaning	Plural	Singular
	شَرْقِ الْكَنِيسَةَ			
▶ 0:00 / 0:06 ——— 🔊 ⋮	الصَّدَلَّة	Pharmacy	صِيدَلِيَّات	صِيدَلِيَّة
	الْجَامِع			
▶ 0:00 / 0:06 ——— 🔊 ⋮	تَقَعُ مَتْحَرُ	Shop / Store	مَتَاكِر	مَتْجَر
	فِي الْبِنَايَةِ			
▶ 0:00 / 0:05 ——— 🔊 ⋮	أَزْهَرُ	Museum	مَتَاكِف	مَتْحَف
	فِي الْعُطْلَةِ			
▶ 0:00 / 0:05 ——— 🔊 ⋮	جَبَلٌ	Mountain	جِبَال	جَبَل
	جَبَلٌ			
▶ 0:00 / 0:05 ——— 🔊 ⋮	تَقَعُ نَهْرٌ	River	أَنْهَار	نَهْر
	فِي الْعِرَاقِ			
▶ 0:00 / 0:06 ——— 🔊 ⋮	تَقَعُ غَابَاتٍ	Forest	غَابَات	غَابَة
	فِي			
	الْبِرَازِيلِ			

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:08 ———▶ 🔊 ⋮	جِسْر البَوَّابَةِ الذَّهَبَةِ تَقَعُ	Bridge	جُسُور	جِسْر
	سان فرانسیسکو و			
▶ 0:00 / 0:07 ———▶ 🔊 ⋮	يَقَعُ الْبَحْرُ الْأَسْضُ،	Sea	بِحَار	بَحْر
	شمال مِصْرَ وَلِيبِيا			
▶ 0:00 / 0:07 ———▶ 🔊 ⋮	تَقَعُ بُحَيْرَةُ تَاهِه فِهْ،	Lake	بُحَيْرَات	بُحَيْرَة
	ولاية كاليفورنيا			
▶ 0:00 / 0:05 ———▶ 🔊 ⋮	سنترال	Park	مُنْتَرَهَات	مُنْتَرَه

Audio	The New Word in Sentence	Meaning	Plural	Singular
	بارك في نيويورك			
	فندق شحاتون			
▶ 0:00 / 0:05 — 🔊 ⋮	فندق	Hotel	فنادق	فندق
	في كل العالم			
	يقع متحف اللف			
▶ 0:00 / 0:05 — 🔊 ⋮	مدينته	town / City Center		وسط المدينة
	باريس			

Activities

Check Your Understanding

As we continue our journey in learning Arabic, it's important to remember that the best way to truly master a language is by actively using it. You will be introduced to different activities in your notebook or with your learning partners in this part.

- Practice composing and pronouncing the vocabulary.
- Create sentences according to the models.

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1.4: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Read and understand texts related to locations of places and buildings.
- Write a description of your city.

Reading

Read the passage describing the locations of places and buildings.

This text is about the city of Beirut. After listening, you will read the text to reinforce your understanding. Beirut is a city rich in history, culture, and natural beauty. You will learn about some of its most famous landmarks, such as the sea, mountains, and famous places in the city.

▶ 0:00 / 1:31 — 🔊 ⋮

مَدِينَةُ بَيْرُوت

تَقَعُ مَدِينَةُ بَيْرُوت فِي لُبْنَانَ، وَهِيَ وَاحِدَةٌ مِنَ الْمُدُنِ الْعَرَبِيَّةِ الْمَشْهُورَةِ. يَقَعُ نَهْرُ بَيْرُوت شَرْقَ مَدِينَةِ بَيْرُوت. يَقَعُ الْبَحْرُ الْأَبْيَضُ الْمَتَوَسِّطُ غَرْبَ مَدِينَةِ بَيْرُوت. تَقَعُ غَابَةُ الْأَرِزِ شَمَالَ شَرْقِ مَدِينَةِ بَيْرُوت. تَقَعُ بَحِيرَةُ الْقَرَعُونَ جَنُوبَ شَرْقِ بَيْرُوت فِي مَنَاطِقَةِ الْبَقَاعِ، وَهِيَ بَعِيدَةٌ 80 كِيلُو مَتْرًا مِنْ مَدِينَةِ بَيْرُوت. يَقَعُ مَطَارُ بَيْرُوت الدَّوْلِي جَنُوبَ بَيْرُوت، وَاسْمُهُ مَطَارُ رَفِيقِ الْحَرِيرِيِّ الدَّوْلِي، وَهُوَ قَرِيبٌ 9 كِيلُومِتْرَاتٍ مِنَ الْمَدِينَةِ. يَقَعُ الْبَنْكُ الْمَرْكَزِيُّ اللَّبْنَانِيُّ غَرْبَ بَيْرُوت، وَاسْمُهُ مَصْرَفُ لُبْنَانَ، وَهُوَ قَرِيبٌ مِنْ شَارِعِ الْحَمْرَا الْمَشْهُورِ. يَقَعُ مَنْتَرُهُ رَيْنِيَه مَعُوضَ غَرْبِ مَدِينَةِ بَيْرُوت. يَقَعُ هَذَا الْمَنْتَرُهُ الْكَبِيرُ فِي مَنَاطِقَةِ الصَّنَائِعِ، وَهُوَ قَرِيبٌ مِنْ شَارِعِ الْحَمْرَا. فِي بَيْرُوتِ مَطَاعِمُ وَمَقَاهِي قَرِيبَةٌ مِنَ الْبَحْرِ وَهِيَ مَزْدَحْمَةٌ دَائِمًا. يَقَعُ مَطْعَمُ بَرْجِ الْحَمَامِ غَرْبَ بَيْرُوت فِي مَنَاطِقَةِ عَيْنِ الْمَرْيَسَةِ، وَقَرِيبٌ مِنْ

البحر الأبيض المتوسط، هذا المطعم مشهور بالأكل اللبناني. أيضاً يقع فندق فينيسيا الرائع غرب مدينة بيروت، وفيه مسبح ونادي رياضي ومطعم، ويقع الفندق في منطقة المنارة، وهو قريب من المطار. يقع جامع محمد أمين وسط المدينة في ساحة الشهداء. أيضاً تقع كنيسة مار جرجس الكاثوليكية وسط مدينة بيروت، وهي قريبة من جامع محمد أمين، وهي قديمة ومشهورة في لبنان.



مدينة بيروت: Figure 1.4.1

Activities

Check Your Understanding

Pair Discussion

In pairs, discuss your favorite place in Beirut from the text and explain why you would like to visit it.

Role-play

- Practice your conversational skills with your peers. One student plays the role of a tourist asking for directions to various places in Beirut, while the other student provides the information based on the text.
- Practice acting the tourist role with your peers. Ask for directions to different places in your city while the other student provides the required information.
 - سنزور المسجد الكبير. يقع في شرق المدينة.
 - المتحف يقع في وسط المدينة، وسنذهب إليه أولاً.
 - هل يقع الفندق قريب من المتحف؟

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1.5: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Identify and understand the main ideas that are related to directions and places.

Dialog 1

In this conversation, two friends, Ali and Sarah, discuss their weekend plans and activities. They talk about where they are going and what they are doing and share casual updates on their lives. The dialogue emphasizes daily routines and social interactions, such as visiting a restaurant, a museum, or a café and planning future activities like trips to the beach or university library visits. This conversation is set in the present and future tenses, allowing learners to practice everyday Arabic expressions and vocabulary for common situations.



Figure 1.5.1

Dialog "My City With Sarah and Ali"

علي: مرحباً سارة! كيف حالك اليوم؟

سارة: مرحباً علي! أنا بخير، شكراً. ماذا تفعل في السوق؟

علي: أريد أن أشتري ملابس جديدة من هذا المتجر في هذا المبنى الكبير. وأنت ماذا تفعلين في السوق؟

سارة: أريد أن أزور متحف الفن مع صديقتي لينا، ثم سنذهب إلى المقهى الجديد في السوق لنشرب القهوة العربية

علي: رائعاً! أريد أن أشتري الملابس ثم سأذهب إلى العمل بعد ذلك، هل تعملين؟

سارة: نعم، أعمل في صيدلية وسط المدينة، وأنت ماذا تعمل؟

علي: أنا أعمل في المطار الدولي

سارة: ممتاز، ابن عمي يعمل في الفندق القريب من المطار

علي: هذا جيد! ماذا ستفعلين في عطلة نهاية الأسبوع؟

سارة: سأزور جدتي في المستشفى ثم سأذهب مع أَسْرَتِي إلى البحيرة شمال المدينة، وسأكل في المطعم القريب من الجسر، وأنت؟

علي: في يوم السبت، سأذهب إلى مكتبة الجامعة وأدرس مع صديقي خالد عندما امتحان صعب الأسبوع القادم. لكن

في يومٍ الأحد سنذهبُ أنا وخالد إلى الغابةِ شرقَ المدينةِ ثُمَّ
سنزورُ المُنْتَزَه وَبِطَ المدينةِ

سارة: يا سلام! مع السَّلامَة

علي: إلى اللِّقاء

Activities

Check Your Understanding

- Convert the dialog into text. Convert the conversation into a continuous written narrative and a coherent paragraph.
- Work with your partner to extend the dialog by adding 2-3 more sentences imagining what Ali and Sarah would discuss next.
- Ask your peers questions about the dialog and take turns asking and answering.

Role-play

- Practice your speaking skills with your peers. One student plays Ali, and the other plays Sarah. They act out the dialog, focusing on pronunciation and fluency. Then, they switch roles to reinforce both perspectives.

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1.6: Introduction to Verbs Patterens in the Arabic Language

Learning Objectives

In this section, you will be able to:

- Learn the Arabic verb patterns.

Introduction To Arabic Verb Patterns

In Arabic, verbs follow specific patterns called **وزن** (wazn) that help determine the form, meaning, and structure of words. These patterns are built upon three root letters (**جذر**). Below is a guide to help you understand the most common verb patterns in Arabic:

Form I: الفعل الثلاثي المجرد

- Pattern:** فعل (fa'ala)
- This is the basic, simplest form of verbs in Arabic, like **كَتَبَ** (kataba - he wrote).
- Can indicate basic actions.

Form II: الفعل المزيد بحرف واحد

- Pattern:** فَعَّلَ (fa''ala)
- Example: **دَرَّسَ** (darrasa - he taught).
- Often conveys the causative or intensive form of the root.

Form III: الفعل المزيد بحرفين

- Pattern:** فاعَلَ (fā'ala)
- Example: **سَاعَدَ** (sā'ada - he helped).
- Used to express participation or reciprocity in actions.

Form IV: الفعل المزيد بحرفين

- Pattern:** أفعَلَ (af'ala)
- Example: **أَرْسَلَ** (arsala - he sent).
- Generally, this form has a causative meaning or transforms the verb into a transitive one.

Form V: الفعل المزيد بحرف واحد

- Pattern:** تَفَعَّلَ (tafa''ala)
- Example: **تَعَلَّمَ** (ta'allama - he learned).
- This form often conveys reflexive or passive meanings of Form II verbs.

Form VI: الفعل المزيد بحرفين

- Pattern:** تفاعَلَ (tafā'ala)
- Example: **تَحَاوَرَ** (tahāwara - he conversed).
- Indicates reciprocal actions similar to Form III but reflexive.

Form VII: الفعل المزيد بحرفين

- Pattern:** انفعَلَ (infa'ala)
- Example: **انْكَسَرَ** (inkasara - it broke).
- Usually conveys the passive voice of Form I verbs.

Form VIII: الفعل المزيد بحرف واحد

- Pattern:** افتعل (ifta'ala)
- Example: **اِشْتَرَى** (ishtarā - he bought).
- It often involves reflexive or reciprocal meanings.

Form IX: الفعل المزيد بحرف واحد

- Pattern:** اِفْعَلَّ (if'alla)
- Example: **اِحْضَرَّ** (ikhḍarra - it turned green).
- Usually used to express colors or physical states.

Form X: الفعل المزيد بحرفين

- Pattern:** استفَعَلَ (istaf'ala)
- Example: **اِسْتَعْمَلَ** (ista'mala - he used).
- Indicates seeking or requesting an action or state.



Figure 1.6.1: educational illustration showing the ten Arabic verb patterns (الأوزان). (Copyright; AI-generated image)

Practical Application:

To understand and use these patterns, it's essential to recognize the root letters of a verb and identify the pattern based on the structure. Practice these forms by applying root letters to each pattern and recognizing the changes in meaning between forms.

Pattern (Form)	Arabic Pattern	Example in the past tense	Conjugation of the example in the present tense	Meaning
Form I	فَعَلَ	كَتَبَ (kataba)	يَكْتُبُ	Basic action
Form II	فَعَّلَ	دَرَّسَ (darrasa)	يَدْرِّسُ	Causative/intensive
Form III	فَاعَلَ	سَاعَدَ (sā'ada)	يُسَاعِدُ	Reciprocal
Form IV	أَفْعَلَ	أَرْسَلَ (arsala)	يُرْسِلُ	Causative
Form V	تَفَعَّلَ	تَعَلَّمَ (ta'allama)	يَتَعَلَّمُ	Reflexive/passive
Form VI	تَفَاعَلَ	تَحَاوَرَ (taḥāwara)	يَتَحَاوَرُ	Reciprocal reflexive
Form VII	اِنْفَعَلَ	اِنْكَسَرَ (inkasara)	يَنْكَسِرُ	Passive
Form VIII	اِفْتَعَلَ	اِشْتَرَى (ishtarā)	يَشْتَرِي	Reflexive
Form IX	اِفْعَلَّ	اِخْصَرَ (ikhṣarra)	يَخْصُرُ	Colors/physical state
Form X	اِسْتَفْعَلَ	اِسْتَعْمَلَ (ista'mala)	يَسْتَعْمَلُ	Seeking/requesting

This guide will help learners understand how Arabic verbs are structured and their meanings change according to different patterns. Practice with examples to become more familiar with these forms.

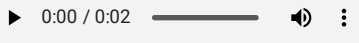
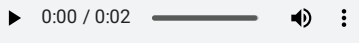
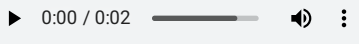
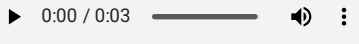
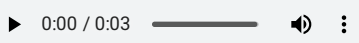
"A Case Study of Arabic Verb Patterns: The Verb قَطَعَ and Its Variations"

This title emphasizes the analytical exploration of verb patterns, specifically using the verb "قَطَعَ" as an example.

Verb Patterns for "قَطَعَ" (qaṭa'a) with Meanings

This table presents the various patterns for the root verb "قَطَعَ" and their meanings. Each form modifies the base meaning to convey different nuances like intensity, reflexivity, or reciprocity.

The Verb قَطَعَ and Its Variations

Pattern (Form)	Arabic Pattern	Example of the past tense	Conjugation in the present tense	Audio	Meaning
Form I	فَعَلَ	قَطَعَ	يَقْطَعُ		He cut (basic meaning)
Form II	فَعَّلَ	قَطَّعَ	يُقَطِّعُ		He cut into pieces (intensive or repetitive action)
Form III	فَاعَلَ	قَاطَعَ	يُقَاطَعُ		He cut off or broke ties (reciprocal action)
Form IV	أَفْعَلَ	أَقَطَعَ	يُفْطَعُ		He caused to cut or declared (causative)
Form V	تَفَعَّلَ	تَقَطَّعَ	يَتَقَطَّعُ		It was cut into pieces (reflexive or passive action)
Form VI	تَفَاعَلَ	تَقَاطَعَ	يَتَقَاطَعُ		They cut ties mutually (reciprocal, mutual action)
Form VII	إِنْفَعَلَ	انْقَطَعَ	يَنْقَطَعُ		It was cut off (passive or reflexive)
Form VIII	إِفْتَعَلَ	اِقْطَعَ	يَقْطِطَعُ		He cut a portion out (self-initiated or specific action)
Form X	إِسْتَفْعَلَ	اسْتَطَعَ	يَسْتَطَعُ		He requested a cut or a portion (seeking/requesting)

You should know that there is no Pattern IX (Form IX) for the verb **قطع** because Form IX is typically used for verbs that describe **colors or physical states**. For example, it is used with verbs like "احمَرَّ" (to turn red) or "أخْضَرَّ" (to turn green). Since **قطع** (to cut) does not describe a color or physical state, it is not applicable in Form IX, which is specific to these meanings in Arabic. Therefore, "قطع" does not have a verb form following Pattern IX.

Activities

1.7: Culture- Geography of the Arab World

Learning Objectives

In this section, you will be able to:

- Understand the geography of the Arab World and the effect of the location on language and culture.

Introduction

The Arab world is a vast region comprising 22 countries across North Africa and the Middle East, with a population exceeding 400 million people. Its geographical diversity, ranging from vast deserts to fertile river valleys, has profoundly shaped the cultures, languages, and livelihoods of the people who inhabit these lands. From the Sahara in North Africa to the Nile River in Egypt and the mountains of the Levant, the region's geography has played a pivotal role in the rise of ancient civilizations, nomadic traditions, and trade routes that connect continents. Today, these geographical features continue to influence the economy, culture, and daily life in the Arab world.



Figure 1.7.1: العالم العربي

Geography of the Arab World

The region is characterized by a variety of geographical features, including:

- **Deserts:** The **Sahara** in North Africa and the **Rub' al Khali** in the Arabian Peninsula are among the world's largest deserts.
- **Rivers:** The **Nile River** in Egypt and Sudan and the **Tigris and Euphrates** in Iraq are major water sources.
- **Mountains:** The **Atlas Mountains** in North Africa and **Mount Lebanon** are key geographical landmarks.

Regional Divisions

1. **North Africa:** Countries like **Morocco**, **Algeria**, **Tunisia**, **Libya**, and **Egypt** lie along the Mediterranean coast. These regions are known for their rich history and interaction with Europe.
2. **The Arabian Peninsula:** Includes **Saudi Arabia**, **Yemen**, **Oman**, **UAE**, **Kuwait**, **Qatar**, and **Bahrain**. This area is dominated by deserts, including the Rub' al Khali (Empty Quarter).
3. **The Levant:** Consists of **Syria**, **Lebanon**, **Jordan**, and **Palestine**, known for its fertile lands and ancient civilizations.
4. **Mesopotamia:** Refers to **Iraq** and is home to the Tigris and Euphrates rivers, often called the "cradle of civilization."

Cultural and Environmental Influences

The Arab world's geography has had a significant influence on the development of cultures and languages:

- **Deserts** fostered nomadic lifestyles, leading to the development of Bedouin traditions.
- **Rivers and oases** enabled agriculture, facilitating the rise of ancient civilizations like those in Egypt and Mesopotamia.
- **Trade routes** across the region, such as the **Silk Road** and **spice routes**, influenced the spread of culture, religion, and language.
- **Coastal cities** like Beirut and Alexandria fostered trade and cosmopolitan lifestyles, integrating diverse cultures.



Figure 1.7.1: العالم العربي (CC:SA)

Effects of the Geographical Location on the Language

Arabic-speaking countries, from North Africa to the Arabian Peninsula, form a vast region known as the **Arab world**. This area includes 22 countries across **the Middle East and North Africa (MENA)**, bordered by the **Mediterranean Sea**, **Red Sea**, **Indian Ocean**, and **Atlantic Ocean**. Key countries include **Egypt**, **Saudi Arabia**, **Morocco**, **Iraq**, and **Algeria**. The geography also plays a significant role in the evolution of **Arabic dialects**:

- **North African Arabic dialects** (e.g., in Morocco, Tunisia, Algeria) have been influenced by **Berber languages**, **French**, and **Spanish** due to proximity and colonial history.
- The dialects of the **Levant** (in Syria, Lebanon, Jordan, and Palestine).
- **Gulf Arabic** (in Saudi Arabia, Kuwait, etc.) preserves many classical Arabic elements due to the desert's isolation and Bedouin influence. Due to historical trade links, it also incorporates some Persian and South Asian vocabulary.
- **Cultural exchange** through trade, conquests, and colonization has brought foreign words and traditions into Arab societies, shaping a rich and diverse cultural and linguistic landscape.

Impact of Climate on Culture in the Arab World

The climate of the Arab world, ranging from arid deserts to Mediterranean coastal areas, has significantly shaped cultural practices and traditions.

Desert Climates:

In countries such as **Saudi Arabia**, **Libya**, and **Algeria**, extreme heat and arid conditions led to the development of **practical clothing**. Traditional garments like the **thobe** for men and the **abaya** for women are loose and light, designed to offer protection from the sun while allowing airflow to keep cool. These garments reflect the desert lifestyle, where the need for mobility, comfort, and protection from harsh climates is paramount.

Additionally, desert climates fostered **nomadic lifestyles**, particularly among Bedouins. Their culture emphasized hospitality, as travelers depended on support while traversing vast, barren landscapes. **Camel caravans**, used to transport goods across the desert, also shaped the economic and social interactions of these regions.



Figure 1.7.2: الصحراء العربية. (CC BY 2.0)

Mediterranean Climates:

Countries with Mediterranean climates, such as **Lebanon**, **Tunisia**, and **Morocco**, enjoy milder weather conditions, with warm, dry summers and cool, rainy winters. These climates have historically facilitated **trade and cultural exchange** due to their proximity to Europe and Africa. Coastal cities like **Beirut**, **Tunis**, and **Tangier** became hubs of commerce and cultural fusion, absorbing foreign influences in areas such as:

- **Cuisine:** Mediterranean Arab countries adopted elements of French, Italian, and Spanish cuisine, resulting in a unique blend of flavors and dishes.
- **Language:** Mediterranean regions have incorporated loanwords from **French**, **Spanish**, and **Italian**, enriching their Arabic dialects.
- **Art and Architecture:** The influence of European colonial powers and African cultures is evident in these regions' diverse architectural styles and artistic traditions.
- Traditional attire includes light, layered garments, often made of natural materials like cotton and linen, which are ideal for the warm, temperate weather. Examples include the **djellaba** in Morocco.



Figure 1.7.3: ساحل مدينة الازقية (CC:SA)

Conclusion

In conclusion, the geography of the Arab world, which stretches from North Africa to the Arabian Peninsula, plays a critical role in shaping the cultures, languages, and lifestyles of its people. Deserts, river valleys, and coastal regions all contribute to the rich diversity found within Arab societies. From nomadic Bedouin traditions in the desert to the trade-driven cultures of the Mediterranean, geography has influenced everything from clothing and architecture to dialects and cuisine, creating a unique and varied cultural landscape across the Arab world.

Activities

Check Your Understanding

- Answer the following questions in your preferred language (Arabic or English), write the complete answers in your notebook:
 1. Compare the geography of your country or region with a part of the Arab world mentioned in the reading. What is similar or different?
 2. What kind of climate do you live in? Is it more like the desert or the Mediterranean climate? How does that affect daily life?
 3. What surprised you most about the connection between geography and culture in the Arab world?
 4. What are some ways geography affects language and dialects in your own country?
 5. If you could visit one region in the Arab world, which would you choose and why?
- Create a comparison chart or short presentation between **two regions** of the Arab world (e.g., North Africa vs. the Arabian Peninsula). Include geography, climate, cultural features, and clothing.
- Design a short infographic or poster (digital or paper) showing how **geography shapes lifestyle** in three Arab countries. You may use Arabic words and images to illustrate your ideas.

- Write a short story or article imagining a day in the life of someone living in the desert or in a Mediterranean coastal city in the Arab world. Describe the weather, food, clothing, and daily routine.

Challenging Task:

Read the following questions and answer them in Arabic:

- ما هي بعض التضاريس الجغرافية في العالم العربي؟ اذكر اثنين.
- ما الفرق بين المناخ الصحراوي والمناخ المتوسطي؟
- كيف تؤثر الأنهار مثل نهر النيل والفرات على حياة الناس؟
- ما العلاقة بين المناخ الصحراوي ولباس الرجال والنساء؟
- اذكر بلدًا عربيًا ذا مناخ متوسطي. كيف يؤثر هذا المناخ على الثقافة؟
- لماذا كانت الضيافة مهمة في ثقافة البدو؟
- كيف أثر الموقع الجغرافي للمدن الساحلية مثل بيروت على تطورها؟
- ما هي بعض العوامل التي أثّرت في اللهجات العربية في شمال أفريقيا؟
- ماذا نستفيد من موقع العالم العربي الجغرافي في التجارة؟
- كيف أثّرت الجغرافيا على تنوّع الثقافة في العالم العربي؟

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1.8: Assessment

Learning Objectives

In this section, you will be able to:

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

Exercises التمارين

Writing Activities

- **Sentence Creation:** Use the vocabulary words to write sentences describing famous landmarks in your city or city of your choice.
- **Research City:** Choose a city and research its location and landmarks. Take notes, and then tell your classmate about your findings.
- **Writing:** Write a short paragraph (5-7 sentences) describing the city's location and at least 2-3 famous landmarks.

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CHAPTER OVERVIEW

2: Getting Around Town

- 2.1: Prepositions of Place
- 2.2: There is/There are
- 2.3: Understanding Fronted Predicate in Arabic Nominal Sentences
- 2.4: New Vocabulary
- 2.5: Reading and Writing
- 2.6: Listening and Speaking
- 2.7: Culture- Shopping and Traditional Souks in the Arab World
- 2.8: Assessment

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2.1: Prepositions of Place

Learning Objectives

In this section, you will be able to:

- Use prepositions of place like يسار، يمين، وراء، بعد، وسط، جانب، مقابل، بين، إلى الأمام، خلف.
- Describe the location of objects, people, and landmarks in sentences.

Prepositional Phrases طرف المكان

Introduction:

Prepositions of place in Arabic, known as **طرف المكان**, describe where something is located in relation to something else. These words are crucial for giving directions or describing positions in space. In this section, you will learn some of the most common preposition words used to construct meaningful descriptions in both spoken and written Arabic like بين، وراء، خلف، يسار، يمين، بعد، أمام، جانب، مقابل، بين، وسط، هنا، هناك.

Common Prepositions of Place:

Prepositional phrases in Arabic often precede by definite nouns

خلف (Behind):

Used when something or someone is behind another object or someone.

- Example: **The car is behind the house** → **السيارة خلف البيت**.

بين (Between):

Indicates something located between two objects.

- Example: **The book is between the table and the chair** → **الكتاب بين الطاولة والكرسي**.

أمام (In front of):

Describes something in front of another.

- Example: **The school is in front of the market** → **المدرسة أمام من السوق**.

جانب/بجانب (Next to/Beside):

Both words show that something is beside or next to something else.

- Example: **The library is next to the university** → **المكتبة بجانب الجامعة**.

وسط (In the middle of):

Refers to something located in the center of a space.

- Example: **The Library is in the middle of the town** → **المكتبة في وسط المدينة**.

وراء (Behind):

Similar to "خلف," used to indicate something behind another object.

- Example: **The garden is behind the school** → **الحديقة وراء المدرسة**.

بعد (After):

Indicates something comes after something else. It is often used to show proximity or sequence in space or time.

- Example: **The house is after the shop** → **البيت بعد المتجر**.

قبل (Before):

Describes something that comes first when talking about location or sequence. It is often used to show proximity or sequence in space or time.

- Example: **المكتبة قبل المتجر** (The library is before the store).

مقابل (Across from):

Refers to something located directly opposite or across from something else.

- Example: **The hospital is opposite the mosque** → **المستشفى مقابل المُنْتَزَه**.

Right (يمين) and Left (يسار)

These two words يمين and يسار help in giving directions of describing the relative position of objects.

يمين (Right):

- **يمين** is used to indicate something located on the right side of a reference point.
- **Example:** The restaurant is on the right of the street → **المطعم على يمين الشارع**.
- Use **يمين** when giving directions or describing an object to the right.

يسار (Left):

- **يسار** is used to describe something on the left side.
- **Example:** The bank is on the left of the road → **البنك على يسار الطريق**.
- Use **يسار** when referring to something located on the left-hand side.

Here (هنا) and There (هناك)

These two words هنا and هناك help describe distance and location in a conversation. Understanding هنا and هناك is important for describing places and positions in Arabic accurately.

- **هنا** means "here" and is used when something is **close to the speaker**. It refers to objects, people, or places nearby within immediate space.
 - Example: **الكتاب هنا على الطاولة** (The book is here on the table). In this case, the book is near the speaker.
 - Example: **الكنيسة هنا** (The church is here.)
- **هناك** means "there" and is used when something is **far from the speaker**. It refers to objects, people, or places that are not close, often out of reach.
 - Example: **الشجرة هناك في المنتزه** (The tree is there in the garden). The tree is far from the speaker.
 - Example: **المتحف هناك** (The museum is there.)

In the table below, you will find the preposition of place **طرف المكان**. In each line, you can find the word, the meaning in English, the word in a sentence, and the audio.

طرف المكان

Audio	The Sentence	English	ظرف المكان
▶ 0:00 / 0:03 ——— 🔊 :	الْصِّدْلَةُ المُسْتَشْفَى	Behind	خَلْفَ
▶ 0:00 / 0:03 ——— 🔊 :	أمام . سيدتي	In front of	أَمَامَ
▶ 0:00 / 0:04 ——— 🔊 :	المَقْعَةِ ، بَيْنَ وَالْمَتَجَرِّ	Between	بَيْنَ
▶ 0:00 / 0:03 ——— 🔊 :	الْبَيْتِ ، بَيْنَ السَّيِّدَةِ	In the middle of	وَسَطَ
▶ 0:00 / 0:03 ——— 🔊 :	بِجَانِبِ . بَيْتِ	Next to/ Beside	جَانِبَ
▶ 0:00 / 0:04 ——— 🔊 :	الْبُيُوتِ ، مُقَابِلَ السَّيِّدَةِ	Across from	مُقَابِلَ
▶ 0:00 / 0:03 ——— 🔊 :	الْبَيْتِ ، وَرَاءَ السَّيِّدَةِ	Behind	وَرَاءَ
▶ 0:00 / 0:04 ——— 🔊 :	الْبَيْتِ ، بَعْدَ السَّيِّدَةِ	After	بَعْدَ
▶ 0:00 / 0:03 ——— 🔊 :	الْبَيْتِ ، قَبْلَ	Before	قَبْلَ

Audio	The Sentence	English	ظرف المكان
	المَدْرَسَة		
▶ 0:00 / 0:03	إلى اليمين، بيسار	Right	يَمِين
▶ 0:00 / 0:04	إلى اليسار، بيسار	Left	يَسَار
▶ 0:00 / 0:03	هنا	Here	هَـنَا
▶ 0:00 / 0:03	هناك	There	هَـنَاكَ

Activities

Watch the video to help you learn ظرف المكان in Arabic, and try to repeat the sentences.



Check Your Understanding

- Create a map of your neighborhood and write sentences describing locations using the place prepositions.
- Choose a place (your house, your neighborhood, your school). With a partner, describe the location of five items using ظرف المكان. The other student listens and draws or writes a quick layout based on the description. Then switch roles.
- Take a picture of a real place (room, street, park, etc.) and write a short paragraph (5-7 sentences) describing where things are using prepositions. Example: في الصورة، الكرسي بجانب المكتب. الحقيبة تحت الطاولة. اللوحة على الحائط وراء الكرسي.
- Identify the prepositions, and translate the sentences:

السَّيَّارَة خَلْفَ الْبَيْتِ . .

- البَنك مُقَابِلَ المَدْرَسَةِ . .
- الْكُتُبُ عَلَى يَسَارِ الحَاسُوبِ . .
- الطَّالِبُ يَجْلِسُ بَيْنَ أَصْدِقَائِهِ . .
- الشَّبَاكُ أَمَامَ السَّرِيرِ . .

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2.2: There is/There are

Learning Objectives

In this section, you will be able to:

- Use the verb **يوجد** or **توجد** and ask questions to express, equivalent to "there is" or "there are" in English.

Introduction

يوجد and **توجد** are impersonal verbs in Arabic used to express "**there is**" or "**there are**." The choice between the two depends on the gender of the noun being referred to.

- **يوجد** (Yūjad) is used when referring to **masculine** nouns.
 - Example: **يوجد كتاب على الطاولة** (There is a book in the bag).
- **توجد** (Tūjad) is used when referring to **feminine** nouns.
 - Example: **توجد سيارة في الشارع** (There is a car in the street).

How They Work: The verbs: **يوجد** and **توجد** are not conjugated based on the subject but are influenced by the noun they describe. They help describe the presence of objects, people, or places in various contexts. Remember that we use the feminine form of the verb **توجد** to describe the non-rational plural nouns.

- Example: **توجد سيارات في الشارع** (There are cars in the street).

Introduce the Concept:

يوجد is used to state the existence of something or someone.

- Example: **يوجد كتاب على الطاولة** (There is a book on the table).

2. Explain Singular vs. Plural:

يوجد can be used for both singular and plural forms.

- Singular: **يوجد كتاب** (There is a book).
- Plural: **توجد كتب** (There are books).

3. Practice with Locations:

Use **يوجد** to describe what exists in a room, city, or place.

- Example: **يوجد مسجد في المدينة** (There is a mosque in the city).
- Example: **يوجد متنزه في وسط المدينة** (There is a park in the city center).

Activities

Check Your Understanding

- Practice asking and answering questions using "**هل يوجد؟**" or "**هل توجد؟**" to talk about the existence of places around you or things you have.
 - Example (مثال):
 - هل يوجد مطعم في هذا الشارع؟
 - لا، لا يوجد معطعم or نعم يوجد مطعم
 - You can use these phrases:
 - مكتبة في الجامعة؟
 - مقهى بجانب البيت؟
 - ساحة في المدرسة؟
 - حديقة عامة في المدينة؟

- متحف في وسط المدينة ؟
- Choose a picture of a room, street, or park. Write 6-7 sentences to describe the picture using the verbs: يوجد / توجد.
 - Example:
 - توجد سيارة في الشارع.
 - يوجد رجل أمام المتجر.
 - توجد شجرة كبيرة في الحديقة.
- Describe your room to a partner using the verbs: يوجد / توجد. Your partner listens and draws what they hear. Then switch roles.

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2.3: Understanding Fronted Predicate in Arabic Nominal Sentences

Learning Objectives

In this section, you will be able to:

- Understand the cases in which fronted predicate precedes the subject in the nominal sentence in Arabic.
- Learn to negate sentences with the fronted predicate.

Understanding Fronted Predicate

In Arabic grammar, the **nominal sentence** (الجملة الاسمية) typically consists of two main components: the **subject** (المبتدأ) and the **predicate** (الخبر). The standard structure is for the **subject** to appear first, followed by the **predicate**. However, in some cases, the **predicate** (الخبر) may come **before** the **subject**, creating what is known as **الخبر المقدم** (the fronted predicate). In this section, we'll explore the rules and conditions under which the predicate can be placed before the subject in an Arabic nominal sentence. Here are some specific conditions:

- When the predicate is a **prepositional** or **adverbial phrase**.
- When the subject is **indefinite**.
- When the predicate is **more important** for emphasis.
- To **avoid ambiguity**.
- In sentences expressing **existence** using verbs like **يوجد** or **توجد**.

1. When the Predicate is Prepositional or Adverbial

In many cases, when the predicate is an **adverbial phrase** (طرف) or a **prepositional phrase** (جار ومجرور), it is common for the predicate to come before the subject. This structure is often used to emphasize the location, time, or condition described by the predicate.

Example One:

The fronted predicate is used when emphasizing the location or existence of something.

1. **يوجد مسجد في المدينة** (There is a mosque in the city).
 - **يوجد**: الخبر (predicate)
 - **مسجد**: المبتدأ (subject)
2. **توجد مكتبة في وسط المدينة** (There is a library in the middle of the city).
 - Here, the predicate **توجد** comes before the subject to emphasize the existence of the library.
 - **مكتبة**: المبتدأ (subject)

In both examples, the verb "يوجد" or "توجد" serves as the predicate, and it is fronted to express the existence of the subject.

Example Two:

The fronted predicate is used when the preposition of place (إلى، أمام، جانب، وسط، يمين، يسار) is placed at the beginning of the sentence to highlight the **location** before the subject.

- **خلف البيت مسجد**
 - Here, **خلف البيت** (Behind the house) is the advanced predicate, emphasizing the **place** before mentioning what exists there (the mosque).
 - **خلف** (behind) is a preposition of place.
- **في وسط المدينة مكتبة كبيرة**
 - **في وسط المدينة** (In the middle of the city) is the advanced predicate.
 - This construction emphasizes the **location** of the library using the preposition **في** (in) and the phrase **وسط المدينة** (middle of the city).
- **على يمين الشارع متجر كبير**

- The preposition **على** (on) and **يمين** (right) create a prepositional phrase that comes first, emphasizing where the shop is located.
- **متجر كبير** (a big shop) is the remaining part of the sentence.
- **بجانب المدرسة توجد حديقة جميلة**
 - **بجانب المدرسة** (Next to the school) is the prepositional phrase acting as the advanced predicate, showing the **location** before mentioning the **subject** (the garden).

2. When the Subject is Indefinite

If the **subject** is **indefinite** (نكرة), it is more appropriate for the **predicate** to come first. This construction often makes the sentence sound more natural and fluid, and it avoids an awkward beginning with an indefinite noun.

Examples:

- **في المدرسة طلاب.**
(There are students in the school.)
- **في المدينة مستشفى.**
(There is a hospital in the city.)

In these sentences, the subject "طلاب" (students) and "مستشفى" (hospital) are indefinite nouns, so the predicate is placed before them.

3. When the Predicate is More Important than the Subject

In cases where the **predicate** carries more emphasis or importance than the subject, the predicate may be fronted. This is often used for stylistic or rhetorical purposes to draw attention to the location, time, or condition expressed by the predicate.

Examples:

- **تحت الجسر السيارة.**
(Under the bridge is the car.)
- **في الصف المعلم.**
(In the classroom is the teacher.)

Here, the emphasis is on the **location** (under the bridge, in the classroom), so the predicate is placed before the subject to highlight that.

4. Avoiding Ambiguity

Sometimes, fronting the predicate can help avoid **ambiguity** in the sentence, especially when both the subject and the predicate could be interpreted as subjects. By placing the predicate first, we clarify the sentence structure.

Example:

- **في الغرفة رجل طويل.**
(In the room is a tall man.)

If the subject "رجل طويل" (a tall man) were placed at the beginning, it could lead to confusion about whether the sentence is talking about the location of the man or simply describing him.



Figure 2.3.1: Fronted Predicate, Created By Hana Kassas (CC BY)

Negating Sentences with a Fronted Predicate الخبر المقدم

In Arabic, when you want to negate a sentence with a **fronted predicate** (الخبر المقدم), you typically use the particle **ليس** (laysa) to negate the **nominal sentence** (الجملة الاسمية). The placement of **ليس** depends on the structure of the sentence. Here's a step-by-step explanation of how to negate sentences with a fronted predicate:

To negate sentences with a **fronted predicate** in Arabic:

1. Use **ليس** (or **لا** for verbs like **يوجد/توجد**) before the fronted predicate.
2. Keep the rest of the sentence structure unchanged.
3. **ليس** or **لا** negates the existence or condition described by the fronted predicate.

Basic Structure of Fronted Predicate Sentences

In a fronted predicate sentence, the **predicate** (الخبر) comes before the **subject** (المبتدأ), as in the following example:

- **في الحديقة كتابٌ.**
(In the garden is a book.)
 - **في الحديقة** (fronted predicate)
 - **كتاب** (subject)

To negate such sentences, you place **ليس** before the **fronted predicate**, and we wouldn't need to conjugate **ليس**. Here's how:

- **في الحديقة كتابٌ.**
(In the garden is a book.)
→ **ليس في الحديقة كتابٌ.**
(There is not a book in the garden.)

Explanation:

- The negation **ليس** comes before the **fronted predicate** "في الحديقة" (in the garden). The rest of the sentence structure remains the same.

Negating Other Examples with Fronted Predicate

Let's look at some more examples and how they are negated:

- **يوجد مسجدٌ في المدينة.**
(There is a mosque in the city.)
→ **لا يوجد مسجدٌ في المدينة.**
(There is no mosque in the city.)
- **توجد مدرسةٌ في الحيّ.**
(There is a school in the neighborhood.)

→ لا توجد مدرسة في الحيّ.
(There is no school in the neighborhood.)

Explanation: Here, لا is used with the verb "يوجد" or "توجد" to negate the existence of the mosque, and we negate the verb يوجد like any other present tense verb.

Negating Sentences with Prepositional Phrases

When the fronted predicate includes prepositional phrases, ليس is still placed before the preposition.

Example:

- تحت الجسر سيارة.
(Under the bridge is a car.)
→ ليس تحت الجسر سيارة.
(There is not a car under the bridge.)

Negating Sentences with Indefinite Subjects

If the subject is indefinite (نكرة), the negation is still done by placing ليس before the predicate.

Example:

- في المدينة مستشفى.
(There is a hospital in the city.)
→ ليس في المدينة مستشفى.
(There is not a hospital in the city.)

Activities

Check Your Understanding

- Read each sentence and **identify the fronted predicate and the subject**. Then, label them.

- في الغرفة طالبٌ.
- بجانب المدرسة مكتبةٌ.
- تحت الطاولة حقيبةٌ.
- يوجد مطعمٌ في الحيّ.
- على يسار الطريق بنكٌ.

الخبر المقدم والمبتدأ

الجملة	المبتدأ	الخبر المقدم
في الغرفة طالبٌ	طالبٌ	في الغرفة

- Complete the sentences with the right frontal predicate.

1. قلمٌ

2. مدرّسةٌ

3. شجرةٌ

4. طلابٌ

5. كرسيٌّ

- Transform the following sentences into **negative sentences** using ليس (for nominal/prepositional) or لا (with يوجد/توجد).

◦ Example: في المدينة مستشفى ----- ليس في المدينة

مستشفى

- في المدينة مكتبةٌ.
- تحت الجسر سيارةٌ.
- يوجد سوقٌ قريبٌ.
- توجد مدرسةٌ في الشارع.
- بجانب البيت مطعمٌ.

- Choose a location you know (your home, your neighborhood, your classroom) and describe it using at least 4 fronted predicate structures. P

Prompt Examples:

- في البيتِ غرفةٌ كبيرةٌ.
- بجانب النافذةِ مكتبٌ.
- تحت السريرِ حقيبةٌ.

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2.4: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Learn the names of key locations in a city and move around a town with ease.

Introduction

In this section, we will introduce new vocabulary related to the city and its essential locations. These words will help you describe various places and services you might encounter while navigating a city. Whether you are looking for transportation, shopping, or entertainment, these terms will be useful for everyday conversations and getting around in urban areas.

New Vocabulary

In this table, you will find vocabulary related to the chapter's theme. In each line, you can find the word in the singular and plural forms, if possible, meaning in English, the word in a sentence, and the audio for the new words in singular, plural, and the sentence. In addition, you hear the word's pronunciation in singular and plural forms from the audio in the dialog cards activity. Listen and repeat the Arabic pronunciation of the new Vocabulary. You should know that the new vocabulary will be integrated into the interactive contexts by scaffolding upon the previously learned vocabulary in earlier Arabic OERs.

Here are the new words you'll be learning:

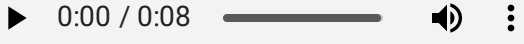
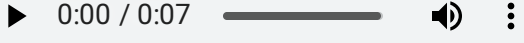
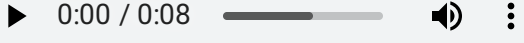
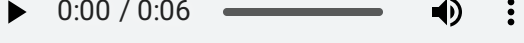
المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:04 ———▶ 🔊 ⋮	أَرَكْتُ السَّريِعِ	Train	قطارات	قطار
▶ 0:00 / 0:10 ———▶ 🔊 ⋮	توجدُ محطة في وسطِ المدينةِ	Train station	مَحَطَّات قطارات	مَحَطَّة قطارات
▶ 0:00 / 0:09 ———▶ 🔊 ⋮	تقعُ محطة الباصات سديتِ وراء المطار	Bus station	مَحَطَّات باصات	مَحَطَّة باصات
▶ 0:00 / 0:08 ———▶ 🔊 ⋮	هناك باصي الصيدليةِ	Bus stop	مواقِفُ باصات	مَوْقِفُ باص
▶ 0:00 / 0:10 ———▶ 🔊 ⋮	سينما في	Cinema hall	صالات سينما	صالة سينما

Audio	The New Word in Sentence	Meaning	Plural	Singular
	وسط المدينة بجانب المطعم العربي			
▶ 0:00 / 0:06 ⏮ ⏪ ⏩ ⏭	أحْتُ أُنْ	Theater	مَسَارِح	مَسْرَح
	المسرح			
	تقع البقالة بجانب			
▶ 0:00 / 0:09 ⏮ ⏪ ⏩ ⏭	سُجُونِ البنك العربي	Grocery store	بَقَالِيَات	بَقَالَة
▶ 0:00 / 0:10 ⏮ ⏪ ⏩ ⏭	الشرطة بين المدرسة والمكتبة مقابل	Police station	مراكز شرطة	مركز شرطة

Audio	The New Word in Sentence	Meaning	Plural	Singular
	شارع برودوي			
	هناك مركز تجاري كبير			
▶ 0:00 / 0:12	سيدة على يمين المنتزه	shopping mall	مراكز تجارية	مركز تجاري
	تقع مزرعة			
▶ 0:00 / 0:07	سيدة الكبيرة	Farm	مزارع	مزرعة
	عملاً، ابن، في متجر			
▶ 0:00 / 0:10	أختي تعمل أمينة	Vendor	بائعون/ بائعين بائعات	بائع بائعة
	أختي تعمل أمينة			
▶ 0:00 / 0:12	في متجر الملايس	Cashier	أمناء صندوق أمينات صندوق	أمين صندوق أمينة صندوق

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:09 ————— 🔊 ⋮	يتسوّقُ سامي في متجر	Clothing store	متاجر ملابس	متجر ملابس
	ويشتري ملابسَ جديدة			
▶ 0:00 / 0:12 ————— 🔊 ⋮	يُحبُّ ابني أن يتسوّق في متجرٍ إلكتروني	electronics store	متاجر إلكترونيات	متجر إلكترونيات
	ويشتري ألعابَ إلكترونية جديدة			
▶ 0:00 / 0:08 ————— 🔊 ⋮	يوجد متجر هدايا المركز التجاري	Gift store	متاجر هدايا	مُتَجَرُّ هدايا

Audio	The New Word in Sentence	Meaning	Plural	Singular
	تَقَعُ مَكْتَبُ المسجدِ	Post office	مكاتب بريد	مَكْتَبُ بَرِيد
	تَوَجَّدُ بِشْرِينَ وَرَبِّ الكنيسة	Gas station	محطات بنزين	مَحَطَّةُ بَنَزِين
	هناك طريق قريب من بيتي	Highway	طُرُق سريعة	طَرِيق سريع
	يقعُ المحيط بمدينة نيويورك	Ocean	مُحِيطَات	مُحِيط

Activities

Check Your Understanding

As we continue our journey in learning Arabic, it's important to remember that the best way to truly master a language is by actively using it. You will be introduced to different activities in your notebook or with your learning partners in this part.

- Practice composing and pronouncing the vocabulary.
- Create sentences according to the models. Write 7-9 sentences to describe your city or area using the new vocabulary.
- Draw an imaginary map of a city, then write a paragraph using the new vocabulary to describe your map. Example paragraph:
 - في مدينتي، يوجد مركز تجاري كبير في وسط المدينة. بجانب المركز التجاري توجد صالة سينما. أمام المكتبة يقع متجر الهدايا. خلف محطة الباصات توجد مزرعة صغيرة...
- Work with a partner. Choose a place from the vocabulary list, and ask yes/ no questions in Arabic to guess the place. After a few questions, your partner makes a guess. Then switch roles.
- Write 6–8 sentences describing your real or imaginary neighborhood using at least eight words from the vocabulary list (e.g., أمام، خلف، بجانب، في). Be sure to include **prepositions of place** such as في، بجانب، خلف، وسط.
 - Example:

في مدينتي، يوجد مركز شرطة بجانب المكتبة .
تقع محطة الباصات خلف المسجد .
توجد بقالة صغيرة أمام بيتنا .

- Choose one location from the vocabulary list (e.g., متجر إلكترونيات، محطة قطارات، مركز تجاري). Then write a short paragraph (5–6 sentences) giving directions to this place from a nearby landmark (like your house, school, or park).
 - Example:

أنا الآن في المدرسة .
اذهب إلى اليمين، ثم امشِ إلى الأمام .
ستجد مركز تجاري كبير بجانب محطة الباصات .

- Choose two different places from the vocabulary list (for example: مركز شرطة and متجر ملابس). Use a **Venn diagram** to compare and contrast them. Draw two overlapping circles. In the left circle, write what is unique to Place A. In the right circle, write what is unique to Place B. In the overlapping section, write what the two places have in common. Focus on:
 - The purpose of each place
 - Its typical location in the city
 - Who works there
 - Who visits the place

Then, write a short paragraph (5–6 sentences) summarizing the comparison based on your diagram.

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2.5: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Learn terms related to transportation, entertainment, shopping, and city services.
- Develop reading comprehension by exploring detailed descriptions of city life and locations.
- Connect vocabulary from the lesson with real-world examples of a foreign city

Reading

In this text, you will explore the vibrant city of Cairo, the capital of Egypt and one of the most important cultural and historical cities in the Arab world. The text highlights Cairo's unique mix of ancient heritage and modern life, from famous landmarks like the Nile River to bustling markets, museums, and places of worship. After listening, you will read the text to reinforce your understanding.

▶ 0:00 / 1:39 — 🔊 ⋮

مَدِينَةُ عَمَّانَ

مَدِينَةُ عَمَّانَ هِيَ عَاصِمَةُ الْأُرْدُنِّ، وَتَقَعُ فِي شَمَالِ الْأُرْدُنِّ. الطُّقُسُ فِي مَدِينَةِ عَمَّانَ مُعْتَدِلٌ فِي الرَّبِيعِ وَالْخَرِيفِ، وَخَارٌّ وَجَافٌ فِي الصَّيْفِ، وَبَارِدٌ فِي الشِّتَاءِ. مَدِينَةُ عَمَّانَ مُهِمَّةٌ جَدًّا بِالنِّسْبَةِ لِمَوْقِعِهَا الْجُغْرَافِيِّ. تَقَعُ مَدِينَةُ عَمَّانَ عَلَى سَبْعَةِ جِبَالٍ فِي مَنَاطِقَةٍ وَسَطِ الْمَدِينَةِ وَاسْمُهَا وَسَطُ الْبَلَدِ، تُوجَدُ مَحَطَّةُ قِطَارَاتٍ حَدِيثَةٌ وَكَبِيرَةٌ، يُمَكِّنُكَ أَنْ تُسَافِرَ مِنْهَا إِلَى جَمِيعِ الْمُدُنِ فِي الْأُرْدُنِّ. أَيْضًا، هُنَاكَ مَحَطَّةُ بَاصَاتٍ كَبِيرَةٌ بِجَانِبِ مَحَطَّةِ الْقِطَارَاتِ، يُمَكِّنُكَ أَنْ تَرْكَبَ الْبَاصَ مِنْ وَسَطِ الْبَلَدِ إِلَى مَنَاطِقٍ كَثِيرَةٍ فِي الْأُرْدُنِّ.

يُوجَدُ مَرْكَزُ شُرْطَةٍ خَلْفَ مَحَطَّةِ الْبَاصَاتِ فِي وَسَطِ الْبَلَدِ. وَيُمَكِّنُكَ أَنْ تَزُورَ الْمَسْرَحَ الرُّومَانِيَّ الْقَدِيمَ فِي وَسَطِ الْمَدِينَةِ. مُقَابِلَ الْمَسْرَحِ الرُّومَانِيِّ تُوجَدُ أَسْوَاقٌ كَثِيرَةٌ فِي وَسَطِ الْبَلَدِ،

وَيُمْكِنُكَ أَنْ تَتَسَوَّقَ فِي مَتَاجِرِ الْمَلَابِيسِ وَمَتَاجِرِ الْهَدَايَا وَمَتَاجِرِ
الْإِلِكْتُرُونِيَّاتِ. يُوجَدُ فِي الْمَدِينَةِ مَحَطَّاتُ بَنْزِينَ كَثِيرَةٌ بِجَانِبِ
الطَّرِيقِ السَّرِيعَةِ. أَيْضاً يُوجَدُ كَثِيرٌ مِنَ الْمَزَارِعِ الْقَرِيبَةِ مِنَ
الْمَدِينَةِ. يَبِيعُ الْبَائِعُونَ الْخُضَارَ وَالْفَوَاكِهَ وَالْحَلَوِيَّاتِ فِي سَوْقِ
الْخُضَارِ الْقَدِيمِ فِي مَنَاطِقَةِ عَمَّانِ الْقَدِيمَةِ.
أَيْضاً، مَنَاطِقُ عَمَّانِ الْعَرَبِيَّةِ، وَهِيَ الْقِسْمُ الْحَدِيثُ مِنْ عَمَّانِ،
وَفِيهَا فَنَادِقٌ وَمَطَاعِمٌ وَمَقَاهٍ وَمَرَائِجُ تِجَارِيَّةٌ وَبَنَائِتُ عَالِيَةٍ
وَسَيَّارَاتُ كَثِيرَةٌ عَلَى الطَّرِيقِ. وَهُنَاكَ صَالَتُ سِينَمَا كَثِيرَةٌ
لِمُشَاهَدَةِ الْأَفْلَامِ الْجَدِيدَةِ الْعَرَبِيَّةِ وَالْأَجْنَبِيَّةِ.



Figure 2.5.1: مدينة عَمَّان. (CC-BY-SA)

Activities

Check Your Understanding

- Write a short paragraph (5–6 sentences) comparing عَمَّان to your city or a city you know. Use vocabulary and sentence structures from the text, including:
 - يوجد / توجد
 - طرف المكان (prepositions of place)
 - أماكن مثل: محطة، مركز تجاري، مزرعة، شارع، صالة سينما
 - Fronted predicate structures if possible.
- Write a short paragraph (6–8 sentences) describing your ideal city. Be creative! Use your imagination to talk about the places, services, and features you want your city to have. Your paragraph must include:
 - At least 10 vocabulary words from the “Getting Around Town” unit (e.g., مزرعة، مركز تجاري، محطة قطارات، صالة سينما...)
 - At least 5 prepositions of place (e.g., أمام، خلف، بجانب، بين، في وسط، على يمين...)

- Use the structure of **fronted predicates** and **توجد / يوجد** when possible to make your description natural and grammatically accurate.

Pair Discussion

In pairs, each student describes their city (using the vocabulary) to their partner. Then, they compare their cities, discussing similarities and differences. For example, one might say, "In my city, there is a large park near the train station," and the other student can respond with how their city is different or similar. Don't forget to use the new vocabulary.

Group Activities

- Each student contributes by labeling places such as a train station, post office, park, or cinema on the map using the vocabulary from the lesson. Afterward, they present their city to the class, explaining where everything is located.
- Each group must decide where to place landmarks (e.g., should the park be next to the cinema or the shopping center?). They will debate the best places for each facility and present their city plan to the class.
- Using the vocabulary, each group creates a poster with descriptions of their city's landmarks, transportation, and important locations. They should write short paragraphs using the vocabulary and draw or use pictures to represent the places.

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2.6: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Identify and understand the main ideas that are related to the theme of the chapter "Around Town."

Dialog 1

In this dialog, you'll listen to a conversation between two university students, Adam and Maryam, who are discussing their daily activities, transportation, and plans around the city. The conversation includes useful vocabulary for describing how to get around the city, shopping, and general interaction between friends. Pay attention to the prepositions of place like **بعد**, **قبل**, **مقابل**, **خلف**, **بين**, **أمام** and other terms related to common locations such as **محطة قطارات** (train station) and **مركز تجاري** (shopping center).

After reading and practicing the dialogue, you'll have a chance to role-play with a partner to reinforce the vocabulary and sentence structures. This will help you practice real-life conversations about navigating a city, which is an essential skill when talking about daily life in Arabic.

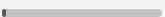
▶ 0:00 / 2:23   



Figure 2.6.1

آدم: مَرحباً مَريم! كَيْفَ حَالُكَ اليَوْم؟

مريم: مَرحباً آدم، أنا بِخَيْر، شُكراً

آدم: أَيْنَ أَنْتِ الْآن؟

مريم: أنا في البَيْت

آدم: مَتَى ستذهبن إلى الجامعة اليَوْم؟ عندنا مُحاضرات كثيرة

مريم: بَعْدَ قَلِيل. كَيْفَ ستذهبن إلى الجامعة اليَوْم؟

آدم: سَأركب القِطار من محطة القِطارات القريبة من بَيْتي

مريم: أَيْنَ تُوجَدُ محطة القِطارات؟

آدم: المَحطة قَبْلَ السُّوق الكبير مقابلَ مركز الشُّرطة.

وَأنتِ، كَيْفَ تذهبن إلى الجامعة؟

مريم: أَذهبُ عَادَةً بالباص. موقِفُ الباص قَريبٌ أَمَامَ بَيْتي. ثُمَّ أَخذُ الباص من محطة الباصات، وَهِيَ تَقَعُ بَيْنَ مركز البريد والمسرح

آدم: هَلْ ستذهبن إلى متجرِ الهدايا الجَدِيد؟

مريم: لا، أَيْنَ يَقَعُ مَتَجَرُّ الهدايا؟

آدم: خَلْفَ مَكْتَبَةِ الجامعة. ماذا ستفعلن بَعْدَ دوام الجامعة؟

مريم: سَأذهبُ إلى المركز التجاريّ. أُريدُ أن أَشتري هَدِيَّةً لِأُختي الصَّغيرة لِأنَّ عِيدَ ميلادها الأسبوع القادم. وَأنتِ ماذا

ستفعل بعدَ الدوام؟

آدم: بَعَدَ الجامِعة سأذهب إلى البقالة بجانب مكتبة الجامعة.
أريدُ أن أشتري خُبْزاً وبيضاً وجُبنةً. ماذا ستشتري لأُختك؟

مريم: أنا وأسرتي سنشتري لها كُمبيوتر جديداً

آدم: حَسناً، من أين ستشتري الكُمبيوتر؟

مريم: مِن متجر الإلكترونيات الكبير مقابل المقهى

آدم: أَعْرِفُ البائع في المتجر، هُو دائماً لَطيفٌ وَيُسَاعِدُنِي،
وهو يعرفني جيداً

مريم: جيد، ثُمَّ سَأَسَافِرُ مع أُسْرَتِي إلى بَيْتِ جَدِّي في عُطلة
نِهَايَةِ الأسبوع لنحتفل بعيدِ ميلادِ أُخْتِي مع جَدِي وَجَدَّتِي

آدم: أَيْنَ بَيْتُ جَدِّكَ؟

مريم: هُنَاكَ في غَرْبِ المَدِينَةِ، قَرِيبٌ مِنَ المَحِيطِ

آدم: يَا سَلَامَ، الطَّقْسُ رَائِعٌ هُنَاكَ

مريم: نَعَمْ، أَحَبُّ أَنْ أَمْشِيَ أَمَامَ المَحِيطِ فِي الصَّبَاحِ

آدم: إِسْتَمْتَعِي بِالطَّقْسِ الجَمِيلِ وَوَقْتُكَ مَعَ أُسْرَتِكَ يَا مَرِيَمَ.
مَعَ السَّلَامَةِ

مريم: مَعَ السَّلَامَةِ

Activities

Check Your Understanding

- Convert the dialog into text. Convert the conversation into a continuous written narrative and a coherent paragraph.
- Work with your partner to extend the dialog by adding 2-3 more sentences imagining what Adam and Maryam would discuss next.
- Ask your peers questions about the dialog and take turns asking and answering.

- Describe your neighborhood to your partner using the vocabulary. Then compare your neighborhoods, discussing similarities and differences.

Role Play

1. Practice your speaking skills with your peers. One student plays Adam, and the other plays Maryam. They act out the dialog, focusing on pronunciation and fluency. Then, they switch roles to reinforce both perspectives.
2. One student acts as a tourist, and the other is the guide. The "tourist" asks about famous places and services in the city, while the "guide" uses the vocabulary to describe and give directions. The tourist can ask questions like, "Where can I find a good restaurant?" or "How can I get to the cinema?"
3. In pairs, students describe a city without naming it, and the partner must guess which city it is.
4. Using the vocabulary, each student describes important landmarks, weather, and transport options in a famous city, but without saying the city's name. The partner has to guess based on the details provided.

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2.7: Culture- Shopping and Traditional Souks in the Arab World

Learning Objectives

In this section, you will be able to:

- Understand the traditions and customs of shopping and souks in the Arab World.

Shopping and Traditional Souks in the Arab World

Shopping in the Arab world, especially in **traditional souks**, offers a rich cultural experience where visitors can engage with the local heritage, customs, and products. **Souks** (markets) have been the heart of Arab cities for centuries, providing not only goods but also a social and cultural hub for communities. These markets are unique in their structure and atmosphere, often filled with vibrant colors, sounds, and scents that make the experience unforgettable.

What is a Souk?

A **souk** (سوق) is a traditional market commonly found in cities across the Arab world, ranging from North Africa to the Middle East. Historically, souks were integral to the trade routes that connected different parts of the world. Today, while modern shopping centers have become more prevalent, traditional souks remain a vital part of life in many cities, offering a glimpse into the culture, history, and daily life of the region.

The Experience of a Traditional Souk

When visiting a souk, expect a lively, bustling atmosphere. Vendors call out to attract customers, and colorful stalls display a wide array of goods. The air is often filled with the smell of spices, incense, and street food. Souks are not just places to shop but are also social spaces where locals and visitors gather to interact.

What Can Visitors Find in a Traditional Souk?

Visitors to a souk will find a variety of goods, often reflecting the local culture and artisanal traditions. Some of the most common items include:

- **Spices and Herbs:**
 - **Spice stalls** are among the most iconic elements of any traditional souk. Here, you'll find large sacks of saffron, cumin, turmeric, cinnamon, and cardamom, as well as dried herbs like mint and thyme. Many of these spices are locally sourced and play an important role in Arab cuisine.
 - Example: In the **Spice Souk سوق التوابل** in Dubai, shoppers can explore rows of vibrant spices piled high, each with its distinct aroma and color.



Figure 2.7.1: سوق التوابل في دبي. (CC-BY)

- **Textiles and Fabrics:**
 - **Handwoven textiles** and fabrics are a major attraction in many souks. Visitors can find **traditional garments** such as the **abayas** (cloaks worn by women), **kaftans**, and scarves made from silk, wool, or cotton. Decorative fabrics for home use, like carpets and throws, are also popular.

- Example: The **souks of Marrakech** **سوق مراكش** are famous for their Berber rugs, which are handwoven by local artisans using centuries-old traditional methods.

- **Jewelry and Gold:**

- Souks are known for selling intricate **gold jewelry**, including necklaces, bracelets, and rings, often crafted with beautiful Arabic designs. Some souks, like the **Gold Souk in Dubai**, specialize in high-quality gold and precious stones, making it a popular spot for tourists and locals alike.
- Example: In the **Gold Souk** **سوق الذهب** in Dubai, the streets are lined with shops showcasing dazzling arrays of gold ornaments, allowing visitors to bargain on prices.



Figure 2.7.2: **سوق مراكش** (CC)



Figure 2.7.3: **سوق الذهب**. (CC-BY)

- **Handicrafts and Artisanal Goods:**

- Souks are treasure troves for unique **handicrafts** such as pottery, brassware, lamps, and **mosaics**. Many of these items are handcrafted and represent centuries of artisanal knowledge passed down through generations.
- Example: In the **Khan El Khalili** **خان الخليلي** market in Cairo, visitors can find hand-engraved copper plates, lanterns, and beautiful glassware that reflect Egypt's rich artistic heritage.



Figure 2.7.4: **سوق خان الخليلي**. (CC)

- **Perfumes and Incense:**

- Traditional **Arabian perfumes** and incense are widely available in souks. Perfumes often include **oud** (agarwood), **rose**, **amber**, and **musk fragrances**. Incense is also popular, with **frankincense** prominent in the souks of Oman.
- Example: The **Muttrah Souk** **سوق مطرح** in Oman is famous for its fragrant stalls selling high-quality frankincense, a product historically linked to the region's trade routes.



Figure 2.7.5: سوق مطرح (CC)

- **Food and Sweets:**

- **Local food** is often sold in souks, including **fresh produce**, dried fruits, nuts, and sweets like **baklava** and **halva**. Fresh olives, honey, and dates are common and reflect the regional cuisine.
- Example: In Tunisia's souks, **Harissa** الهريسة (a spicy red chili paste) and **Tunisian olives** are common items that are a must-try for food lovers.

- **Leather Goods:**

- Visitors to souks can also find **handmade leather products**, such as bags, shoes, belts, and wallets. These goods are often made by local artisans using traditional methods.
- Example: The leather goods market in **Fez, Morocco**, is well-known, with entire sections of the souk dedicated to colorful, high-quality leather products.



Figure 2.7.7: سوق الجلد في فاس. (CC)



Figure 2.7.6: معجون هريسة (CC)

- **Household Goods and Pottery:**

- Hand-painted **ceramics** and **pottery** are widely available, especially in North African souks. Items like bowls, vases, and plates are often decorated with intricate patterns and vibrant colors.
- Example: In the **souks of Tunisia** أسواق تونس, pottery painted with bright blues, whites, and greens is commonly sold.



Figure 2.7.8: سوق سيدي بو سعيد. (CC)

Cultural Importance of Souks

Souks have been essential to the cultural and economic fabric of Arab cities for centuries. They serve not only as places of commerce but also as gathering points where communities can exchange ideas, stories, and news. In some cities, souks are closely linked to historical trade routes, symbolizing the intersection of cultures and peoples.

- **Jemaa El-Fnaa** **ساحة جامع الفناء** in Marrakech, for instance, is not only a marketplace but a UNESCO World Heritage Site due to its vibrant cultural heritage, with storytellers, snake charmers, and street food stalls offering visitors a glimpse of Morocco's rich traditions.



Figure 2.7.9: ساحة جامع الفناء. (CC)

- **Khan El-Khalili** **خان الخليلي** in Cairo serves as both a commercial hub and a historical landmark, dating back to the 14th century, offering visitors a chance to see traditional crafts being made in front of them.
- **Souk Al-Hamidiyah** **سوق الحميدية** in Damascus is one of the oldest and most famous souks in the Arab world. Located in the heart of the ancient city, this souk dates back to the Ottoman era and is known for its bustling atmosphere and historic architecture. The roof of the souk, which lets sunlight filter through small holes, creates a unique and captivating ambiance for shoppers. Visitors can find everything from traditional Syrian handicrafts and fabrics to sweets like **baklava** and **halva**. Souk Al-Hamidiyah is not just a place to shop but a symbol of Syrian heritage, where history and culture come alive through the products and the people.
- **Souk Al-Safafer** **سوق الصفاير** in Baghdad is renowned for its craftsmanship, especially in the making of **copper and brass items**. This souk has been an integral part of Baghdad's commercial life for centuries, and visitors can witness artisans hammering out intricate designs on copperware right before their eyes. Like many other traditional souks, Souk Al-Safafer not only offers a variety of goods but is also a cultural hub where the rich history of Baghdad can be felt in every corner. The souk plays a significant role in preserving the heritage of metalworking and craft-making in Iraq, making it a key destination for those interested in traditional Iraqi culture.



Figure 2.7.10: سوق الحميدية. (CC)



Figure 2.7.11: سوق الصفاير. (CC)

The Art of Bargaining in Arabic Culture

In traditional Arab **souks** (markets), bargaining is not only an accepted practice but also a celebrated aspect of the shopping experience. It's a way for shoppers and vendors to engage in a friendly, often lighthearted negotiation that is as much about **social interaction** as it is about securing a good price. Bargaining reflects the region's deep-rooted traditions of commerce, hospitality, and interpersonal relationships.

Bargaining as a Social Experience

Unlike in Western cultures, where prices are often fixed, **bargaining in Arab souks** is seen as a two-way dialogue between the buyer and seller. Vendors expect buyers to negotiate the price, and it is considered impolite to accept the first price without any discussion. This process allows for both sides to build a connection and reach a mutual understanding, and sometimes the vendor may offer tea or engage in casual conversation during the process, making it a friendly interaction rather than a mere transaction.

Key Strategies in Bargaining:

1. Start Low, Expect Negotiation:

Shoppers are encouraged to offer a price **lower** than what they expect to pay. This leaves room for the vendor to make a counteroffer, and the two parties can meet somewhere in the middle.

2. Keep a Friendly Tone:

Bargaining is often seen as a **game**. It's important to keep the conversation light, smile, and maintain a **respectful and friendly tone** throughout the exchange. Raising one's voice or appearing angry can end the negotiation abruptly, as it is not in line with the customary politeness expected during the process.

3. Building Rapport is Essential:

Vendors in Arab souks place great value on personal relationships. They may ask where you are from or inquire about your interests as a way to build **rapport** before discussing prices. This helps establish a **trusting relationship** between the buyer and seller, which can lead to better deals. Even if a purchase is not made, this interaction reflects the value placed on **human connection** in Arab culture.

4. Respectful Patience:

Bargaining is not meant to be rushed. Shoppers are expected to be patient, take their time, and not show signs of irritation or frustration. **Patience** is seen as a virtue in Arab culture, and it is especially important during bargaining, where rushing might be seen as disrespectful.

Cultural Significance of Bargaining

In Arab culture, bargaining serves a greater purpose than just price negotiation. It is a way to **preserve tradition** and build community. Historically, marketplaces were places where people gathered not only to trade goods but also to socialize and exchange news. Today, bargaining in the souk still carries some of this cultural heritage, where the act of negotiating becomes a communal and shared experience.

Examples of Bargaining in Practice:

1. In **Marrakech's Jemaa El-Fnaa**, bargaining over spices, textiles, and souvenirs is expected. Tourists are often advised to start at about **half of the initial price** quoted and then work their way up, depending on how the negotiation goes.
2. In **Cairo's Khan El-Khalili**, sellers might offer a higher price initially, but they expect a friendly back-and-forth negotiation, often ending with a handshake once a deal is made.

Etiquette in Bargaining:

- **Know When to Walk Away:** If the price is too high or the vendor is unwilling to negotiate further, it is polite to **thank them** and walk away. In many cases, the vendor may call the buyer back with a final, lower offer.
- **Cultural Respect:** It's essential to approach bargaining with respect for local customs. Arguing aggressively or showing **disrespect** can be seen as offensive and could ruin the shopping experience.



Figure 2.7.12: Bargaining in the Arabic Culture. (CC)

Conclusion

Traditional souks offer a unique shopping experience that allows visitors to engage deeply with Arab culture. From the lively hustle of the markets to the intricate craftsmanship of the goods, visiting a souk is an immersive journey into the history, traditions, and everyday life of Arab cities. Whether you're looking for spices, handicrafts, or simply an authentic cultural experience, a trip to the souk provides both insight and adventure.

The art of bargaining in Arab culture is more than a commercial transaction—it's a meaningful social tradition that highlights **hospitality, patience, and connection**. For visitors to traditional souks, mastering the art of bargaining not only leads to better prices but also fosters a deeper appreciation of the rich, interactive culture of the region.

By understanding and participating in bargaining, shoppers gain a more **authentic experience** of Arab markets, where respect, friendliness, and social exchange are just as valuable as the goods being sold.

Studying cities and culture and learning about traditional souks gives a practical understanding of how history and modern life intersect, showcasing the rich diversity of Arab communities through the products and practices of these bustling marketplaces.

Activities

Check Your Understanding

You will be introduced to different activities in your notebook or with your learning partners in this part. These questions encourage you to engage with the cultural and economic aspects of traditional souks while reinforcing key points from the text.

1. Explain the importance of bargaining in traditional souks. Why is it seen as part of the cultural experience?
2. What kinds of products can be found in a traditional souk? List at least three categories of items.
3. Describe the cultural significance of Souk Al-Safafer in Baghdad and what makes it unique.
4. Discuss the role of traditional souks in preserving cultural heritage in Arab cities. How do these markets help maintain traditions and crafts, and what is the importance of their location along historical trade routes?

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2.8: Assessment

Learning Objectives

In this section, you will be able to:

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

Exercises التمارين

Writing Activities

- **Sentence Creation:** Use the vocabulary words to write sentences describing famous landmarks in your city or city of your choice.
- **Research City:** Choose a city and research its location, landmarks, and recreation. Take notes, and then tell your classmate about your findings.
- **Writing:** you will describe a city of your choice (it can be your hometown, a city you've visited, or even a famous city) using the vocabulary and concepts we've studied in the chapter about "around town." Your description should include at least **3 different places** (such as shops, transportation stations, or landmarks) and at least **3 prepositions of place** (e.g., **خلف**, **أمام**, **بين**, **مقابل**).

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CHAPTER OVERVIEW

3: At the Clothes Store

- 3.1: Understanding the Verb **فَضَّلَ** and the Adjective **مفضل**
- 3.2: New Vocabulary
- 3.3: Grammar, Predicting **المصدر** from Verb Patterns
- 3.4: Understanding **المصدر** and **الإضافة**
- 3.5: Reading and Writing
- 3.6: Listening and Speaking
- 3.7: Culture- Traditional Arabic Clothing- A Blend of Culture and Heritage
- 3.8: Assessment

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3.1: Understanding the Verb فَضَّل and the Adjective مَفْضَل

Learning Objectives

In this section, you will be able to:

- Understand and use the verb "فَضَّل" (to prefer) and the adjective مَفْضَل (favorite).
- Express preferences and favorites in everyday contexts.

Introduction

In Arabic, فَضَّل is a commonly used verb meaning "to prefer", while مَفْضَل is an adjective meaning "favorite" or "preferred". Both are valuable for expressing preferences, choices, and favorites in conversations. Understanding the difference between فَضَّل (to prefer) and مَفْضَل (favorite/preferred) allows you to express your preferences and favorites more effectively in Arabic.

Part 1: The Verb فَضَّل (to prefer)

فَضَّل follows **Form II** (وَرَن فَعَّل), which often conveys intensification or causation. This pattern typically has a **المصدر** (verbal noun) in the form تَفْعِيل. In this case, the **المصدر** of فَضَّل is التَفْضِيل, meaning "preference" or "favoring."

Conjugation of فَضَّل in Present Tense

The Verb فَضَّل (to prefer)

A u d i o	The Verb in the Sentence	Meaning	Conjugation	Pronoun
▶ 0:00 / 0:18 ————— 🔊 : أَفْضَلُ		I prefer	أَفْضَلُ	أنا
▶ 0:00 / 0:18 ————— 🔊 : نَحْنُ نَفْضَلُ		We prefer	نَفْضَلُ	نحن
▶ 0:00 / 0:18 ————— 🔊 : هَلْ تَفْضَلُ		You (m) prefer	تَفْضَلُ	أنتَ
▶ 0:00 / 0:18 ————— 🔊 : هَلْ تَفْضَلِينَ		You (f) prefer	تَفْضَلِينَ	أنتِ
▶ 0:00 / 0:18 ————— 🔊 : هَلْ تَفْضَلُونَ		You (pl) prefer	تَفْضَلُونَ	أنتم
▶ 0:00 / 0:18 ————— 🔊 : يُفْضَلُ أَحَدٌ		He prefers	يُفْضَلُ	هو
▶ 0:00 / 0:18 ————— 🔊 : تَفْضَلُ السَّامِيَّةُ		She prefers	تَفْضَلُ	هي
▶ 0:00 / 0:18 ————— 🔊 : هُمْ يَفْضَلُونَ		They prefer	يَفْضَلُونَ	هم

Using the مصدر (Verbal Noun) التفضيل

التفضيل is used to discuss preference in a more abstract sense, much like “preference” in English.

1. أشعر بالتفضيل عند السفر بالباص.
(I feel a preference for traveling by bus.)
2. التفضيل بين القراءة والكتابة.
(Preference between reading and writing.)
3. تفضيل المشي على التنس.
(Prefer walking to tennis.)

Part 2: The Adjective مفضل (Favorite/Preferred)

The adjective مفضل describes something that is favored or preferred by someone. It is often used with the definite article "ال" (making it المفضل), as in “my favorite” or “the preferred one.”

Usage and Agreement with Gender and Number

In Arabic, adjectives must agree with the nouns they describe in **gender** (masculine or feminine), **number** (singular, dual, or plural), and **definiteness** (whether the noun is definite or indefinite). For example, if we say لوني المفضل (my favorite color), مفضل is masculine and singular to match لون. Similarly, if the noun is feminine, such as رياضة (sport), we use مفضلة to form رياضي المفضلة (my favorite sport). This agreement helps clarify and accurately express meaning in sentences.

In Arabic, adjectives agree with nouns in **number**: singular nouns take singular adjectives, while plural nouns take plural adjectives. For example, with a singular noun like قميص (shirt), we say قميصي المفضل (my favorite shirt), but with a plural noun like قمصان (shirts), it becomes قمصاني المفضلة (my favorite shirts). This agreement ensures clarity in describing quantities.

- مفضل (m) / مفضلة (f) – Singular

In Arabic, adjectives also follow **sound plural agreement**. For masculine sound plurals, the adjective takes the ون/ين ending, while feminine sound plurals take ات. For example:

- Masculine plural: طلاب مفضلون (favorite students)
- Feminine plural: معلمات مفضلات (favorite teachers)

Example Sentences

1. فصلي المفضل هو الربيع.
(My favorite season is spring.)
2. اللون الأزرق هو لوني المفضل.
(Blue is my favorite color.)
3. مدينة باريس مفضلة لدى الكثير من السياح.
(Paris is a favorite city among many tourists.)
4. أفلام الكوميديا هي الأفلام المفضلة لدي.
(Comedy movies are my favorite films.)
5. هذا الكتاب مفضل عند أختي.
(This book is my sister's favorite.)

In these sentences, مفضل describes the thing that is most liked or preferred by the person.

Activities

Check Your Understanding

- Write 5–6 sentences describing your favorites. Use مفضل/مفضلة and the verb تفضّل.
 - Examples:
 - لوني المفضل هو الأخضر
 - أحب البيتزا، فهي طعامي المفضل
 - مدينتي المفضلة هي القاهرة
- With a partner, take turns asking and answering questions using the verb "تفضّل".
 - Example Questions:
 - هل تفضّل القهوة أم الشاي؟
 - هل تفضّلين الدراسة في الصباح أم في المساء؟
 - ما الفيلم الذي تفضّله؟ ولماذا؟
 - هل تفضّلين السفر إلى المدن الكبيرة أم الصغيرة؟
 - هل تفضلون الجري أم المشي؟

- Record a short interview with your classmate in Arabic. Take turns asking and answering the questions below. Make sure to speak clearly and use complete sentences. Then, upload your recording to share with the class. Keep your recording between 1 and 2 minutes. Questions to include in your interview:
 - ما هو مكانك المفضل في مدينتك؟ ولماذا؟
 - هل تفضل الذهاب إلى السوق أو الحديقة؟ ولماذا؟

3.1: Understanding the Verb **فَضَّلَ** and the Adjective **مفضل** is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

3.2: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Explore common clothing items.
- Learn the names of accessories that complement outfits and some types of clothing.

Introduction

In this chapter, you will learn clothing vocabulary, which is essential in daily conversations, whether you're describing what you're wearing, going shopping, or discussing styles with friends. By learning these words, you'll gain the tools to talk about your personal style, describe what others are wearing, and understand cultural clothing differences. As you practice, think about your own clothing style and how you'd describe it in Arabic. This vocabulary will be useful in real-life situations, whether you're shopping, asking about sizes, or simply chatting about fashion!

كلمات مشتركة مع الإنجليزية (Cognates)

These words resemble English words, making them easier for students to remember:

- تي شيرت – T-shirt
- جاكيت – jacket
- بنطلون جينز – jeans
- بلوزة – blouse
- بدلة – suit
- نظارة – glasses
- نظارة شمسية – sunglasses
- صندل – sandals

أسماء الملابس الأساسية (Basic Clothing Items)

This group includes essential vocabulary describing different types of clothing:

- قميص – shirt
- بنطلون – pants
- تنورة – skirt
- فستان – dress
- حذاء – shoes
- قميص داخلي – undershirt
- جوارب – socks
- ملابس نوم (بيجاما) – sleepwear (pajamas)

الإكسسوارات (Accessories)

Vocabulary for accessories that complement clothing:

- قبعة – hat
- حقيبة – bag/purse
- حزام – belt
- وشاح – scarf
- قفازات – gloves
- حذاء بكعب – high-heeled shoes
- أحذية رياضية – sneakers

Types of Clothing (أنواع الملابس)

Vocabulary describing different clothing styles:

- ملابس رياضية – sportswear
- ملابس رسمية – formal wear
- بدلة رسمية – formal suit
- ملابس تقليدية – traditional clothing
- حجاب – hijab

Material Descriptions (أوصاف المواد)

Vocabulary describing materials or fabrics that clothes are made of:

- قطن – cotton
- جلد – leather

General Descriptions (أوصاف عامة)

General vocabulary that may be used to describe clothing or styles:

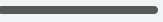
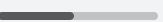
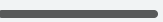
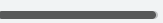
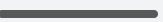
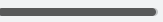
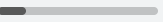
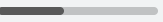
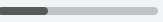
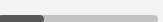
- مقاس – size
- لون – color
- التسوق – shopping

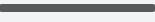
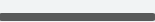
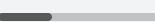
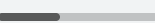
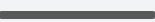
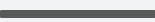
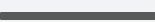
New Vocabulary

In this table, you will find vocabulary related to the chapter's theme. In each line, you can find the word in the singular and plural forms, if possible, meaning in English, the word in a sentence, and the audio for the new words in singular, plural, and the sentence. In addition, you hear the word's pronunciation in singular and plural forms from the audio in the dialog cards activity. Listen and repeat the Arabic pronunciation of the new Vocabulary. You should know that the new vocabulary will be integrated into the interactive contexts by scaffolding upon the previously learned vocabulary in earlier Arabic OERs.

Here are the new words you'll be learning:

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:08   ⋮		shirt	قمصان	قميص
▶ 0:00 / 0:08   ⋮		shoe	أَحْذِيَّة	حذاء
▶ 0:00 / 0:08   ⋮		pants	بنطلونات / بناطيل	بنطلون
▶ 0:00 / 0:06   ⋮		skirt	تنانير	تنوَرَة
▶ 0:00 / 0:09   ⋮		dress	فَسَاتِين	فُستان
▶ 0:00 / 0:08   ⋮		jacket	سِترَات	سِترَة
▶ 0:00 / 0:07   ⋮		coat	مَعَاطِف	معطف
▶ 0:00 / 0:11   ⋮		hat	قِبعَات	قِبعَة
▶ 0:00 / 0:06   ⋮		blouse	بلوزات	بلوزَة
▶ 0:00 / 0:06   ⋮		suit	بَدَلَات	بَدَلَة
▶ 0:00 / 0:08   ⋮		tie	رَبَطَات عُنُق	رَبطة عنق

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:06   :		sock	جوارب	جَوْرَب
▶ 0:00 / 0:07   :		bag/ purse	حَقَائِب	حَقِيْبَة
▶ 0:00 / 0:06   :		glasses	نظارات	نِظَّارَة
▶ 0:00 / 0:06   :		belt	أُحْزِمَة	حِزَام
▶ 0:00 / 0:06   :		hijab	حِجَابَات	حِجَاب
▶ 0:00 / 0:07   :		gloves	قَفَّازَات	قَفَّاز
▶ 0:00 / 0:09   :		scarf	أَوْشِخَة / وَشَائِح	وِشَاح
▶ 0:00 / 0:06   :		sandals	صَنَادِل	صَنْدَل
▶ 0:00 / 0:05   :		color	أَلْوَان	لَوْن
▶ 0:00 / 0:07   :		size	مَقَاسَات / مَقَايِيس	مَقَاس
▶ 0:00 / 0:08   :		type	أَنْوَاع	نَوْع

Describing Types of Clothing in Arabic

In Arabic, when we describe clothing, the **adjective** comes **after the noun** and agrees with it in **gender** (masculine or feminine), when the subject is a **non-human plural**, the adjective or predicate used to describe it takes the **feminine singular** form, regardless of the grammatical gender or number of the noun. Non-human plurals are treated as a collective group in Arabic. This grammatical feature simplifies agreement by treating the plural noun as a singular feminine entity.

For example:

- ملابس قطنية (cotton clothes) – The adjective قطنية (cotton) is feminine singular to match the non-human plural noun ملابس.
- حذاء رياضي (sports shoe) – The adjective رياضي (sports) is masculine to match the masculine noun حذاء.
- قبعة جلدية (leather hat) – The adjective جلدية (leather) is feminine to match the feminine noun قبعة.

Using these adjectives, we can label different types of clothing:

- ملابس رياضية (sports clothes)
- ملابس رسمية (formal clothes)
- ملابس تقليدية (traditional clothes)
- قميص قطني أبيض (a white cotton shirt)
- حذاء رياضي أسود (a black sports shoe)
- فستان تقليدي أزرق (a blue traditional dress)
- جاكيت جلدي بني (a brown leather jacket)
- حجاب قطن وردي (a pink cotton hijab)
- بلوزة رسمية بيضاء (a white formal blouse)

By practicing, you can describe a wide range of clothing items in Arabic accurately and clearly.

Activities

Check Your Understanding

- Choose five clothing items from magazines or the internet, create a digital or paper collage, and write a description in Arabic. Include adjectives and prepositions.
 - Examples:
 - في الصورة، يوجد جاكيت جلدي بني
 - الحقيبة بجانب الحذاء الأسود
 - أحب هذه الملابس لأنها رسمية
- With a partner, create and perform a **shopping dialogue** in Arabic. One student is the shopper, the other is the store clerk. **Include the following:**
 - Greetings
 - Asking about a specific item (color, size, type)
 - Responding using vocabulary from the chapter
 - Expressing preference using “أفضل” or “أريد”
 - Example:
 - الزبونة: مرحبًا، هل عندكم فساتين قطنية؟
 - البائعة: نعم، لدينا فساتين قطنية بألوان مختلفة. ما هو مقاسك؟
- Write a short description of an outfit you wore or want to wear for an event. Use five clothing or accessory words, three adjectives, and 3 prepositions of place.
 - Example:
 - في الحفلة، لبست فستانًا أزرق طويلًا.

- لبست وشاحًا ورديًا فوق الفستان.
- كانت حقيتي بجانب الباب.
- Draw or digitally design your ideal outfit. Then write a **paragraph (5–6 sentences)** describing it in Arabic. Use vocabulary from the unit, including **materials (e.g., cotton, leather)**, **types (formal, traditional)**, and **colors**.
 - Example: في فصلي المفضل، أحب أن ألبس قميصًا قطنيًا أبيض مع بنطلون جينز أزرق. ألبس حذاء رياضيًا رماديًا، وأحمل حقيبة جلدية سوداء.
- In groups, prepare a “mini fashion show” presentation in Arabic. Each student describes what a classmate is “wearing” using vocabulary and grammar from the chapter.
 - Example:
 - أحمد يلبس جاكيتًا بنيًا مع حزام أسود.
 - تلبس ناديا قبعة شتوية وقفازات.
- Look at the image of the young man. Write a short paragraph (5–6 sentences) describing what he is wearing in Arabic. Use the vocabulary you’ve learned in this unit. Include:



Figure 3.2.1: Image generated by OpenAI’s DALL·E, CC BY 4.0.

At least 5 **clothing or accessory words** (e.g., بنطلون، وشاح، حقيبة، جاكيت، قميص)

- At least 3 **adjectives** (e.g., شتوي، جلدي، قطني، أسود، أبيض)
- At least 2 **prepositions of place** (e.g., تحت، بجانب، فوق)
 - Example:
 - في الصورة، يلبس الرجل قميصًا أبيض وبنطلون جينز أزرق.
 - يرتدي جاكيتًا جينز فوق القميص.
 - يلبس وشاحًا ورديًا حول رقبته.
 - يحمل حقيبة سوداء على كتفه.
 - الحزام الأسود حول البنطلون.

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3.3: Grammar, Predicting **المصدر** from Verb Patterns

Learning Objectives

In this section, you will be able to:

- Identify and predict **المصدر** forms across verb patterns, aiding in vocabulary building and comprehension.

Predicting **المصدر** from Verb Patterns in Arabic

Introduction

In Arabic, verbs follow specific patterns that help in predicting the form of **المصدر** (the verbal noun). **المصدر** is often used to express actions in a noun form, similar to English gerunds (like "writing" or "teaching"). Recognizing the pattern a verb belongs to allows students to predict the **المصدر** for new verbs, making it easier to expand vocabulary and understand sentence structure.

Verb Patterns (الأوزان) Overview

Arabic has ten main verb patterns, each associated with a specific structure in both the past and present tenses, as well as a predictable **المصدر** form, as you learned in chapter one. These patterns are often categorized by the three-consonant root they contain, which defines the core meaning of the verb. Learning these verb patterns helps in anticipating the form of **المصدر**.

Verb Patterns Table with Examples

The table below presents the ten primary verb patterns, including examples in the past and present tenses, meanings, and the **المصدر** form. This table includes vocabulary that is relevant to the theme of clothes and daily life. Each **المصدر** form follows a specific pattern associated with the verb form. This table should provide a structured reference for you to understand and predict **المصدر** forms based on verb patterns.

Verb Patterns Table with Examples

Verb Form Pattern	Present Tense (مضارع)	Meaning	المصدر Form Pattern	Example
فَعَّلَ / فَعَّلَا	يَكْتُبُ	to write	فَعُول / مَفْعَلَةٌ فَعَال / فِعَالَةٌ فَعَلَ / فُعِلَ فُعِلَ فَعَلَ	الكَتَابَةُ (writing)
فَعَّلَ / فَعَّلَا	يُدْرِسُ	to teach	تَفْعِيل	التَّدْرِيسُ (teaching)
فَعَّلَ / فَعَّلَا	يُسَاعِدُ	to help	مُفَاعَلَةٌ / فِعَال	المُسَاعَدَةُ (helping)

ل) F o r m I n f o r m a t i o n)	يُرْسِلُ	to send	إِفْعَال	الْإِرْسَال (sending)
F o r m I n f o r m a t i o n)	يَتَعَلَّمُ	to learn	تَفَعُّل	التَّعَلُّم (learning)
F o r m I n f o r m a t i o n)	يَتَشَارَكُ	to share	تَفَاعُل	التَّشَارُك (sharing)
F o r m I n f o r m a t i o n)	يَنْقَطِعُ	to be cut off	إِنْفِعَال	الْإِنْقِطَاع (being cut off)

Form I (فعل)	يَحْتَفِلُّ to celebrate	اِفْتِعَال (celebrating)
Form II (فعل)	يَحْمَرُّ to turn red	اِفْعَال (turning red)
Form X (استفعل)	يَسْتَمْتِعُ to enjoy	اِسْتِفْعَال (enjoying)

How to Use the Table

Each pattern has its own structure for the past and present forms and a specific way to form **المصدر**:

- **Form I (فعل)** verbs generally have diverse **المصدر** forms, often following **فِعَالَة** or **فَعْل** patterns.
- **Form II (فعل)** and **Form V (تفعل)** patterns often form **المصدر** with **تَفْعِيل** and **التَفْعُل**, respectively.
- **Form III (فاعل)** typically has **مُفَاعَلَة** or **فِعَال** as the **المصدر**.
- **Form X (استفعل)** forms **المصدر** with **اِسْتِفْعَال**.

By recognizing these patterns, you can predict the **المصدر** of new verbs you encounter. Try using this table to find patterns among verbs you already know and to practice predicting **المصدر** for new vocabulary.

Here are some verbs related to daily activities and clothes from the vocabulary you're learning:

- **اللبس** - **لبس** - **يلبس** (to wear, wearing)
- **الغسل** - **غسل** - **يغسل** (to wash, washing)
- **التسوق** - **تسوق** - **يتسوق** (to shop, shopping)
- **الشراء** - **شراء** - **يشترى** (to buy, buying)

Understanding verb patterns and how they relate to **المصدر** formation will help you expand your vocabulary, make predictions, and communicate more effectively in Arabic. Use this guide to practice and refer to the table as a quick reference when encountering new verbs.

Activities

Check Your Understanding

- Use these **مصادر** in sentences: **الكتابة - المشاهدة - السباحة - العمل - التعليم**

الدراسة

- Rewrite the following sentences by using the appropriate **المصدر** instead of the verb:

- أنا أُحِبُّ أَنْ **أدرس** اللغة العربية كل يوم.
- نَحِبُّ أَنْ **نلعب** كرة القدم في الحديقة.
- يُحِبُّ أَنْ **يسافر** أحمد إلى مصر كل عام.
- أَفْضَلُ أَنْ **أقرأ** كتب الأدب في المساء.
- يفضلُ علي أَنْ **يشهر** في غرفته.

- Write a short paragraph (6–8 sentences) about your weekly habits or clothing routine. Use at least 3 **مصدر forms** from verbs related to daily life (shopping, working, learning, etc.).

- Example:

- في عطلة نهاية الأسبوع، أُحِبُّ التَّسَوُّقَ في المركز التجاري.
- أستمتع بالاستماع إلى الموسيقى أثناء العَمَل.
- أفضل اللباس المريح في البيت.

3.3: Grammar, Predicting **المصدر** from Verb Patterns is shared under a CC BY 4.0 license and was authored, remixed, and/or curated by LibreTexts.

3.4: Understanding الإضافة and المصدر

Learning Objectives

In this section, you will be able to:

- Combine المصدر within الإضافة structures to create precise, fluent expressions that communicate both action and relationships effectively.

Understanding الإضافة and المصدر in Arabic

Introduction

In Arabic, both المصدر (the verbal noun) and الإضافة (genitive construction) are key grammar concepts that enrich expression. المصدر allows verbs to be used as nouns, while الإضافة links two nouns to show possession or association, similar to the possessive form in English (e.g., "the teacher's book" or "the book of the teacher").

In this section, we'll cover:

- The role and formation of المصدر
- How الإضافة works to link nouns
- How المصدر becomes definite when used within الإضافة

Part 1: The Verbal Noun المصدر

المصدر is the noun form of a verb, used to describe an action or state in an abstract way (like "teaching" or "learning"). It is often equivalent to gerunds in English and can be used as a subject or object within a sentence.

- **Subject (مُبْتَدَأ):**
 - **التعلم مفيد** (Learning is beneficial).
- **Object (مفعول به):**
 - **أحب الكتابة** (I love writing).
- **Predicate (خبر):**
 - **هوايتي القراءة** (My hobby is reading).
- **Object of a Preposition (مجرور بحرف جر):**
 - **أستمتع بالقراءة** (I enjoy reading).

Part 2: الإضافة (Genitive Construction)

الإضافة is a grammatical structure in Arabic used to show possession or association between two nouns, similar to "of" or possessive forms in English (e.g., "the teacher's book" or "the love of learning"). The الإضافة structure consists of:

1. **First Noun (المضاف)** – which never takes ال (the definite article) but gains definiteness from the second noun.
2. **Second Noun (المضاف إليه)** – which can be definite (with ال) or indefinite.

Example of الإضافة

- **كتاب المعلم** – the teacher's book
- **حب القراءة** – the love of reading

Part 3: Using المصدر in الإضافة

How المصدر Becomes Definite in الإضافة!

When المصدر is used as the first noun in الإضافة, it becomes definite through association with the second noun. For example:

- **دراسة الطالب** – the student's study
- **تعلم اللغة** – the learning of the language

In these examples:

- **دراسة** and **تعلم** are **مصدر** forms that become definite by association with the second noun (**اللغة** and **الطالب**), without needing **ال** to mark definiteness.

More Examples of **المصدر** with **الإضافة**

1. **التعليم للطلاب** – the education of students
2. **تفضيل القهوة** – the preference for coffee
3. **قراءة الكتاب** – reading the book

In these sentences, the **المصدر** form gains definiteness and expresses specific meanings through the second noun in **الإضافة**. By using **المصدر** in **الإضافة**, you can create complex, definite expressions without relying on the definite article "**ال**" to show definiteness, enhancing your descriptive skills in both spoken and written Arabic.

Activities

Check Your Understanding

- Translate each sentence into Arabic, making sure to use **المصدر** with the correct form of definiteness.
 - The enjoyment of cooking brings us together.
 - My favorite activity is helping friends.
 - Learning languages.
 - Working with my father is fun.
 - The habit of reading every night is good.
 - Learning languages is important.

3.4: Understanding **المصدر** and **الإضافة** is shared under a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

3.5: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Understand a text about clothes and expand your vocabulary.
- Improve reading and writing skills.
- Apply grammar rules in context.

Reading 1: التسوق لشراء الملابس

This paragraph describes an enjoyable shopping trip taken by Khaled and his sister Leila over the weekend. They visit a clothing store in the city center to look for new outfits that suit their needs. The text highlights Khaled and Leila's different choices of clothing and accessories, detailing their experience in the store, from selecting colors to trying on clothes and asking the staff about the right sizes. The paragraph captures a typical shopping experience simply and engagingly.

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التسوق لشراء الملابس

في نهاية الأسبوع، يذهب خالد وأخته ليلي لزيارة متجر الملابس في وسط المدينة. خالد يريد شراء قميصاً جديداً وبنطلوناً. ليلي تريد شراء فستاناً طويلاً ووشاحاً جميلاً. في المتجر، خالد يشتري قميصاً أزرقاً وبنطلوناً رمادياً. يسأل البائع عن المقاس المناسب، ويلبس الملابس في غرفة القياس. ليلي تشتري تنورةً طويلةً وبلوزةً بيضاء. تسأل البائعة عن لونٍ آخر، لكنّها تريدُ اللون الأبيض لأنَّ اللون الأبيض هو لونُها المفضل.

بعد ذلك، يشتري خالد حذاءً بنيّاً وحزاماً جديداً. ليلي تشتري حقيبةً صغيرةً. في النهاية، يزوران قسم الإكسسوارات لشراء نظارات شمسية وقفازات.

Grammar Notes:

After reading the text, find the verbal noun, construct phrase, and the fronted predicate from the text:

استخراج الإضافة، المصدر، والخبر المقدم من النص الإضافة

"متجر الملابس: كلمة "متجر" مضافة إلى "الملابس".
"وسط المدينة: كلمة "وسط" مضافة إلى "المدينة".
"غرفة القياس: كلمة "غرفة" مضافة إلى "القياس".
"المقاس المناسب: كلمة "المقاس" مضافة إلى "المناسب".
"قسم الإكسسوارات: كلمة "قسم" مضافة إلى "الإكسسوارات".
"نظارات شمسية: كلمة "نظارات" مضافة إلى "شمسية".

المصدر

"شراء: مصدر لفعل "يشترى".
"زيارة: مصدر لفعل "يزور".

الخبر المقدم

في نهاية الأسبوع، يذهب خالد وأخته ليلي لزيارة متجر الملابس: شبه الجملة "في نهاية الأسبوع" خبر مقدم
في المتجر، خالد يشتري قميصًا أزرق: شبه الجملة "في المتجر" خبر مقدم
في النهاية، يزوران قسم الإكسسوارات: شبه الجملة "في النهاية" خبر مقدم

Activities 1

Check Your Understanding 1

Answer the questions after reading the text, and write the answers in your notebook.

لماذا يذهب خالد وليلي إلى متجر الملابس؟
ما ألوان ملابس خالد الجديدة؟
ماذا تشتري ليلي من الملابس؟
ماذا تشتري ليلي من الإكسسوارات؟

Reading 2: الملابس المناسبة للطَّقس

This paragraph highlights how clothing choices vary between summer and winter. It describes the light and colorful outfits worn during hot weather and the warm, heavy clothing preferred in colder seasons. The text also explores how personal style and personality influence people's clothing preferences alongside the weather.

...

المَلَابِسُ الْمُنَاسِبَةُ لِلطَّقْسِ

في فصل الصيف، يلبس الناس قمصانًا خفيفة وبنطلونات قصيرة بسبب الحرارة العالية. بعضهم يلبس صنادل مريحة أثناء المشي. النساء يفضلن لباس فساتين قطنية أو تنورات خفيفة مع بلوزات بألوان زاهية. في فصل الشتاء، يلبس الناس الملابس الثقيلة والدافئة. الرجال يلبسون سترات شتوية مع معاطف طويلة. النساء يلبسن وشاحًا وقفازات وقبعات للحفاظ على الدفء. الجميع يحبون لباس ألوان داكنة مثل الأسود والبني في الشتاء، بينما الألوان الزاهية مثل الأصفر والأخضر شائعة في الصيف. يلبس الناس الملابس على حسب نوع الطقس والمقاس الذي يتناسب الشخص. الملابس ليست فقط للبرد أو الحر، لكنها على حسب الشخص وشخصيته.

Activities 2

Check Your Understanding 2

Answer the questions after reading the text, and write the answers in your notebook.

ماذا يلبس الناس في فصل الصيف؟

لماذا يلبس الناس قمصانًا خفيفة وبنطلونات قصيرة في فصل الصيف؟

ما نوع الأحذية التي يفضلها بعض الناس أثناء المشي في فصل الصيف؟

ما الملابس التي تفضلها النساء في فصل الصيف؟

ماذا يلبسُ الرِّجالُ في فصلِ الشَّتاءِ؟
لماذا يلبسُ النَّاسُ ألوانَ دَاكِتَةٍ في الشَّتاءِ؟
ما هي الألوانُ الزَّاهية في فصلِ الصَّيفِ؟
كيف تساعد الملابسُ الدافئة النَّاسَ في فصلِ الشَّتاءِ؟

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3.6: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Use vocabulary and expressions related to clothing and shopping in Arabic
- Engage in basic conversations, including asking about sizes, colors, and types of clothing, expressing preferences, and making purchases.

Dialog 1

This dialog explores a lively shopping experience as Mona and Majid prepare for an Eid celebration. The conversation highlights their choices of formal and elegant clothing, including suits, dresses, and accessories, reflecting cultural traditions and personal preferences. As they shop, they interact with salespeople, discuss colors and sizes, and finalize their outfits for the special event.

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Figure 3.6.1: Image generated by OpenAI's DALL·E, CC BY 4.0.
Shopping for Eid Clothes

التَّسَوُّقُ لِشِرَاءِ مَلَابِسِ الْعِيدِ

منى: أهلاً ماجد، هل ستشتري ملابسَ لحفلةِ العيد؟
ماجد: أهلاً منى. ليسَ بعدُ، أريدُ شراءَ بَدَلَةٍ رَسْمِيَّةٍ مَعَ رِبْطَةٍ
عُنُقٍ جَدِيدَةٍ. وَأَنْتِ؟
منى: أريدُ أَنْ أَشْتَرِيَ فُسْتَانًا جَمِيلًا وَحَقِييَّةً صَغِيرَةً وَقُقَّازَاتٍ
بَيْضَاءَ

(فِي الْمَتَجَرِّ)

ماجد: (يَتَكَلَّمُ إِلَى الْبَائِعِ) أريدُ بَدَلَةً سَوْدَاءَ. هلْ عِنْدَكُمْ
مَقَاسَاتٌ مُخْتَلِفَةٌ؟
البائع: نَعَمْ، عِنْدَنَا كُلُّ الْمَقَاسَاتِ. هلْ تُريدُ رِبْطَةً عُنُقٍ؟ وَمَا
لَوْنُهَا؟

ماجد: أريدُ رِبْطَةً عُنُقٍ حَمْرَاءَ. وَأريدُ أَيْضًا حِذَاءً رَسْمِيًّا أَسْوَدَ
(منى تَتَكَلَّمُ مَعَ الْبَائِعَةِ)

منى: مَرْحَبًا، هلْ عِنْدَكُمْ فَسَاتَيْنِ لِلْحَفَلَاتِ الرَّسْمِيَّةِ؟
البائِعة: نَعَمْ، لَدَيْنَا فَسَاتَيْنِ رَائِعَتَانِ، أَيُّ لَوْنٍ تُفَضِّلِينَ؟
منى: أَفَضِّلُ اللَّوْنَ الْأَزْرَقَ الْعَامِقَ. أريدُ أَيْضًا شِرَاءَ وَشَاحٍ
أَنِيقٍ وَقُقَّازَاتٍ بَيْضَاءَ

(بَعْدَ التَّسَوُّقِ وَفِي حَفْلَةِ الْعِيدِ)

ماجد: عِيدٌ سَعِيدٌ، كُلُّ عَامٍ وَأَنْتِ بِأَلْفِ خَيْرٍ يَا منى! فُسْتَانُكِ
جَمِيلٌ جَدًّا

التسوق لشراء ملابس العيد

منى: وَأَنْتِ بِأَلْفِ خَيْرٍ يَا مَاجِدُ! بَدَلْتُكَ السَّوْدَاءُ مَعَ رِبْطَةِ
العُنُقِ الْحُمْرَاءِ وَالْحِذَاءِ الْأَسْوَدِ الرَّسْمِيِّ جَمِيلَةً جَدًّا

ماجد: الْحَفْلُ سَيَكُونُ رَائِعًا مَعَ هَذِهِ الْمَلَابِسِ

منى: نَعَمْ، يَلَا تُشَارِكُ فِي الْإِحْتِفَالِ

Activities

Check Your Understanding

- Convert the dialog into text. Convert the conversation into a continuous written narrative and a coherent paragraph.
- Translate the dialog to English.
- How do the characters' shopping choices reflect preparation for a cultural event?
- What significance does formal clothing hold in celebrations like Eid, based on the dialogue?
- How might this shopping experience differ in your own culture?
- If you were Majid, what additional items might you consider buying for a formal event, and why?
- Imagine you are Mona. What would you say to the salesperson if they don't have your size or preferred color?

Role-plays

• Role-Play: Shopping for Eid Clothes

In this role-play, one student takes on the role of the customer, such as Majid or Mona, while another plays the salesperson. The customer approaches the salesperson with specific requests, asking about clothing items like suits, dresses, or accessories. They inquire about sizes and colors, using phrases like "هل عندكم مقاسات مختلفة؟" (Do you have different sizes?) or "ما الألوان؟" (What colors are available?). The salesperson responds with suggestions and descriptions of the items, such as "عندنا بدلة سوداء وربطة عنق حمراء" (We have a black suit and a red tie). The customer makes a decision and expresses their preferences, practicing vocabulary related to clothing, colors, and shopping in Arabic.

• Role-Play: Preparing for an Event

In this scenario, two students act as friends discussing what to wear for an upcoming event, similar to Majid and Mona preparing for Eid. One student begins the conversation by asking, "ماذا ستلبس في الحفلة؟" (What will you wear to the party?). The other student responds with their clothing choices, such as "سأرتدي فستانًا أزرق وقفازات بيضاء" (I will wear a blue dress and white gloves). They then suggest outfits for each other, using phrases like "يمكنك لباس بدلة سوداء مع ربطة" (You can wear a black suit with a tie) or "ربما وشاح يناسب الفستان" (Maybe a scarf to match the dress). This dialogue allows students to practice descriptive adjectives and discuss formal attire while using Arabic vocabulary in a conversational context.

• Role-Play: Cultural Clothing Store

In this role-play, students simulate a shopping experience in a store specializing in traditional or cultural clothing. One student acts as the customer and another as the salesperson. The customer asks for recommendations, using phrases like "أريد ملابس تقليدية لحفلة عيد ميلادي" (I'm looking for traditional clothing for my birthday). The salesperson describes items, such as "عندنا قفطان مغربي" (We have a Moroccan kaftan) or "هذا البرنوس جيد" (This burnous is perfect). The interaction encourages students to explore cultural vocabulary and practice conversation skills, making the experience both educational and culturally enriching.

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3.7: Culture- Traditional Arabic Clothing- A Blend of Culture and Heritage

Learning Objectives

In this section, you will be able to:

- Explore the cultural and functional significance of traditional Arabic clothing, including its emphasis on modesty, climate adaptation, and cultural identity across the Arab world.
- Recognize the diversity of traditional attire in Arab countries and its role in reflecting regional heritage, history, and celebrations.

Arabic Clothes and Traditional Attire in Arab Countries

Clothing in the Arab world is deeply rooted in tradition, culture, and history. Traditional Arab attire reflects not only the customs and values of each region but also its geography and climate. While modern styles are now widespread, traditional garments remain significant, particularly during cultural celebrations and religious events.

General Features of Arabic Clothing

1. Modesty

- **Cultural and Religious Foundations:**
 - Modesty in clothing is a core principle influenced by cultural norms and religious values, particularly Islamic teachings, which encourage covering the body appropriately. This applies to both men and women.
 - While the interpretation of modesty varies across the Arab world, traditional clothing is designed to be loose-fitting and to cover most of the body.
- **Women's Clothing:**
 - Items like the **abaya**, **kaftan**, and **hijab** are widely worn to achieve modesty while reflecting personal style and cultural identity.
 - In some regions, additional coverings like the **niqab** (face veil) or **burqa** are also part of traditional attire, depending on local customs.
- **Men's Clothing:**
 - Men's attire, such as the **thobe**, **dishdasha**, or **jalabiya**, is typically loose-fitting and ankle-length, promoting modesty and comfort.

Watch this picture of three women wearing elegant, traditional Arabic-style clothing. The outfits feature intricate gold embroidery and vibrant colors, reflecting cultural heritage and modest fashion. Each woman wears a hijab that complements her attire, blending traditional and modern styles beautifully. The setting appears to be outdoors, suggesting a casual or semi-formal occasion.



Figure 3.7.1: Arabic Woman Traditional Clothes. (CC0)

2. Climate Adaptation

- **Hotter Regions:**
 - Many Arab countries are located in arid or desert climates where temperatures can soar. Traditional clothing is designed to combat the heat:
 - **Light Fabrics:** Cotton, linen, and other breathable materials are commonly used to keep the body cool.
 - **Loose Fits:** Loose clothing allows air circulation, providing relief from high temperatures.
 - **Head Coverings:** Headscarves like the **ghutra**, **shemagh**, or **keffiyeh** not only protect against the sun but also shield against blowing sand in desert areas.
- **Cooler Regions or Winter Seasons:**
 - In countries with cooler climates or mountainous areas, such as parts of Morocco, Lebanon, or Yemen, clothing is adapted with heavier fabrics like wool or layered garments:
 - **Burnous:** A woolen cloak in North Africa used to keep warm.
 - **Fur-Lined Bishts:** In the Gulf, winter versions of the bisht (cloak) are lined for added warmth.

3. Cultural Identity

- **Symbol of Heritage:**
 - Each Arab country's traditional attire reflects its unique cultural heritage, regional history, and social customs.
 - Traditional clothing often features specific patterns, colors, and designs tied to the local culture:
 - For example, **tatreez** (embroidery) in Palestinian dresses tells stories of villages and regions through patterns.
 - Moroccan **caftans** showcase Andalusian influences with their elaborate embellishments.
- **Occasions and Festivities:**
 - Traditional attire plays a significant role in weddings, religious celebrations (like Eid), and national holidays.
 - People often wear their national dress to express pride in their cultural identity during such occasions.
- **Adaptation to Modern Times:**
 - While traditional clothing is still worn, especially in rural areas, urban centers often see a blend of traditional and modern styles. For example:
 - Women may pair a modern blouse with a **hijab** or abaya that features contemporary cuts and designs.
 - Men might wear a traditional **thobe** with a tailored jacket.

4. Diversity in Styles

- **Urban vs. Rural:**
 - Urban areas often adopt more contemporary or blended styles, whereas rural areas hold onto traditional designs more strongly.
 - For example, rural Bedouins might still wear long robes and practical head coverings suitable for desert life.
- **Local Materials and Craftsmanship:**
 - Many traditional outfits incorporate locally sourced materials and reflect the region's craftsmanship, such as handwoven fabrics, embroidered designs, and intricate beading.

Traditional Clothing in Arab Countries

1. The Gulf Region

The Gulf countries (Saudi Arabia, UAE, Qatar, Kuwait, Bahrain, and Oman) share similar clothing styles but with regional variations.

- **Men's Clothing:**
 - **Thobe (Dishdasha):** A long white robe made of light fabric, worn for both casual and formal occasions.
 - **Ghutra and Egal:** A headscarf (often white or red-and-white checkered) secured with a black cord.
 - **Bisht:** A cloak worn over the thobe for formal occasions.

- **Women's Clothing:**
 - **Abaya:** A long black cloak that covers the body, often paired with a hijab or niqab.
 - **Burqa (in some regions):** Covers the face entirely or partially.
- **Oman:** Omani men wear a thobe with a distinct round cap called a **kumma** or a turban known as **massar**. Women may wear colorful embroidered dresses.

2. North Africa

Countries like Morocco, Algeria, Tunisia, Libya, and Egypt have distinct traditional attire influenced by Amazigh (Berber), Arab, and Andalusian cultures.

- **Morocco:**
 - **Men:** Wear the **djellaba**, a long robe with a hood, and the **tarbouche** (fez hat).
 - **Women:** Often wear kaftans or djellabas with intricate embroidery.
- **Algeria and Tunisia:**
 - **Women:** Wear the **karakou** (a jacket with embroidery) paired with wide pants or a long dress.
 - **Men:** The **burnous**, a long wool cloak, is popular.
- **Egypt:**
 - **Men:** Wear the **galabeya**, a long robe similar to the thobe.
 - **Women:** In rural areas, traditional dresses often have colorful patterns, while urban attire may include modern adaptations of traditional styles.

Watch this video presenting the rich diversity of Algeriz's traditional attire.



3. The Levant

The Levant region (Jordan, Palestine, Syria, and Lebanon) boasts rich traditions in embroidery and vibrant colors.

- **Men:**
 - Traditional **keffiyeh** or **shemagh** headscarves are popular, especially the black-and-white Palestinian pattern.
 - Older generations may still wear a **thobe** or **abayeh**.
- **Women:**
 - Known for their intricate **tatreez** (embroidery) on dresses, especially in Palestine.
 - Syrian women often wear brightly colored dresses with embroidered belts.

4. Iraq

- **Men:** Traditional attire includes a thobe, but older men might wear the **abbaya**, a long black cloak.
- **Women:** Iraqi women's traditional clothing varies by region, with rural areas favoring colorful, embroidered dresses and urban women opting for modernized abayas.

5. Sudan

- **Men:** Wear the **jalabiya**, similar to the Egyptian galabeya, paired with a **turban**.
- **Women:** The **toub**, a long, colorful cloth draped over the body, is a hallmark of Sudanese women's attire.

Here is a comprehensive document about **Arabic Clothes and Traditional Attire in Arab Countries**:

Arabic Clothes and Traditional Attire in Arab Countries

Clothing in the Arab world is deeply rooted in tradition, culture, and history. Traditional Arab attire reflects not only the customs and values of each region but also its geography and climate. While modern styles are now widespread, traditional garments remain significant, particularly during cultural celebrations and religious events.

1. General Features of Arabic Clothing

- **Modesty:** Arabic clothing often emphasizes modesty, aligning with cultural and religious values.
- **Climate Adaptation:** Light and loose fabrics are common in hotter regions, while heavier materials are used in cooler areas or during winter.
- **Cultural Identity:** Each Arab country has its distinctive traditional attire that symbolizes its history and culture.

2. Traditional Clothing in Arab Countries

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 - Syrian women often wear brightly colored dresses with embroidered belts.

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- **Women:** The **toub**, a long, colorful cloth draped over the body, is a hallmark of Sudanese women's attire.

6. Yemen

- **Men:** Wear the **ma'awis**, a wraparound skirt, often paired with a shirt or thobe, and sometimes a **jambia** (traditional dagger).
- **Women:** Yemen's traditional dresses are often vibrant and heavily embroidered, with regional differences in patterns and styles.

7. Somalia and Djibouti

While not part of the Arab League culturally, Somalia and Djibouti share linguistic and cultural ties with the Arab world.

- **Men:** Wear sarongs called **macawiis** and white shirts.
- **Women:** Traditional attire includes the **guntiino**, a long cloth tied around the body, often in vibrant colors.



Figure 3.7.2: Traditional Arabic clothing from various Arab countries.

3. The Significance of Traditional Clothing

Traditional clothing in the Arab world is a testament to the region's rich history and diversity. It reflects not only the culture and traditions but also the environmental and social factors that have shaped the Arab world over centuries. While modern fashion continues to evolve, the significance of traditional attire endures as a symbol of cultural heritage and identity.

- **Identity and Pride:** Traditional clothing is often worn to express cultural pride, especially during festivals, weddings, and national holidays.
- **Preservation of Heritage:** Despite modern influences, traditional attire remains a strong link to Arab history and identity.

What Arabs Wear in Their Weddings

Arab weddings are vibrant celebrations that often include traditional attire showcasing cultural heritage. Wedding outfits vary greatly across Arab countries, but they all share a sense of elegance, opulence, and attention to detail.

1. The Bride's Attire

- **General Features:**

- Brides often wear elaborately designed dresses with intricate embroidery, beadwork, or sequins.
- Many Arab brides choose multiple outfits for different parts of the wedding, such as the henna night, the wedding ceremony, and the reception.

- **By Region:**

- **Gulf Countries:**

- Brides may wear traditional embroidered dresses for the henna night.
- The wedding gown is usually a Western-style white dress, but with luxurious additions, such as gold or pearl embellishments.
- In Saudi Arabia, a heavily embroidered traditional **abaya** or **farwa** may also be worn.

- **North Africa:**

- In Morocco, brides often wear a **caftan** or multiple **takchita** (layered dresses) during the wedding, accessorized with intricate gold jewelry.
- In Algeria, the **Karako** (embroidered jacket and wide pants) or a traditional dress like the **Chedda** from Tlemcen is popular.
- Egyptian brides typically wear a Western-style white gown for the main ceremony, often with local touches such as golden accessories.

- **The Levant:**

- Palestinian and Jordanian brides might incorporate traditional embroidery into their dresses.
- For traditional ceremonies, brides may wear brightly colored embroidered gowns specific to their villages.
- In Lebanon, modern white wedding dresses with a high-fashion twist are extremely popular.

- **Iraq and Yemen:**

- Iraqi brides may wear a traditional **abaya** or an embroidered gown for pre-wedding events, followed by a white dress for the ceremony.
- Yemeni brides often wear traditional, vibrant gowns with gold jewelry for the henna night and switch to a white dress for the wedding.

- **Sudan:**

- Brides wear a stunning **red toub** with gold embroidery for wedding ceremonies, accessorized with heavy gold jewelry.

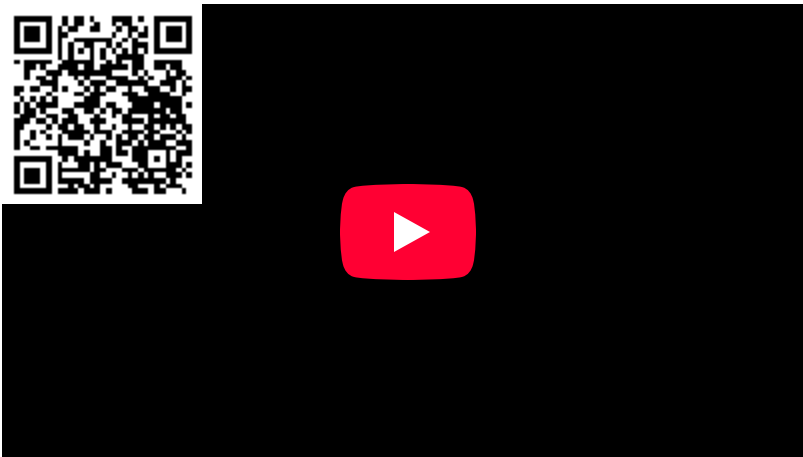
Watch this video offers a vibrant glimpse into Moroccan wedding traditions. It showcases the rich cultural heritage of Morocco, highlighting traditional attire, music, and ceremonial practices that define Moroccan nuptial celebrations. Through captivating visuals, viewers can appreciate the intricate customs and festive spirit inherent in Moroccan weddings.



2. The Groom's Attire

- **General Features:**
 - Grooms often wear a combination of traditional and modern clothing, ranging from tailored suits to traditional thobes or cloaks.
- **By Region:**
 - **Gulf Countries:**
 - Grooms typically wear a crisp white **thobe**, sometimes paired with a **bisht** (a ceremonial cloak with gold embroidery) during the ceremony.
 - A **ghutra** or **shemagh** (headscarf) is also common.
 - **North Africa:**
 - In Morocco, grooms wear a **djellaba** or **jabador** (a two-piece outfit with a long shirt and pants), often in white or cream.
 - Algerian grooms might wear a traditional **burnous** (cloak) over their outfit.
 - **The Levant:**
 - Grooms in the Levant often opt for tailored suits, but in traditional ceremonies, they may wear a long coat or cloak resembling historical attire.
 - **Iraq and Yemen:**
 - Iraqi grooms sometimes wear an **abaya** or **dishdasha** for traditional ceremonies.
 - Yemeni grooms often wear a **ma'awis** (wrap skirt) paired with a **jambia** (dagger) and a decorated shirt.
 - **Sudan:**
 - Grooms wear a white **jalabiya** and a turban, complemented by a black or gold-trimmed cloak.

Watch the video, which offers a glimpse into the rich traditions of Omani wedding ceremonies. It showcases the vibrant attire, intricate rituals, and joyous celebrations that define these events. Through captivating visuals, viewers can appreciate the cultural heritage and festive spirit inherent in Omani weddings.



3. Accessories and Jewelry

- **Brides:**
 - Gold is the most common accessory, symbolizing wealth and status. Heavy necklaces, earrings, bracelets, and anklets are often worn.
 - Headpieces such as tiaras or crowns are popular in weddings across the Arab world.
 - In some cultures, henna designs are applied to the bride's hands and feet during a special pre-wedding night.
- **Grooms:**
 - Accessories include traditional daggers (e.g., **jambia** in Yemen), headscarves, and ornamental belts.

Traditional clothing in the Arab world is a testament to the region's rich history and diversity. It reflects not only the culture and traditions but also the environmental and social factors that have shaped the Arab world over centuries. While modern fashion continues to evolve, the significance of traditional attire endures as a symbol of cultural heritage and identity.

Activities

Check Your Understanding

You will be introduced to different activities in your notebook or with your learning partners in this part. These questions encourage you to engage with the cultural and economic aspects of traditional souks while reinforcing key points from the text.

- Create a mini travel guide with a section about traditional clothing. Include:
 - Descriptions of typical attire.
 - When and where the clothing is worn.
 - Fun facts about the designs or materials.
 - Share your travel guides with the class.
- Search and compare traditional Arabic clothing to traditional clothing from your own culture. Write a short paragraph or create a visual highlighting similarities and differences about each culture.
- Create a "virtual museum" by setting up stations around the classroom with pictures and descriptions of traditional clothing from various Arab countries. Your classmates walk around, read about the clothing, and complete a worksheet with questions like:
 - Which outfit would you like to try and why?
 - Which country has the most colorful attire?

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3.8: Assessment

Learning Objectives

In this section, you will be able to:

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

Exercises التمارين

Check Your Understanding

Write the answers to these questions in your notebook:

1. ماذا يلبس الرجال في دول الخليج كلَّ يومٍ؟
2. متى يلبس الرجال البشت في الخليج؟
3. ما الفرق بين ملابس النساء في الخليج وملابس النساء في المغرب؟
4. ماذا تلبس النساء في فلسطين؟ وماذا يميز هذه الملابس؟
5. ما هو البرنوس؟ وأين يلبسه الناس؟
6. لماذا يلبس الناس الملابس التقليدية في المناسبات؟
7. ما العلاقة بين الملابس التقليدية والثقافة؟
8. ما هي المميزات العامة للملابس التقليدية في العالم العربي؟
9. هل كل بلد في العالم العربي يلبس نفس الملابس التقليدية؟ لماذا؟
10. ما رأيك في الملابس التقليدية؟ هل تحبها؟ لماذا؟
11. هل رأيت أو لبست ملابس عربية تقليدية من قبل؟ تكلم عن ذلك

Check Your Understanding

- Write the answers to these questions about the dialogue of التَّسَوُّقُ لِلْمَلَابِسِ الشَّتَوِيَّةِ in your notebook:

- ماذا تُريد ليلي أن تشتري؟
- ماذا يُريد علي أن يشتري في البداية؟
- ماذا يسأل علي البائع؟
- ما هي ألوان السترات التي عند البائع؟
- كم سعر السترة؟
- ما نوع البنطلونات التي عند البائع؟ وما أسعارها؟
- ماذا اختار علي في النهاية؟
- ما لون المعطف الذي تُفضل ليلي أن تشتريه؟
- ماذا تريد ليلي أن تلبس في الأيام الباردة؟
- ماذا قالت ليلي في نهاية الحوار عن فصل الشتاء؟
- هل تحب فصل الشتاء؟ لماذا؟
- ماذا تلبس عادةً في فصل الشتاء؟
- هل ذهبت إلى السوق لشراء ملابس شتوية من قبل؟ ماذا تشتري؟
- ما لون الملابس الشتوية التي تُفضل أن تلبسها؟ ولماذا؟

- Work with your partner. One acts as a customer (like Ali or Leila), and the other acts as a salesperson. You can use the dialog in the text as a guide, but add your variation.

Scenario Ideas:

- Shopping for summer clothes.
- Asking for a discount.
- Choosing accessories.
- Choose pictures of winter clothing items (e.g., a coat, scarf, shoes) and describe them in Arabic using vocabulary from the text.
- Write a short paragraph about your favorite summer clothing using vocabulary and structures from the text.

- Have a class discussion about how winter clothing in Arabic-speaking countries might differ from their own cultures. Encourage your classmates to use vocabulary from the text in their reflections.
- Work with your partner to compare your winter clothing using phrases like:
 - أنا أفضل وأنت ماذا تفضل؟
 - أحب اللون لكن أنت تحب اللون....

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CHAPTER OVERVIEW

4: Personal Appearance

- 4.1: Comparative in Arabic
- 4.2: New Vocabulary
- 4.3: Grammar Rules for Using Body Parts in Arabic
- 4.4: Reading and Writing
- 4.5: Listening and Speaking
- 4.6: Arabic Proverbs Related to Appearance and Colors
- 4.7: Culture- Beauty and Grooming in Arab Culture

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4.1: Comparative in Arabic

Learning Objectives

In this section, you will be able to:

- Understand the Comparative Pattern
- Use the comparative form to describe relationships between two entities.
- Apply the word **أفعل** (min) to express comparisons effectively.

Comparative in Arabic for Beginners

Introduction to Comparative in Arabic

The comparative **المقارنة** form in Arabic is used to compare two things or people. It often corresponds to the English "more... than" or simply "-er" (e.g., bigger, taller). Comparatives in Arabic are derived from adjectives and follow a specific pattern: **أفعل**.

Structure of the Comparative in Arabic **المقارنة**

Identify the Root Letters of the Adjective

- Most Arabic adjectives are based on three root letters.
- Example: **طويل** (Tawil, "Tall") has the root letters **ط و ل**.

Apply the Comparative Pattern

- Insert the root letters into the **(أفعل)** pattern.
- Example:
 - **أطول** → **طويل** (Tawil → Atwal).
 - **كبير** (Kabir): Big → **أكبر** (Akbar): Bigger
 - **جميل** (Jamil): Beautiful → **أجمل** (Ajmal): More beautiful

Usage in Sentences

To compare the two items, the structure is: **[Subject] + [Comparative] + **أفعل** (Min) + [Object of Comparison]**

Example:

- **خالد أطول من مها.**
Khalid is taller than Maha.
- **هذه الحقيبة أجمل من تلك.**
This bag is more beautiful than that one.

Practice with Additional Adjectives

Start with common adjectives to practice creating the comparative form.

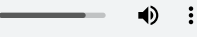
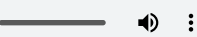
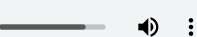
Example:

- **ثقيل** (Thaqil - Heavy) → **أثقل** (Athqal - Heavier).
Root letters: **ث ق ل**
- **خفيف** (Khafif - Light) → **أخف** (Akhaf - Lighter).
Root letters: **خ ف ح**
- **جميل** (Jamil - Beautiful) → **أجمل** (Ajmal - More beautiful).
Root letters: **ج م ل**
- **قصير** (Qasir - Short) → **أقصر** (Aqsar - Shorter).
Root letters: **ق ص ر**

Common Vocabulary for Comparatives

Here is a list of frequently used adjectives and their comparative forms for practice:

Common Vocabulary for Comparatives

Audio	Meaning	Comparative Form
▶ 0:00 / 0:02 	Tall → Taller	أطول
▶ 0:00 / 0:02 	Short → Shorter	أقصر
▶ 0:00 / 0:02 	Beautiful → More beautiful	أجمل
▶ 0:00 / 0:02 	Clean → Cleaner	أنظف
▶ 0:00 / 0:02 	Heavy → Heavier	أثقل
▶ 0:00 / 0:02 	Light → Lighter	أخف

Special Grammar Notes for Students

1. Masculine vs. Feminine Forms

- The comparative form (أفعل) is always **masculine** by default.
- To describe a feminine subject, you keep the same comparative form but adjust the sentence structure.
 - Example:
 - الولد أطول من البنت. (The boy is taller than the girl.)
 - البنت أطول من الولد. (The girl is taller than the boy.)

2. Dual and Plural Subjects

- The comparative form remains the same regardless of whether the subject is singular, dual, or plural.
- Example:
 - الأولاد أطول من البنات. (The boys are taller than the girls.)

3. Adjectives with Irregular Comparatives

- Some adjectives may not follow the regular pattern and require memorization (e.g., جيد → أفضل).
- جيد (Good) → أفضل (Better).
- Examples in Sentences
 - جيد → أفضل (Good → Better):
 - هذا الكتاب أفضل من ذلك.
 - This book is better than that.
 - سيئ → أسوأ (Bad → Worse):
 - الطقس اليوم أسوأ من أمس.
 - The weather today is worse than yesterday.

Activities

Check Your Understanding

- Write your own sentences comparing the following:
 - Two family members (e.g., Khalid and his sister).
 - Two objects (e.g., bags, cars).
 - Two places (e.g., cities, countries).
- Translate the following sentences into Arabic using the comparative form:
 - My house is bigger than my friend's house.
 - This dress is more beautiful than that one.
 - The boy is shorter than his brother.
 - This table is lighter than the chair.

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4.2: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Recognize and use terms for general body parts, facial features, hair descriptions, and skin tones.
- Use the vocabulary and verbs to create detailed descriptions of people, including physical features and grooming habits.
- Gain cultural insight into how personal appearance is described and valued in Arabic-speaking societies.

Introduction to Personal Appearance Vocabulary

This vocabulary list is designed to help you describe your personal appearance in Arabic. It includes a wide range of terms, covering body parts, facial features, hair descriptions, and adjectives, along with essential verbs you can use to talk about actions related to appearance and grooming. By learning this list, you can confidently describe yourself and others in detail.

What You'll Learn:

- General Body Parts: To build a strong foundation, start with basic words like head, arm, and leg.
- Facial Features: Learn how to describe specific features like eyes, lips, and beard, and use detailed descriptions to make your sentences more vivid.
- Hair Descriptions: Use terms to describe different hair types and colors, helping you add variety to your sentences.
- Adjectives and Verbs: Use descriptive words and action verbs, such as "to resemble" to bring life to your conversations.

Personal Appearance Vocabulary

General Body Parts

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:05	جَسْمِي قَهْدُ لَا تَنِي أَر : الرِّيَاصَة	body	أَجْسَام	جسم
▶ 0:00 / 0:05	رَأْسُ أَج : لِأَنَّهُ ذَكِي س :	head	رُؤُوس	رأس
▶ 0:00 / 0:03	وَجْهَ أُمِّ : مُبْتَسِم	face	وَجُوه	وجه
▶ 0:00 / 0:07	رَقَبَةُ الْ : طَوِيلَةٌ س :	neck	رِقَاب / أَغْنَاق	رقبة / عُنُق
▶ 0:00 / 0:05	حَقِيَّتِي : كَتِفِي طَوَان س :	shoulder	أَكْتَاف	كتف
▶ 0:00 / 0:05	أَنَا مَ عَلِي : بَعْدَ الْعَسِي	back	ظهور	ظهر
▶ 0:00 / 0:04	صَدْرُ الْ : وَاسِعٌ وَسِي	chest	صدور	صدر
▶ 0:00 / 0:05	بَطْنُ الْوَا : وَلَطِيْب	tummy/ Stomach	بُطُون	بطن
▶ 0:00 / 0:04	ذِرَاعُ سَاد : سَاقُ خَالِدُ قَهْدُ	arm	أَذْرُع	ذراع
▶ 0:00 / 0:07	لِأَنَّهُ يُم : الْجَرِي يَوْمِيَا	leg	سِيقَان	ساق

Facial Features

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:05	عِنْدِي عَيْنٌ جَمِيدَةٌ	eye	عُيُونٌ / أَعْيُنٌ	عَيْنٌ
▶ 0:00 / 0:05	أَذَانُ الْفُ : من آذانِ الناسِ	ear	آذَانٌ	أُذُنٌ
▶ 0:00 / 0:08	يُرِيدُ أَخِي أَنْ يَتَرَوَّجَ إِمْرًا : صَغِيرٌ جِدًّا	nose	أَنْوُفٌ	أَنْفٌ
▶ 0:00 / 0:04	الْأَفْوَاهُ : فِي الْكَلَامِ وَبِالنَّاسِ	mouth	أَفْوَاهٌ	فَمٌ
▶ 0:00 / 0:06	شِفَاهُ : وَرْدِيَّةٌ وَبِالنَّاسِ	lip	شِفَاهٌ	شِفَّةٌ
▶ 0:00 / 0:05	الْأَسْنَانُ تَحْتَاجُ إِلَى اللَّهِ : يَوْمِيًّا	tooth	أَسْنَانٌ	سِنٌ
▶ 0:00 / 0:03	اللِّسَنَةُ : لِحَى الْوَلَدِ	tongue	اللِّسَنَةُ	لِسَانٌ
▶ 0:00 / 0:05	لِحَى الْوَلَدِ : طَوِيلَةٌ أَوْ سَعِيرَةٌ	beard	لِحَى	لِحْيَةٌ

Hand and Arm

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:05	يَدِي : وَتَأْمُرُ	hand	أَيْدِي	يَدٌ
▶ 0:00 / 0:05	أَسْتَمْتُعُ : بِأَصَابِي	finger	أَصَابِعٌ	إِصْبَعٌ
▶ 0:00 / 0:05	كَفُّهُ دَافٍ : السَّدْرِ	palm	أَكْفٌ	كَفٌ

Leg and Foot

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:08	لا عِبْتُ كُرًّا طَوِيلًا رِجْلِيَّ طَوِيلًا	leg	رِجْلٍ / سِيقَان	رِجْلٍ / ساق
▶ 0:00 / 0:05	قَدَمِي بَا الطَّفْسِ بَرِّ	foot	أَقْدَام	قَدَم
▶ 0:00 / 0:05	إِصْبَعُ قَدَمٍ	toe	أَصَابِعُ الْقَدَمِ	إِصْبَعُ الْقَدَمِ
▶ 0:00 / 0:07	لَا أَحِبُّ أَنْ أَلْبَسَ الْحِزَامَ عَلَى رُجُلِي عِنْدَمَا أَرْكُضُ	knee	رُكَب	رِكْبَةٌ

Height and Weight

The words **طول** (height) and **وزن** (weight) fall under the category of **physical attributes** or **personal appearance**. They describe measurable characteristics of a person's body and are often used when discussing or describing someone's external features.

طول (Height):

- **Meaning:** Refers to how tall a person is.
- **Measurement in Arabic Countries:** In Arabic-speaking countries, height is measured in **centimeters** (سنتيمترات).
- **Examples:**
 - أحمد طويل (Ahmed is tall).
 - ليلي قصيرة (Laila is short).
 - هو متوسط الطول (He is of average height).
- **Question to Ask:**
 - ما طولك؟ (What is your height?)
 - طولي ١٦٥ سنتيمترًا (My height is 165 cm).

وزن (Weight):

- **Meaning:** Refers to how much a person weighs.
- **Measurement in Arabic Countries:** In Arabic-speaking countries, weight is measured in **kilograms** (كيلوغرامات).
- **Examples:**
 - سامي نحيف (Sami is thin).
 - سامي سمين (Sami is fat).
 - هند ممتلئة (Hind is chubby).
 - هو ثقيل الوزن (He is heavy).
- **Question to Ask:**
 - ما وزنك؟ (What is your weight?)
 - جوابي: وزني ٧٠ كيلوغرامًا (My weight is 70 kg).

المفردات الجديدة New Vocabulary

Audio	The New Word in Sentence	Meaning	Word
▶ 0:00 / 0:05 ————— 🔊	طولي ١٦٠ سنتيم	height	طول
▶ 0:00 / 0:04 ————— 🔊	وزني ٧٠ كيلوغراما	weight	وزن
▶ 0:00 / 0:04 ————— 🔊	سامي نحيف ويأك' قليلاً	thin	نحيف
▶ 0:00 / 0:05 ————— 🔊	القطة سميكة لأن' تأكل كثيراً	fat	سمين
▶ 0:00 / 0:05 ————— 🔊	حقيقتي اليوم ثقيا بسبب الكتب	heavy	ثقيل
▶ 0:00 / 0:04 ————— 🔊	الرياح اليوم خفيف وجميلة	light	خفيف

Skin Descriptions for Students

Understanding and describing skin tones in Arabic is an important aspect of learning descriptive vocabulary. Here are some details about the terms:

1. بشرة داكنة (Dark-skinned):

- **Meaning:** Refers to a darker skin tone. It is commonly used to describe people with naturally deep skin tones, often positively and respectfully.
- **Example Sentence:**
 - محمد لديه بشرة داكنة.
(Mohamed has dark skin.)

2. بشرة فاتحة (Fair-skinned):

- **Meaning:** Refers to a light or pale skin tone, often seen as soft and delicate. Used to describe people with lighter skin tones, usually in neutral or admiring contexts.
- **Example Sentence:**
 - ليلي لديها بشرة فاتحة.
(Layla has fair skin.)

3. بشرة سمراء (Tan/Brown-skinned):

- **Meaning:** Refers to a tan or medium skin tone, often associated with warmth and vitality. Describes people with a medium complexion, often emphasizing health and energy.
- **Example Sentence:**
 - رنا لديها بشرة سمراء.
(Rana has tan skin.)

Hair Descriptions

Below are detailed explanations and examples for common hair-related vocabulary.

1. شعر مجعد (Curly Hair):

- **Meaning:** Hair that forms curls or coils, often associated with volume and texture. Used to describe hair with natural curls, emphasizing its texture.
- **Example Sentence:**
 - محمد لديه شعر مجعد وجميل.
(Mohamed has curly and beautiful hair.)

2. شعر أملس (Straight Hair):

- **Meaning:** Hair that is smooth and straight, without curls or waves.
- **Example Sentence:**
 - ليلي لديها شعر أملس ولامع.
(Layla has straight and shiny hair.)

3. شعر كثيف (Thick Hair):

- **Meaning:** Hair that is full and abundant, giving it a voluminous appearance.
- **Example Sentence:**
 - رنا لديها شعر كثيف وصحي.
(Rana has thick and healthy hair.)

4. شعر خفيف (Thin Hair):

- **Meaning:** Hair that has less volume or density, appearing fine or light. Can describe naturally fine hair or hair that has become thinner over time.
- **Example Sentence:**

- سامر لديه شعر خفيف لكنه مرتب.
(Samer has thin hair, but it is neat.)

5. شعر أشيب (Gray Hair):

- **Meaning:** Hair that has turned gray or white due to aging or other factors.
- **Example Sentence:**
 - جدي لديه شعر أشيب جميل.
(My grandfather has beautiful gray hair.)

6. شعر أشقر (Blonde Hair):

- **Meaning:** Hair that is naturally light yellow or golden in color.
- **Example Sentence:**
 - سارة لديها شعر أشقر طويل.
(Sara has long blonde hair.)

Verb يشبه

- The verb **يُشَبِّه** means "to resemble" or "to look like." It shows the similarity between two people, things, or ideas.
- The verb changes according to the subject (he, she, they, etc.).
- Conjugation of the Verb **يشبه** in the Present Tense

Conjugation of the Verb يشبه (To Resemble) Including Dual Pronoun

Conjugation of the Verb يشبه in the present tense

Example Sentence	Verb Form (يشبه)	Subject Pronoun (ضمير)
أنا أشبه أُمِّي. (I resemble my mother.)	أشبه	أنا (I)
نحن نشبه والدنا. (We resemble our father.)	نشبه	نحن (We)
أنت تشبه أخاك. (You resemble your brother.)	تشبه	أنت (You, masculine)
أنت تشبهين أختك. (You resemble your sister.)	تشبهين	أنت (You, feminine)
أنتما تشبهان والديكما. (You both resemble your parents.)	تشبهان	أنتما (You two)
أنتم تشبهون جدكم. (You resemble your grandfather.)	تشبهون	أنتم (You, plural)
هما يشبهان أباهما. (They both resemble their father.)	يشبهان	هما (They dual, masculine)
هما يشبهان أمهما. (They both resemble their mother.)	يتشبهان	هما (They dual, feminine)
هم يشبهون بعضهم. (They resemble each other.)	يشبهون	هم (They, masculine)
هن يشبهن أختهن. (They resemble their sister.)	يشبهن	هن (They, feminine)

Activities

Check Your Understanding

- Write 3-4 sentences about what you wear and on which body parts. Use the following words:
 - جسم (Body)
 - رأس (Head)
 - قدم (Foot)
 - بطن (Stomach)
 - حذاء (Shoe)
 - قبعة (Hat)
 - حزام (Belt)

Example:

أنا ألبس قميصًا على جسمي. أضع قبعة على رأسي في الصيف. ألبس حزامًا حول بطني. ألبس حذاءً أسود في قدمي.

- Translate these sentences:
 - هذا الولد يلبس قبعة على رأسه
 - يلبس سترة على صدره
 - يلبس حذاءً على قدميه
- Choose a picture from a famous and popular Arabic singer and write 3 sentences describing what the person is wearing and on which body part.
- Describe yourself using these words! Remember, in Arabic-speaking countries, we use **centimeters** and **kilograms** instead of feet, inches, or pounds.
Example: أنا طويل، ووزني ٧٥ كيلوغرامًا. (I am tall, and my weight is 75 kilograms.)
- Write a short paragraph describing your or someone else's hair using these terms.
- Pair up and describe a classmate's using vocabulary from the section.

4.3: Grammar Rules for Using Body Parts in Arabic

Learning Objectives

In this section, you will be able to:

- Understand the grammatical gender of body parts in Arabic.
- Apply adjective agreement rules and use Idafah (إضافة) with body parts.

Grammar Rules for Using Body Parts in Arabic

When discussing body parts in Arabic, it's important to understand the grammatical rules that govern their usage, such as gender, singular/dual/plural forms, possession, and adjective agreement. Below is a detailed guide to help you effectively use body parts vocabulary in Arabic. Body parts in Arabic change their form based on the number they refer to singular (one), dual (two), or plural (three or more). Each form has specific rules.

In Arabic, body parts are classified as either masculine (مذكر) or feminine (مؤنث). Additionally, paired body parts (such as eyes, hands, and feet) are treated as feminine, which affects adjective agreement. Below is a comprehensive guide including gender rules, idafah "إضافة" (possessive construction), and grammatical details.

Gender of Body Parts

Body parts in Arabic follow specific gender rules. For paired body parts, even in their **singular** form, the adjective must be feminine.

- **Masculine (مذكر):** Body parts that exist as a single unit (e.g., head, nose).
 - Example: رأس (Head), أنف (Nose).
 - Adjectives describing these parts must agree in masculinity:
 - رأس كبير (A big head).
- **Feminine (مؤنث):** Paired body parts (e.g., eyes, hands, feet) are treated as feminine.
 - Example: يد (Hand), عين (Eye).
 - Adjectives describing these parts must agree in femininity:
 - عين جميلة (A beautiful eye).

Singular, Dual, and Plural Forms

In Arabic, body parts change in form (singular, dual, or plural) and affect the adjectives that describe them. Below are the detailed rules:

Singular Form (المفرد)

In the singular form, body parts follow the grammatical gender of the noun (masculine or feminine). Adjectives that describe singular body parts must agree in **gender** and **case**.

- **Masculine Example:**
 - رأسه كبير. (His head is big.)
- **Feminine Example:**
 - عينه واسعة. (His eye is wide.)

Dual Form (المتنى)

The dual form refers to **two of the same body parts**. Adjectives describing dual body parts must take the **feminine dual form**, regardless of whether the singular noun is masculine or feminine. Dual body parts are treated as feminine when adjectives are used.

- **How to Form the Dual:**
 - Add -ان (nominative) or -ين (accusative/genitive) to the singular form of the noun.
 - Example:
 - عين → عينان (Two eyes, nominative case).
- **Adjective Agreement:** Adjectives describing dual body parts must:
 - Take the **feminine form**.
 - End in -تان (nominative) or -تين (accusative/genitive).
- **Example:**
 - عيناه جميلتان. (His two eyes are beautiful.)
 - عيناه (Two eyes) → Feminine adjective جميلتان (Beautiful).

Plural Form (الجمع)

When referring to **three or more body parts**, the plural form is used. Arabic has two types of plurals: **sound plural** (regular) and **broken plural** (irregular). The gender of the plural form determines the adjective's form.

Broken Plural (الجمع التكسير)

- Many body parts have broken plurals. These often follow irregular patterns and are grammatically **masculine**.
- **Example:**
 - عيونهم كبيرة. (Their eyes are big.)
 - عيون (Eyes) → Broken plural, treated as masculine.
 - Adjective كبيرة agrees in gender and number with the plural noun.

Plural body parts follow the gender of the plural form, which can vary.

- **Example:**
 - عيونهم كبيرة. (Their eyes are big.)
 - آذانهم صغيرة. (Their ears are small.)

Possession with Idafah (الإضافة)

Body parts are linked to the possessor using possessive pronouns. This applies to singular, dual, and plural forms. Paired body parts remain feminine, regardless of the attached pronoun. When using the **dual form** of body parts in Arabic within an **idafah structure** (الإضافة), it is important to remember that the final "ن" in the dual suffix is omitted. This grammatical rule applies when the dual form is connected to a possessive pronoun or a second noun in a possessive relationship.

The Rule:

- The dual form of a noun normally ends with **ان-** (nominative case) or **ين-** (accusative/genitive case).
- In an idafah structure, the final "ن" in the suffix is dropped:
 - ان → **ان**
 - ين → **ين**

Here are examples of dual body parts in idafah constructions:

- عينان (Two eyes)**
 - Without idafah:
 - عينان جميلتان. (Two beautiful eyes.)
 - With idafah:
 - عيناهُ جميلتان. (His two beautiful eyes.)
- يدان (Two hands)**
 - Without idafah:
 - يدان قويتان. (Two strong hands.)
 - With idafah:
 - يداهُ قويتان. (His two strong hands.)
- قدمان (Two feet)**
 - Without idafah:
 - قدمان طويلتان. (Two long feet.)
 - With idafah:
 - قدماهُ طويلتان. (His two long feet.)

How to Form the Dual with Idafah

- Nominative Case (حالة الرفع):**
 - The suffix **ان-** changes to **ان** when the dual noun is in an idafah structure.
 - Example:
 - يدان → **يداهُ** (His two hands).
- Accusative/Genitive Case (حالة النصب والجر):**
 - The suffix **ين-** changes to **ين** when the dual noun is in an idafah structure.
 - Example:
 - يدي → **يديهن** (Her two hands).

Adjective Agreement

Adjectives describing body parts must match the gender and number of the body parts.

- Singular Masculine Example:**
 - رأس صغير (A small head).
- Singular Feminine Example:**
 - يد صغيرة (A small hand).
- Dual Feminine Example:**
 - عينان جميلتان (Two beautiful eyes).
- Plural Example:**
 - عيون جميلة (Beautiful eyes).

Summary of Adjective Agreement

Summary of Adjective Agreement

Form	Body Part Example	Adjective Agreement	Example Sentences
Singular	عين (Eye, feminine)	Feminine singular	عينه واسعة. (His eye is wide)
Dual	عينان / عيني (Two eyes)	Feminine dual	عيناه جميلتان. (His two eyes are beautiful)
Plural (Broken)	عيون (Eyes)	Feminine singular	عيونهم كبيرة. (Their eyes are large)
Singular	رأس	Masculine singular	رأسه كبير. (His head is big)
Dual	رأسان / رأسين	Masculine dual	رأسان صغيران. (Two small heads)
Plural (Sound)	أيدي (Hands)	Feminine singular	أيديهن نظيفة. (Their hands are clean)

Activities

Check Your Understanding

Write sentences describing body parts using the correct gender for singular forms:

- Write three sentences describing a **masculine** body part.
Example: رأسه صغير. (His head is small.)
- Write three sentences describing a **feminine** body part.
Example: عينيها جميلة. (Her eye is beautiful.)
- Convert the previous singular sentences into dual sentences.
- Read and translate:

عينا أحمد جميلتان وكبيرتان. قدماه قويتان وطولتان لأنه يحب الرياضة. أما رأسه فهو صغير
وشعره قصير. يداه تظيفتان دائماً لأنه يهتم بالنظافة

5. Write a short paragraph (4-5 sentences) describing someone you know, using vocabulary and sentence structures from the text.

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4.4: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Understand a text about Mohamed Salah, focusing on key details, and expand vocabulary.
- Improve reading and writing skills.
- Apply grammar rules in context.

Reading 1: محمد صلاح: اللاعب الأفضل عربياً وعالمياً

This text is about Mohamed Salah, a globally famous Egyptian soccer player. It describes his personal and professional life, including his achievements, physical appearance, and dedication to his family and career. The text introduces vocabulary related to personal appearance, sports, and family relationships. As you read, pay attention to:

1. How Mohamed Salah is described physically.
2. Details about his family and personal life.

This text will help you practice reading comprehension, expand your vocabulary, and learn how to describe people in Arabic. Mohamed Salah is a talented soccer player and a role model for hard work and humility.



Figure 4.4.1: محمد صلاح



Figure 4.4.2: محمد صلاح

▶ 0:00 / 1:33 ———— 🔊 ⋮

محمد صلاح اللاعب الأفضل عربياً وعالمياً

مُحَمَّدُ صَلَاحٌ هُوَ لَاعِبُ كُرَةِ قَدَمٍ مِصْرِيٌّ مَشْهُورٌ عَالَمِيًّا، وَهُوَ مَشْهُورٌ مِنْ أَكْثَرِ اللَّاعِبِينَ الْعَرَبِ. يَلْعَبُ فِي فَرِيقِ لِيْفِرْزُول

الْإِنْجِلِيزِي، وَهُوَ مِنْ أَسْرَعَ اللَّاعِبِينَ فِي الْفَرِيقِ. مُحَمَّدٌ صَلَاحٌ
مِنْ أَفْضَلِ اللَّاعِبِينَ الْعَرَبِ، وَهُوَ مِنْ أَعْلَى اللَّاعِبِينَ فِي
الْفَرِيقِ.

مُحَمَّدٌ طَوِيلٌ، طُولُهُ مِئَةٌ وَخَمْسٌ وَسَبْعُونَ (175) سِنْتِيمِترًا،
وَوَزْنُهُ اثْنَانِ وَسَبْعُونَ (72) كِيلُوغَرَامًا، وَجِسْمُهُ رِيَّاضِيٌّ. شَعْرُهُ
أَسْوَدٌ وَكَثِيفٌ وَمُجَعَّدٌ، وَعَيْنَاهُ بَنِيَّتَانِ، وَلَدِيهِ لِحْيَةٌ كَثِيفَةٌ وَسُودَاءُ.
يَلْبَسُ قَمِيصًا رِيَّاضِيًّا أَحْمَرَ وَبَنْطَلُونًا قَصِيرًا عِنْدَمَا يَلْعَبُ فِي
الْمُبَارَيَاتِ.

مُحَمَّدٌ يُمَارِسُ الرِّيَّاصَةَ يَوْمِيًّا وَيَأْكُلُ طَعَامًا صِحِّيًّا. عِنْدَمَا يَلْعَبُ،
يَلْبَسُ حِذَاءً رِيَّاضِيًّا يُسَاعِدُهُ عَلَى الرِّكْضِ بِسُرْعَةٍ.

مُحَمَّدٌ مُتَرَوِّجٌ، وَرَوْجَتُهُ إِسْمُهَا مَا حِي مُحَمَّدٌ وَهِيَ مُضَرِّيَّةٌ أَيْضًا.
مُحَمَّدٌ لَدَيْهِ ابْنَتَانِ وَإِسْمُهُمَا مَكَّةُ وَكَيَّانُ. ابْنَتُهُ مَكَّةُ أَكْبَرُ مِنْ
كَيَّانَ. يُحِبُّ مُحَمَّدٌ قَضَاءَ الْوَقْتِ مَعَ أُسْرَتِهِ، وَالِدَتُهُ يَعْمَلُ فِي
التَّجَارَةِ وَوَالِدَتُهُ رَبَّةُ مَنْزِلٍ، وَلَدِيهِ أَخٌ وَأَخْتٌ.

مُحَمَّدٌ صَلَاحٌ لَيْسَ فَقَطْ لَاعِبَ كُرَةِ قَدَمٍ رَائِعٌ، وَلَكِنَّهُ أَيْضًا لَاعِبٌ
عَالِمِيٌّ. يَعْمَلُ بِحِدٍ وَيَحْتَرِمُ الْجَمِيعَ دَاخِلَ وَخَارِجَ الْمَلْعَبِ.

Grammar Notes from the text

The text about Mohamed Salah includes several grammar notes. Here are the key grammar notes:

1. Adjective-Noun Agreement (الصفة والموصوف):

Adjectives agree with the noun in **gender**, **number**, and **definiteness**.

• Examples:

- محمد طويل (Masculine singular)
- عيناه بنيتان (Dual feminine)
- قميصًا رياضيًا (Masculine singular and indefinite)

2. Construct Phrase (الإضافة):

- Two nouns in a possessive relationship.

- Examples:

- لاعب كرة قدم (Soccer player)
- فريق ليفربول (Liverpool team)
- طعام صحي (Healthy food)

3. Comparative Adjectives:

- Used to compare qualities.

- Examples:

- من أسرع اللاعبين (One of the fastest players)
- من أفضل اللاعبين العرب (One of the best Arab players)
- مكة أكبر من كيان (Makkah is older than Kayan)

4. Fronted Predicate (المبتدأ المؤخر):

- The predicate appears before the subject for emphasis or stylistic purposes.

- Examples:

- محمد صلاح ليس فقط لاعب كرة قدم رائع
- مكة أكبر من كيان

5. Negation (النفي):

- The use of negation in the text with ليس.

- Examples:

- محمد صلاح ليس فقط لاعب كرة قدم رائع. (Mohamed Salah is not just a great soccer player.)

6. Verb Conjugations with Patterns (الأوزان):

1. يمارس (He practices):

- **Root:** م-ر-س
- **Pattern:** Form III (وزن فاعَلَّ - يُفَاعِلُّ)
- **Meaning:** Indicates mutual or intensive action.

2. يلبس (He wears):

- **Root:** ل-ب-س
- **Pattern:** Form I (وزن فَعَلَ - يَفْعُلُ)
- **Meaning:** Basic and simple actions.

Activities 1

Check Your Understanding 1

- Answer the questions after reading the text, and write the answers in your notebook.

1. ما هو اسم اللاعب في النص؟
2. ما جنسية محمد صلاح؟
3. في أي فريق يلعب محمد صلاح؟
4. كم طول محمد صلاح؟
5. كم وزن محمد صلاح؟

6. ماذا يلبس محمد صلاح عندما يلعب في المباريات؟
7. هل محمد صلاح متزوج؟
8. ما اسم زوجة محمد صلاح؟
9. ما أسماء بنات محمد صلاح؟
10. ماذا يعمل والد محمد صلاح؟
11. ماذا تعمل والدة محمد صلاح؟
12. كيف يهتم محمد صلاح بصحته؟

- Use a Venn Diagram to compare محمد صلاح with another famous athlete. In the left circle, write traits that are unique to Mohamed Salah. In the right circle, write traits unique to the other athlete. In the overlapping section, write traits that they share.
- Write a short paragraph comparing محمد صلاح and the other athlete using the information from your Venn Diagram. Include details such as their sports, physical traits, personal life, achievements, or personality.

إلهان عمر: Reading 2

This text introduces **Ilhan Omar**, an American politician of Somali origin, who is one of the first Muslim women to serve in the U.S. Congress. It highlights her journey, personal characteristics, and achievements, providing insights into her life and the challenges she has overcome. This text is designed to help you practice reading comprehension, learn new vocabulary related to personal appearance, and understand sentence structure in Arabic.



Figure 4.4.3: إلهان عمر

Figure 4.4.1: Paste Caption Here

▶ 0:00 / 2:10 ———— 🔊 ⋮

إِلْهَانُ عُمَرُ هِيَ سِيَّاسِيَّةٌ أَمْرِيكِيَّةٌ مِنْ أَصْلِ صُومَالِيٍّ. هِيَ
وَاحِدَةٌ مِنْ أَوَّلَى امْرَأَتَيْنِ مُسْلِمَتَيْنِ فِي الْكُونْغَرَسِ الْأَمْرِيكِيِّ.

وَهِيَ أَوَّلُ مُحَجَّبةٍ فِي الكُونْغَرَسِ الأمريكيِّ. لَدَيْهَا سِنَةٌ إِخْوَةٌ
وَأَخَوَاتٌ وَهِيَ أَصْغَرُ أُخْتٍ مِنْ أَخَوَاتِهَا، وَهِيَ دَائِمًا تُحِبُّ التَّعَلَّمَ
وَمُسَاعَدَةَ النَّاسِ. عَائِلَتُهَا تَسْكُنُ فِي وِلَايَةِ مِينِسُوتَا. وَالِدُهَا
يَعْمَلُ مُدَرِّسًا. إِلْهَانُ قَصِيرَةٌ، وَشَعْرُهَا أَسْوَدُ وَقَصِيرٌ وَنَاعِمٌ.
عَيْنَاهَا بُنَيَّتَانِ كَبِيرَتَانِ وَبَشَرَتُهَا سَمْرَاءُ جَمِيلَةٌ. وَجْهُهَا جَمِيلٌ
وَلَدَيْهَا أَسْنَانُ بَيَضَاءُ. تَهْتَمُّ بِمَظْهَرِهَا دَائِمًا، وَتَلْبَسُ الْحِجَابَ
بِالْوَانِ جَمِيلَةٍ مَعَ بُلُورَةٍ مُرْتَبَةِ وَتُتَوَرِّعُ بِسِيطَةٍ أَوْ بَنْطُلُونٍ مُرِيحٍ.
أَحْيَانًا تَرْتَدِي وَشَاحًا جَمِيلًا مَعَ الْحِجَابِ. إِلْهَانُ مُتَرَوِّجَةٌ وَرَوْجُهَا
يَعْمَلُ مُسْتَشَارًا سِيَاسِيًّا. لَدَيْهَا ثَلَاثَةُ أَبْنَاءٍ. تُحِبُّ قِرَاءَةَ الْكُتُبِ
مَعَ أَبْنَائِهَا وَالذَّهَابَ مَعَهُمْ إِلَى الْحَدِيقَةِ. إِلْهَانُ هِيَ أَصْغَرُ عُضْوٍ
فِي مَنْطِقَتِهَا فِي الكُونْغَرَسِ الأمريكيِّ. هِيَ شَخْصِيَّةٌ مَشْهُورَةٌ
فِي أَمْرِيكََا وَتَعْمَلُ بِجِدٍّ.

Activities

Check Your Understanding 2

- Answer the questions after reading the text, and write the answers in your notebook.
 - من هي إلهان عمر؟
 - كم عدد إخوة وأخوات إلهان عمر؟
 - أين تسكن عائلة إلهان؟
 - كم عدد أبناء إلهان عمر؟
 - لماذا إلهان مشهورة في أمريكا؟
 - صف بشرة إلهان عمر (the verb صف means to describe)
 - ماذا يعمل والد إلهان؟
 - ماذا تحب إلهان أن تفعل مع أبناءها؟
 - هل إلهان طويلة أم قصيرة؟
 - صف شعر إلهان.
 - صف وجه إلهان.
 - هل إلهان أول امرأة محجبة في الكونغرس؟
- Do you know another personality similar to Ilhan's story? Name and describe them.
- Write about someone you admire. This could be a family member, a teacher, or a public figure like Ilhan Omar. Include the following details:
 - Who is this person?
 - Where are they from?
 - What do they do?

- Describe their physical traits.
 - Mention their clothing style or any special accessories they wear.
 - Write 8–10 sentences describing your role model. Use adjectives, comparative words, and vocabulary from the Ilhan Omar text to practice your writing skills.
-

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4.5: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Use vocabulary and expressions related to personal appearance to describe physical characteristics.
- Expressing similarities and differences: practice using the verb **يشبه** to describe resemblances between family members.
- Use comparative adjectives talking about family members.

Dialog

This dialogue focuses on describing family members using vocabulary related to personal appearance and comparative adjectives. You will learn how to:

1. Describe physical features of family members (e.g., height, hair, eye color).
2. Use the verb **يشبه** to express resemblance.
3. Compare family members using comparative adjectives (e.g., **أكبر، أصغر، أطول**).

The conversation between Adam and Rana offers a practical way to practice speaking and listening skills while reinforcing key vocabulary and grammar concepts.

▶ 0:00 / 2:09 —  



Figure 4.5.1: رنا وخالد يتكلمان عن أفراد أسرتهما
عائلة رنا وعائلة خالد

عائلة رنا وعائلة خالد

آدم: السَّلَامُ عَلَيْكُمْ يَا رَنَا! كَيْفَ حَالُكَ؟

رنا: وَعَلَيْكُمْ السَّلَامُ يَا آدَم. أَنَا بِخَيْرٍ، الْحَمْدُ لِلَّهِ. وَأَنْتَ؟

آدم: أَنَا بِخَيْرٍ. هَلْ لَدَيْكَ أَخُوَّةٌ أَوْ أَخَوَاتٌ؟

رنا: نَعَمْ، لَدَيَّ أَخٌ وَاحِدٌ وَأَخْتٌ وَاحِدَةٌ

آدم: هَلْ يُشَبِّهُكَ أَخُوكَ؟

رنا: نَعَمْ، أَخِي يُشَبِّهُنِي كَثِيرًا! هُوَ طَوِيلٌ، طُولُهُ ١٨٥ سَنْتِيْمِتْرًا.

شَعْرُهُ أَسْوَدٌ وَكَثِيفٌ، وَعَيْنَاهُ بُيَظَّتَانِ. يُحِبُّ أَنْ يَلْبَسَ قَمِيصَ رِيَاضِيٍّ وَبَنْطَلُونٍ أَسْوَدَ.

آدم: وَأَخْتُكَ؟ هَلْ تُشَبِّهُكَ أَيْضًا؟

رنا: لَا، أُخْتِي لَا تُشَبِّهُنِي. هِيَ قَصِيرَةٌ، طُولُهَا ١٦٠ سَنْتِيْمِتْرًا.

شَعْرُهَا بُيَظٌّ وَنَاعِمٌ، وَعَيْنَاهَا بُيَظَّتَانِ. تُحِبُّ أَنْ تَلْبَسَ فَسَاتَيْنِ طَوِيلَتَيْنِ وَوِشَاحٍ جَمِيلٍ.

آدم: وَمَنْ الْأَكْبَرُ سِنًا؟ أَنْتِ أَمْ أُخْتُكَ؟

رنا: أُخْتِي أَكْبَرُ مِنِّي، وَأَنَا أَصْغَرُ مِنْهَا، لَكِنِّي أَكْبَرُ مِنْ أَخِي

آدم: وَمَاذَا عَنْ وَالِدَيْكَ؟ هَلْ تُشَبِّهِيْنَهُمَا؟

رنا: أَشْبَهُ وَالِدِي قَلِيلًا. هُوَ مُتَوَسِّطُ الطُّوْلِ وَشَعْرُهُ أَشْيَبُ.

يُحِبُّ أَنْ يَلْبَسَ مِعْطَفَ بُيَظٍّ فِي الشِّتَاءِ. أَمَّا وَالِدَتِي فَهِيَ مُتَوَسِّطَةُ الطُّوْلِ أَيْضًا، وَبَشَرَتُهَا سَمْرَاءُ. تَلْبَسُ الْحِجَابَ دَائِمًا بِأَلْوَانٍ جَمِيلَةٍ.

عائلة رنا وعائلة خالد

آدم: عَائِلَتُكَ رَائِعَةٌ، مَا شَاءَ اللَّهُ

رنا: شُكْرًا يَا آدَم. وَأَنْتِ، مَاذَا عَنْ عَائِلَتِكَ؟

آدم: أسرتي صغيرة. لَدَيَّ أُخْتُ وَوَاحِدَةٌ وَوَالِدِي وَوَالِدَتِي

رنا: هَلْ تُشَبِّهُكَ أُخْتُكَ؟

آدم: أُخْتِي لَا تُشَبِّهُنِي؛ هِيَ أَطْوَلُ مِنِّي، وَشَعْرُهَا طَوِيلٌ وَمُجَعَّدٌ، وَعَيْنَاهَا زَرْقَاوَانِ. تُحِبُّ ارْتِدَاءَ الْجِينِزِ وَالْقُمُصَانِ الزَّهْرِيَّةِ.

رنا: وَمَاذَا عَنْ وَالِدَاكَ؟

آدم: وَالِدِي طَوِيلٌ وَنَحِيفٌ. شَعْرُهُ أَسْوَدٌ وَقَصِيرٌ. يُحِبُّ أَنْ يَلْبَسَ السُّتْرَةَ الرَّسْمِيَّةَ. أَمَّا وَالِدَتِي فَهِيَ مُتَوَسِّطَةُ الطَّوْلِ، وَشَعْرُهَا بُنِّيٌّ. تُحِبُّ أَنْ تَلْبَسَ الْعَبَاءَةَ.

رنا: عَائِلَتُكَ أَيْضًا جَمِيلَةٌ

آدم: شُكْرًا يَا رَنَا. أَحِبُّ الْكَلَامَ مَعَكَ

رنا: وَأَنَا أَيْضًا

Activity

Check Your Understanding

- Convert the dialog into text. Convert the conversation into a continuous written narrative and a coherent paragraph.
- Translate the dialog to English.
- Write a short paragraph describing two family members using the vocabulary and grammar from the dialog and the vocabulary section.

Example:

"أخي طويل وشعره أسود وكثيف. يحب ارتداء قميص رياضي وينطلقون أسود. أختي قصيرة، وشعرها بني وناعم. أختي أكبر مني، لكنني أطول منها."

- In pairs, take turns describing your family members to each other. You can ask follow-up questions such as:

- من أطول: أخوك أم أختك؟ (*Who is taller: your brother or your sister?*)
- هل يشبهك والدك؟ (*Does your father resemble you?*)
- Choose a picture of a family or individuals. Then, describe their appearance using vocabulary as the dialogue.

Role-plays

- **Role-play: At the Clothing Store**

In this role-play, one student is a customer shopping for clothes, and the other is a sales assistant helping them choose outfits. The customer describes what he or she is looking for, including colors, sizes, and types of clothing. The salesperson recommends items based on the customer's appearance.

- **Role-play: Describing a Family Member**

Two students talk about their family members and describe their personal appearance. Student A: Ask about Student B's family members, and Student B will respond with the details.

- **Role-play: Guess Who**

One student describes a famous person based on their personal appearance, and the other student guesses who they are. One student describes the person's height, hair, eyes, and clothing; the other should guess who the person is.

- **Role-play: Describing a Missing Person/Friend**

One student describes a lost person to a police officer, focusing on their personal appearance and clothing. One student can describe the missing person, and the other will ask questions to get more information.

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4.6: Arabic Proverbs Related to Appearance and Colors

Learning Objectives

In this section, you will be able to:

- Identify and interpret common Arabic proverbs related to body parts and colors.
- Understand the symbolic meanings of colors in Arab culture and their cultural significance.

Arabic Proverbs Related to Appearance

Proverbs About Body Parts:

1. "بطنه كبير" (Batanuhu Kabir):
 - **Literal Meaning:** His stomach is big.
 - **Figurative Meaning:** He eats a lot.
2. "يده طويلة" (Yaduhu Tawila):
 - **Literal Meaning:** His hand is long.
 - **Figurative Meaning:** Someone who takes what doesn't belong to them (a thief).
3. "عينه زايغة" (Aynuhu Zaygha):
 - **Literal Meaning:** His eye is wandering.
 - **Figurative Meaning:** A person who is unfaithful or not content with what they have.
4. "قلبه أبيض" (Qalbuhi Abyad):
 - **Literal Meaning:** His heart is white.
 - **Figurative Meaning:** A kind and pure-hearted person.
5. "قلبه أسود" (Qalbuhi Aswad):
 - **Literal Meaning:** His heart is black.
 - **Figurative Meaning:** A malicious or resentful person.
6. "عينه زرقاء" (Aynuhu Zarqa):
 - **Literal Meaning:** His eye is blue.
 - **Figurative Meaning:** A person with ill intentions or treachery, regardless of actual eye color.

Proverbs About Colors:

1. "يا خبر أبيض" (Ya Khabar Abyad):
 - **Literal Meaning:** Oh, what a white piece of news!
 - **Figurative Meaning:** Wonderful or surprising news.
2. "كذبة بيضاء" (Kidhba Bayda):
 - **Literal Meaning:** A white lie.
 - **Figurative Meaning:** A harmless or well-intentioned lie.
3. "خبي قرشك الأبيض ليومك الأسود" (Ikhbi Qirshak Al-Abyad Liyawmik Al-Aswad):
 - **Literal Meaning:** Save your white coin for your black day.
 - **Figurative Meaning:** Save your resources for difficult times.
4. "يده خضراء" (Yaduhu Khadra):
 - **Literal Meaning:** His hand is green.
 - **Figurative Meaning:** A person who brings good fortune or is skilled in agriculture.
5. "نفسه خضراء" (Nafsuhi Khadra):
 - **Literal Meaning:** His soul is green.
 - **Figurative Meaning:** Someone youthful and optimistic or with a strong appetite for life.
6. "أخضر أخضر" (Akhḍar Akḍar):

- 6. **شهرير أزرق (Sheer Azraq):**
 - **Literal Meaning:** A blue demon.
 - **Figurative Meaning:** Refers to a cunning or deceitful person.
- 7. **"عدو أزرق" (Aduw Azraq):**
 - **Literal Meaning:** A blue enemy.
 - **Figurative Meaning:** A fierce or treacherous foe.

Colors in Arab Culture

Colors hold significant symbolic meanings in Arab culture, reflecting emotions, values, and traditions:

- **White (أبيض):**
 - **Symbolism:** Purity, peace, and kindness.
 - **Cultural Use:** Often worn during joyous occasions and religious ceremonies.
- **Black (أسود):**
 - **Symbolism:** Authority, elegance, and sometimes mourning.
 - **Cultural Use:** Common in formal attire and for mourning rituals.
- **Green (أخضر):**
 - **Symbolism:** Growth, prosperity, and spirituality.
 - **Cultural Use:** Associated with Islam and paradise.
- **Red (أحمر):**
 - **Symbolism:** Passion, strength, or danger.
 - **Cultural Use:** Seen in celebratory attire or to signify strong emotions.
- **Blue (أزرق):**
 - **Symbolism:** Protection from envy or the evil eye.
 - **Cultural Use:** Found in talismans and jewelry.
- **Yellow (أصفر):**
 - **Symbolism:** Jealousy or caution.
 - **Cultural Use:** Often used to indicate warning or envy.

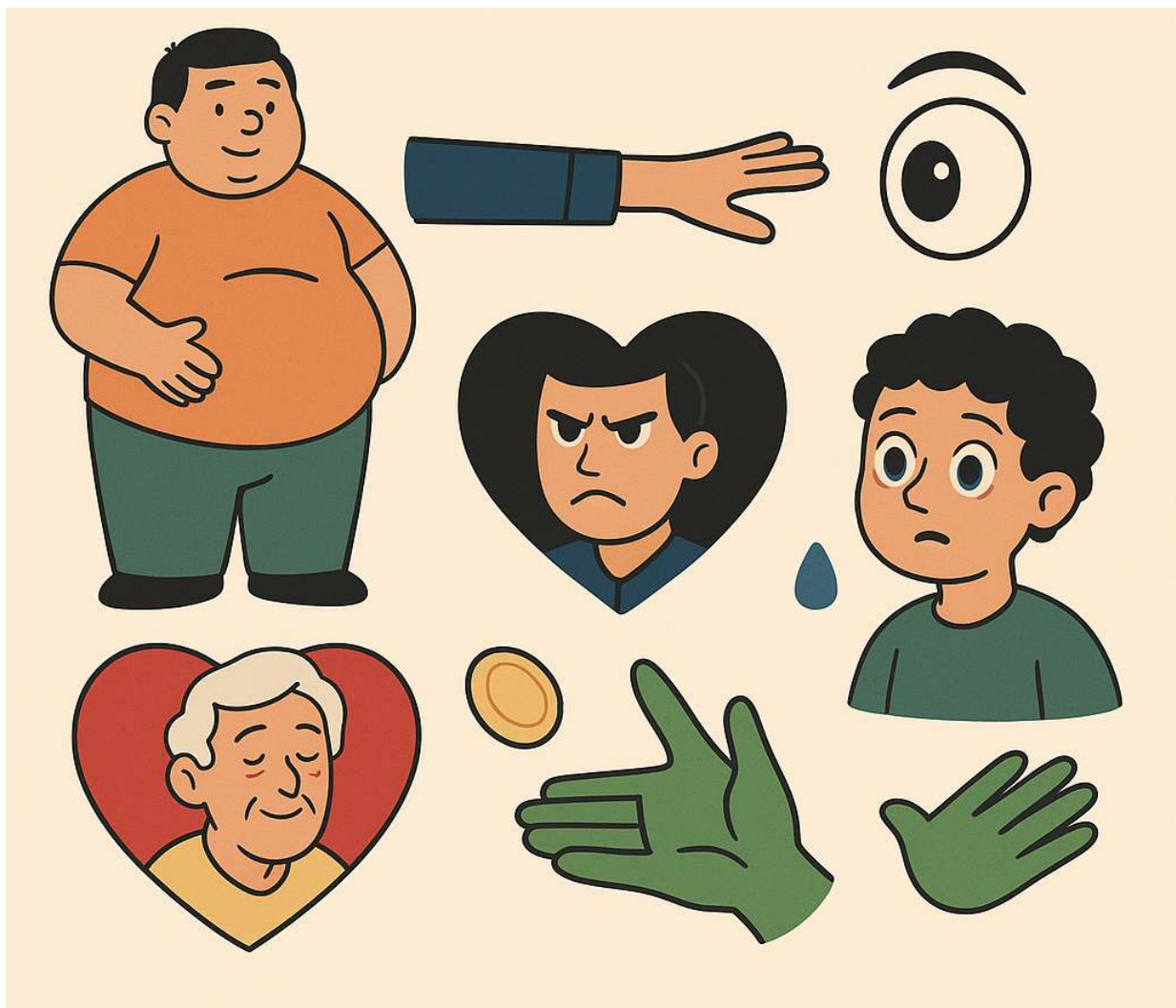


Figure 4.6.1: Created by ChatGPT using DALL·E (OpenAI, 2025). CC BY-NC 4.0.

Activities

Practice

- Discuss the symbolic meanings of colors in Arab culture versus their own.
 - Example: "Why do you think green is associated with growth and spirituality in Arab culture?"
- Write or act out short dialogues using proverbs.
Example:
 - **Student A:** "What did you think of the event?"
 - **Student B:** "يا خبر أبيض! It was fantastic!"
- How does the use of colors in phrases like "خبي قرشك الأبيض ليومك الأسود" (Save your white coin for your black day) reflect Arab cultural attitudes towards preparation and resilience?
- How do proverbs and symbolic meanings of colors help preserve cultural identity and values in Arab society?
- Can you think of any proverbs in your own language or culture that use body parts or colors in a similar figurative way? How do they compare to Arabic proverbs?
- Read the Arabic proverb: "الجمالُ جمالُ الرُّوح" (True beauty is the beauty of the soul). Answer in Arabic or English, depending on your comfort level:
 - What is the literal meaning?
 - What is the figurative meaning?

- Do you agree with the message? Why or why not?
- Write a short paragraph (4–5 sentences) in Arabic explaining what you think about this proverb.
- Is there a similar proverb or expression to "True beauty is the beauty of the soul"?
- Write it in your language (or translate it into Arabic).
- Explain how it is similar or different from the Arabic proverb.
- Talk with a classmate in Arabic. Discuss: Which is more important: inner beauty or outer beauty?

4.6: Arabic Proverbs Related to Appearance and Colors is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

4.7: Culture- Beauty and Grooming in Arab Culture

Learning Objectives

In this section, you will be able to:

- Understand Arab culture and learn about traditional beauty and grooming practices.
- Compare and contrast beauty and grooming practices in Arab culture with those of their own cultures, fostering cross-cultural awareness and empathy.

Introduction

Beauty and grooming hold a significant place in Arab culture, reflecting a deep connection to tradition, identity, and values. For centuries, practices such as **henna** and **kohl** have not only served aesthetic purposes but also carried cultural and spiritual meanings. These traditions passed down through generations, continue to influence modern beauty trends in the Arab world, where a blend of old and new defines personal appearance.

In addition to physical grooming, the Arabic language captures the essence of appearance through proverbs and idioms. These sayings often reference body parts and colors to convey wisdom, cultural values, or humor, offering a glimpse into the priorities and beliefs of Arab societies.

This section explores the traditions and modern practices of beauty and grooming in Arab culture alongside the symbolic meanings embedded in Arabic proverbs. By understanding these elements, learners can deepen their appreciation of the Arab world's rich cultural tapestry and enhance their language skills with practical and meaningful insights.

Part one: Traditional Beauty Practices in the Arab World

Henna (الحناء):

Henna الحناء is a natural dye derived from the leaves of the henna plant (**Lawsonia inermis**), which is commonly found in hot, arid regions, including the Middle East, North Africa, and South Asia. In Arab culture, henna is deeply rooted in tradition and holds aesthetic and cultural significance.

Uses of Henna in Arab Culture:

1. Cosmetic Use:

- Henna is used to create intricate designs on the skin, particularly on the hands and feet. These designs are common during weddings, Eid celebrations, and other festive occasions.
- Women often apply henna to adorn themselves, while men may use it for dyeing their hair or beards.

2. Hair Dye:

- Henna is a natural and popular hair dye used to color hair in redish or brown tones.
- It is also believed to strengthen and condition the hair.

3. Medicinal Use:

- Henna is considered to have cooling properties and is sometimes applied to the skin to reduce inflammation or heal wounds.

The symbolism of Henna:

1. Joy and Celebration:

- Henna symbolizes happiness and beauty, often associated with positive events such as weddings and childbirth.
- In weddings, the **Henna Night** (ليلة الحناء) is a significant pre-wedding tradition where the bride's hands and feet are adorned with elaborate henna patterns, symbolizing beauty, luck, and protection from the evil eye.

2. Cultural Identity:

- Different regions in the Arab world have unique henna patterns and designs, reflecting their local traditions.
- Examples:
 - Gulf countries favor bold, floral designs.

- North African countries, like Morocco, incorporate geometric and Berber-inspired patterns.

Modern Use:

Today, henna remains a popular choice for body art and hair care, but its designs and applications have evolved to include modern and minimalist styles alongside traditional patterns.

Modern Use:

Today, henna remains a popular choice for body art and hair care, but its designs and applications have evolved to include modern and minimalist styles alongside traditional patterns.

Watch this video about designs of Henna in Arab culture, showcasing its deep-rooted significance in celebrations, personal grooming, and cultural identity. Henna is not only admired for its intricate designs on hands and feet but also valued for its symbolic meaning in events like weddings, Eid, and other festive occasions. The video highlights the artistic process of applying henna, the variety of patterns across different regions, and its evolution into modern aesthetics while maintaining its traditional essence.



What is Kohl (الكحل)?

Kohl is a traditional cosmetic used for lining the eyes, widely recognized and cherished in Arab culture and other parts of the Middle East, North Africa, and South Asia. It has been used for centuries for both aesthetic and medicinal purposes.



Figure 4.7.1: Kohl Tube and Stick المكحلة. (CC-BY-SA-4.0)

What is Kohl Made Of?

1. Traditional Kohl Ingredients:

- The primary ingredient in traditional kohl is **galena (lead sulfide, PbS)**, a soft, dark gray or black mineral.
- Other ingredients may include:
 - **Charcoal powder** or soot for color enhancement.

- **Plant-based oils** like almond oil to create a smooth texture.
- **Herbs and spices** such as cloves or camphor for additional benefits.

2. Modern Kohl:

- Due to health concerns related to lead-based kohl, modern commercial kohl is often made from safer materials like:
 - Carbon-based compounds.
 - Iron oxide.
 - Wax or natural oils for smooth application.
- These modern formulations are free from harmful substances and are widely used as eyeliner.

Cultural and Historical Significance of Kohl:

1. Aesthetic Use:

- Kohl enhances the eyes, making them appear larger and more defined.
- It is considered a symbol of beauty and elegance, particularly for women.

2. Protective Beliefs:

- Kohl was traditionally believed to ward off the evil eye (عين الحسود).
- It was often applied to children's eyes to protect them from harm.

3. Medicinal Benefits:

- Kohl was thought to have cooling properties, soothing tired or irritated eyes.
- It was used as a natural disinfectant to protect the eyes from infections.

4. Religious and Cultural Connection:

- Kohl is mentioned in Islamic traditions, where the Prophet Muhammad (PBUH) recommended the use of **ithmid**, a specific type of kohl, for its health benefits.

Modern Use of Kohl:

1. Cosmetic Industry:

- Kohl-inspired eyeliners are popular worldwide and are available in pencil, gel, and liquid forms.
- Safe, non-toxic kohl formulations are used in modern cosmetics.

2. Cultural Symbol:

- Kohl remains a staple in Arab weddings, Eid celebrations, and traditional attire.

Perfumes in Arabic Culture

Perfumes (العطور) hold a deep and enduring significance in Arabic culture, where they are considered more than just a personal accessory—they are a reflection of identity, hospitality, and spiritual practice. For centuries, Arabs have been renowned for their mastery in creating exquisite fragrances, often derived from natural ingredients like **عود (oud)**, **مسك (musk)**, and **العنبر (amber)**. These scents are integral to daily life, social interactions, and religious rituals.

Historical Significance:

- The Arab world has long been at the heart of the global perfume trade. Ancient Arabian merchants traded precious ingredients like oud and frankincense along the **Silk Road**, influencing perfumery in Europe, Asia, and beyond.
- Perfume-making was a sophisticated art, and Arab alchemists like **جابر بن حيان (Jabir ibn Hayyan)** developed early distillation techniques that laid the foundation for modern perfumery.

Common Ingredients in Arabic Perfumes:

- **Oud (عود):**
 - Known as the "wood of the gods," oud is derived from the resin of the agarwood tree.
 - It has a rich, woody, and slightly sweet aroma and is considered one of the most prized ingredients in Arabic perfumes.
- **Musk (مسك):**

- A warm and earthy fragrance traditionally derived from the glands of deer but now often synthesized.
- Musk symbolizes sensuality and depth in Arabic culture.
- **Amber (العنبر):**
 - Extracted from whale vomit or plant-based sources, amber adds a sweet, resinous depth to fragrances.
- **Rose (الورد):**
 - Particularly **الورد الطائفي (Taif roses)**, a type of rose grown in Saudi Arabia, is cherished for its sweet and luxurious scent.



Figure 4.7.2: الورد الطائفي.

Perfumes and Daily Life:

- Perfumes are an essential part of daily grooming and personal appearance for both men and women.
- Applying perfume is seen as a sign of self-respect and consideration for others, especially in social and formal settings.
- Guests are often greeted with the offering of scented smoke from **المبخرة (the incense burner)**, a tradition symbolizing hospitality and warmth.

Perfumes in Religion and Spirituality:

- In Islam, using perfumes is encouraged, as they are associated with cleanliness and pleasantness.
- The Prophet Muhammad (PBUH) is reported to have loved using fragrances, especially musk.
- Oud and other incense are often used in mosques and during religious ceremonies, creating an atmosphere of spirituality and reverence.

Modern Trends in Arabic Perfumes:

- Contemporary Arabic perfumes combine traditional ingredients with modern formulations, creating scents that appeal to global markets.
- Popular perfume brands like **Ajmal** and **Amouage** have brought the essence of Arabic perfumery to the world stage.
- Personalized and layered scents are a rising trend, allowing individuals to create unique fragrances by combining different attars and oils.

Cultural Symbolism of Perfumes:

- **Gifting Perfumes:**
Perfumes are a popular and highly respected gift in Arab culture, often exchanged during weddings, Eid, and other special occasions.
- **Identity and Memory:**
Scents are closely tied to personal and familial identity; the smell of a particular perfume can evoke memories and emotional connections.

Perfumes in Arab culture embody a unique blend of tradition, identity, and artistry, making them an essential part of the region's heritage. Their lasting appeal reflects the deep

emotional and cultural connection between fragrance and daily life in the Arab world.

Check Your Understanding

- Compare Arab beauty practices (henna, kohl, perfumes) with similar practices in your own cultures.
 - Example Prompt: “How is the use of perfume in Arab culture similar to or different from your culture?”
- Search the internet for traditional henna patterns, then draw or design your own patterns on paper. You can explain the cultural significance of your designs.
- Pair with your partner to role-play a conversation at a traditional beauty shop, and buying perfumes in a souk.
- Describe the significance of beauty practices in Arab culture and how they compare to modern trends.
- Discuss the shift from traditional kohl to modern, lead-free formulations. Ask: “How do cultural practices evolve while maintaining their significance?”

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CHAPTER OVERVIEW

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5.1: Forming the Imperative for Regular Verbs

Learning Objectives

In this section, you will be able to:

- Understand and apply the rules for forming the imperative in Arabic from the present tense, including supporting vowels and pronunciation adjustments.
- Analyze and apply the appropriate imperative forms for different verb patterns (الأوزان), including simple and derived patterns.
- Construct polite imperatives by incorporating phrases like من فضلك (please) for formal or respectful contexts.

Forming the Imperative Verb in Arabic

The imperative (الأمر) in Arabic is used to give commands, instructions, or requests. It is derived from the present tense (المضارع) of a verb but has specific rules for its formation. Understanding verb patterns (الأوزان) helps learners predict the structure of imperative forms for both regular and derived verbs.

Steps to Form the Imperative

- Start with the Present Tense (الفعل المضارع):**
 - Take the **present tense root form** of the verb in the second person (أنت، أنتِ، etc.).
 - Example: تكتبُ (you write), تفعل (you do).
- Remove the Present Tense Prefix:**
 - For regular verbs, remove the prefix ت for the second person.
 - Example: تكتبُ -----> كُتب.
- Add a Supporting Vowel:**
 - If the resulting verb begins with a sukun (no vowel), add a **hamzat al-waṣl (إ)** همزة الوصل with a short vowel to aid pronunciation.
 - Use **kasra (إ)** with hamzat al-waṣl for most patterns if the second letter of the stem has **فتحة** or **كسرة**.
 - Example: كُتب becomes اُكتبْ
 - Use **Dhama (أ)** with hamzat al-waṣl for most patterns if the second letter of the stem has **ضمة** only.
 - Example: كُتب becomes اُكتبْ
- Omit the Letter "ن" in the suffix "ون"، "ان"، or "ين":**
 - When the verb in the present tense ends with the letter ن as part of the suffix accompanying the prefixes و، ا، or ي، omit the ن in the imperative.
 - Example: تكتبون → اكتبوا (Write!).
 - Example: تجلسان → اجلسا (Sit!).
- Apply Subject-Specific Endings:**
 - Add suffixes depending on the subject (masculine, feminine, dual, plural) to align with the verb pattern.

Imperative Forms by Subject

Imperative Forms by Subject

Form	Example Verb: كتب (to write)	Subject
اكتب	تكتبْ	You (masculine singular) أنت
اكتبي	تكتبين	You (feminine singular) أنتِ
اكتبا	تكتبان	You (dual) أنتما
اكتبوا	تكتبون	You (masculine plural) أنتم
اكتبن	تكتبن	You (feminine plural) أنهن

Imperative Verb Patterns

Arabic verbs follow specific patterns (الأوزان), and the imperative form adjusts according to these patterns. Here are the common verb patterns and their imperative forms:

Simple Form (Pattern I - الفعل الثلاثي المجرد)

- Example Verbs:** كتب (to write), ذهب (to go), فتح (to open)
- Imperative Formation:**
 - Masculine Singular: اكتب، اذهب، افتح
 - Feminine Singular: اكتبي، اذهبي، افتحي
 - Plural: اكتبوا، اذهبوا، افتحوا

Pattern II (فعل)

- Example Verbs:** دَرَسَ (to teach), عَلَّمَ (to inform)
- Imperative Formation:**
 - Masculine Singular: دَرَسْ، عَلِّمْ
 - Feminine Singular: دَرَسِي، عَلِّمِي
 - Plural: دَرَسُوا، عَلِّمُوا

Pattern III (فاعل)

- Example Verbs:** سَاعَدَ (to help), قَابَلَ (to meet)
- Imperative Formation:**
 - Masculine Singular: سَاعِدْ، قَابَلْ
 - Feminine Singular: سَاعِدِي، قَابَلِي

- Plural: ساعدوا، قابلوا

Pattern IV (أفعل)

- **Example Verbs:** أرسل (to send), أعطى (to give)
- **Imperative Formation:**
 - Masculine Singular: أرسل، أعط
 - Feminine Singular: أرسلني، أعطني
 - Plural: أرسلوا، أعطوا

Pattern V (تفعل)

- **Example Verbs:** تعلّم (to learn), تذكّر (to remember)
- **Imperative Formation:**
 - Masculine Singular: تعلّم، تذكّر
 - Feminine Singular: تعلّمي، تذكّري
 - Plural: تعلّموا، تذكّروا

Pattern VI (تفاعل)

- **Example Verbs:** تعاون (to cooperate), تناقش (to discuss)
- **Imperative Formation:**
 - Masculine Singular: تعاون، تناقش
 - Feminine Singular: تعاوني، تناقشي
 - Plural: تعاونوا، تناقشوا

Pattern VII (انفعل)

- **Example Verbs:** انكسر (to break by itself), انفتح (to open by itself)
- **Imperative Formation:**
 - Masculine Singular: انكسر، انفتح
 - Feminine Singular: انكسري، انفتحي
 - Plural: انكسروا، انفتحوا

Pattern VIII (افتعل)

- **Example Verbs:** اجتهد (to strive), انتبه (to pay attention)
- **Imperative Formation:**
 - Masculine Singular: اجتهد، انتبه
 - Feminine Singular: اجتهدِي، انتبهي
 - Plural: اجتهدوا، انتبهوا

Pattern IX (افعلّ)

- **Example Verbs:** احمرّ (to turn red), اصفرّ (to turn yellow)
- **Imperative Formation:**
 - Masculine Singular: حمّر، صفّر
 - Feminine Singular: حمّري، صفّري
 - Plural: حمّروا، صفّروا

Pattern X (استفعل)

- **Example Verbs:** استعمل (to use), استمع (to listen)
- **Imperative Formation:**
 - Masculine Singular: استعمل، استمع
 - Feminine Singular: استعملي، استمعي
 - Plural: استعملوا، استمعوا

Understanding the formation of the imperative verb in Arabic is essential for effective communication, as it enables learners to give commands, make requests, and offer instructions with accuracy. With practice and attention to detail, forming the imperative becomes a powerful tool for expressing action and intention in the Arabic language.

Activities

Check Your Understanding

- You are guiding a group of travelers. Use the verbs ذهب (to go) and انتظر (to wait):
 - Singular masculine:
 - Singular feminine:
 - Plural masculine:
 - Dual (masculine or mixed):
- You are giving instructions in a cooking class. Use the verbs فتح (to open), احمرّ (to turn red), and استعمل (to use):
 - Singular masculine:
 - Singular feminine:
 - Plural masculine:
 - Plural feminine:
- Create your own set of commands using the verbs تعلّم، كتب، and استمع for different subjects. Be sure to match the imperative form with the correct subject.
- You are a teacher instructing students in a classroom. Write commands for different subjects (e.g., singular masculine, plural feminine). Use the verbs: كتب (to write), درّس (to teach), استمع (to listen).
- Work in pairs or groups to create short dialogues using imperative verbs in different contexts, such as: Giving directions: اذهب إلى السوق ثم اشترِ الخبز. (Go to the market and then buy bread.)

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5.2: New Verb (to arrive) وصل

Learning Objectives

In this section, you will be able to:

- Recognize and Conjugate the Present Tense of وصل.
- Understand and apply the steps to form the imperative of وصل.
- Practice giving and responding to commands using وصل in realistic scenarios

Forming the Imperative for وصل (to arrive)

The verb وصل means (to arrive), and we follow a specific way to conjugate it in the present tense. The main thing is to omit the letter واو after adding the prefixes of the present tense. Verbs like وصل (to arrive), where the first stem letter (فعل) is (واو) و, follow specific rules in Arabic conjugation. In the **present tense** (المضارع), the weak letter و is **dropped** when conjugated.

Present Tense Conjugation of وصل

In the present tense, وصل conjugates as follows, with the و dropped in all forms:

Present Tense Conjugation of وصل

Example	Translation	Present Tense
أنا أصل إلى المدرسة في الساعة الثامنة	I arrive	أصل
أنت تصل إلى البيت متأخراً	You (masculine) arrive	تصل
أنتِ تصلين إلى الحديقة مع أصدقائك	You (feminine) arrive	تصلين
هو يصل إلى المكتب	He arrives	يصل
هي تصل إلى السوق	She arrives	تصل
نحن نصل إلى المطار قبل الرحلة بساعة	We arrive	نصل
أنتم تصلون إلى الصف قبل المعلم	You (plural, masculine) arrive	تصلون
أنتنّ تصلن إلى النادي الرياضي	You (plural, feminine) arrive	تصلن
هم يصلون إلى المكتبة	They (masculine) arrive	يصلون
هنّ يصلن إلى المستشفى	They (feminine) arrive	يصلن

Steps to Form the Imperative for وصل

1. **Start with the Present Tense:**
 - Take the **second-person form** of the present tense: تصل (you arrive).
2. **Remove the Present Tense Prefix:**
 - Drop the prefix ت, leaving the root: صل.
3. **Add Subject-Specific Endings:**
 - Attach the appropriate endings based on the subject (e.g., singular, dual, or plural).

Imperative Conjugation of وصل

Imperative Conjugation of وصل

Example	Translation	Imperative Form
صِلْ إلى المدرسة مبكرًا	Arrive (masculine singular)	صِلْ
صِلِي إلى الاجتماع الساعة التاسعة	Arrive (feminine singular)	صِلِي
صِلَا إلى المحطة قبل الظهر	Arrive (dual)	صِلَا
صِلُوا إلى الفصل الآن	Arrive (plural, masculine)	صِلُوا
صِلْنَ في الوقت المناسب	Arrive (plural, feminine)	صِلْنَ

Activities

Check Your Understanding

- Write your own sentences using the verb **وصل** in both the present tense and imperative forms. Here are some prompts to guide you creativity.
 - Write a sentence using **وصل** with the pronoun **هو** in the present tense.
(Example Answer: **هو يصل إلى العمل في الصباح.**)
 - Write a command using **وصل** for the pronoun **أنتي**.
(Example Answer: **صِلِي إلى البيت بسرعة.**)
 - Write a sentence about arriving at school with **نحن**.
(Example Answer: **نحن نصل إلى المدرسة.**)
- Work with a partner and give commands using the imperative format. Also, your partner will respond using imperative verbs.
 - Example Dialogue:**
 - Student A:** صِلْ إلى المكتبة الآن! وأنت متى تصل؟
 - Student B:** أنا أصل إلى المكتبة بعد خمس دقائق.
 - Student A:** نحن في السوق، متى تصلون إلى السوق يا شباب؟
 - Student B:** نحن نصل إلى السوق في الساعة الحادية عشرة.

5.2: New Verb (to arrive) **وصل** is shared under a [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/) license and was authored, remixed, and/or curated by LibreTexts.

5.3: Relative Pronouns

Learning Objectives

In this section, you will be able to:

- Recognize and list Arabic relative pronouns such as **الذي**, **التي**, **الذين**, **اللاتي**, etc.
- Explain the agreement rules between relative pronouns and their antecedents regarding gender, number, and case.

Introduction

Relative pronouns in Arabic (أسماء الموصول) are essential components of the language, connecting clauses and providing additional information about a noun in a sentence. Understanding these pronouns is crucial for constructing complex and meaningful sentences.

What Are Relative Pronouns?

Relative pronouns in Arabic are words used to link a noun (the antecedent) to a descriptive or explanatory clause (the relative clause). They function similarly to English relative pronouns such as "who," "which," "that," and "whom."

Common Relative Pronouns in Arabic

1. **الذي** (*al-ladhi*) – Singular masculine
 - **Meaning:** "Who," "which," or "that" (referring to a singular masculine noun).
 - **Example:**
 - الطالب الذي يدرس جيدًا سينجح.
 - (The student who studies well will succeed.)
2. **التي** (*al-lati*) – Singular feminine
 - **Meaning:** "Who," "which," or "that" (referring to a singular feminine noun).
 - **Example:**
 - البنت التي تركب السيارة.
 - (The girl who rides the car.)
3. **الذان** (*al-ladhān*) – Dual masculine (nominative case)
 - **Meaning:** "Who," "which," or "that" (referring to two masculine nouns).
 - **Example:**
 - الطالبان الذان يعملان بجد متفوقان.
 - (The two students who work hard are outstanding.)
4. **الذين** (*al-ladhayn*) – Dual masculine (accusative/genitive case)
 - **Meaning:** "Who," "which," or "that" (referring to two masculine nouns in the accusative or genitive).
 - **Example:**
 - يُساعد المعلم الطالبين الذين يعملان بجد.
 - (I saw the two students who work hard.)
5. **اللتان** (*al-latān*) – Dual feminine (nominative case)
 - **Meaning:** "Who," "which," or "that" (referring to two feminine nouns).
 - **Example:**
 - الطالبتان اللتان تدرسان جيدًا مجتهدتان.
 - (The two girls who study well are diligent.)
6. **اللتين** (*al-latayni*) – Dual feminine (accusative/genitive case)
 - **Meaning:** "Who," "which," or "that" (referring to two feminine nouns in the accusative or genitive).
 - **Example:**

- أتناولُ الفطور مع الفتاتين اللتين تدرسان معي في الصف.
(I eat breakfast with the two girls who study with me in the class.)

7. **الذين** (*al-ladhīna*) – Plural masculine

- **Meaning:** "Who," "which," or "that" (referring to a group of masculine nouns).
- **Example:**

- المعلمون الذين يعملون بجد محبوبون.
(The teachers who work hard are loved.)

8. **اللاتي/اللواتي** (*al-lāti/al-lawāti*) – Plural feminine

- **Meaning:** "Who," "which," or "that" (referring to a group of feminine nouns).
- **Example:**

- الطالبات اللاتي يدرسن جيدًا متفوقات.
(The students who study well are excellent.)

Usage Rules

1. **Agreement with the Antecedent:**

- Relative pronouns in Arabic must agree with the antecedent in **gender** (masculine/feminine), **number** (singular/dual/plural), and **case** (nominative/accusative/genitive).

2. **Definiteness:**

- The noun described by the relative pronoun is typically definite (usually marked by the definite article "ال").

3. **Verbal relative clause:**

- The verb that follows the relative includes a pronoun that refers to it (the relative pronoun).
- Example:
 - يشتري خالد البدلة التي يُحِبُّها (Khaled buys the suit that he likes.)
 - تستمعُ منى للموسيقا التي تُحِبُّها (Mona listens to the music that she loves.)
 - يجري ماجد مع زملائه الذين يزورونه في المدينة (Majid runs with his colleagues who visit him in the city.)

1. **Omission of Pronouns in the Relative Clause:**

- Unlike English, Arabic does not include an explicit pronoun in the relative clause to refer to the antecedent.
- Example:
 - الطالبُ الذي تدرُسُ معهُ ليس صديقي.
(The student whom you study with is not my friend.)
 - Note: There is no equivalent of "whom" within the Arabic clause.

Conclusion

Relative pronouns in Arabic are key tools for connecting ideas and adding depth to sentences. Mastering their usage not only improves grammatical accuracy but also enriches one's ability to express complex thoughts in Arabic. By practicing these pronouns in context, learners can develop a deeper understanding of their structure and function.

Activities

Check Your Understanding

- Highlight similarities and differences between relative pronouns in Arabic and their counterparts in English to deepen linguistic understanding.
- Use relative pronouns in spoken or written Arabic to describe people, objects, and situations effectively.
- Construct sentences using appropriate relative pronouns to connect clauses.

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5.4: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Use vocabulary and verbs related to transportation to describe common travel methods, places, and actions in the present and imperative forms.
- Engage in conversations and role-plays about daily commutes, travel preferences, and directions using appropriate structures and expressions.
- Compare, present, and write about different transportation options and travel plans using learned vocabulary and opinion phrases.

Introduction to the Transportation وسائل النقل

Transportation is an essential part of everyday life. It helps us move from one place to another, whether traveling long distances or simply walking to a nearby destination. In this section, we will explore common modes of transportation, important travel-related places, and useful verbs to describe movement. You will also learn practical vocabulary for buying tickets, paying for transportation, and discussing travel plans.

What You'll Learn:

- The skills to talk about your daily commutes.
- Ask for directions.
- How to navigate conversations about transportation

Transportation Vocabulary

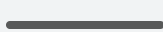
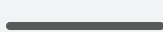
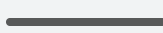
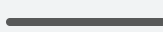
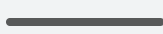
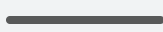
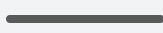
Modes of Transportation

Modes of Transportation

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:03 ——— 🔊 ⋮		airplane	طَائِرَات	طَائِرَة
▶ 0:00 / 0:04 ——— 🔊 ⋮		ship	سُفُن	سَفِينَة
▶ 0:00 / 0:08 ——— 🔊 ⋮		bicycle	دَرَاجَات هَوَائِيَّة	دَرَّاجَة هَوَائِيَّة
▶ 0:00 / 0:08 ——— 🔊 ⋮		motorcycle	دَرَاجَات نَارِيَّة	دَرَّاجَة نَارِيَّة
▶ 0:00 / 0:07 ——— 🔊 ⋮		taxi	سِيَّارَات أَجَرَة	سِيَّارَة أَجَرَة
▶ 0:00 / 0:05 ——— 🔊 ⋮		ambulance	سِيَّارَات إِسْعَاف	سِيَّارَة إِسْعَاف
▶ 0:00 / 0:04 ——— 🔊 ⋮		boat	قَوَارِب	قَارِب
▶ 0:00 / 0:03 ——— 🔊 ⋮		truck	شَاحِنَات	شَاحِنَة
▶ 0:00 / 0:03 ——— 🔊 ⋮		tram	تَرَام	تَرَام
▶ 0:00 / 0:06 ——— 🔊 ⋮		subway	مَتْرَوِيَّات الْأَنْفَاق	مَتْرَو الْأَنْفَاق

Places Related to Transportation

Places Related to Transportation

Audio	The New Word in Sentence	Meaning	Singular
▶ 0:00 / 0:07   ⋮ أريدُ		car wash station	مَحَطَّةُ غَسِيلِ السَّيَّارَاتِ
▶ 0:00 / 0:04   ⋮ السَّ		parking lot	مَوْقِفُ السَّيَّارَاتِ
▶ 0:00 / 0:04   ⋮ كيفَ		gas station	مَحَطَّةُ الْوُقُودِ
▶ 0:00 / 0:07   ⋮ ميناءُ يقعُ ع		port	مِينَاءُ
▶ 0:00 / 0:04   ⋮ يوجد		traffic lights	إِشَارَةُ الْمُرُورِ
▶ 0:00 / 0:04   ⋮ يمشُ		crosswalk	مَمَرُ الْمَشَاةِ
▶ 0:00 / 0:04   ⋮ لاَ		tunnel	تَنْقِقُ

Verbs Related to Transportation

In this part, you will learn verbs related to transportation and their conjugation in the present tense.

Verbs related to transportation

to take	to get off	to stop	to pay	to drive	to walk	to return	Subject Pronouns
أَخْذُ	أَنْزَلُ	أَقِفْ	أَدْفَعْ	أَقُودُ	أَمْشِي	أَرْجِعْ	أَنَا (I)
تَأْخُذُ	تَنْزِلُ	تَقِفْ	تَدْفَعْ	تَقُودُ	تَمْشِي	تَرْجِعْ	(we) نَحْنُ
تَأْخُذُ	تَنْزِلُ	تَقِفْ	تَدْفَعْ	تَقُودُ	تَمْشِي	تَرْجِعْ	(You, m,s) أَنْتَ
تَأْخُذِي	تَنْزِلِينَ	تَقِفِينَ	تَدْفَعِينَ	تَقُودِينَ	تَمْشِينَ	تَرْجِعِينَ	(You, f,s) أَنْتِ
تَأْخُذَانِ	تَنْزِلَانِ	تَقِفَانِ	تَدْفَعَانِ	تَقُودَانِ	تَمْشِيَانِ	تَرْجِعَانِ	(You, m,dual) أَنْتُمَا
تَأْخُذَانِ	تَنْزِلَانِ	تَقِفَانِ	تَدْفَعَانِ	تَقُودَانِ	تَمْشِيَانِ	تَرْجِعَانِ	(You, f, dual) أَنْتُمَا
تَأْخُذُوا	تَنْزِلُوا	تَقِفُوا	تَدْفَعُوا	تَقُودُوا	تَمْشُوا	تَرْجِعُوا	(You, m,p) أَنْتُمْ
تَأْخُذْنَ	تَنْزِلْنَ	تَقِفْنَ	تَدْفَعْنَ	تَقُودْنَ	تَمْشِينَ	تَرْجِعْنَ	(You, f,p) أَنْتُنَّ
يَأْخُذُ	يَنْزِلُ	يَقِفُ	يَدْفَعُ	يَقُودُ	يَمْشِي	يَرْجِعُ	(he) هُوَ
تَأْخُذُ	تَنْزِلُ	تَقِفُ	تَدْفَعُ	تَقُودُ	تَمْشِي	تَرْجِعُ	(she) هِيَ
يَأْخُذَانِ	يَنْزِلَانِ	يَقِفَانِ	يَدْفَعَانِ	يَقُودَانِ	يَمْشِيَانِ	يَرْجِعَانِ	(they, m, dual) هُمَا

to take	to get off	to stop	to pay	to drive	to walk	to return	Subject Pronouns
تَأْخُذُ ن	تَنْزِلَانِ	تَقْفَانِ	تَدْفَعَانِ	تَقُودَانِ	تَمْشِيَانِ	تَرْجِعَانِ	(they, f, dual) هُمَا
يَأْخُذُونَ ن	يَنْزِلُونَ	يَقِفُونَ	يَدْفَعُونَ	يَقُودُونَ	يَمْشُونَ	يَرْجِعُونَ	(they, m, p) هُمْ
يَأْخُذْنَ ن	يَنْزِلْنَ	يَقِفْنَ	يَدْفَعْنَ	يَقُودْنَ	يَمْشِينَ	يَرْجِعْنَ	(they, f, p) هُنَّ

In this table, you learn the previous verbs and their format in the imperative.

Imperative Conjugation of the verbs

take	get off	stop	pay	drive	walk	return	Subject
خُذْ	انزل	قف	ادفع	امش	ارجع	قُدْ	أنت (You, masc.)
خُذِي	انزلي	قفي	ادفعي	امشي	ارجعي	قودي	أنت (You, fem.)
خُذَا	انزلا	قفا	ادفعا	امشيا	ارجعا	قودا	أنتما (You, dual)
خُذُوا	انزلوا	قفوا	ادفعوا	امشوا	ارجعوا	قودوا	أنتم (You, pl. masc.)
خُذْنَ	انزلن	قفن	ادفعن	امشين	ارجعن	قودن	أنتن (You, pl. fem.)

In this table, you learn the previous verbs and their corresponding مصدر.

Verbs and their مصادر

مصدر Verbal Noun	Verb
وُصول	وَصَلَ
نِزول	نَزَلَ
وَقوف	وَقَفَ
دَفْع	دَفَعَ
مِشْي	مَشَى
رِجوع	رَجَعَ
قِيادة	قَادَ
أَخْذ	أَخَذَ

Activities

Check Your Understanding

- Choose two modes of transportation from the vocabulary list (e.g., سَفِينَة and تَرَام). Write 2-3 sentences comparing and contrasting them.
 - Example: السَّفِينَةُ أَكْبَرُ مِنَ التَّرَامِ، وَلَكِنَّ التَّرَامَ أَسْرَعُ وَتُسَاعِدُ فِي التَّنْقِيلِ دَاخِلَ الْمَدِينَةِ.
- Discuss the following question with your classmates or write your response individually:
 - هل تحبُّ أن تسافرَ إلى مدينة جديدة كيف ستسافر؟ ولماذا؟
- Give a short presentation in Arabic describing **your favorite mode of transportation**. In 4–5 sentences, talk about:
 - What it is and where you use it.
 - Why you like it.
 - Pros and cons of using it.
 - When and how often you use it.

Use the vocabulary from this unit and phrases for giving opinions. Example: أَقْصَلُ الطَّائِرَةَ لِأَنَّهَا سَرِيعَةٌ، وَلَكِنَّهَا غَالِيَةٌ أَجْبَانًا. أَسْتَخْدِمُهَا فِي السَّفَرِ إِلَى بِلَادَانِ بَعِيدَةٍ.

- Imagine you are designing a new public transportation system for your city. Answer the following questions:
 - What types of transportation will you include (e.g., قِطَار، تَرَام، مِتْرُو الْأَنْفَاق) and why?
 - How will you ensure the system is efficient and accessible for everyone?
 - Write 5-6 sentences describing your system and its benefits.

Role-play

Weekend Travel Planning: You and a friend are planning a weekend trip to a nearby city. In Arabic, have a conversation to decide:

- How will you travel (car, train, bus, etc.)?

- What time will you leave?
- Why do you prefer that transportation option?

Record a **2–3 minute conversation** in Arabic. Each person should speak at least twice. Use vocabulary from the transportation unit and expressions of opinion and preference.

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5.5: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Read and understand key information about Dubai, including its infrastructure, attractions, and transportation options.
- Use newly acquired vocabulary from the text to describe features of a city or discuss transportation options.

Reading 1: دُبَيِّ مَدِينَةُ عَالَمِيَّةٌ

This text introduces Dubai as a modern and bustling city located in the United Arab Emirates. It highlights Dubai's reputation as a center for trade and tourism, showcasing its famous landmarks like Burj Khalifa برج خليفة and Dubai Mall. The text also describes the city's advanced transportation systems, wide streets, and organized infrastructure, as well as its global port and popular tourist areas like Marina Dubai and Jumeirah Beach شاطئ جميرة. Dubai is presented as a city that combines modernity with global appeal, making it a top destination for visitors from around the world.



Figure 5.5.1: مارينا دُبَيِّ



Figure 5.5.2: برج خليفة

▶ 0:00 / 1:47 🔊 ⋮

دُبَيِّ مَدِينَةُ عَالَمِيَّةٌ

دُبَيِّ هِيَ مَدِينَةُ حَدِيثَةٍ وَمُرَدَّجَمَةٌ تَقَعُ فِي دَوْلَةِ الْإِمَارَاتِ الْعَرَبِيَّةِ الْمُتَّحِدَةِ. تَشْتَهَرُ دُبَيِّ بِأَنَّهَا مَرْكَزٌ لِلتَّجَارَةِ وَالسِّيَّاحَةِ. يُسَافِرُ الْكَثِيرُ مِنَ النَّاسِ إِلَى دُبَيِّ لِقَضَاءِ أَوْقَاتٍ مُمْتِعَةٍ فِي السُّوقِ وَزِيَارَةِ الْأَسْوَاقِ الْعَالَمِيَّةِ.

يُمْكِنُكَ زِيَارَةُ بُرْجِ خَلِيفَةَ، وَهُوَ أَطْوَلُ بُرْجٍ فِي الْعَالَمِ. يُمْكِنُكَ أَنْ تُشَاهِدَ مَدِينَةَ دُبَيِّ مِنَ الْأَعْلَى. بِجَانِبِ بُرْجِ خَلِيفَةَ، يُوجَدُ دُبَيِّ

مَوَل، وَفِيهِ مَنَّاُ الْمَحَلَّاتِ التِّجَارِيَّةِ وَالْمَطَاعِمِ.
فِي دُبَي، تَرَكَبُ مِثْرُو الْأَنْفَاقِ، الَّذِي يَصِلُ إِلَى مَنَاطِقِ الْمَدِينَةِ
بِسُرْعَةٍ. بِالْإِصَافَةِ إِلَى ذَلِكَ، تُوجَدُ سَيَّارَاتُ أَجْرَةٍ كَثِيرَةٌ فِي
جَمِيعِ الْمَدِينَةِ.

تَتَمَيَّزُ شَوَارِعُ دُبَي بِأَنْهَآ وَاسِعَةٌ. تُوجَدُ فِيهَا الْكَثِيرُ مِنْ إَشَارَاتِ
الْمُرُورِ، وَمَمَرَّاتِ الْمُشَاةِ، بِالْإِصَافَةِ إِلَى مَوَاقِفِ السَّيَّارَاتِ فِي
جَمِيعِ الْمَدِينَةِ.

دُبَي أَيْضًا مِينَاءُ عَالَمِيٌّ، حَيْثُ تَصِلُ إِلَيْهَا السُّفُنُ التِّجَارِيَّةُ مِنْ
مُخْتَلِفِ دُولِ الْعَالَمِ.

فِي الْمَدِينَةِ، تُوجَدُ مَنَاطِقَةٌ مَارِينَا دُبَي، الَّتِي تُعْرَفُ بِاسْمِ "دُبَي
الْجَدِيدَةِ"، وَفِيهَا أُنْبِيَّةٌ عَالِيَةٌ. يُحِبُّ النَّاسُ الْمَشْيَ عَلَى شَاطِئِ
جُمَيْرَا بِيْتَش، الَّذِي يُنْقَسِمُ إِلَى أَرْبَعَةِ أَقْسَامٍ. يَصُغُّ الْقِسْمُ
الْكَبِيرُ فَنَادِقَ مَشْهُورَةٍ مِثْلَ هَيْلُتُون وَشِيرَاثُون، وَفِي قِسْمٍ آخَرَ
هُنَاكَ مَرَآكِزُ تِجَارِيَّةٍ وَمَوَاقِفُ سَيَّارَاتٍ.

يُوجَدُ فِي دُبَي تِرَامُ دُبَي، الَّذِي يَصِلُ بَيْنَ بُرْجِ الْعَرَبِ وَمَارِينَا
دُبَي. دُبَي لَيْسَتْ فَقَطُ مَدِينَةً حَدِيثَةً، لَكِنَّهَا أَيْضًا مَدِينَةُ عَالَمِيَّةٌ.

Grammar Notes from the text

الضمائر الموصولة (Relative Pronouns):

- The text includes several examples of **الذي** (masculine singular), and **التي** (feminine singular):
 - الذي يصل إلى مناطق المدينة (which reaches the areas of the city).
 - التي تُعرف باسم "دبي الجديدة" (which is known as "New Dubai").

الجملة الاسمية (Nominal Sentence):

- A nominal sentence begins with a noun or pronoun, followed by a predicate. The **مبتدأ** (subject) and **خبر** (predicate) must agree in gender and number. Several sentences in the text use nominal constructions:
 - دبي هي مدينة حديثة ومزدحمة.
 - شوارع دبي واسعة.

الإضافة (Idafa Structure):

- Examples of الإضافة (noun-noun constructions) are abundant:
 - مناطق المدينة (areas of the city).
 - برج العرب (Burj Al Arab).
 - إشارات المرور (traffic signals).

المقارنات ("أفعل" Comparatives with "أفعل" التفصيل):

- The text implicitly sets up comparisons (e.g., Burj Khalifa is the tallest, Dubai streets are wide).
- Example from the text (rewritten to emphasize comparative):
 - برج خليفة أطول برج في العالم.
(Burj Khalifa is the tallest building in the world.)

Activities 1

Check Your Understanding 1

- Answer the questions after reading the text, and write the answers in your notebook.

1. أين تقع مدينة دبي؟
2. لماذا دبي مشهورة؟
3. ماذا يُمكنك أن تفعل في دبي؟
4. ما هو أطول برج في العالم المذكور؟
5. صف شوارع دبي.
6. ما هي المنطقة التي إسمها "دبي الجديدة"؟
7. كم قسم في شاطئ جميرا بيتش؟
8. ما الذي يصل برج العرب ومارينا دبي؟
9. ما هي الفنادق الموجودة في جميرا بيتش؟
10. ماذا يحب الناس أن يفعلوا في مارينا دبي؟
11. ماذا يُمكنك أن تُشاهد من أعلى برج خليفة؟
12. ماذا يمكنك أن تتركب في دبي؟
13. ماذا يوجد بجانب دبي مول؟

- Re-read the text about **Dubai** carefully. Look for sentences that include **relative pronouns** like: الذي , التي . Copy the sentences from the text that include these pronouns into your notebook. Then translate each sentence into English to show your understanding.
- Re-read the Dubai text. Find and write in your notebook the phrases that contain a **preposition** (حرف جر) followed by a noun in the genitive case (اسم مجرور). Translate each phrase into English.

- Find and write **4 nominal (non-verbal) sentences** from the text and write them in your notebook. Underline the **subject (المبتدأ)** and circle the **predicate (الخبر)**. Translate each full sentence into English.
- Why do you think Dubai is considered both a modern and a global city? Provide examples from the text.
- How do the transportation options in Dubai, like the metro and tram, improve the daily lives of people living or visiting there?
- What does the presence of international trade ships and a global port indicate about Dubai's role in the world economy?
- "Use the Venn diagram below to compare your city with Dubai. Write similarities and differences on each side in the middle section. After completing the diagram, answer the following questions in full sentences: "
 1. **Left Circle (Your City):** Write characteristics unique to your city (e.g., types of transportation, famous landmarks, infrastructure).
 2. **Right Circle (Dubai):** Write characteristics unique to Dubai based on the text (e.g., Burj Khalifa, wide streets, global port).
 3. **Middle Section (Shared):** Write what your city and Dubai have in common (e.g., public transportation, shopping centers, tourist attractions).

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5.6: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Understand and use vocabulary related to transportation and daily interactions by reading and answering comprehension questions about a dialogue.

Dialog 1

This dialogue takes place in Cairo and features a conversation between Sarah, a new student in the city, and Ali, a fellow university student. Sarah asks for directions to the bus stop and discusses transportation options and local dining. The dialogue highlights practical language for navigating a city, discussing transportation, and exploring local culture. It uses vocabulary and phrases suitable for beginners learning Arabic.

Cultural Note: Replying with "لا شكر على واجب"

In Arabic, when someone says "شكراً" (thank you), it is common to reply with "لا شكر على واجب" (no thanks are necessary for a duty). This phrase reflects the cultural value of generosity and hospitality in Arab societies. It implies that helping others is a duty or an expected act of kindness, rather than something that requires gratitude. Similar expressions in English might include "Don't mention it" or "You're welcome," but "لا شكر على واجب" carries a deeper sense of social responsibility and goodwill.

▶ 0:00 / 2:17 — 🔊 ⋮



Figure 5.6.1: سارة وعلي
سارة وعلي في شوارع القاهرة

سارة وعلي في شوارع القاهرة

سارة: صباح الخير

علي: صباح النور

سارة: لو سمحت، أين موقف الباص؟

علي: اذهبي إلى ممر المشاة، ثم امشي عشرين مترًا

سارة: الحمد لله، ليس بعيدًا

علي: هل أنت من القاهرة؟

سارة: لا، أنا من ولاية كاليفورنيا في الولايات المتحدة الأمريكية

علي: أهلاً وسهلاً بك في القاهرة. ماذا تفعلين هنا؟

سارة: أنا طالبة جديدة في الجامعة، وأدرس اللغة العربية. أريد أن أذهب إلى الجامعة

علي: وأنا أيضًا طالب في الجامعة. سيصل الباص بعد خمس دقائق. ويمكننا أن نذهب بمئرو الأنفاق لأنه أسرع

سارة: من أين نركب مئرو الأنفاق؟

علي: نركب مئرو الأنفاق من محطة التحرير في الشارع الآخر

سارة: هل هي بعيدة أم قريبة؟

علي: هي قريبة، ولكنها مزدحمة في الصباح، لذلك من الأفضل أن نركب الباص

سارة وعلي في شوارع القاهرة

سارة: شُكْرًا لَكَ

بَعْدَ الْجَامِعَةِ وَفِي الْمَسَاءِ

علي: مَسَاءً الْخَيْر

سارة: أَهْلًا يَا عَلِي، مَسَاءً النُّور

علي: كَيْفَ يَوْمُكَ الْأَوَّلُ فِي الْجَامِعَةِ؟

سارة: جَيِّدًا، الطُّلَّابُ وَالْأَسَاتِذَةُ رَائِعُونَ جِدًّا وَمَبْنَى الْجَامِعَةِ
جَمِيلٌ جِدًّا

علي: هَلْ تُرِيدِينَ الرَّجُوعَ إِلَى الْفُنْدُقِ؟

سارة: نَعَمْ، وَلَكِنْ أُرِيدُ أَنْ أَكُلَ قَبْلَ الرَّجُوعِ إِلَى الْفُنْدُقِ

علي: هُنَاكَ مَطْعَمٌ بِالْقُرْبِ مِنْ مَحَطَّةِ التَّحْرِيرِ، وَعِنْدَهُ أَكْلَاتٌ
مِصْرِيَّةٌ مَشْهُورَةٌ مِثْلَ الْكُشْرِيِّ وَالْفُولِ

سارة: كَيْفَ تَذْهَبُ إِلَى الْمَطْعَمِ؟

علي: تَرْكَبُ مِثْرُو الْأَنْفَاقِ أَوْ تَأْخُذُ سَيَّارَةً أُجْرَةً

سارة: سَيَّارَاتُ الْأُجْرَةِ غَالِيَةٌ وَلَا أُرِيدُ أَنْ أَدْفَعَ فُلُوسًا كَثِيرَةً

علي: تَمَام، مِثْرُو الْأَنْفَاقِ قَرِيبٌ وَسَرِيعٌ وَرَخِيسٌ، يَلَا تَرْكَبُ
الْمِثْرُو بِالْقُرْبِ مِنْ هُنَا

سارة: يَلَا. شُكْرًا لَكَ يَا عَلِي

علي: لَا شُكْرَ عَلَيَّ وَاجِبٌ

Activities 1

Check Your Understanding 1

- Translate the dialog to English.
- Answer these questions in your notebook:
 1. أين يقع موقف الباص؟
 2. ما هي الأكلات المصرية المشهورة التي ذكرها علي؟
 3. لماذا لا تريد سارة ركوب سيارة الأجرة؟
 4. من أين سارة؟
 5. ماذا تدرس سارة؟
 6. كيف سيذهب علي وسارة إلى المطعم؟
 7. هل سيارات الأجرة غالية أم رخيصة؟
 8. هل موقف الباص بعيد أم قريب؟
- Read the conversation, then rewrite it as one full paragraph. Keep the meaning the same, but do not use dialogue lines. Instead, write it as a story or description that tells what the people said or did in a connected and smooth way.

Dialog 2

This dialogue takes place between Adam and Susan, where Adam asks for directions from the airport to the hotel. Susan advises him to take the express train and provides the train number (18). The conversation highlights polite phrases used in asking for and giving directions, making it practical for real-life situations.

▶ 0:00 / 0:19 ————— 🔊 ⋮

الحوار

آدم يريد أن يذهب إلى الفندق

آدم: السَّلَامُ عَلَيْكُمْ

سوزان: وَعَلَيْكُمْ السَّلَامُ

آدم: أَخْبِرْنِي مِنْ فَضْلِكَ كَيْفَ أَصِلُ إِلَى الْفُنْدُقِ مِنَ الْمَطَارِ؟

سوزان: إِذْهَبْ إِلَى مَوْقِفِ الْباصَاتِ وَارْكَبِ الْباصَ رَقْمَ خَمْسَةَ إِلَى مَحْطَةِ الْقِطَارَاتِ ثُمَّ خُذِ الْقِطَارَ السَّرِيعَ

آدم: أَيُّ رَقْمٍ؟

سوزان: رَقْمٌ ثَمَانِيَّةٌ عَشَرَ

آدم: شُكْرًا

سوزان: عَفْوًا

Activities 2

Check Your Understanding 2

Role-Plays

- You are a tourist visiting a new city, and you need help finding the bus stop. A local person gives you directions.

Example :

- Tourist: صباح الخير! لو سمحت، أين مَوْقِفُ الباص؟
- Local: إِذْهَبْ إِلَى مَقَرِّ الْمُشَاةِ، ثُمَّ امْشِ عِشْرِينَ مِثْرًا.

- You and your partner discuss how to get to their university. Talk about the bus, metro, and taxis, weighing the pros and cons of each option.

Example :

- Student A: ما رأيك؟ هل نركب مترو الأنفاق؟
- Student B: لا، المترو مزدحم في الصباح. أفضل ركوب الباص.
- You are a tourist visiting a new city. You want to go to the **university**, but you don't know where the **bus stop** is. You ask a local person for help. In Arabic, create a **dialogue** or a **narrative paragraph** where:
 - You ask where the bus stop is.
 - The local person gives you **directions**.
 - You discuss different ways to get to the university (bus, walking, taxi, etc.)
 - The local uses **prepositions of place** and vocabulary from the transportation unit.

- You and a friend are hungry after class and want to find a place to eat. One person suggests a restaurant, and the other asks about the menu and location.
- Adapt the dialogue to your hometown or city. For example, replace محطة التحرير with a local station, and ask your classmate to give or follow directions.
- Pair up with your partner and act out the dialogue between Adam and Susan. After practicing, you can create your own version by changing the destination (e.g., a park, a museum) and transportation methods.
- Write a short dialogue where one person gives directions to a specific place, and include different transportation methods and landmarks.
- Read the directions from the dialogue aloud, and your partner draws the route on a blank map or diagram.
- Write a paragraph describing how to get from their home to a familiar location using Arabic phrases from the dialogue.

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5.7: The Strategic Importance of the Arab World in Trade and Connectivity

Learning Objectives

In this section, you will be able to:

- Describe the geographic, cultural, and economic factors that positioned the Arab world as a central hub in ancient and modern trade networks.
- Identify and describe the significance of major ports, airports, and transportation systems in the Arab world.
- Analyze the role of the Arab world in facilitating cultural exchange, economic development, and technological innovation through historical and modern contexts.

The Strategic Importance of the Arab World in Trade and Connectivity

Historic Trade and the Silk Road (طريق الحرير)

The Arab world played a pivotal role in the historic **Silk Road (طريق الحرير)**, serving as a vital intermediary for trade between Asia, Europe, and Africa. Its strategic location, cultural influence, and thriving trade hubs cemented its importance in this ancient network.

- **Geographical Advantage:**
 - The region's location made it a critical transit zone for goods traveling between East and West. Key chokepoints such as the **Bab-el-Mandeb Strait**, **Strait of Hormuz**, and later the **Suez Canal** amplified its role.
 - The **Levant**, Arabian Peninsula, and North Africa were essential corridors, connecting land and maritime trade routes.
- **Centers of Trade and Learning:**
 - Cities like **Baghdad**, **Damascus**, and **Cairo** emerged as trade hubs and cultural centers, facilitating the exchange of goods, ideas, and technologies.
 - The Arab world was instrumental in transferring Eastern goods like silk and spices to Europe and African products like gold and ivory to Asia.
- **Maritime Silk Road (طريق الحرير البحري):**
 - Ports such as **Aden**, **Basra**, and **Suez** played key roles in connecting the Indian Ocean trade routes to the Mediterranean and beyond.
 - The **Red Sea route** allowed goods from the Far East to reach Europe more quickly than overland routes.
- **Arab Merchants:**
 - Renowned for their navigation skills and extensive networks, Arab traders introduced Chinese porcelain, Indian spices, and Southeast Asian textiles to European markets and returned with wool, glass, and metals.

Modern Trade and Connectivity

The Arab world is vital to global trade through modern infrastructure, partnerships, and strategic initiatives.

- **Central to the Belt and Road Initiative (BRI):**
 - The revival of the Silk Road through China's **Belt and Road Initiative (BRI)** has positioned the Arab world as a key partner, connecting Asia, Africa, and Europe.
 - Countries like Saudi Arabia, the UAE, and Egypt are investing in modern railways, ports, and logistics hubs to strengthen this connection.
- **Key Maritime and Energy Routes:**
 - Ports such as **Jebel Ali (UAE)** and **Tangier Med (Morocco)** are among the busiest globally, facilitating the movement of goods between continents.
 - The **Suez Canal (قناة السويس)** remains a critical maritime route, linking the Indian Ocean and Mediterranean Sea and significantly reducing shipping times.
- **Energy Resources:**

- The Arab world's vast oil and gas resources are essential to global energy trade, with the region acting as a primary supplier to Asia and Europe.
- **Advanced Transportation:**
 - Airports like **Dubai International Airport** and high-speed rail projects like the **Haramain Railway** in Saudi Arabia demonstrate the region's commitment to innovation and connectivity.

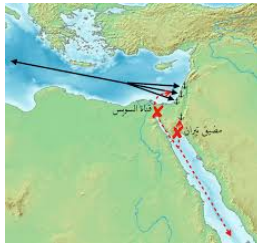


Figure 5.7.1: قناة السويس



Figure 5.7.2: قطار الحرمين



Figure 5.7.3: طريق الحرير



Figure 5.7.4: ميناء جبل علي

Maritime Transportation: Ports and Their Role

Ports in Arabic-speaking countries are vital for trade, tourism, and transportation, connecting the region to global markets via vast coastlines along the Mediterranean, Red Sea, and Arabian Gulf.

- **Major Ports:**
 - **Jebel Ali Port (UAE):** One of the world's largest ports, it is a hub for trade and logistics in the Middle East.
 - **Tangier Med Port (Morocco):** A modern, high-capacity port linking Europe and Africa.
 - **Port of Alexandria (Egypt):** A historically significant port for exports and imports.
 - **Port of Dammam (Saudi Arabia):** A crucial hub for trade and oil shipments in the Arabian Gulf.
- **Passenger and Ferry Services:**
 - Ports like **Aqaba (Jordan)** and **Sfax (Tunisia)** provide ferry connections that enhance regional tourism and travel.

Airports: Gateways to the Arab World

Airports in the Arab world are among the busiest globally, facilitating international and regional travel.

- **Major Airports:**
 - **Dubai International Airport (UAE):** A global hub for passengers and cargo, known for its luxury and advanced technology.
 - **Hamad International Airport (Qatar):** Renowned for its efficiency and modern design, serving as a major transit point.
 - **King Abdulaziz International Airport (Saudi Arabia):** Includes the Hajj Terminal, designed to accommodate millions of pilgrims.
 - **Cairo International Airport (Egypt):** A key gateway to Africa and the Arab world.
- **Regional Airports:**
 - Smaller hubs like **Queen Alia International (Jordan)** and **Tunis-Carthage International (Tunisia)** play essential roles in regional connectivity.

Train Stations

Historic Train Stations: Preserving the Legacy of Transportation

The Arab world's historic train stations stand as a testament to the region's rich transportation history, reflecting both the influence of colonial infrastructure projects and the Arab world's strategic location as a crossroads of civilizations.

1. **Hejaz Railway (سكة حديد الحجاز):**
 - Built during the Ottoman Empire, the **Hejaz Railway** was constructed to connect **Damascus (Syria)** to **Medina (Saudi Arabia)**, facilitating travel for pilgrims journeying to the holy cities.
 - **Historic Significance:**

- Opened in 1908, the railway reduced travel time for pilgrims from weeks to days, revolutionizing Hajj journeys.
- It played a critical role in unifying the Ottoman Empire and demonstrating engineering advancements of the time.
- **Cultural Heritage:**
 - Stations along the railway, such as **Damascus Station**, **Ma'an Station (Jordan)**, and the now-historic **Medina Station**, remain architectural landmarks.
 - Today, parts of the railway are preserved as heritage sites, celebrating the shared history of the Arab world.



Figure 5.7.5: محطة الحجاز دمشق (CC BY-AS)

1. Cairo's Ramses Station (محطة رمسيس):

- Established in 1856, **Ramses Station** is one of the oldest train stations in Africa and the Arab world.
- **Architectural and Cultural Significance:**
 - Known for its grand design, the station has been a symbol of Egypt's modernization during the 19th century.
 - It serves as a central hub for Egypt's extensive railway network, connecting Cairo to cities like Alexandria and Aswan.

2. Marrakech Train Station (محطة قطار مراكش):

- While modernized today, Marrakech's historic train connections were pivotal in linking the city to Casablanca and Rabat, fostering Morocco's internal trade and development.
- The original station's colonial-era architecture still influences the design of the modern station, blending history with progress.

High-Speed Rail: The Haramain Train

The **Haramain High-Speed Railway** in Saudi Arabia connects the holy cities of **Mecca** and **Medina**, showcasing modern infrastructure and innovation.

- **Key Features:**
 - Spanning 450 kilometers, it offers a fast, eco-friendly travel option with speeds up to 300 km/h.
 - It reduces travel time between the cities to under two hours.
- **Cultural and Religious Significance:**
 - The railway supports millions of pilgrims traveling for Hajj and Umrah, providing a modern alternative to traditional transport.

Modern Challenges: Balancing Progress and Preservation

While the Arab world continues to thrive as a hub of global trade and cultural exchange, it faces several modern challenges that require careful navigation:

- **Maintaining Infrastructure:**
 - The rapid expansion of transportation networks, such as ports, airports, and railways, demands significant investment in maintenance and upgrades. Aging infrastructure in historic sites like the Hejaz Railway requires restoration efforts to preserve its legacy while ensuring safety and functionality.
- **Balancing Heritage Preservation with Modernization:**
 - As cities modernize, there is often tension between preserving cultural heritage and accommodating contemporary needs. For example, while the Haramain Railway symbolizes progress, care must be taken to protect the surrounding historic

landscapes and cultural sites.

- **Adapting to Climate Change:**

- The region's transportation networks are increasingly vulnerable to climate change impacts, such as rising temperatures and extreme weather events. Ports and railways located in coastal areas must adapt to the risks of sea level rise and flooding. Green initiatives, such as adopting eco-friendly technologies in transportation, are becoming critical.

- **Sustainable Tourism:**

- The influx of tourists, while beneficial for the economy, poses challenges for managing resources and maintaining the integrity of historic and natural sites.

- **Global Influence:**

- The Arab world's role as a global transit hub further enhances its position as a cultural bridge, allowing diverse influences to flow in and out, shaping the region's modern identity.

- **Regional Collaboration:**

- Improved connectivity promotes collaboration among Arab countries, strengthening ties through initiatives such as joint infrastructure projects and economic agreements. For example, the Gulf Cooperation Council (GCC) invests heavily in regional rail networks and trade corridors to boost economic integration.

By addressing these challenges with innovative solutions and sustainable practices, the Arab world can continue to thrive as a global leader in connectivity and cultural exchange while preserving its rich heritage for future generations.

The Arab world has always been a cultural and economic bridge, facilitating the exchange of goods, knowledge, and ideas. From ancient trade routes to modern transit hubs, the region exemplifies the blend of tradition and innovation that continues to define its role in global trade and connectivity.

Activities

Check Your Understanding

- Consider how key chokepoints like the Bab-el-Mandeb Strait, the Strait of Hormuz, and the Suez Canal influenced trade routes and cultural exchange. How might these geographic features continue to impact global trade today?
- Think about the role of projects like regional rail networks and the Belt and Road Initiative in strengthening ties among Arab countries. How do these initiatives contribute to a shared identity and mutual growth?
- Compare and contrast the cultural significance of historic transportation hubs like Ramses Station with modern projects like Dubai International Airport. Explore how both serve as symbols of their respective eras. What do they reveal about the priorities and values of the societies that built them?
- How does transportation in your culture compare to that of the Arab world in terms of:
 - Reflect on how transportation systems in your culture evolved over time. Are there historic railways, ports, or trade routes similar to the Hejaz Railway or Silk Road?
 - Compare modern transportation networks like airports, high-speed rail, or ports. For instance, how do systems in your culture balance modernization with heritage preservation?
 - Discuss the role of transportation in cultural exchange, tourism, and regional collaboration in your culture compared to the Arab world. How do these systems reflect the values and priorities of each culture?

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5.8: Assessment

Learning Objectives

In this section, you will be able to:

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

Exercises التمارين

Check Your Understanding

- Pair up and act out the dialogues. After practicing, you can switch roles. Extend the role-play by changing the destination (e.g., a school, park, or pharmacy).
- Write a short conversation where you ask someone for directions to a place in your town. Use phrases like:
 - "لو سمحت."
 - "كيف أذهب إلى...؟"
 - "شكراً على المساعدة."
- Practice asking for directions to a specific place and responding with your directions.
- Write 3 sentences you would use to politely ask for help or directions, similar to how Laila asked Suzan.
- Choose a landmark near your home (like a train station or shopping center). Write a short description of its location using prepositions like بجانب (next to), أمام (in front of), and مقابل (opposite).
- Compare two places in your town. For example, describe where the hospital is located compared to the park or school.
- Transform one of the dialogues into a short story without using direct speech. Describe what happened in 4-5 sentences.
- Write directions from your house to a specific place in your town. Be as detailed as possible, using landmarks and prepositions.

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CHAPTER OVERVIEW

6: Story From the Past

- 6.1: Explanation of "كان" in Present and Past Tense
- 6.2: Past Tense
- 6.3: Common Time Expressions Used with the Past Tense
- 6.4: New Vocabulary
- 6.5: Reading and Writing
- 6.6: Listening and Speaking
- 6.7: The Traditional Arab Family Home "Bayt Al'Aila"
- 6.8: Assessment

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6.1: Explanation of "كان" in Present and Past Tense

Learning Objectives

In this section, you will be able to:

- Students will be able to conjugate and correctly use the verb "كان" in both the present and past tenses to describe states, conditions, and habitual actions, demonstrating their understanding through written and spoken exercises.
- Students will construct sentences and short narratives using "كان" to compare past and present events, set scenes in storytelling, and express habits or ongoing actions in the past.

Introduction to the Verb "كان"

The verb **كان** is one of the most important and frequently used verbs in Arabic. It plays a key role in forming sentences that describe states, actions, and conditions in both the present and past. Understanding how to conjugate and use **كان** is essential for expressing ideas across time in Arabic.

In this lesson, we will:

1. Learn how to conjugate **كان** in the present tense (**يكون**) and its meaning.
2. Explore its use in the past tense to describe states, habitual actions, and ongoing events.
3. Practice applying **كان** in various contexts to create meaningful sentences.

By mastering **كان**, you will be able to:

- Describe how things "are" or "were."
- Talk about habits or actions that used to happen.
- Compare the past to the present.

This lesson will serve as the foundation for confidently using **كان** in real-life conversations and written texts.

Explanation of the Verb "كان" in Present and Past Tense

1. Using "كان" in the Present Tense

- **Meaning in Present Tense:**

In Modern Standard Arabic, the verb **كان** is rarely used in its present tense form (**يكون**) in everyday language. When it is used, it generally means "is" or "becomes," emphasizing continuity or conditionality.

- **Examples:**

- الطالب يكون مشغولاً في وقت الامتحانات
(The student is busy during exams.)
- إذا كان الطقس جميلاً، سنذهب إلى الحديقة
(If the weather is beautiful, we will go to the park.)

- **Conjugating "كان" in the Present Tense**

Although **كان** in the present tense (**يكون**) is less common in conversational Modern Standard Arabic, it is used in formal writing and specific contexts to mean "is" or "becomes." Here's how to conjugate it with subject pronouns:

Conjugating "كان" in the Present Tense

Example Sentences	Verb Form in present tense	Subject Pronoun
أنا أكون سعيداً عندما أنجح	أَكُونُ	أنا
نحن نكون مع الأصدقاء يوم الجمعة	تَكُونُ	نحن
أنت تكون جاهزاً دائماً	تَكُونُ	أنت
أنت تكونين نشيطة في الصباح	تَكُونِينَ	أنت
أنتما تكونان نشيطين في الصباح يا محمد وآدم	تَكُونَانِ	أنتما
أنتما تكونان مع الأسرة يوم الجمعة يامها ورنّا	تَكُونَانِ	أنتما
أنتم تكونون مهتمين بالدراسة	تَكُونُونَ	أنتم
هل تكونين في المدرسة بعد	تَكُونِينَ	أنثن

Example Sentences	Verb Form in present tense	Subject Pronoun
الظهر، يا بنات؟		
هو يكون في المكتبة غالباً	يكونُ	هو
هي تكون متحمسة للعمل	تكونُ	هي
هما يكونان في البيت أثناء العطلة	يكونان	هما
هما يكونان جاهزين للاجتماع	تكونان	هما
هم يكونون في البيت أثناء العطلة	يكونون	هم
هُنَّ يَكُنَّ مشغولات بالعمل طوال الأسبوع	يَكُنَّ	هُنَّ

2. Using "كان" in the Past Tense

Meaning in Past Tense:

The verb **كان** in the past tense describes actions, states, or conditions that were true or occurred in the past.

- **Examples:**

- الجو كان بارداً أمس
(The weather was cold yesterday.)
- كنتُ طالباً مجتهداً في المدرسة
(I was a diligent student in school.)

- **Past Tense Conjugation Table:**

Here's how it is conjugated with subject pronouns:

Conjugating "كان" in the Past Tense

Example Sentences	Verb Form in past tense	Subject Pronoun
كنتُ في المكتبة بعد الظهر	كُنْتُ	أنا
كُنَّا في المدرسة صباحاً	كُنَّا	نحن
هل كنتَ سعيداً بالنتيجة يا جون؟	كُنْتَ	أنتَ
كنتِ متعبة بعد المشي الطويل	كُنْتِ	أنتِ
أنتما كنتما سعيدين بالرحلة	كُنْتُمَا	أنْتُمَا
أنتما كنتما في المكتبة أمس	كُنْتُمَا	أنْتُمَا
كنتم مشغولين طوال اليوم	كُنْتُمْ	أنتم
أنتنَّ كنتنَّ في الصف أمس	كُنْتُنَّ	أنْتُنَّ
هو كان مريضاً الأسبوع الماضي	كَانَ	هو
هي كانت مهتمة	كَانَتْ	هي

Example Sentences	Verb Form in past tense	Subject Pronoun
بالرياضة		
هما كانا يلعبان في الحديقة	كانا	هما
هما كانتا تدرسان معاً في المكتبة	كانتا	هما
هم كانوا في السوق يوم الجمعة	كانوا	هم
هنَّ كنَّ يعملنَّ في المستشفى الجديد	كنَّ	هُنَّ

Understanding "كان" in the Past Tense

The verb **كان** is one of the most versatile and important verbs in Arabic. Imagine trying to describe what your life was like yesterday, last year, or even in childhood—you'd need **كان**! It helps us talk about what *was*, what we *used to do*, and how things *used to be*. Let's explore how this powerful verb works and how you can use it to bring the past to life in your conversations.

Talking About Past States or Conditions

Think about a time when you were happy, tired, or even hungry. To describe those moments, we use **كان** to say how something *was*.

- **Examples:**
 - الجو كان بارداً أمس. (*The weather was cold yesterday.*)
 - كانت المدينة هادئة ليلاً. (*The city was quiet at night.*)
 - كنتُ جائعاً بعد التمارين الرياضية. (*I was hungry after exercising.*)

In these examples, **كان** introduces a statement and places it squarely in the past, helping us paint a vivid picture of what things were like.

Describing Habits or Things You "Used To" Do

Think back to childhood or a favorite routine you had. Maybe you *used to* play soccer every Friday, or you *used to* visit your grandmother in the summer. That's where **كان** shines! It's the Arabic way of saying "used to."

- **Examples:**
 - كان يلعب كرة القدم كل يوم جمعة. (*He used to play soccer every Friday.*)
 - كنّا نذهب إلى البحر في الصيف. (*We used to go to the sea in the summer.*)

This use of **كان** allows you to reminisce about routines and habits in a natural way.

Stating Simple Facts About the Past

Sometimes, you just need to state what happened, plain and simple. Whether it's an exam, a trip, or a busy day, **كان** helps frame the facts.

- **Examples:**

- كان لدينا امتحان صعب الأسبوع الماضي. (*We had a difficult exam last week.*)
- كان أبي مسافراً في الخارج. (*My father was traveling abroad.*)

These statements are straightforward, but they wouldn't feel complete without **كان** to anchor them in the past.

Painting a Bigger Picture with Time

Imagine telling a story about what was happening when something else interrupted it. In Arabic, **كان** sets the scene. It's like the background music of your story, making everything flow smoothly.

- **Examples:**

- كنت أدرس عندما وصلت. (*I was studying when you arrived.*)
- كان الأطفال يلعبون في الحديقة قبل أن تمطر. (*The children were playing in the garden before it rained.*)

Here, **كان** teams up with another verb to create a vivid sequence of events.

Highlighting Change Over Time

Have you ever looked back and noticed how much things have changed? Maybe a house you lived in was small, but now it's big. Or perhaps you *didn't* like reading, but now you love it. **كان** lets you highlight those transformations.

- **Examples:**

- كان البيت صغيراً، لكنه الآن كبير. (*The house was small, but now it's big.*)
- كنت لا أحب القراءة، ولكنني الآن أحبها. (*I didn't like reading, but now I do.*)

This is where **كان** really connects the past to the present, helping you tell a fuller story.

What Makes the verb "كان" So Special?

- **It's Flexible:** You can describe a moment, a habit, or even a feeling.
- **It's Easy to Use:** Just conjugate it to match your subject, and you're good to go!
 - Example:
 - الطالب ممتاز. (*The student is excellent.*)
 - الطالب كان ممتازاً. (*The student was excellent.*)
- **It's a Storyteller's Best Friend:** Whether reminiscing or narrating a story, the verb "**كان**" adds depth to your sentences.

Check Your Understanding

- Write a paragraph about your childhood. Use **كان** to describe where you lived, what your school was like, and how you felt about your favorite activities.
 - Example Questions to Answer:
 - أين كنت تسكن؟ (*Where did you live?*)
 - كيف كان الجو في مدينتك؟ (*What was the weather like in your city?*)
 - ماذا كان شعورك تجاه المدرسة؟ (*How did you feel about school?*)
- Talking About Habits or Things You "Used To" Do
 - Reflect on a routine or habit you had in the past. Use **كان** with imperfect verbs to explain what you "used to do."
 - Example Scenario:
 - Describe your weekends as a child.
 - Example: كنا نلعب كرة القدم في الحديقة كل يوم جمعة.
- Using "كان" in the Present Tense
 - Write sentences that use **كان** in the present tense (**يكون**) to describe conditions or possibilities.

- Example Prompts:
 - ماذا تفعل؟ عندما يكون لديك يوم عطلة، ماذا تفعل؟ (*When you have a day off, what do you do?*)
- Setting a Scene in the Past
 - Imagine you are writing a story. Begin by using كان to set the scene for your narrative. Include details about the time, place, and characters.
 - Example Prompt:
 - Describe a day when you and your friends were preparing for a special event.
 - Example Sentence Starter: كان الجو بارداً، وكان الجميع ينتظر الباص
- Telling a Story with Overlapping Events
 - Write about a day when something unexpected happened. Use كان with imperfect verbs to describe what you were doing when the event occurred.
 - Example:
 - كنتُ أدرس في المكتبة عندما وصل صديقي من السفر. (*I was studying in the library when the power went out.*)

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6.2: Past Tense

Learning Objectives

In this section, you will be able to:

- Identify and conjugate past tense verbs in Arabic, recognizing the appropriate suffixes for different subject pronouns.
- Understanding of past-tense verb patterns (الأوزان) by categorizing verbs into their respective forms and analyzing their meanings.

Introduction to the Simple Past Tense in Arabic

The **simple past tense** (الماضي) is one of the fundamental verb tenses in Arabic, used to describe actions that were completed in the past. Unlike in English, where auxiliary verbs like "did" or "was" may be needed to form past tense expressions, Arabic conveys past actions through a single verb form with specific **suffixes** that indicate the subject.

Mastering the past tense is essential for effective communication, as it allows learners to talk about past experiences, describe historical events, narrate stories, and express completed actions. Arabic verbs in the past tense are typically built from a **three-letter root** (الجذر الثلاثي) and follow different **patterns** (الأوزان) based on their structure and meaning.

In this section, we will explore:

- How past-tense verbs are formed and conjugated.
- The different verb patterns and their role in the past tense.

By understanding these key concepts, learners can construct sentences accurately and expand their ability to express past events fluently in Arabic.

Formation of the Simple Past Tense

• The Base Form

Most Arabic verbs originate from a **three-letter root** (الجذر الثلاثي), which serves as the foundation for different verb forms and conjugations. These roots generally convey a **core meaning** that can be modified by adding prefixes, suffixes, or internal vowel changes to form different tenses and structures.

For example, consider the following root verbs:

- كتب (ك ت ب) → "to write"
- درس (د ر س) → "to study"
- أكل (أ ك ل) → "to eat"

The **past tense** (الماضي) of a verb is typically formed by adding specific suffixes to the root based on the subject.

• Root-Based Verb Patterns

Arabic verbs in the past tense follow specific patterns depending on their structure. The three most common **base forms** (root patterns) in the past tense are:

1. **فَعَلَ** – The most common pattern, where the verb has a short vowel sound in the middle.
 - Example: كَتَبَ → "He wrote"
2. **فَعِلَ** – A pattern where the middle root letter takes a short **i** vowel.
 - Example: فَهَمَ → "He understood"
3. **فَعُلَ** – A pattern where the middle root letter takes a short **u** vowel, often used for stative verbs (verbs describing a state or quality).
 - Example: كَرَّمَ → "He was generous"

These patterns form the basis for most **Form I** verbs in the past tense. However, more complex verbs (in Forms II–X) follow additional structures, often modifying the root through doubling, prefixing, or inserting extra letters.

- **Past Tense Verb Agreement With Subjects**

Past-tense verbs take specific **suffixes** rather than prefixes to indicate who performed the action. These suffixes change based on the subject pronoun. Each **suffix** marks the **number** (singular, dual, plural) and **gender** (masculine, feminine) of the subject. Check the table to learn more about the suffixes:

Past tense verbs attached suffixes

English Meaning	(to write - كتب) Example	Past-Tense Verb Suffix	Subject Pronoun
I wrote	كتبْتُ	تُ	أنا (I)
We wrote	كتبنا	نا	نحن (We)
You wrote (m.)	كتبْتَ	تَ	أنتَ (You, m)
You wrote (f.)	كتبِتي	تِ	أنتِ (You, f)
You both wrote	كتبتما	تُما	أنتما (You, dual)
You all wrote (m.)	كتبتم	تُم	أنتم (You all, m)
You all wrote (f.)	كتبتنَّ	تُنَّ	أنتنَّ (You all, f)
He wrote	كتبَ	No suffix	هو (He)
She wrote	كتبَتْ	تْ	هي (She)
They (two, m.) wrote	كتبَا	ا	هما (They dual, m)
They (two, f.) wrote	كتبتا	تا	هما (They dual, f)
They wrote (m.)	كتبوا	وا	هم (They, m)
They wrote (f.)	كتبنَّ	نَ	هنَّ (They, f)

- **Past Tense Verb Forms and Their Patterns**

Arabic verbs follow a structured system of **root-based patterns** (الأوزان) that determine how verbs are conjugated and how their meanings evolve across different forms. Understanding these **verb patterns** is essential for mastering Arabic, as each pattern conveys a difference in meaning, such as causation, reflexivity, or reciprocity.

The table below presents the **ten primary Arabic verb forms**, showing how each form conjugates in the **past tense (الماضي)** and **present tense (المضارع)** while also providing its **meaning** and the associated **verbal noun (المصدر)**. These patterns help learners recognize how verbs transform and acquire different shades of meaning while maintaining their root structure.

By studying these forms, learners can:

- Identify and conjugate verbs in different tenses.
- Understand the grammatical function and meaning of each form.
- Expand their vocabulary by recognizing related words derived from the same root.

This structured approach provides a solid foundation for navigating Arabic verbs and enhancing comprehension and language expression.

Verb Patterns in Past, Present, and المصدر

Verbal Noun (المصدر)	Present Tense (المضارع)	Past Tense (الماضي)	Pattern (وزن)
فُعُول / مَفْعَلَةٌ / فَعَال / فَعَالَةٌ / فَعْل / فَعِل / فُعِل	يَفْعَلُ / يَفْعِلُ / يَفْعُلُ	فَعَلَ / فَعِلَ / فَعُلَ	Form I (فعل)
تَفْعِيل	يُفَعِّلُ	فَعَّلَ	Form II (فعل)
مُفَاعَلَةٌ / فَعَال	يُفَاعِلُ	فَاعَلَ	Form III (فاعل)
إِفْعَال	يُفْعِلُ	أَفْعَلَ	Form IV (أفعل)
تَفَعُّل	يَتَفَعَّلُ	تَفَعَّلَ	Form V (تفعّل)
تَفَاعُل	يَتَفَاعَلُ	تَفَاعَلَ	Form VI (تفاعل)
إِنْفِعَال	يَنْفَعِلُ	إِنْفَعَلَ	Form VII (انفعل)
إِفْتِعَال	يَفْتَعِلُ	إِفْتَعَلَ	Form VIII (افتعل)
إِفْعِلَال	يَفْعِلُّ	إِفْعَلَّ	Form IX (افعلّ)
إِسْتِفْعَال	يَسْتَفْعِلُ	إِسْتَفْعَلَ	Form X (استفعل)

• Uses of Past Tense in Arabic

- Describing completed actions in the past:
 - ذهبْتُ إلى المدرسة عندما كُنْتُ أَعِيشُ في أمريكا
- Narrating past events.
 - كان الجو جميلاً هذه السنة
- Talking about past habits similar to "used to" phrase in English:
 - عندما كُنْتُ صغيراً، كُنْتُ أدرسُ في هذه المدرسة

Activities

Check Your Understanding

- Write your own past tense sentences using the previous verbs that you learned.
- Tell your partner about what you did yesterday.
- Write a short paragraph about what you did last weekend.
- Create your own incorrect sentences for your peers to correct.
- Write 6-8 sentences describing your childhood habits and experiences. Then, read your story to your peers.

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6.3: Common Time Expressions Used with the Past Tense

Learning Objectives

In this section, you will be able to:

- **Define common time expressions used with the past tense.**
- **Explain how to use connecting words to describe sequences in past events.**
- **Apply these expressions to the verbs you are studying** through examples.

Common Phrases Used With the Past Tense

When using the **past tense (الماضي)** in Arabic, certain **time expressions and phrases** help indicate that an action took place in the past. These phrases give context to past actions, whether they happened **yesterday, last week, a long time ago, or at a specific moment**. Understanding how to use **time expressions** correctly is essential for **narrating past events** in Arabic. These expressions provide context for past actions, helping learners express when something happened and how events relate to one another.

- [Time Expressions](#)

These phrases indicate when an action happened, check the table to learn about them:

عبارات مع الماضي Time Expressions

Example Sentence	English Meaning	Arabic Phrase
ذهبتُ إلى السوق أمس	Yesterday	أمس
درستُ اللغة العربية الأسبوع الماضي	Last week	الأسبوع الماضي
سافرتُ إلى مصر السنة الماضية	Last year	السنة الماضية
زرتُ جدتي قبل يومين	Before + a time duration	قبل يومين (قبل + اسم)
خرجتُ من المنزل منذ ساعة	since / ago	منذُ
شربتُ القهوة في الصباح	In the morning	في الصباح
قرأتُ كتاباً في المساء	In the evening	في المساء

- **Connecting Words Used with the Past Tense**

These expressions show the **relationship between two past events** or describe how past actions happened in sequence.

روابط تستخدم مع الماضي Connecting Words Used with the Past Tense

Example Sentence	English Meaning	Arabic Phrase
كنتُ أمشي في الحديقة عندما شاهدتُ صديقي	When	عندما (عند ما)
وصلتُ إلى المنزل ثم تناولتُ العشاء	After	بعد أن
غادرتُ قبل أن يبدأ الفيلم	Before + أن + present tense verb	قبل أن
شاهدتُ هذا الفيلم من قبل	Previously / Before	مِنْ قبل
كنتُ أكتب الدرس بينما تشاهد التلفاز	While	بينما
استيقظتُ صباحاً، ثم ذهبتُ إلى العمل	Then	ثمَّ

- Common Expressions That Indicate Past Actions

These expressions help give **extra detail** when telling a past story, describing how something happened, or adding emphasis.

Common Expressions that indicate past actions

Example Sentence	English Meaning	Arabic Phrase
كنتُ أمشي في الشارع في ذلك الوقت	At that time	في ذلك الوقت
درستُ الفرنسية منذ فترة طويلة	A long time ago	منذ فترة طويلة
ذات يوم، قررتُ أن أقود السيارة وحدي	One day	ذات يوم
شاهدتُ صديقي فجأةً في السوق	Suddenly	فجأةً
لحسن الحظ، وصلَ الطبيب في الوقت المناسب	Fortunately	لحسن الحظ

This section provides students with common examples of past-time expressions with key verbs to strengthen your understanding of past-tense narration in Arabic.

Activities

Check Your Understanding

- Write about your last vacation: Where did you go? What did you do? Use at least three-time **expressions** and **four past-tense verbs** from the list.
- Work with a partner. One partner asks a question, and the other responds using the past tense. switch roles after each question.

sample questions:

أين كنتُ أمس؟

ماذا فعلتُ الأسبوع الماضي؟

هل احتفلتُ بعيد ميلادك السنة الماضية؟

متى سافرتُ آخر مرة؟

ماذا تناولتُ في العشاء أمس؟

من زرت خلال عطلة الصيف؟
هل درست للامتحان قبل يومين؟

- Share notes on your partner's responses with the class afterward to reinforce comprehension and listening skills.

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6.4: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Identify common verbs used to describe childhood, education, work, and relationships.
- Understand and use common nouns associated with life events.

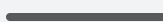
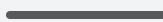
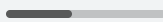
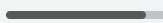
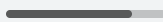
Introduction

This section introduces key verbs and nouns used to describe major life events in the past. Studying verbs and key vocabulary related to life events is essential for learning Arabic. It helps you express past experiences and narrate events clearly and accurately. You will focus on verbs commonly used to talk about childhood, education, work, and relationships. You will also learn about verb patterns to understand how these words are formed and used in different contexts. Please note how you will learn these verbs and patterns.

- Recognizing verbs and their roots: you will start by familiarizing yourself with a list of verbs related to personal and professional life, focusing on their three-letter roots.
- Understanding verb patterns: the verbs will be introduced according to their patterns, such as **فعل** (form i), **فعل** (form ii), **افتعل** (form viii), **تفعل** (form v), and **أفعل** (form iv). This will help you identify rules for using verb conjugation in the past tense.
- Comparing verb forms: through interactive activities, you will compare different verb forms and observe how meaning changes depending on the pattern used.
- Practicing through writing and speaking exercises: you will use these verbs in context through activities such as fill-in-the-blank exercises, sentence ordering, writing about personal experiences, and engaging in conversations with your peers.

1. Common Nouns Related to Life Events

Common Nouns Related to Life Events

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:09   ⋮		rsity degree	شهادات جامعية	شهادة جامعية
▶ 0:00 / 0:05   ⋮			وَظَائِف	وَظِيفَة
▶ 0:00 / 0:05   ⋮		onship	علاقات	علاقة
▶ 0:00 / 0:05   ⋮			قِصَص	قِصَّة
▶ 0:00 / 0:05   ⋮		Childhood		طُفُولَة
▶ 0:00 / 0:07   ⋮		memory	ذِكْرِيَات	ذِكْرَى

2. Common Verbs in the Past Tense

Table of Verbs and their Patterns, المصادر, roots, and present tense

المصدر	المصدر Pattern	Meaning	Pattern	Present Tense	Past Tense	Root
الإحباب	الإفعال	loved	(Form IV) أفعل	يحبُّ	أحبَّ	ح-ب-ب
الإصباح	الإفعال	became	(Form IV) أفعل	يصبحُ	أصبح	ص-ب-ح
التأخر	التفعُّل	was late	(Form V) تفعلُّ	يتأخَّرُ	تأخَّرَ	أ-خ-ر
الالتحاق	الافتعا ل	enrolled in	(Form VIII) افتعل ل	يلتحقُ	التحق	ل-ح-ق
الانتقال	الافتعا ل	moved to	(Form VIII) افتعل ل	ينتقلُ إلى	انتقل إلى	ن-ق-ل
التخرج	التفعُّل	graduated	(Form V) تفعلُّ	يتخرجُ	تخرَّج	خ-ر-ج
التعرُّف على	التفعُّل	got to know / met	(Form V) تفعلُّ	يتعرَّفُ على	تعرَّف على	ع-ر-ف
التزُّوج	التفعُّل	got married	(Form V) تفعلُّ	يتزوَّجُ	تزوَّج	ز-و-ج
الحصول على	الفعول ل على	obtained	(Form I) فعل ل	يحصلُ	حصل على	ح-ص-ل
التقرير	التفعيل	decided	(Form II) فعل ل	يقررُ	قرر	ق-ر-ر
النجاح	الفعال	succeeded	(Form I) فعل ل	ينجحُ	نجح	ن-ج-ح

المصدر	المصدر Pattern	Meaning	Pattern	Present Tense	Past Tense	Root
			فعل ¹			
النَّشَأَ	الفَعْلَة	grew up	(Form I) فعل ¹	ينشأ	نشأ	ن-ش-أ
العَيْشَ	الفعال	lived	(Form I) فعل ¹	يعيش	عاش	ع-ي-ش
الولادة	الفِعالَة	was born	(Form I, Passive) فعل ¹	يولد	وُلِدَ (مبني للمجهول) (ل)	و-ل-د

Activities

Check Your Understanding

- Use AI or chatbots to create **conversation prompts** where you respond using past tense verbs.
 - For example: AI: أين نشأت
 - Your response: نشأت في الجزائر ثم انتقلت إلى القاهرة
- Write a paragraph about a famous person using this chapter's verbs and phrases.
 - For example: وُلِدَ نجيب محفوظ في مدينة القاهرة في مصر عام 1911. حصل على شهادة جامعية في الأدب من جامعة القاهرة. كتب كثيراً من الكتب والروايات وفاز بجائزة نوبل
- Interview your peer and ask questions about past life events using target verbs and nouns from the chapter.
 - For example:
 - أين ولدت؟
 - أين نشأت؟
 - أين تعيش الآن؟
 - هل تعمل؟
 - متى حصلت على وظيفتك؟
 - هل انتقلت إلى مدينة جديدة من قبل؟
 - متى تخرجت من المدرسة الابتدائية؟
- Read and then translate the sentences into English.
 - أخي حصل على وظيفة جديدة
 - انتقل أحمد إلى مدينة جديدة
 - تزوجت هند العام الماضي
 - نجح سامي في الامتحان
 - عاش جدي في قرية صغيرة عندما كان شاباً
 - وُلِدَتْ أمي في القاهرة
 - أحببت دراسة الأدب العربي في الجامعة

- تعرّفت على صديقي في المدرسة
- قرر أحمد السفر إلى الخارج
- التحقت سارة بالجامعة بعد المدرسة الثانوية
- Translate from English to Arabic:
 - I graduated from the university in 2016.
 - My father got a new job last month.
 - We moved to a new house last year.
 - He got married to his friend.
 - She decided to learn Arabic.
 - They succeeded in their business.
 - My grandfather was born in 1945.
 - I met my best friend at work.
 - She enrolled in a famous university.
 - He lived in Dubai for five years.

6.4: New Vocabulary is shared under a [CC BY 4.0](#) license and was authored, remixed, and/or curated by LibreTexts.

6.5: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Compose a short personal narrative about experiences, integrating details from the text as a model of structure and storytelling.
- Compare and contrast personal experiences with those of the narrator in the text.

Reading and Writing 1

Our past experiences play a crucial role in shaping our identities and guiding our future decisions. In this text, the writer reflects on key moments in their life, from childhood and education to professional growth and personal milestones. Through a chronological narrative, they explore the challenges and achievements that have influenced their journey.



Figure 6.5.1: ذكريات من الماضي. (Created by AI)

▶ 0:00 / 1:44 — 🔊 ⋮

ذكرياتي في الماضي

في طفولتي، كُنْتُ أَعِيشُ فِي مَدِينَةٍ صَغِيرَةٍ مَعَ عَائِلَتِي. كُنَّا نَسْكُنُ فِي بَيْتٍ كَبِيرٍ وَجَمِيلٍ، وَكَانَ أَبِي يَعْمَلُ مُهَنْدِسًا وَأُمِّي طَبِيبَةً. عِنْدَمَا كُنْتُ صَغِيرًا، كُنْتُ أَذْهَبُ إِلَى الْمَدْرَسَةِ الْإِبْتِدَائِيَّةِ وَأَدْرُسُ بِجِدِّ. كُنْتُ أَحِبُّ مَادَّةَ الْأَدَبِ كَثِيرًا، وَكُنْتُ أَسْتَمْتِعُ بِقِرَاءَةِ الْقِصَصِ مَعَ أَصْدِقَائِي. فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ، بَدَأْتُ أَفَكِّرُ فِي مُسْتَقْبَلِي. إِلْتَحَقْتُ بِالْجَامِعَةِ بَعْدَ تَجَاحِي فِي الثَّانَوِيَّةِ الْعَامَّةِ، وَقَرَّرْتُ دِرَاسَةَ

القانون. ثُمَّ حَصَلْتُ عَلَى أَوَّلِ وَظِيفَةٍ لِي كُمْسَاعِدٍ فِي مَكْتَبِ
مُحَامَاةٍ. كُنْتُ أَعْمَلُ وَأَدْرِسُ فِي نَفْسِ الْوَقْتِ، وَكَانَ ذَلِكَ صَعْبًا
لَكِنْ مُمْتِعًا.

بَعْدَ التَّخَرُّجِ، انْتَقَلْتُ إِلَى مَدِينَةٍ جَدِيدَةٍ لِأَعْمَلٍ فِي شَرِكَةٍ كَبِيرَةٍ.
فِي السَّنَةِ الْأُولَى مِنْ عَمَلِي، تَعَرَّفْتُ عَلَى زُمَلَاءٍ رَائِعِينَ،
وَقَرَّرْنَا السَّفَرَ مَعًا فِي الصَّيْفِ. سَافَرْنَا إِلَى بَلَدٍ جَدِيدٍ، وَزَرْنَا
كَثِيرًا مِنَ الْأَمَاكِينِ التَّارِيخِيَّةِ.

فِي الْعَامِ الْمَاضِي، تَزَوَّجْتُ وَانْتَقَلْتُ إِلَى بَيْتٍ جَدِيدٍ مَعَ زَوْجَتِي.
إِخْتَفَلْنَا بِزَوَاجِنَا مَعَ الْعَائِلَةِ وَالْأَصْدِقَاءِ، وَكَانَتْ لَيْلَةً رَائِعَةً.
الآن، أَفَكِّرُ فِي الْمُسْتَقْبَلِ وَأُحْطِطُ لِتَحْقِيقِ أَحْلَامِي. مَا هِيَ
ذِكْرِيَاثُكَ عَنِ الْمَاضِي؟

Grammar Notes from the text

- **Past Tense** الفعل الماضي:

There are different past tense verbs in the text: - قررنا - تعرّفت - انتقلت - حصلت - بدأت - كان - كنت - كنا - حدثت - التحقّت - قررْتُ - حصلتُ - تعرّفتُ - قررنا - كانت
سافرنا - زرنا - تزوّجت - احتفلنا - كانت

- **Present Tense** الفعل المضارع:

There are different present tense verbs in the text: - أعملُ - أفكرُ - أستمعُ - أحبُّ - أدرسُ - أذهبُ - يعملُ - نسكنُ - نعيشُ - أذهبُ - أدرسُ - أحبُّ - أستمعُ - أفكرُ - أعملُ

- **Sequencing Words**

The text uses words to organize past events chronologically: الآن - في العام الماضي - بعد - ثم - عندما

- **Describing Past Habits with "كان"**

- كنْتُ + المضارع = I used to...

- كنْتُ أذهبُ إِلَى الْمَدْرَسَةِ الْإِبْتَدَائِيَّةِ

- كنْتُ أَسْتَمِعُ بِقِرَاءَةِ الْقِصَصِ

- **Expressing Actions in a Sequence**

- بعد = المصدر + بعد ...

- بعد التخرج حصلت على وظيفة

- عندما = جملة فعلية + عندما = When (something happened)

- عندما كنت صغيراً، كنْتُ أذهبُ إِلَى الْمَدْرَسَةِ

Activities 1

Check Your Understanding

Practices 1

- Answer the following personal reflection questions using past tense verbs. Write your answers in your notebook and review your peers' writing.

- أين وُلدت؟
- أين كُنْتَ تعيش في طفولتك؟
- ماذا كنت تدرس في المدرسة الثانوية؟
- هل كُنْتَ تعمل عندما كنت في المدرسة الثانوية؟
- هل حصلت على وظيفة بعد التَّخَرُّج من المدرسة الثَّانَوِيَّة؟
- هل انتقلت إلى مدينة جديدة؟ متى؟ ولماذا؟
- ما هي أفضل ذِكرى من الماضي؟

- Interview your partner and then present his/ her story.
- Chat with AI by practicing AI-generated past-tense questions. Also, you can interview and ask an AI chat about a famous Arab person. AI responds as the narrator
- Write a short paragraph about your own past memories, using the past tense and at least three new vocabulary words from the text. You and your peers exchange your stories.

Reading and Writing 2

This text provides a biographical overview of Bill Clinton and Hillary Rodham Clinton, highlighting their early lives, education, careers, and political achievements. It begins with Bill Clinton's childhood in Arkansas, his passion for music, and his journey through Georgetown and Yale University, where he studied law. It also introduces his relationship with Hillary Rodham, their marriage, and his presidency from 1993 to 2001.

The second part focuses on Hillary Rodham Clinton's background, her athletic interests in childhood, and her education in political science and law at Wellesley College and Yale University. It traces her career from law professor and senator to Secretary of State under President Obama (2009–2013).

▶ 0:00 / 2:43 — 🔊 ⋮

وُلِدَ بيل كلينتون سَنَةَ 1946 في وِلَايَةِ أَرْكَنْسَاس. عاشَ مَعَ وَالِدَتِهِ وَزَوْجِ وَالِدَتِهِ في مَدِينَةِ (هوت سبرينغز) حَيْثُ دَرَسَ في الْمَدْرَسَةِ الإِعْدَادِيَّةِ والثَّانَوِيَّةِ. هَوَايَتُهُ كَانَتْ الْمُوسِيقَى وَكَانَ يُحِبُّ أَنْ يَلْعَبَ عَلَى (السَّاكْسِيفُون). بَعْدَ التَّخَرُّجِ مِنْ



Figure 6.5.2: بيل وهيلاري كلينتون

المَدْرَسَةُ الثَّانَوِيَّةُ اِلْتَحَقَ بِجَامَعَةِ جُورجتاون، وَحَصَلَ عَلَى
البكالوريوس في العلاقات الدُّوَلِيَّةِ سَنَةَ 1968. ثُمَّ اِلْتَحَقَ
بِجَامَعَةِ (بيل) لِدْرَاسَةِ الْقَانُونِ وَحَصَلَ عَلَى الدُّكْتُورَاهِ سَنَةَ
1973. قَابَلَ (هيلاري رودهام) فِي مَكْتَبَةِ الْكَلِيَّةِ وَكَانَ بَيْنَهُمَا
عِلَاقَةٌ عَاطْفِيَّةٌ. بَعْدَ أَنْ حَصَلَتْ هِيلَارِي عَلَى الدُّكْتُورَاهِ اِنتَقَلَتْ
مَعَ بِيلَ إِلَى كَالِيفُورْنِيَا وَتَزَوَّجَا سَنَةَ 1975. أَصْبَحَ بِيلُ كَلِينْتُونِ
رَئِيسَ أَمْرِيكََا مِنْ سَنَةِ 1993 إِلَى سَنَةِ 2001

وُلِدَتْ (هيلاري رودهام) سَنَةَ 1947 فِي وِلَايَةِ اِيلِينُوي وَهِيَ مِنْ
أَصُولٍ اِنْجِلِيزِيَّةٍ وَاسْكُوتْلَنْدِيَّةٍ . كَانَتْ تَحُبُّ الرِّيَاضَةَ فِي طُفُولَتِهَا،
وَلَعِبَتْ السَّبَاحَةَ وَالبِيسْبُولَ فِي الْمَدْرَسَةِ . اِلْتَحَقَتْ بِكَلِيَّةِ
وَلِيسْلِي سَنَةَ 1965 وَحَصَلَتْ عَلَى الْبَكَالَوْرِيُوسِ فِي الْعُلُومِ
السِّيَاسِيَّةِ . بَعْدَ ذَلِكَ دَخَلَتْ كَلِيَّةَ بِيلَ لِلْحَقُوقِ حَيْثُ حَصَلَتْ عَلَى
دَرَجَةِ الدُّكْتُورَاهِ فِي الْقَانُونِ سَنَةَ 1973. عَمِلَتْ مُحَامِيَّةً
وَأُسْتَاذَةً فِي كَلِيَّةِ الْحَقُوقِ كَمَا عَمِلَتْ أَيْضاً فِي مَجْلِسِ الشُّيُوخِ
الْأَمْرِيكِيِّ مِنْ 2001 إِلَى 2006. وَكَانَتْ وَزِيرَةَ الْخَارِجِيَّةِ فِي
حُكُومَةِ الرَّئِيسِ أُوْبَامَا مِنْ سَنَةِ 2009 إِلَى سَنَةِ 2013

Activities 2

Check Your Understanding

Practices 2

- Answer the following personal reflection questions using past tense verbs. Write your answers in your notebook and review your peers' writing.

أَيْنَ وُلِدَ بِيلُ كَلِينْتُونُ؟

مَا الْهَوَايَةُ الَّتِي كَانَ يُحِبُّهَا بِيلُ كَلِينْتُونُ؟

متى حصل بيل كلينتون على درجة الدكتوراه في القانون؟
ما اسم الجامعة التي درست فيها هيلاري رودهام للحصول
على بكالوريوس العلوم السياسية؟
ما المنصب الحكومي (العمل) الذي شغلته هيلاري كلينتون
بين 2009 و 2013؟
في أي ولاية وُلِدَت هيلاري رودهام؟
ما الرياضات (ج. رياضة) التي كانت تمارسها هيلاري في
طفولتها؟
ماذا عملت هيلاري بعد حصولها على الدكتوراه في
القانون؟

- Choose two past tense verbs from the text and write them.
- Use **بعد** in a sentence about your life.
- Write a sentence about your life using **كان**.
- translate the text to English.

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6.6: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Understand and use the past tense in a conversational context related to shopping and city life.
- Develop speaking and listening skills by discussing personal experiences and transitioning between past and present.
- Familiarize students with famous locations in Cairo, such as Khan El-Khalili and Souq Al-Ataba, to enhance cultural understanding.

Dialog سامي وآدم في القاهرة

In this dialogue, Adam and Sami talk about Sami's recent visit to the market in Cairo. They discuss what he bought, his experience in the city, and his journey from studying at university to working and living in Cairo. The conversation helps students practice using the past tense and talking about personal experiences.

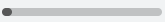
▶ 0:00 / 2:34   



Figure 6.6.1: سوق خان الخليلي. (CC, BY)

سامي وآدم في القاهرة

الحوار

آدم: مَرْحَبًا يَا سَامِي! سَمِعْتُ أَنَّكَ زُرْتَ الْقَاهِرَةَ الْأُسْبُوعَ الْمَاضِي. كَيْفَ كَانَتِ الزِّيَارَةُ؟

سَامِي: نَعَمْ، زُرْتُ الْقَاهِرَةَ مَعَ أَخِي، وَذَهَبْنَا لِلتَّسَوُّقِ فِي أَسْوَاقِ الْقَاهِرَةِ الْقَدِيمَةِ وَالْجَمِيلَةِ، وَزُرْنَا سُوقَ حَانَ الْخَلِيلِي، وَكَانَ رَائِعًا. لَكِنَّا تَأَخَّرْنَا فِي الْعُودَةِ بِسَبَبِ الْإِزْدِحَامِ الشَّدِيدِ

آدم: هَذَا رَائِعٌ! مَاذَا اشْتَرَيْتَ مِنْ هُنَاكَ؟

سَامِي: اشْتَرَيْتُ مَلَابِسَ جَدِيدَةً، وَاشْتَرَى أَخِي هَدَايَا لِأَصْدِقَائِهِ فِي أَمْرِيكََا.

آدم: هَلْ كُنْتَ تَعِيشُ فِي الْقَاهِرَةِ مِنْ قَبْلِ؟

سَامِي: لَا، وُلِدْتُ فِي الْقَاهِرَةِ، وَلَكِنِّي تَشَأْتُ فِي مَدِينَةِ نِيُويُورْكَ فِي الْوِلَايَاتِ الْمُتَّحِدَةِ الْأَمْرِيكِيَّةِ، وَانْتَقَلْتُ إِلَى مَدِينَةِ لُوسْ أَنْجَلُوسِ عِنْدَمَا بَدَأْتُ دِرَاسَتِي الْجَامِعِيَّةَ.

آدم: فِي أَيِّ جَامِعَةٍ دَرَسْتَ؟

سَامِي: اِلْتَحَقْتُ بِجَامِعَةِ كَالِيفُورْنِيَا فِي لُوسْ أَنْجَلُوسِ، وَدَرَسْتُ التَّجَارَةَ.

آدم: وَهَلْ نَجَحْتَ فِي دِرَاسَتِكَ؟

سَامِي: نَعَمْ، وَالْحَمْدُ لِلَّهِ، تَخَرَّجْتُ قَبْلَ ثَلَاثِ سَنَوَاتٍ، وَبَعْدَهَا حَصَلْتُ عَلَى وَظِيفَةٍ فِي وَولٍ سِتْرِيْتِ، وَعُدْتُ إِلَى مَدِينَةِ نِيُويُورْكَ.

الحوار

آدم: مَا شَاءَ اللَّهُ! وَلِمَاذَا أَنْتِ فِي الْقَاهِرَةِ؟

سامي: بِصَرَاحَةٍ، عَادَ وَالِدِي وَوَالِدَتِي إِلَى مِصْرَ فِي السَّنَةِ الْمَاضِيَةِ، وَالآنَ أَنَا وَأَخِي تَزُورُ وَالِدِي وَوَالِدَتِي فِي بَيْتِ الْعَائِلَةِ فِي الْقَاهِرَةِ.

آدم: يَا سَلَامٌ! وَهَلْ تَعِيشُ وَحْدَكَ الْآنَ فِي مَدِينَةِ نِيُيُورْكَ؟

سامي: لَا، السَّنَةُ الْمَاضِيَةُ، تَزَوَّجْتُ، وَالآنَ أَعِيشُ مَعَ زَوْجَتِي فِي شَقَّةٍ صَغِيرَةٍ فِي بُرُوكْلِينَ. وَأَنْتِ أَيْنَ وُلِدْتَ؟

آدم: وُلِدْتُ فِي مَدِينَةِ تَامْبَا فِي وَلَايَةِ فُلُورِيدَا فِي الْوِلَايَاتِ الْمُتَّحِدَةِ الْأَمْرِيكِيَّةِ، وَلَكِنِّي أَعِيشُ فِي الْقَاهِرَةِ مُنْذُ خَمْسِ سَنَوَاتٍ لِأَنِّي أَعْمَلُ هُنَاكَ، وَأَشْعُرُ أَنَّنِي أَصْبَحْتُ مِنْ أَهْلِ الْقَاهِرَةِ.

سامي: بِالتَّأَكِيدِ! وَهَلْ تَتَحَدَّثُ اللُّغَةَ الْعَرَبِيَّةَ بِطَلَاقَةٍ؟

آدم: نَعَمْ، بِالتَّأَكِيدِ.

سامي: مَاذَا تَفْعَلُ فِي مَدِينَةِ نِيُيُورْكَ؟

آدم: أَنَا فِي زِيَارَةِ عَمَلٍ وَسَأُزُورُ مَدِينَةَ بُوَسْطَنَ الْأَسْبُوعَ الْقَادِمَ، هَلْ تُرِيدُ أَنْ تَأْتِيَ مَعِي؟

سامي: بِالطَّبَعِ! أَحَبُّ أَنْ أَزُورَ مَدِينَةَ بُوَسْطَنَ دَائِمًا.

Activity

Check Your Understanding

- Convert the dialog into text. Convert the conversation into a continuous written narrative and a coherent paragraph.
- Translate the dialogue into English.

- Choose 8 of the questions, answer them, and write the answers in your notebook.

- أين ذهب سامي مع أخيه في القاهرة؟ وماذا فعلا هناك؟
- لماذا تأخر سامي وأخوه في العودة من السوق؟
- ماذا اشترى سامي وأخوه من السوق؟
- أين وُلِدَ سامي؟ وأين نشأ؟
- لماذا انتقل سامي إلى مدينة لوس أنجلوس؟
- ما التخصص الذي درسه سامي؟ وفي أي جامعة؟
- ماذا فعل سامي بعد تخرجه؟ وأين عمل؟
- لماذا عاد سامي إلى القاهرة؟
- أين يعيش سامي الآن؟ ومع من؟
- أين وُلِدَ آدم؟ وأين يعيش الآن؟
- ماذا يخطط آدم لفعله الأسبوع القادم؟
- كيف رد سامي على دعوة آدم لزيارة بوسطن؟

Role-plays

Student Practice Instructions

1. Pair up with a partner and select a role-play.
2. Act out the conversation naturally, asking and answering questions.
3. Use expressions related to travel, shopping, and daily life.
4. Switch roles and practice again.
5. Reflect on new words and structures learned.

Role-play: Shopping in Morocco

One student is a tourist visiting Morocco for the first time, and the other is a local shop owner at the Grand Bazaar. The tourist is looking for clothes and souvenirs and asks about prices and bargaining tips. The shop owner recommends traditional Moroccan items, including scarves, jewelry, and spices. They discuss prices, quality, and strategies for negotiation.

Role-play: A Job Interview in Dubai

One student is a recent graduate applying for a job at a company in Dubai, and the other is the hiring manager. The manager asks about the candidate's education, skills, and previous experience. The candidate explains their qualifications and why they are interested in working in Dubai. The interviewer asks follow-up questions about their ability to adapt to a multicultural environment and then decides whether to extend an offer.

Role-play: Visiting Family in Amman

One student is returning to Amman, Jordan, after living abroad for many years, and the other is a family member welcoming them back. They discuss life differences between Amman and the foreign country, talk about Jordanian food, and share childhood memories. The family member asks about daily life, work, and the possibility of moving back to Amman.

Role-play: Planning a Trip to Syria

One student is planning a trip to Syria and invites a friend to join them. The other student is undecided and asks about the itinerary. The first student explains plans to visit Damascus, the oldest capital in history, the museums, and the Umaid Mosque. They also

discuss the weather, budget, and local food. The second student decides whether to go or not.

Role-play: A Reunion in Beirut

One student is a former Beirut resident who moved to Paris years ago, and the other is an old friend still living in Beirut. They run into each other by chance and catch up. The friend from Beirut asks about life in France, work, and if they miss Lebanon. They talk about past memories, places they used to visit, and the possibility of meeting again.

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6.7: The Traditional Arab Family Home "Bayt Al'Aila"

Learning Objectives

In this section, you will be able to:

- Describe the cultural significance of Bayt Al-'Aila and its role in preserving family traditions and social bonds in Arab society.
- Compare traditional and modern family homes by analyzing how architecture and family structures have evolved due to urbanization, technology, and societal changes.
- Identify key architectural features of traditional Arab homes and explain how they reflect cultural values such as hospitality, privacy, and climate adaptation.
- Discuss ways to preserve family traditions despite changes in modern living arrangements and increasing independence among younger generations.

Part 1: The Family Home (Bayt Al-'Aila البيت العيلة):

Introduction:

In many cultures, the concept of home extends beyond just a place to live, representing identity, belonging, and tradition. In the Arab world, **بَيْتُ الْعِيْلَةِ (the family home)** is more than just a household; it is a cornerstone of social and familial life. Traditionally, it served as a gathering place for multiple generations, fostering close relationships and ensuring that cultural values were passed down from one generation to the next.

The family home is where children grow up under the guidance of their grandparents, where significant life decisions are made collectively, and where hospitality is extended to friends and neighbors. It was a space filled with warmth, storytelling, and shared experiences. However, as societies modernize, the structure and function of **بَيْتُ الْعِيْلَةِ** have evolved. Urbanization, technology, and shifting family dynamics have changed how families interact and live together.

Despite these changes, the family home remains a symbol of unity and connection in Arab society. Even when physical homes no longer accommodate extended families under one roof, the values of **togetherness, support, and tradition** continue to be central to Arab culture. This section explores the role of **بَيْتُ الْعِيْلَةِ** in the past and present, examining how it has adapted to modern life while still holding deep cultural significance.



Figure 6.7.1: بيت العيلة

A-Pillar of Arab Family Traditions

The **family home (بَيْتُ الْعِيْلَةِ)** is one of the most important social structures in the Arab world, representing strong family ties, shared values, and the central role of family in daily life. Traditionally, **بَيْتُ الْعِيْلَةِ** was where multiple generations lived together, creating a close-knit environment where family members supported one another emotionally and practically.

The Traditional Family Home

In the past, the family home was a large space where grandparents, parents, children, and even extended relatives lived together. It was not just a residence but a social hub where significant decisions were made, meals were shared, and traditions were passed down. Some key features of the traditional **بَيْتُ الْعَيْلَةِ** include:

- **Daily Interactions:** Family members spent most of their time together in shared spaces like the living room, courtyard, or kitchen.
- **Defined Roles:** Grandparents were the keepers of tradition and wisdom, parents managed household affairs, and younger generations learned from their elders.
- **Family Gatherings:** Weddings, religious holidays, and major celebrations took place in the family home, reinforcing familial bonds and cultural customs.

Modern Changes to **بَيْتُ الْعَيْلَةِ**

Over time, societal and economic shifts have transformed family structures, leading to significant changes in the concept of the family home:

- **Nuclear Families:** More families now live independently, with parents and children moving into separate homes rather than remaining with extended relatives.
- **Busy Lifestyles:** Work commitments, education, and urban living have reduced the frequency of daily interactions and family meals.
- **Technology's Influence:** Communication has shifted from face-to-face interactions to digital platforms like WhatsApp and video calls.
- **Western Influence:** Some young adults prefer more independence, leading to a shift in traditional expectations regarding family involvement and responsibilities.

The Importance of **بَيْتُ الْعَيْلَةِ** Today

Despite these changes, the family home remains a key aspect of Arab culture, especially during significant occasions. Families often reunite at the family home during holidays like Ramadan and Eid, reinforcing their bonds.

Ways to Preserve the Family Home Tradition

1. **Regular Family Gatherings:** Setting aside time for weekly or monthly gatherings to maintain strong connections.
2. **Celebrating Traditions:** Holding family celebrations at home rather than in public venues to preserve cultural values.
3. **Encouraging Intergenerational Communication:** Ensuring that younger generations learn about their family history and traditions through storytelling and shared experiences.

بَيْتُ الْعَيْلَةِ is more than just a physical space; it is a symbol of unity, love, and cultural heritage. While modern life has brought changes, the significance of the family home in Arab society remains strong. It continues to serve as a place where generations come together, reinforcing the values that define Arab family life.

Part 2: The design of **بَيْتُ الْعَيْلَةِ** in the Arab World

The **traditional Bayt Al-‘Aila (family home)** in the Arab world is not just a place to live. It reflects deeply rooted cultural values such as **hospitality, privacy, and strong family connections**. The design of these homes varies across different regions, shaped by **climate, available building materials, and historical influences**. Despite these regional differences, traditional Arab homes share common architectural elements that foster **extended family living and communal gatherings**, ensuring family bonds remain at the heart of daily life.

Traditional Courtyard Homes **البيت العربي القديم**

One of the most **iconic and culturally significant** designs of **بَيْتُ الْعَيْلَةِ** is the old Arabic home (**البيت العربي القديم**), commonly found in historic cities such as **Damascus, Aleppo, and Baghdad**. These homes are built around a **central courtyard**, a signature feature of traditional Arab architecture that reflects a deep respect for **privacy, hospitality, and climate adaptation**. The courtyard serves as a **private oasis** within the home, shielding the family from the outside world while allowing for natural light, ventilation, and social interaction.

Key Features of Courtyard Homes

Central Courtyard

The **heart of the home**, the courtyard, is an open-air space often adorned with **fountains, lush gardens, and shaded seating areas**. This design helps regulate temperature, keeping the house **cool in summer and warm in winter** while providing a **calm, private retreat** for the family. Many daily activities occur in this space, such as drinking coffee, storytelling, and evening gatherings.

Thick Walls and Small Windows

Traditional courtyard homes are built with **thick stone or mud-brick walls**, which act as natural insulators, protecting the interior from **extreme heat in summer and cold in winter**. Windows are typically **small and positioned high on the walls**, allowing for ventilation while maintaining **privacy from the outside world**.



Figure \(\PageIndex{2}\): Small Windows مشربية or شناسيل

High Walls and a Secluded Entrance

The exterior of these homes is often **plain and unadorned**, with high walls and a simple entrance that leads into a **small transitional space** before reaching the courtyard. This ensures **privacy for family members**, particularly women, by cultural traditions of modesty. The design also prevents direct visibility into the home from the street, reinforcing the idea that **family life is a private affair**.

Iwan (الإيوان) – The Guest Reception Room

A defining feature of these homes is the **الإيوان (guest reception area)**, usually located near the entrance. This **large, elegant, open room** is reserved for receiving visitors, hosting important gatherings, and holding community discussions. It is often decorated with **intricate wood carvings, rich textiles, and floor seating**, embodying the Arab tradition of **generous hospitality**. Importantly, it allows guests to be welcomed without intruding into the family's private living spaces.



Figure \(\PageIndex{3}\): الإيوان

Separate Family and Guest Areas

Traditional Arab homes are designed with **clear divisions between public and private spaces**. The **external (public) area** includes the **Iwan and guest reception rooms**, while the **internal (private) quarters** are reserved for **family members only**. This layout preserves **family intimacy** while allowing **regular social gatherings** with extended relatives and guests.

Example of a Traditional Damascene House

In a typical **Damascene home** البيت الدمشقي, rooms are arranged around the **shaded courtyard**, creating a **harmonious flow** between indoor and outdoor spaces. The **courtyard fountain** (نافورة) serves as a **cooling element**, with **citrus trees, jasmine, and vines** adding to the serene atmosphere. Doors from the courtyard lead to **various living areas, kitchens, and guest rooms**, ensuring that each part of the home has a **functional yet private purpose**.

As the **evening falls**, family members gather in the **courtyard**, sipping tea, sharing stories, and enjoying the cool breeze. This tradition continues to this day in many homes across the Arab world.



Figure \(\backslash\text{PageIndex}\{4\}\): البيت الدمشقي

Modern Adaptations of Bayt Al-'Aila

As Arab societies continue to modernize and urbanization increases, the structure of **بيت العيلة** has evolved to fit contemporary lifestyles. While extended families may no longer live under one roof, many modern Arab homes still incorporate **architectural elements and cultural traditions** from the past, ensuring that family bonds remain strong despite changing living arrangements.

Apartments with Separate Family Spaces

In cities, it is common for extended families to **reside in the same building** but on **different floors or adjacent apartments**. This allows for **daily interactions and shared responsibilities**, maintaining a sense of closeness even when families no longer live in a single large home. Grandparents may live on the **ground floor**, while younger generations occupy **upper levels**, creating a **vertical version of بيت العيلة** within modern apartment complexes.

Blending Traditional and Modern Designs

Many contemporary homes integrate **elements of traditional Arab architecture** while adapting to modern needs. Features such as **courtyards, decorative arches, intricate woodwork, and colorful tiles** are often combined with **open-plan living areas, large windows, and modern furnishings**, creating a balance between cultural heritage and contemporary aesthetics.

Rooftop Terraces as Gathering Spaces (السطح)

With the decline of **courtyards** in modern homes, **rooftop terraces (السطح)** have become an important social space for many families. These rooftops often serve as an **extension of the home**, where families gather in the evenings to drink tea, host guests, or simply enjoy the fresh air, mirroring the role that courtyards once played in traditional homes.

Even as **بيت العيلة** adapts to urban settings and modern lifestyles, its essence remains the same: **a space where family connections thrive, hospitality is cherished, and traditions are passed down to future generations**.

Activities

Practice

- Describe one traditional role of the family home in Arab society.
- How has technology changed how family members communicate today?
- How do traditional Arab homes reflect the region's climate and geographical conditions?

- Why is بيت العيلة still important, even with modern lifestyle changes?
- Give one example of a tradition that families continue to celebrate in the family home.
- What are some ways families can preserve the tradition of بيت العيلة?
- How does the design of بيت العيلة reflect the values and traditions of family life in Arab culture?
- Compare بيت العيلة with family structures in your own culture. How are they similar or different?
- If you had a chance to design your own بيت العيلة, what elements would you include to represent your cultural heritage and family traditions?
- In what ways can elements of the traditional بيت العيلة be incorporated into contemporary architecture?
- What are some challenges to preserving the concept of بيت العيلة in modern urbanized settings?
- What role do you think بيت العيلة will play in Arab society 50 years from now?
- How can technology be used to strengthen family bonds without a traditional family home?

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6.8: Assessment

Learning Objectives

In this section, you will be able to:

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

Exercises التمارين

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CHAPTER OVERVIEW

7: Food and Meals 1

- 7.1: Negating the Past Tense in Arabic with "لَمْ"
- 7.2: Negating the Past Tense in Arabic with "لَمْ"
- 7.3: New Vocabulary
- 7.4: Demonstrative Pronouns in Arabic
- 7.5: Words on the Menu- Loanwords and Traditional Arab Foods
- 7.6: Reading and Writing
- 7.7: Listening and Speaking
- 7.8: Hospitality in Arabic Culture

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7.1: Negating the Past Tense in Arabic with "ما"

Learning Objectives

In this section, you will be able to:

- Negate past tense actions using "ما" followed by a past tense verb across various subject pronouns.
- Recognize the structure, apply correct verb conjugations, and express negative statements about past events in both written and spoken forms.

Introduction

When talking about past events in Arabic, it's important to say what happened and what did not happen. Whether you want to say, "I didn't eat breakfast" or "She didn't cook dinner," Arabic gives you two useful ways to **negate past tense verbs**. In this chapter, you'll learn how to use **ما** and **لم** to express negative actions in the past. These two structures are essential for everyday communication and will help you describe your experiences more accurately.

Negating the Past Tense with "ما"

This is the most straightforward way to negate something that happened in the past. "ما" is followed by a verb in the **past tense**, and the verb stays in its regular past form.

Structure: ما + past tense verb

Examples:

- ما أكلتُ الفطورَ
◦ I did not eat breakfast.
- ما شربنا العصيرَ
◦ We didn't drink the juice.
- ما سافرتُ لينا إلى مصرَ
◦ Lina did not travel to Egypt.

Check the table below about negating the past tense with the tool "ما" using the verb "فعل."

Conjugation Table: Negating فعل with ما

Negating with "ما"	Affirmative (Past)	Subject Pronoun
ما فَعَلْتُ	فَعَلْتُ	أنا (I)
ما فَعَلْنَا	فَعَلْنَا	نحن (We)
ما فَعَلْتَ	فَعَلْتَ	أنت (You, m)
ما فَعَلْتِ	فَعَلْتِ	أنتِ (You, f)
ما فَعَلْتُمَا	فَعَلْتُمَا	أنتما (You, dual)
ما فَعَلْتُمَا	فَعَلْتُمَا	أنتم (You all, m)
ما فَعَلْتُنَّ	فَعَلْتُنَّ	أنتنَّ (You all, f)
ما فَعَلَ	فَعَلَ	هو (He)
ما فَعَلَتْ	فَعَلَتْ	هي (She)
ما فَعَلَا	فَعَلَا	هما (They dual, m)
ما فَعَلْتَا	فَعَلْتَا	هما (They dual, f)
ما فَعَلُوا	فَعَلُوا	هم (They, m)
ما فَعَلْنَ	فَعَلْنَ	هنَّ (They, f)

Practice negating the past tense with ما:

Answer the following using ما + past tense. Using نعم or لا.

- . هل أَكَلْتَ الفطور، يا آدم؟
- . هل طَبَخْتَ العشاءَ أمس، يا مها؟
- . هل شَرَبَ الطلابُ القهوة؟
- . هل اشْتَرَى والدك الطعام؟

هل ذهبوا إلى المطعم في الأسبوع الماضي؟ .

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7.2: Negating the Past Tense in Arabic with "لَمْ"

Learning Objectives

In this section, you will be able to:

- Negate past tense verbs using "لَمْ" followed by the present tense verb in jussive form (المضارع المجزوم).
- Recognize the structure, conjugate verbs appropriately across subject pronouns, and apply this rule in both guided and communicative practice.

Negating the Past Tense with "لَمْ"

This method also negates past actions, but instead of using a past tense verb, you use the **present tense verb** in the **jussive form** (which is called "majzūm / مجزوم" in Arabic grammar).

The jussive form of a verb is usually the same as the present tense but:

- **No final vowel** (often ends in sukoon), or
- Slight changes for certain verb forms (e.g. dropped final "n" in some plurals)
- الفعل المضارع takes a form called المضارع المجزوم which is the third type of الفعل المضارع.

Structure: (particle) لم + present tense verb (in jussive form) المضارع المجزوم

Examples:

- لم آكلُ فطوريّ.
 - I did not eat my breakfast.
- لمْ تشرب العصيرَ.
 - We didn't drink the juice.
- لمْ تُسافرْ لينا إلى مصر.
 - Lina did not travel to Egypt.



Figure \(\backslash\PageIndex{1}\): Illustration of two students discussing weekend activities. Created by ChatGPT using DALL·E (OpenAI, 2025). Licensed under [CC BY-NC 4.0](https://creativecommons.org/licenses/by-nc/4.0/).

Check the table below about negating the past tense with the tool "لَمْ" using the verb "فعل."

Conjugation Table: Negating يفعل with لم

Negating with "ما"	Affirmative (Present)	Subject Pronoun
لَمْ أَفْعَلْ	أَفْعَلُ	أنا (I)
لَمْ تَفْعَلْ	تَفْعَلُ	نحن (We)
لَمْ تَفْعَلْ	تَفْعَلُ	أنت (You, m)
لَمْ تَفْعَلِي	تَفْعَلِينَ	أنتِ (You, f)
لَمْ تَفْعَلَا	تَفْعَلَانِ	أنتما (You, dual)
لَمْ تَفْعَلُوا	تَفْعَلُونَ	أنتم (You all, m)
لَمْ تَفْعَلْنَ	تَفْعَلَنَّ	أنتنَّ (You all, f)
لَمْ يَفْعَلْ	يَفْعَلُ	هو (He)
لَمْ تَفْعَلْ	تَفْعَلُ	هي (She)
لَمْ يَفْعَلَا	يَفْعَلَانِ	هما (They dual, m)
لَمْ تَفْعَلَا	تَفْعَلَانِ	هما (They dual, f)
لَمْ يَفْعَلُوا	يَفْعَلُونَ	هم (They, m)
لَمْ يَفْعَلْنَ	يَفْعَلَنَّ	هنَّ (They, f)

Practice negating the past tense with لم

Read each question. Answer using "نعم" (Yes) or "لا" (No), and if your answer is "لا," use لم + present tense (المجزوم) to form a complete negative sentence.

- هل أكلت الفطور، يا آدم؟
- هل طبختِ العشاء أمس، يا مها؟
- هل شربَ الطلابُ القهوة؟
- هل اشتري والدك الطعام؟

هل ذهبوا إلى المطعم في الأسبوع الماضي؟

المضارع المجزوم + لم Rewrite the sentences and change the format of negating the past to

Example: ما رَجَعَ خالي من فرنسا <----- لم يَرْجِعْ خالي من فرنسا

1. ما حَصَلَ عَمِّي هاني على وظيفة جديدة.
2. ما تَخَرَّجَ أخي في جامعة القاهرة.
3. ما تعرَّفَ أحمد على زملائه في العمل.
4. ما حَصَلْتُ مُنى على وظيفة في شركة كبيرة.
5. ما انتقلتُ إلى دُبَيِّ، يا شادي السنة الماضية؟
6. ما وُلِدَ بيل كلينتون في ولاية نيويورك.
7. ما رجعنا أمس إلى بيوتنا.
8. ما التحقَّتِ بالجامعة الفصل الماضي، يا أُماني؟
9. ما أصبحَ هاني طبيباً مثلاً والدهُ.
10. الطلاب ما تأخَّروا في الوصول إلى المدرسة.

Cultural Note

In spoken dialects, many Arabic speakers still use the past verb with ما (e.g., ما أكلت, ما رحت). But in modern standard Arabic, using المضارع المجزوم + لم is the more preferable form.

Check Your Understanding

Role-play

Two roommates are talking about yesterday's chores. One person reminds the other of what they were supposed to do.

- Student A: Gives reminders (“هل غَسَلْتَ الصحون؟”).
- Student B: Denies each task using لم + المجزوم and offers a reason. (لا، لم أغسل الصحون).

7.2: Negating the Past Tense in Arabic with "لَمْ" is shared under a CC BY 4.0 license and was authored, remixed, and/or curated by LibreTexts.

7.3: New Vocabulary

Learning Objectives

In this section, you will be able to:

- Identify and apply vocabulary related to food, ingredients, and cooking tools in written and spoken contexts.
- Describe how food is prepared using appropriate cooking verbs and adjectives.

Introduction

This section introduces important words related to food, cooking, and mealtime routines. You will learn how to name common ingredients and dishes, describe how food is prepared, and talk about kitchen tools and daily habits. These new words will also help you understand cultural readings and express your own food preferences, especially when practicing verb tenses: present, future, past tense, and negation.

Food and Meals Vocabulary

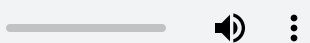
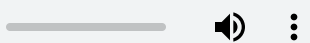
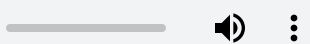
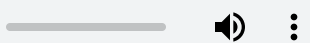
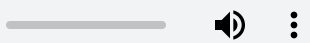
Types of Food:

Types of Food

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:18 		meal	وَجَبَات	وَجْبَة
▶ 0:00 / 0:18 		food	أَطْعِمَة	طَعَام
▶ 0:00 / 0:18 		menu		قائمة الطعام
▶ 0:00 / 0:18 		soup	أَحْسَاء (شُورَبَات)	حِسَاء (شُورَبَة)
▶ 0:00 / 0:18 		meat	لُحُوم	لَحْم
▶ 0:00 / 0:18 		rice	أُرْز	أَرَز
▶ 0:00 / 0:18 		fish	أَسْمَاك	سَمَك
▶ 0:00 / 0:18 		vegetables	خُضَار	خُضَار
▶ 0:00 / 0:18 		dessert/ sweet	حَلَوِيَّات	حَلَوَى
▶ 0:00 / 0:18 		dates	تُمُور	تَمَر
▶ 0:00 / 0:18 		hummus		حُمُص

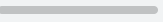
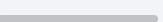
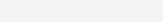
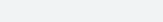
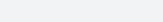
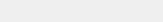
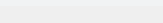
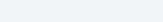
Describing Food (Adjectives)

Describing Food

Audio	The New Word in Sentence	Meaning	Singular
▶ 0:00 / 0:18 	لَمْ	fried	مَقْلِيّ
▶ 0:00 / 0:18 	نَحْدُو	boiled	مَسْلُوق
▶ 0:00 / 0:18 	أَفْضَلُ	grilled	مَشْوِيّ
▶ 0:00 / 0:18 	لَمْ تَحِ	fresh	طَارَج
▶ 0:00 / 0:18 	يَكُونُ	salty/ savory	مَالِح
▶ 0:00 / 0:18 		delicious	لَذِيذ

Utensil

Utensils

Audio	The New Word in Sentence	Meaning	Plural	Singular
▶ 0:00 / 0:18 		spoon	مَلَاعِق	مِلْعَقَة
▶ 0:00 / 0:18 		fork	شَوَكَات	شَوْكَة
▶ 0:00 / 0:18 		knife	سَكَاكِين	سِكِّين
▶ 0:00 / 0:18 		cup	أَكْوَاب	كُوب
▶ 0:00 / 0:18 		glass	كُؤُوس	كَاس
▶ 0:00 / 0:18 		plate/ dish	أَطْبَاق / صُحُون	طَبَق / صَحْن
▶ 0:00 / 0:18 		frying pan	مَقَالِي	مِقْلَاة
▶ 0:00 / 0:18 		pot	قُدُور	قِدْر

Verbs Related to Food

Verbs Related to the Food Theme

Meaning	Example	المصدر	Verb Pattern	Present Tense	Past Tense
to place / put	وَصَّعْتُ المِلْعَقَةَ على الطاولة.	الْوَضْع	فَعَلَ	يَضَعُ	وَضَعَ
to find	لَمْ أَجِدْ كَأْسَ الماء في المطبخ.	الْوُجُود	فَعَلَ	يَجِدُ	وَجَدَ
to eat / consume	تَنَاوَلْنَا الغداء في المطعم الجديد.	التَّناوُل	تَفَاعَلَ	يَتَنَاوَلُ	تَنَاوَلَ
to cut	قَطَّعْتُ الطَّماطِ مَ قَبْلَ الطَّبْخِ.	التَّقْطِيع	فَعَلَ	يُقَطِّعُ	قَطَّعَ
to boil	سَلَقْتُ أُمِّي البَطَاطَا	السَّلْق	فَعَلَ	يَسْلُقُ	سَلَقَ

Meaning	Example	المصدر	Verb Pattern	Present Tense	Past Tense
	في القِدْر.				
to grill	شَوَيْنَا الدَّجَاجَ في الحديقة.	الشَّوْيُ	فَعَلَ	يَشْوِي	شَوَى
to fry	قَلَيْتُ السَّمَكَ في المِقْلَاة.	القَلْيُ	فَعَلَ	يَقْلِي	قَلَى
to ask/ order	طَلَبَ الطَّالِبُ الكِتَابَ من أمازون amazo	الطَّلَبُ	فَعَلَ	يَطْلِبُ	طَلَبَ

Activities

Check Your Understanding

- Write 8 sentences about your favorite food using vocabulary from this lesson. Try to include past tense and negation.
- Work with a classmate or practice with a conversation partner (this could be a friend, family member, or AI assistant). Take turns asking and answering the following questions using full sentences in Arabic. Try to use vocabulary from this lesson and include verbs in the past tense and expressions of preference (e.g., أَكَلْتُ، أَفْضَلُ).
- Suggested Questions:
 - ماذا أَكَلْتُ / أَكَلْتُ أَمْسَ؟
 - هل تُفَضِّلُ الطَّعَامَ المالح أم الخُلُو؟
 - هل تأكل الخُضار كلَّ يوم؟
 - ما هي وَجِبَتُكَ المُفَضَّلَة؟

- Conduct short interviews with two classmates, then report what they learned to the class using the third person (e.g., أحمد أكلَ (أرَّرًا مع دجاج).

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7.4: Demonstrative Pronouns in Arabic

Learning Objectives

In this section, you will be able to:

- Identify Arabic Demonstrative Pronouns in contextualized sentences related to food, meals, and daily routines.

Introduction

Demonstrative pronouns (أسماء الإشارة) are used to point to people, objects, or things that are near or far. In English, there are words like "this," "that," "these," and "those." In Arabic, demonstrative pronouns agree in **gender** and **number** with the noun they refer to. They are essential for identifying and describing items, especially in real-world situations like food, shopping, and daily life.

Singular Demonstratives

Singular demonstrative pronouns in Arabic are used to point to one object or person, either near or far. They must match the gender of the noun. Use **هذا** for masculine nouns that are close, like "هذا طبق" (this is a dish), and **هذه** for feminine nouns, such as "هذه قهوة" (this is coffee). For things that are farther away, use **ذلك** for masculine and **تلك** for feminine nouns. These words help describe items clearly, primarily regarding food or meals on a table or in conversation.

Singular Demonstratives

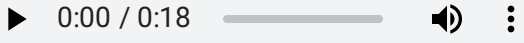
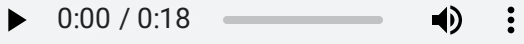
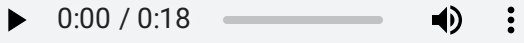
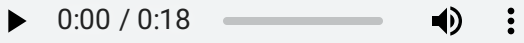
Audio	Example in Context	Gender	Meaning	Arabic
▶ 0:00 / 0:18	هذا سندwich	Masculine	this	هذا
▶ 0:00 / 0:18	هذه سريب	Feminine	this	هذه
▶ 0:00 / 0:18	ذلك مَشهُور	Masculine	that	ذلك
▶ 0:00 / 0:18	تلك سب	Feminine	that	تلك

Dual Demonstratives

Dual demonstrative pronouns are used to refer to exactly two items and must agree in gender with the noun. Use **هذان** for two masculine items that are nearby and **هاتان** for two feminine items that are nearby. To refer to two distant items, use **ذانك** (masculine) and **تانك** (feminine), but they are not really used in Modern Standard Arabic (MSA) and are mostly found in classical

or formal writing. It's more common to use other structures or contexts to express the same meaning. These are especially useful when describing or comparing two specific dishes, utensils, or people in a setting such as a kitchen or restaurant.

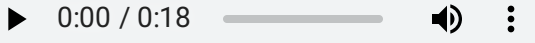
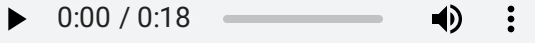
Dual Demonstratives

Audio	Example in Context	Gender	Meaning	Arabic
	هذان	Masculine	these two	هذان
	جديدان			
	هاتان	Feminine	these two	هاتان
	لذيذتان			
	ذانك	Masculine	those two	ذانك
	مشهوران			
	تلک	Feminine	those two	تانك
	صحيتان			

Plural Demonstratives

Plural demonstrative pronouns are used to point to more than two people or items. In Arabic, هؤلاء is used for human plural nouns (both masculine and feminine), and أولئك is used for distant human plural nouns. For non-human plurals, Arabic uses the **singular feminine** demonstrative—usually هذه. These pronouns are helpful when describing groups of people, foods, or items in conversations and descriptions.

Plural Demonstratives

Audio	Example in Context	Gender	Meaning	Arabic
	هؤلاء طلاب .	nan (m/f plural)	these	هؤلاء
	س المطعم الجديد	nan (m/f plural)	those	أولئك

Practice

- Use demonstrative pronouns with a partner to describe items on a food menu or dishes on the table. Try to include:
 - Masculine and feminine nouns.
 - Singular, dual, and plural
 - Near and far items

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7.5: Words on the Menu- Loanwords and Traditional Arab Foods

Learning Objectives

In this section, you will be able to:

- Identify commonly used borrowed (loan) words in Arabic related to food and meals, and recognize their meanings and linguistic origins.
- Explore the cultural significance of well-known Arab dishes and explain their regional associations.

Borrowed Words of Food and Meals

Languages constantly evolve and interact with one another, especially when cultures come into contact through travel, trade, media, or technology. In the Arab world, the vocabulary of food and meals is a rich example of this linguistic exchange. Many modern food-related terms used in daily life today have been borrowed from other languages, particularly English, French, and Italian. These borrowed words, or loanwords, are commonly found on restaurant menus, food packaging, and in everyday conversations, especially when referring to international dishes and modern culinary tools.

For example, words like “بيتزا” (pizza), “ساندويش” (sandwich), “مايونيز” (mayonnaise), and “شوكولاتة” (chocolate) are used by Arabic speakers across regions. While these words are not originally Arabic, they have become fully integrated into the language, often adapted in pronunciation and spelling to match Arabic phonology.

In this section, you will explore some of the most common borrowed words related to food and meals, learn their meanings and origins, and practice using them in context. This will help you expand your vocabulary and gain a deeper understanding of how Arabic connects with global cultures through food.

Borrowed Words Related to Food and Meals

The Word in Sentence	Origin	Meaning	Arabic
أَضْعُ صوص الطماطم مع المعكرونة	French	sauce	صوص
الأولاد يُحِبُّون الكاتشاب مع البطاطا المقلية	English	ketchup	كاتشاب
لا أَقْصِلُ المايونيز في الساندويش	French	mayonnaise	مايونيز
أَكَلْتُ ساندويش دجاج في وجبة الغداء	English	sandwich	ساندويش
تَطْلُبُ بيتزا كل جُمُعَة في البيت	Italian	pizza	بيتزا
أَخِي يُقْصِلُ البرجر أكثر من البيتزا	English	burger	برجر

The Word in Sentence	Origin	Meaning	Arabic
طَبَخْتُ أُمِّي باستا بالخُصَّار والسمك	Italian	pasta	باستا
تُحِبُّ أَنْ نَأْكُلَ المعكرونة مع صوص الطماطم والجبنة	Italian	Pasta	معكرونة
وضعتُ الكعك كيك في البراد في المطبخ	English	cupcake	كعك كيك
هذا المقهى يُقدِّم الشوكولاته الساخنة في الشتاء	French/Spanish	chocolate	شوكولاتة
طَلَبْنَا العشاء عن طريق الدليفرى	English	delivery	دليفرى

Famous Dishes in Arab Cuisine

Eating is not just about nourishment in Arab culture; it is a social experience that brings people together. Meals are commonly shared and include a variety of dishes that blend flavors, spices, and fresh ingredients. While foods like شاورما and كباب have

become popular internationally, they remain deeply rooted in Arab cuisine and are often enjoyed during gatherings, holidays, or special occasions.

- **شاورما (Shawarma):** A popular street food made of thin slices of meat (often chicken or beef) grilled on a rotating spit and usually served in bread with garlic sauce and pickles.
- **كباب (Kebab):** Grilled skewers of minced or cubed meat, often served with rice, vegetables, or bread.
- **شيش طاووق (Shish Tawook):** Marinated grilled chicken cubes, typically served with garlic sauce and flatbread.
- **حمص (Hummus):** A dip made from mashed chickpeas blended with tahini, olive oil, lemon juice, and garlic.
- **فلافل (Falafel):** Fried balls or patties made from ground chickpeas or fava beans, often served in sandwiches or as part of a mezze.
- **منسف (Mansaf):** A traditional Jordanian dish made of lamb cooked in a fermented yogurt sauce and served over rice with flatbread.
- **مقلوبة (Maqluba):** A layered dish of rice, vegetables, and meat, flipped upside down before serving.
- **تبولة (Tabbouleh):** A fresh Levantine salad made of finely chopped parsley, tomatoes, onions, bulgur, and seasoned with olive oil and lemon juice.
- **فتوش (Fattoush):** A popular salad made with mixed vegetables and crispy pieces of toasted or fried Arabic bread, dressed with sumac and olive oil.
- **شكشوكة (Shakshouka):** A popular dish made with poached eggs cooked in a sauce of tomatoes, peppers, onions, and spices. It is often served for breakfast or brunch and is enjoyed across North Africa and the Levant.
- **كسكسي (Couscous):** A traditional North African dish made from steamed semolina grains, often served with vegetables and meat or stew. It is a staple in countries like Morocco, Algeria, and Tunisia.
- **طاجين (Tajine):** A North African stew named after the earthenware pot it's cooked in. It typically includes meat or chicken with vegetables, spices, and sometimes dried fruit. It is slow-cooked for deep flavor and often served with bread.
- **بقلابة (Baklava):** A sweet pastry made of layers of filo dough filled with chopped nuts and sweetened with syrup or honey, commonly served during holidays and special gatherings.

These dishes not only reflect diverse regional flavors but also carry deep cultural significance that has been passed down through generations.

Practices

- Pair up with a classmate or AI partner and ask each other the following:
 - ما هو طعامك المفضل من الطعام العربي؟ ولماذا؟
 - هل أكلت من قبل طبقًا مثل الشاورما أو المنسف أو المقلوبة؟
 - هل تستخدم كلمات مثل "بيتزا" أو "مايونيز" في كلامك؟ كيف؟
 - ما هو طعام المفضل؟ ولماذا؟
 - هل ذهبت إلى مطعم عربي؟ ماذا أكلت؟
- In the chart below, fill in the blanks to describe typical meal habits in **American** and **Arab** cultures. Use complete sentences or short phrases in Arabic. Think about:
 - When meals are eaten
 - What types of foods are common
 - Table customs and eating habits
 - Use of traditional vs. borrowed words
 - Social vs. individual mealtime

You may search the internet for pictures, examples, or ideas to help complete the activity. Be sure to use the vocabulary you've learned in this chapter and the previous ones.

Compare & Contrast Chart:

American MEals	Arab Meals	Category
بيض- بان كيك- قهوة- دونت - سيريل وحليب	خبز- شاي- لبنه- حليب- جبن	الطور
		الغداء
		العشاء
		الأكل في المطاعم العربية
		الأكل في المطاعم الأمريكية
		الأكل مع الأسرة
		عادات المائدة Table Customs
		المقبلات المشهورة Common side dishes

Role-play

You and a friend are at a café or casual restaurant in an Arabic-speaking country. Practice using borrowed food words (like بيتزا, شوكولاتة, ساندويش, صوص, فتوش, شاورما, حمص) and traditional Arab dishes (like من فضلك, شكرًا, هل ممكن...?). With a partner, create a short role-play dialogue (6–8 lines total). One student will be the **customer**, and the other will be the **server**. Use the following vocabulary categories in your conversation:

- At least **3 borrowed food words**
- At least **1 traditional Arab dish**
- A verb in the **past tense or negation**
- A polite expression (e.g., من فضلك, شكرًا, هل ممكن...?)

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7.6: Reading and Writing

Learning Objectives

In this section, you will be able to:

- Read and understand a narrative text in Arabic about a family gathering.
- Answer comprehension questions based on the events and characters in the story.

Reading and Writing 1

This section helps you practice reading and writing about meals, using real-life food vocabulary, past tense verbs, and demonstrative pronouns. Through dialogues and texts, you will improve your ability to describe meals, actions in the kitchen, and routines. The activities are designed to reinforce the grammar and vocabulary that you learned in this chapter in context while encouraging meaningful expression.



Figure 7.6.1: Image generated by ChatGPT (OpenAI, 2025). Licensed under CC BY-NC

▶ 0:00 / 2:28 — 🔊 ⋮

عشاء عيد ميلاد سعاد

اُخْتَفَلَتْ أُسْرَةُ سَعَادٍ بِعِيدِ مِيلَادِهَا مَسَاءَ يَوْمِ الْجُمُعَةِ. وَصَلَتْ
أُسْرَةُ أُخْتِهَا مَرْيَمَ إِلَى بَيْتِهِمْ فِي الْمَسَاءِ لِتَنَاوُلِ عَشَاءٍ لَذِيذٍ
بِهَذِهِ الْمُنَاسَبَةِ الْخَاصَّةِ. كَانَتْ سَعَادُ فِي الْمَطْبَخِ تَغْسِلُ
الْخُضَارَ لِعَمَلِ السَّلَاطَةِ عِنْدَمَا وَصَلَتْ مَرْيَمَ. سَاعَدَتْ مَرْيَمَ فِي

تَرْتِيبِ الطَّائِلَةِ. وَصَعَتْ مَرْيَمُ الْمَلَاعِقَ وَالشُّوكَ وَالسَّكَاكِينَ
وَالْكُؤُوسَ وَالصُّحُونَ، وَرَتَّبَتِ الْمَائِدَةَ.

وَالِدَةُ سُعَادَ كَانَتْ تَطْبُخُ طَبَقَ سُعَادَ الْمُفَضَّلَ، وَهُوَ الْأُرْزُ مَعَ
اللَّحْمَةِ، وَاسْمُهُ الْكَبْسَةُ. فِي ذَلِكَ الْوَقْتِ، كَانَ وَالِدُ سُعَادَ فِي
الْحَدِيقَةِ، يُقَطِّعُ اللَّحْمَ وَالِدَّجَاجَ وَيَشْوِيهِ. عَادِلُ، ابْنُ سُعَادَ، كَانَ
فِي الْحَدِيقَةِ أَيْضًا، يُسَاعِدُ جَدَّهُ فِي شِوَاءِ اللَّحْمِ وَالِدَّجَاجِ.
نَادِرُ، زَوْجُ سُعَادَ، وَجَدَ بَعْضَ الْخُمُصِ فِي الثَّلَاجَةِ، فَقَرَّرَ أَنْ
يَعْمَلَ صَحْنَ خُمُصٍ وَرَيْتِ الزَّيْتُونِ. أَمَّا لِينَا، ابْنَةُ سُعَادَ، فَقَدْ
وَصَعَتْ السَّمَكَ فِي الْفُرْنِ، وَقَالَتْ: "سَوْفَ تَتَنَاوَلُ أَطْيَبَ
سَمَكٍ مَشْوِيٍّ بِالْفُرْنِ الْيَوْمَ مَعَ الْخُبْزِ الطَّارِجِ."

فَضَلُ زَوْجِ مَرْيَمَ تَنَاوَلَ صَحْنَ الْخَلْوَى، وَوَضَعَهُ فِي وَسْطِ
الطَّائِلَةِ فِي غُرْفَةِ الطَّعَامِ.

أَسْرَهُ نَادِرُ وَصَلَتْ فِي الصَّبَاحِ. نَادِرُ هُوَ الْأَخُ الْأَكْبَرُ لِسُعَادَ، وَهُوَ
مُتَزَوِّجٌ مِنَ الدُّكْتُورَةِ هَالَةَ. نَادِرُ يُحِبُّ الْبَطَاطَا الْمَقْلِيَّةَ مَعَ
الْكَنْشَبِ كَثِيرًا، وَلِذَلِكَ هُوَ مُتَخَصِّصٌ فِي قَلْبِ الْبَطَاطَا! بَدَأَ
يَغْسِلُ الْبَطَاطَا، ثُمَّ قَطَّعَهَا وَقَلَّاهَا. أَمَّا الدُّكْتُورَةُ هَالَةُ، فَقَدْ
قَرَّرَتْ أَنْ تَسْلُقَ الْخُضَارَ فِي الْقِدْرِ، لِأَنَّهَا تُحِبُّ الْخُضَارَ
الْمَسْلُوقَ كَثِيرًا، وَلَا تُحِبُّ الْبَطَاطَا الْمَقْلِيَّةَ.

كَانَتْ سُعَادُ سَعِيدَةً جِدًّا بِوُجُودِ أُسْرَتِهَا مَعَهَا فِي يَوْمِ مِيلَادِهَا.
وَبَعْدَ دَقَائِقَ، جَلَسَتِ الْعَائِلَةُ كُلُّهَا حَوْلَ الْمَائِدَةِ، وَتَنَاوَلَتِ
الطَّعَامَ بِسَعَادَةٍ. كَانَ عَشَاءٌ لَزِيدًا، وَلَيْلَةٌ عَائِلِيَّةٌ لَا تُنْسَى.

- Past tense verbs from the story with patterns:

Past tense verbs from the story with patterns

Subject	Pattern (Form)	Subject	Past Tense Verb
celebrated	Form VIII (اِفْتَعَلَ)	أُسْرُهُ سَعَاد	اِخْتَفَلَتْ (اِخْتَفَلَ)
arrived	Form I (فَعَلَ)	أُسْرُهُ أَخْتَهَا مَرِيَم	وَصَلَتْ (وَصَلَ)
helped	Form III (فَاعَلَ)	مَرِيَم	سَاعَدَتْ (سَاعَدَ)
put/ placed	Form I (فَعَلَ)	مَرِيَم لِينَا	وَضَعَتْ (وَضَعَ)
arranged	Form II (فَعَّلَ)	مَرِيَم	رَتَّبَتْ (رَتَّبَ)
was were	Form I (فَعَلَ)	وَالِدَةُ سُعَاد العائلة	كَانَتْ (كَانَ)
found	Form I (فَعَلَ)	نَادِر	وَجَدَ (وَجَدَ)
decided	Form II (فَعَّلَ)	نَادِر دكتورة هالة	قَدَّرَ
made/ prepared	Form I (فَعَلَ)	نَادِر	عَمِلَ
said	Form I (فَعَلَ)	لِينَا	قَالَ
began/ started	Form I (فَعَلَ)	نَادِر	بَدَأَ
fried	Form II (فَعَّلَ)	نَادِر	قَلَّاها (قَلَّى)
boiled	Form I (فَعَلَ)	دكتورة هالة	سَلَقَتْ (سَلَقَ)

Subject	Pattern (Form)	Subject	Past Tense Verb
sat	Form I (فَعَلَ)	العائلة	جَلَسَتْ (جَلَسَ)
ate/ consumed	Form VI (تَفَاعَلَ)	العائلة	تَنَاولَتْ (تَنَاولَ)

- Demonstratives clauses: بهذه المناسبة الخاصة.
 - demonstrative pronoun, (المناسبة) noun, and (الخاصة) adjective.
- Prepositions الجـر :
 - بعيد ميلادها in الباء
 - في المطبخ in في
 - إلى بيتهم in إلى
 - مع الخبز in مع
 - لتناول in لـ
- Idafah phrases: Idafa is a common grammatical structure in Arabic that consists of two consecutive nouns, where the second noun defines or possesses the first. Idafa structures appear in various forms in the story and express relationships such as possession, description, or type.
 - أُسْرَةُ سُعادٍ: Suad's family.
 - يَوْمُ الْجُمُعَةِ: Friday.
 - أُسْرَةُ أُخْتِهَا: Her sister's family. The second word includes a possessive pronoun.
 - طَبَقَ سُعادِ الْمُفَضَّلَ: Suad's favorite dish. This is an idafa followed by an adjective.
 - ابن سعاد، زوج سعاد، ابنة سعاد: Son, husband, or daughter of Suad.
 - صَحْنُ حُمُصٍ، زَيْتِ الزَّيْتُونِ: A plate of hummus, olive oil.
 - صَحْنُ الْخُلُوفِ، عُزْقَةُ الطَّعَامِ: Dessert plate, dining room.
 - أُسْرَةُ نادرٍ: Nader's family.
 - الأخ الأكبر لِسُعادٍ: Suad's older brother, using a prepositional phrase.

Activities

Practices

- بِمَاذا احتفلت أسرة سعاد؟
- مَنْ ساعد سعاد في ترتيب الطاولة؟
- ما هو طبق سعاد المفضل؟
- مَنْ طَبَخَ الكبسة؟
- ماذا كَانَ يفعلُ والدُ سعاد في الحديقة؟
- ماذا وجد فضل في الثلاجة؟

- . مَنْ وضع السمك في الفرن؟
- . مَنْ هو نادر؟
- . ماذا يحبُّ نادر؟
- . لماذا متخصص نادر؟
- . ماذا قرَّرت الدكتورة هالة أن تطبخ؟
- . كيف كان شعور سعاد في نهاية اليوم؟

- Write a short paragraph describing a family event or meal using chapter vocabulary.
- Think about the family dinner in the story “عشاء عيد ميلاد سعاد” (Suad’s birthday dinner). Now, consider how **your family or culture celebrates special meals** (like birthdays, holidays, or big gatherings). Use the **Venn Diagram** to compare the two:
 - **Left circle:** Family meal in *your* culture
 - **Right circle:** Family meal in the *Arabic* culture
 - **Middle:** Things they have in common.

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7.7: Listening and Speaking

Learning Objectives

In this section, you will be able to:

- Engage in a restaurant dialogue in Arabic by listening to a scripted conversation.
- Identifying key food and drink vocabulary and responding appropriately to ordering questions.

في المطعم Dialog

In this section, you will engage in a role play in a restaurant. This role play occurs in a restaurant where two customers interact with a waiter to order their meals. You will encounter realistic and culturally relevant language when dining out in Arabic-speaking contexts. The dialogue introduces key vocabulary related to **food and drink**, **table utensils**, and **ways of cooking** (e.g., grilled, boiled, fried).

In this dialogue, a family of four goes to "Ali Baba Restaurant" for lunch.

Nasser is the father, **Huda** is the mother, **Sami** is their young adult son, and **Rana** is their young adult daughter.

The family engages in a polite conversation with the waiter as they order their favorite drinks and meals using food-related vocabulary and appropriate expressions for requesting and asking.

Listen carefully to the audio dialogue, "*Nasser, Huda, Sami, and Rana at the Restaurant.*" As you listen, follow along with the written text provided below.

▶ 0:00 / 2:29 🔊 ⋮



Figure 7.7.1: "Middle Eastern Family at Ali Baba Restaurant." DALL·E, generated by ChatGPT, OpenAI, 10 May 2025.

الأسرة في المطعم

الحوار

النَّادِلُ: أَهْلًا وَسَهْلًا بِكُمْ فِي مَطْعَمٍ عَلَي بَابَا، تَفَضَّلُوا، كَيْفَ
يُمْكِنُ أَنْ أَسَاعِدَكُمْ؟

تَاصِر: أَهْلًا بِكَ، تُرِيدُ طَاوِلَةً لِأَرْبَعَةِ أَشْخَاصٍ
النَّادِلُ: تَفَضَّلُوا، هَذِهِ طَاوِلَةٌ مُمْتَازَةٌ. مَاذَا تُحِبُّونَ أَنْ تَشْرَبُوا؟

تَاصِر: مِنْ فَضْلِكَ، قَائِمَةُ الطَّعَامِ
النَّادِلُ: عَفْوًا، هَذِهِ قَائِمَةُ الطَّعَامِ
هُدَى: أُرِيدُ أَنْ أَشْرَبَ عَصِيرَ الْبُرْتُقَالِ الطَّازِجِ
تَاصِر: أُرِيدُ أَنْ أَشْرَبَ شَايَا أَحْمَرَ بِدُونِ سُكَّرٍ.

سَامِي: هَلْ عِنْدَكُمْ شَايٌ بَارِدٌ؟
النَّادِلُ: نَعَمْ، عِنْدَنَا شَايٌ بَارِدٌ بِاللَّيْمُونِ وَبِالسُّكَّرِ أَوْ بِدُونِ سُكَّرٍ
سَامِي: حَسَنًا، أُرِيدُ كَاسَ شَايٍ بَارِدٍ بِاللَّيْمُونِ وَبِالسُّكَّرِ
رَنا: وَأَنَا أُرِيدُ كَاسَ مَاءٍ بَارِدٍ وَفِنْجَانَ قَهْوَةٍ عَرَبِيَّةٍ بِدُونِ سُكَّرٍ،
لَوْ سَمَحْتَ

النَّادِلُ: حَاضِرٌ

(بَعْدَ عِدَّةٍ دَقَائِقَ)

النَّادِلُ: الْآنَ، مَاذَا تُحِبُّونَ أَنْ تَأْكُلُوا؟
سَامِي: أُرِيدُ طَبَقَ لَحْمٍ مَشْوِيٍّ مَعَ أَزْرٍ وَسَلْطَةَ عَرَبِيَّةٍ وَصَحْنَ
خُمَصٍ.

هُدَى: هَلْ عِنْدَكُمْ سَمَكٌ مَقْلِيٌّ مَعَ الْخُضَارِ الْمَسْلُوقَةِ؟

النَّادِلُ: لَا، لِلْأَسْفِ، الْيَوْمَ لَيْسَ عِنْدَنَا سَمَكٌ مَقْلِيٌّ، وَلَكِنْ
عِنْدَنَا سَمَكٌ مَشْوِيٌّ. هَلْ تُحِبُّنَ ذَلِكَ؟

هُدَى: نَعَمْ، أُرِيدُ صَخْنِ سَمَكٍ مَشْوِيٍّ مَعَ الْخُضَارِ الْمَسْلُوقَةِ
وَصَخْنِ تَبُوْلَةٍ

النَّادِلُ: هَلْ تُرِيدُ الْكَائِشَبَ مَعَ الْبَطَاطَا؟

سَامِي: نَعَمْ، لَوْ سَمَخْتَ

رنا: أَنَا لَا أُرِيدُ لَحْمًا وَلَا دَجَاجًا وَلَا سَمَكًا، وَلَكِنْ أُرِيدُ شُورْبَةً
خُضَارٍ وَطَبَقَ مَعْكُرُونَةٍ مَعَ صُوصِ الطِّمَاطَمِ وَخُبْزًا طَازِجًا

النَّادِلُ: تَمَامٌ، هَلْ تُرِيدُونَ حَلْوَى بَعْدَ الطَّعَامِ؟

نَاصِر: نَعَمْ، تُرِيدُ طَبَقَ حَلْوِيَّاتٍ عَرَبِيَّةٍ

النَّادِلُ: حَاضِرٌ، سَأَرْجِعُ بِالطَّعَامِ بَعْدَ قَلِيلٍ

الْأُسْرَةُ: شُكْرًا

Activities

Check Your Understanding

- Read these questions and write the answers in your notebook: ما اسم المطعم الذي ذهبت

إليه العائلة؟

- ماذا طلب ناصر أن يشرب؟
- ماذا كانت تريد هدى أن تأكل؟
- لماذا لم تطلب هدى سمكًا مقليًا؟
- ماذا طلب سامي مع البطاطا؟

- ما الفرق بين طلب رنا وطلب سامي؟
- ماذا طلبت العائلة في نهاية الحوار؟
- من قال: "من فضلك، قائمة الطعام"؟
- هل شربت رنا العصير أم القهوة؟
- من لم يطلب لحمًا أو دجاجًا أو سمكًا؟ ولماذا؟

- Pair up with a partner. One plays the role of the waiter, and the other plays one of the family members. Take turns ordering food and drink based on the vocabulary from the dialogue. Use polite expressions like:
 - من فضلك
 - لو سمحت
 - هل عندكم...؟
 - أريد...
- Work with a partner. One of you will play the role of the **waiter**, and the other will be the **customer** at a restaurant.
- Use the vocabulary and expressions from the lesson to have a short conversation:
 - Greet each other
 - Ask for the menu
 - Order drinks and food
 - Ask politely for something that is missing or clarify a request
 - End the conversation politely.
 - Then, switch roles and do the role play again.
- Write 7–8 sentences about what you would order if you went to an Arabic restaurant. Be sure to include at least one drink, one main dish, and one polite phrase (like "من فضلك" or "شكرًا"). Use vocabulary from the lesson to describe your meal. Try to use the present tense and full sentences.

Example: أريد أن أطلب... في المطعم العربي،

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7.8: Hospitality in Arabic Culture

Learning Objectives

In this section, you will be able to:

- Analyze how modern lifestyles, regional diversity, and cultural values shape hospitality rituals, food offerings, and guest etiquette in Arab societies.
- Compare hospitality customs and beverage traditions (coffee and tea) across Gulf, Levantine, North African, and diaspora communities.
- Explain the cultural significance of hospitality in the Arab world and its role in honoring guests across different regions and social settings.

Introduction

Karam كرم: The Heart of Arab Hospitality

In Arab culture, hospitality is more than a polite gesture—it is a sacred obligation and a symbol of **كرم (karam)**, meaning generosity. This value is deeply rooted in Arab society, especially among **Bedouin communities**, where the harsh desert environment required a strong ethic of helping travelers and strangers. Over generations, this sense of duty evolved into a cultural standard: a guest must always be welcomed, cared for, and treated with honor, regardless of their background or reason for visiting.

Hospitality is viewed as a reflection of the host's character and social standing. Offering food, drink, and shelter is not only expected, but a source of **pride**. Even today, in cities or rural areas, visitors are often greeted with warm smiles, refreshments, and an invitation to sit and share a moment together.

The Heart of Hospitality

Hospitality (الضيافة) is a cornerstone of Arab culture and one of the most admired social values across the Arab world. It goes beyond politeness or formality—it's a symbol of generosity, respect, and honor. The act of welcoming a guest with food and drink is not just a tradition; it's a social duty deeply rooted in Arab history. From the deserts of the Gulf to the cities of the Levant and the villages of North Africa, hospitality reflects identity and pride.

In many homes, guests are greeted with Arabic coffee (قهوة عربية) poured into small cups and accompanied by dates (تمر). This gesture, often performed by the eldest or most respected member of the household, is ceremonial and meaningful. Refusing to accept coffee may be seen as rude, while accepting it signals mutual respect. The number of coffee cups served and refilled also follows etiquette that varies by region.

Hospitality in Different Regions

Each region has its own hospitality customs:

- **Gulf Countries:** Visitors are traditionally offered cardamom-spiced coffee and dates. Large meals with lamb and rice are often served during formal visits and gatherings.
- **Levant** (Jordan, Palestine, Syria, Lebanon): Generous meals like mansaf, maqluba, or kibbeh are offered to visitors. Guests are invited to sit in the most honored seat in the room.
- **North Africa:** Moroccan hospitality includes serving mint tea (شاي بالنعناع) poured from a height into small glasses. A tagine or couscous meal might follow, served with fresh bread.

In all regions, it is common to prepare more food than necessary, reflecting abundance and a willingness to provide for the guest.

Hospitality Beyond the Home

Hospitality extends into social gatherings, weddings, funerals, and holidays. During **Ramadan**, families break the fast (إفطار) together and often invite neighbors or passersby to join. **Eid al-Fitr** and **Eid al-Adha** are marked by visits to relatives' homes, where sweets and tea are served. Even in grief, as during funerals, simple meals are offered to visitors out of respect. Restaurants

and hotels across the Arab world also reflect these values. It is not uncommon for strangers to be offered a free meal, especially in small towns, or for travelers to be invited into someone's home.

Modern Hospitality and Continuity

In modern cities, hospitality remains strong even if lifestyles have changed. While busy schedules and apartment living may limit long visits, offering tea, sweets, or a small meal is still common. Arab diaspora communities continue to uphold hospitality abroad, welcoming guests with homemade dishes and preserving the rituals of their heritage.

Technology also plays a role—digital invitations for events, sharing meals over video calls, and sending food delivery as a gesture of kindness. While forms may evolve, the heart of hospitality remains intact: honoring the guest with generosity. No matter where you go, you will likely hear the warm phrase: "تفضل/تفضلني" – meaning "Please come in," or "Be our guest."

Two Types of Arabic Coffee

In Arab culture, offering guests Arabic coffee (قهوة عربية) and dates (تمر) is much more than a welcoming gesture. It is a symbol of generosity, respect, and deeply rooted hospitality traditions that span centuries. Whether in a desert tent, a city home, or a modern café, this pairing remains an essential part of Arab social customs. There are two widely recognized types of Arabic coffee, each reflecting the region's unique tastes and traditions:

1. Gulf-Style Coffee (القهوة الخليجية)

Often light in color, Gulf coffee is made with lightly roasted coffee beans and strongly flavored with cardamom. Sometimes saffron, cloves, or rosewater is added. It is typically served in a **dalla** (traditional pot) and poured into small handleless cups (فناجين) in ceremonial fashion. This style is common in countries like Saudi Arabia, the UAE, Kuwait, and Qatar.

2. Levantine-Style Coffee (القهوة الشامية)

In countries like Jordan, Palestine, Syria, and Lebanon, Arabic coffee tends to be darker and stronger, similar to Turkish coffee. It is usually boiled with finely ground dark roast beans and cardamom, and served unfiltered in small cups with grounds settling at the bottom. Sugar may be added during brewing, depending on guest preference.

Tea Traditions Across the Arab World

While coffee is a key symbol of hospitality in many Arab countries, **tea also holds a special cultural place**, especially in:

- **Iraq and Egypt:** Black tea is the drink of choice, often brewed strong and sweet. In Egypt, it is common to enjoy tea with fresh mint or milk. Serving tea is a casual and essential part of daily life, offered to visitors at home and in shops.
- **Morocco:** Green tea with fresh mint, known as "**Atay b'naana**" (أتاي بالنعناع), is an iconic part of Moroccan hospitality. It is poured from a height to create foam and served in elegant glasses, symbolizing warmth and welcome.

The Ritual of Serving Coffee (or Tea)

Whether serving coffee or tea, the ritual reflects honor and care. The server always uses the right hand, beginning with the most senior or honored guest. In the Gulf, guests may gently shake the cup to signal they are finished. In Morocco, refilling tea is a sign of generosity.

Dates: Sweetness with Meaning

Dates are often served alongside coffee to balance its bitterness with natural sweetness. Rich in nutrients, they also carry religious significance—they are traditionally used to break the fast during Ramadan, following the Prophet Muhammad's example. Offering dates signals nourishment and care.

Symbolism and Regional Importance

From the Gulf to the Maghreb, coffee, tea, and dates are more than refreshments—they are cultural symbols of **honor, generosity, and welcome**. Whether served at casual gatherings, weddings, Eid celebrations, or condolence ceremonies, these small gestures carry profound meaning.

Cultural Insight

In many Arab homes, the first act of hospitality is offering **قهوة، شاي، وتمر** (coffee, tea, and dates). This reflects a host's pride and readiness to receive guests with dignity. Accepting them with gratitude is a meaningful sign of respect.

Check Your Understanding

- Students receive four regional profiles (Gulf, Levant, North Africa, Diaspora) and a set of **customs, foods, and drinks** on cards (digital or printed). Match each item to the correct region. Examples include:
 - *Cardamom coffee with dates* → Gulf
 - *Mint tea poured from a height* → Morocco
 - *Maqluba or Mansaf* → Levant
 - *Homemade meals in U.S. Arab diaspora homes* → Diaspora

Students compare their own family or cultural traditions with one of the Arab regions.

- In pairs, students perform a **role-play** in English (or Arabic where possible). One is the host, and the other is a guest visiting for the first time.

Prompts include:

- Offering coffee/tea and dates
- Using cultural expressions like "Tفضل" or "Bismillah"
- Discussing food served during Ramadan or Eid

Challenge Option: Students research the coffee tradition (Levantine or Gulf style) and act it out—how it's poured, how to decline respectfully, etc.

- "Describe a time when you felt welcomed by food or drink in your culture. Compare it with Arab customs you've learned." (100 words)
- Answer the questions below in complete sentences in your notebook:
 - What does "karam" mean, and why is it important in Arab culture?
 - Describe the coffee ceremony and its significance.
 - Why are communal meals important in Arab hospitality?
 - What do the expressions "Bismillah" and "Alhamdulillah" show during meals?
 - How does hospitality affect business relationships in Arab culture?
 - What role does food play during Ramadan and other holidays?
 - What values are reflected through Arab hospitality traditions?

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CHAPTER OVERVIEW

8: Food and Meals (part two)

8.1: كَيْفَ تَعْمَلُ صَحْنٌ حُمَصٍ؟

8.2: كَيْفَ تَعْمَلُ نُبُولَةٌ فِي الْبَيْتِ؟

8.3: مَطْعَمُ الرَّبْتَوَةِ

8.4: Majlis

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8.1: كَيْفَ نَعْمَلُ صَحْنَ حُمُّصٍ؟

Learning Objectives

In this section, you will be able to:

- Understand basic cooking instructions in Arabic.
- Practice present-tense verbs in context.
- Improve listening comprehension by connecting visuals with spoken Arabic.

Introduction

In this short instructional video, students will learn how to prepare **hummus**, one of the most popular dishes in Arabic cuisine. The video is presented in clear Modern Standard Arabic, using vocabulary and verbs that students have studied in this unit, such as “**to put**,” “**to add**,” “**to mix**,” and “**to squeeze**.” You watch the preparation process, they will develop listening comprehension skills, reinforce food-related vocabulary, and see practical applications of present-tense verbs in real-life contexts. This resource can be used independently or as part of a guided classroom activity. Students are encouraged to watch the video more than once for general understanding and then complete the related exercises accompanying the lesson. Please watch the video titled “**How to Make a Plate of Hummus**” before completing the exercises in this section. Pay close attention to the sequence of steps and the vocabulary used in the video. I recommend watching the video twice:

1. The first time for general understanding.
2. The second time is to help you complete the comprehension activities and vocabulary tasks.

Make sure to take notes if needed. You can turn on subtitles if available.

New Vocabulary From The Video

خَلَاط: Blender

مَزِيج: Mixture

رُبْع: A quarter ($\frac{1}{4}$)

نُصْف: A half ($\frac{1}{2}$)

طَحِينِيَّة: Sememe seeds paste (Tahini)

ثُوم: Garlic

فصوص ثوم: Garlic cloves

مَفْرُوم: Minced / Chopped

بَقْدُونَس: Parsley

New Verbs From The Video

Meaning	Example	المصدر	Verb Pattern	Present Tense	Past Tense
to add	أَضِيفُ السُّكَّرُ إِلَى العَصِيرِ.	الإِضَافَةُ /	IV أَفْعَلَ	يُضِيفُ	أَضَافَ
to mix	يَخْلِطُ البَائِعُ المَزِيجَ بالْخَلَاطِ.	الْخَلْطُ	I / فَعَلَ	يَخْلِطُ	خَلَطَ

Now enjoy watching the video:



Cultural notes

What does صحتين mean?

- **Literal meaning:** "Two healths" – it's a dual form of the word صِحَّة (health).
- **Cultural meaning:** It's used to say "Bon appétit" or "Enjoy your meal!" It's a way of wishing someone good health and enjoyment while eating.

How to respond?

You can reply with: على قلبك! (Literally: "On your heart!" – meaning "May you be healthy too!")

Activities

Check Your Understanding

Student Video Project: Cook a Dish from Your Culture!

Now that you've watched the video "*How to Make Hummus*," it's your turn! Create a short video (1–3 minutes) showing how to cook or prepare a traditional dish from your culture. You will explain the steps in **Modern Standard Arabic** using simple sentences.

What to Include in Your Video:

1. Say the name of the dish (in Arabic or English)
2. List the ingredients (use vocabulary from the chapter if possible)
3. Describe the steps using verbs in the present tense. Example: أضغ، أضيف، أخلط، أطبخ، أقدم
4. Show or describe the final dish.

Upload your video to Canvas or the designated platform. Make sure your voice is heard. Keep the video simple, your kitchen, a table, or drawings are all fine!

Role play

You are a chef in a cooking video. Use Arabic to explain how to make hummus to the audience. Use short, clear sentences in the present tense.

Useful Phrases (عبارات مفيدة):

- ...أولاً، نضع
- ...ثم نضيف
- ...بعد ذلك
- ...في النهاية
- ...نقدم الطبق مع

Writing

Write a simple recipe in Arabic, using the vocabulary and verbs from the chapter and the book. Example:

- أضغ الموز في الخلاط.
- أضيف الحليب.
- أخلط المكونات جيداً.
- أقدم العصير بارداً.

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8.2: كَيْفَ نَعْمَلُ تَبُولَةَ فِي الْبَيْتِ؟

Learning Objectives

In this section, you will be able to:

- Follow and describe a step by step recipe in Arabic using connectors **أخيراً**, **ثمّ**, **بعد ذلك**, **أولاً** and present tense verbs.
- Demonstrate understanding of oral instructions by answering comprehension questions, and produce a video using the Arabic language.
- Recognize tabbouleh as a culturally significant dish.

Introduction

Tabbouleh (تبولة) is a traditional and popular salad in Arab cuisine, especially in countries like Lebanon, Syria, Palestine, and Jordan. It is made with fresh ingredients such as chopped parsley, tomatoes, green onions, bulgur, lemon juice, olive oil, and salt. Bulgur (بُرْغُل) is a type of whole wheat that has been cleaned, parboiled, dried, and then crushed. It is high in fiber and quick to prepare, which makes it a common ingredient in Middle Eastern cooking. In tabbouleh, fine bulgur is usually soaked briefly in water or lemon juice to soften before mixing.. Tabbouleh is often served as part of a mezze (a selection of small dishes) and is known for its light, healthy, and refreshing flavor.

In this video, you will learn how to make tabbouleh step by step—all in Arabic! This is a great opportunity to practice vocabulary related to food, cooking, and kitchen verbs, while also learning more about Arab culture and traditional dishes.

Enjoy the video and get ready to try making tabbouleh yourself!



Video Transcript نص الفيديو: كيف نعمل سلطة التبولة؟

أَهْلًا وَسَهْلًا بِكُمْ فِي هَذَا الْفِيدْيُو الْجَدِيدِ. فِي هَذَا الْفِيدْيُو
سَتَتَعَلَّمُ كَيْفَ نَعْمَلُ سَلَطَةَ التَّبُولَةِ الْعَرَبِيَّةِ
الْمَقَادِيرَ الَّتِي نَحْتَاجُهَا: بَقْدُونُسٌ مَفْرُومٌ، بَصَلٌ مَفْرُومٌ، بُرْغُلٌ
نَاعِمٌ، عَصِيرٌ لَيْمُونٍ، طَمَاطِمٌ مُقَطَّعَةٌ قِطْعًا صَغِيرَةً، مِلْحٌ
وَفِلْفِلٌ، وَنَعْنَعٌ أَخْضَرٌ طَارِجٌ

طَرِيقَةُ الْعَمَلِ: أَوَّلًا، تَغْسِلُ الْبَقْدُوُسَ جَيِّدًا، ثُمَّ تَفْرُمُهُ فَرْمًا نَاعِمًا. بَعْدَ ذَلِكَ، تُقَشِّرُ الْبَصَلَ، وَتَحْتَاجُ إِلَى نِصْفِ كُوبٍ مِنَ الْبَصَلِ الْمَفْرُومِ فَرْمًا نَاعِمًا. ثُمَّ تَحْتَاجُ إِلَى حَبَّةٍ طَمَاطِمَ وَاحِدَةٍ. تَغْسِلُ الطَّمَاظِمَ غَسِيلًا جَيِّدًا، ثُمَّ تُقَطِّعُهَا قِطْعًا صَغِيرَةً. ثُمَّ تَغْسِلُ قَلِيلًا مِنَ النَّعْنَعِ الْأَخْضَرِ الطَّازِجِ، وَتَفْرُمُهُ فَرْمًا نَاعِمًا. تَغْسِلُ نِصْفَ كُوبٍ مِنَ الْبُرْغُلِ النَّاعِمِ، ثُمَّ تُصَفِّيه مِنَ الْمَاءِ الزَّائِدِ، وَبَعْدَ ذَلِكَ تُضِيفُ عَلَيْهِ مَاءً سَاخِنًا حَتَّى يُصْبِحَ طَرِيًّا.

أَمَّا الْآنَ، فَتَقُومُ بِتَخْصِيرِ صَلَصَةِ التَّبُولَةِ: تَحْتَاجُ إِلَى رُبْعِ كُوبٍ مِنْ عَصِيرِ اللَّيْمُونِ، وَرُبْعِ كُوبٍ مِنْ زَيْتِ الرَّيْتُونِ، وَنِصْفِ مِلْعَقَةٍ صَغِيرَةٍ مِنَ الْمِلْحِ، وَقَلِيلٍ مِنَ الْفِلْفِلِ الْأَسْوَدِ، وَتَخْلِطُ الْمَزِيجَ جَيِّدًا.

فِي هَذِهِ الْخُطْوَةِ، تَضَعُ فِي وَعَاءٍ كَبِيرٍ كُلَّ الْمُكَوَّنَاتِ: الْبَقْدُوُسَ، الطَّمَاظِمَ، الْبَصَلَ، وَالْبُرْغُلَ، وَلَا تَنْسُوا النَّعْنَعَ. ثُمَّ تُحَرِّكُ الْخَلِيطَ جَيِّدًا. بَعْدَ ذَلِكَ، تُضِيفُ الصَّلَصَةَ، ثُمَّ تُحَرِّكُ جَيِّدًا حَتَّى تَخْتَلِطَ جَمِيعُ الْمُكَوَّنَاتِ مَعًا. تُقَدِّمُ التَّبُولَةَ فِي طَبَقٍ تَقْدِيمٍ وَصَحَّتَيْنِ وَغَافِيَةٍ، وَبِالْهَنَاءِ وَالشِّفَاءِ

Cultural Notes

- Origin and cultural significance: Tabbouleh is a traditional Levantine salad that originated in the mountains of **Lebanon and Syria**. It is deeply rooted in **village cuisine**, where fresh herbs, vegetables, and grains are central to the diet. Tabbouleh is not just food, it's part of the **cultural identity** of many Arab families and is a dish passed down through generations.
- Mezze (مَزَّة) Culture: Tabbouleh is typically served as part of a **mezze** (مَزَّة) selection, which is a collection of small dishes shared before the main course in many Arab countries. Mezze meals encourage **social interaction, hospitality, and family connection**.
- Regional Variations: While the core ingredients (parsley, bulgur, tomato, onion, lemon juice, olive oil) remain the same, the **proportions and additions** vary:
 - Lebanese Tabbouleh features more parsley and less bulgur.
 - In some regions, people add **mint, cucumber**, or even **garlic**.

- Western versions often replace bulgur with **quinoa**, but this is not traditional.
- Ingredients Reflect the Land: The ingredients in tabbouleh —fresh herbs, lemon, and olive oil —reflect the **Mediterranean climate** and **agricultural heritage** of the Levant. Olive oil and lemon are essential flavors in many Arab dishes, highlighting the region's emphasis on **healthy, fresh foods**.
- Tabbouleh in Modern Life: Today, tabbouleh is known around the world as a healthy vegan salad, but in the Arab world, it still holds its place on the **family table**, during holidays, celebrations, and weekend lunches. It's also a popular choice during Ramadan when lighter dishes are preferred for breaking the fast.

Activities

أجب على الأسئلة التالية Check Your Understanding and answer the questions

ما هي المكونات الأساسية لسلطة التبولة؟
 ما هي الخطوات الرئيسية لعمل التبولة؟
 ماذا تُضيف إلى البرغل ليُصبح طرياً؟
 كيف نحضر صلصة التبولة؟
 ما هي الخطوة الأخيرة قبل تقديم التبولة؟
 اختر سلطة من مطبخ بلدك واكتبها
 اكتب جملاً صحيحة باستخدام الكلمات التالية: بقَدونس - -
 نُقَطع - طَماطم - صلصة - المَزيج - بَصَل

Video Assignment: Make a Salad from Your Culture

Instructions: Create a short video (2–3 minutes) where you prepare a traditional salad from your culture or family. In the video, speak in Arabic as much as possible using the vocabulary and sentence structures we've learned in class.

Your video should include:

1. A list of ingredients in Arabic.
2. Simple cooking verbs (like: يخلط، يضيف، يفرم، يقطع).
3. Step-by-step instructions (e.g., أخيراً، بعد ذلك، أولاً).
4. A final sentence to describe or present your dish (e.g., "نقدّم السلطة في طبق. وصحة وعافية").

Role-Play Activity: Making Tabbouleh Together

- Work in pairs to simulate making tabbouleh, using food vocabulary, cooking verbs, and sequencing expressions. Use the dialogue model or create your own version. Switch roles and repeat the process. Use at least **five vocabulary words** from the tabbouleh lesson and **three sequencing phrases**. Record your role-play for review or class presentation.
- Example for role-play:

A: مرحباً! هل أنت جاهز لتحضير سلطة التبولة؟

B: نعم، أنا جاهز. ماذا أفعل أولاً؟

A: أولاً، اغسل البقدونس جيداً ثم فرمه فرماً ناعماً.

B: حاضر! وماذا بعد ذلك؟

A: بعد ذلك، نقطع الطماطم قطعًا صغيرة.

B: هل أضيفها الآن؟

A: لا، أولاً نغسل البرغل ثم نضيف له ماء ساخن.

B: ثمّ. الآن ماذا أفعل؟

A: الآن نخلط البقدونس، الطماطم، البصل، والبرغل معًا. ولا تنسَ النعنع.

B: نعم، أضفت النعنع.

A: وأخيرًا، نضيف الصلصة: عصير ليمون، زيت زيتون، ملح، وفلفل.

B: ممتاز! التبولة جاهزة!

A: صحتين وعافية!

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8.3: مَطْعَمُ الرَّثْنَوَةِ

Learning Objectives

In this section, you will be able to:

- Interpret basic Arabic food menus and advertisements by identifying key vocabulary, including dishes, ingredients, prices, and menu expressions.
- Apply food-related vocabulary in context through reading and writing tasks.
- Engages in interpersonal and presentational tasks by creating dialogues and writing about menu items using appropriate descriptive structures in Arabic.

Introduction

In this section, you will build on what you've already learned about food vocabulary and apply it to reading Arabic restaurant menus and food advertisements. This includes recognizing dish names, ingredients, prices, and expressions commonly used in menus such as *مشوي* (grilled), *طازح* (fresh), and *مع... يُقدَّم* (served with...).

You will practice scanning menus for information, understanding descriptions, and using that knowledge in practical tasks like writing a dialogue at a restaurant or describing your favorite dish. This is your chance to connect language learning with real-life situations—ordering food, reading ads, and exploring Arab culinary culture through language!

You will answer questions about a menu, write a short dialogue at a restaurant, and use food words in sentences. This will help you understand how people talk about food in real life — and prepare you to order in Arabic!

فائِمةُ الطَّعام - مَطْعَمُ الرَّثْنَوَةِ



Figure 8.3.1: كبسة دجاج



Figure 8.3.2: منسف لحم



Figure 8.3.3: مقلوبة بالخضار



Figure 8.3.4: كسكس بالخضار



Figure 8.3.5: طاجين دجاج بالزيتون



Figure 8.3.6: شوربة حريرة

الوَجَبَاتُ الرَّئِيسِيَّةُ

اسم الطبق	الوصف	السعر
كبسة دجاج	أرز متبل مع دجاج مشوي، يقدم مع سلطة خضراء	٤٥ دينار
منسف لحم	لحم مع لبن وجوز ولوز، يقدم مع خبز شراك وأرز	٥٨ دينار
مقلوبة خضار	بازنجان، بطاطا، أرز وتوابل، تقدم مع لبن وخبز	٤٢ دينار
كسكس بالخضار	سميد مطهو على البخار مع خضار موسمية ومرق	٤٨ دينار
طاجين دجاج بالزيتون	دجاج مطبوخ مع الليمون والزيتون وتوابل مغربية	٥٢ دينار
حريرة	شوربة مغربية تقليدية بالعدس والحمص والطماطم	٣٥ دينار



Figure 8.3.7: سمك مشوي



Figure 8.3.8: روبيان مقلي



Figure 8.3.9: شوربة ثمار البحر

الأكلات البحريّة

اسم الطبق	الوصف	السعر
سمك مشوي	سمك فيليه مشوي مع بهارات ليمون وزيت زيتون، يقدم مع أرز	٥٠ دينار
روبيان مقلي	جمبري مقلي ومقرمش، يقدم مع صلصة حارة وليمون	٥٥ دينار
شوربة ثمار البحر	شوربة بحرية غنية بالمأكولات البحرية والبهارات	٤٠ دينار



Figure 8.3.10: Paste Caption Here



Figure 8.3.11: سلطة عربية



Figure 8.3.12: فتوش



Figure 8.3.13: سلطة خيار ولبن

السَّلَطات

اسم السلطة	الوصف	السعر
تبولة	بقدونس، طماطم، برغل، زيت زيتون، ليمون	٢٢ دينار
سلطة عربية	خيار، طماطم، بصل، زيت زيتون، ليمون، زعتر	٢٠ دينار
فتوش	سلطة خضار طازجة مع خبز مقلي وصلصة دبس الرمان	٢٤ دينار
سلطة خيار ولبن	لبن زبادي مع خيار، نعناع، ملح وثوم	١٨ دينار



Figure 8.3.14: حمص بالطحينة

Figure 8.3.15: بابا غنوج

المُقَبَّلَات

اسم الطبق	الوصف	السعر
حمص بالطحينة	حمص طازج مع زيت زيتون وخبز عربي	١٨ دينار
بابا غنوج	باذنجان مشوي مع طحينة وثوم	٢٠ دينار



Figure 8.3.16: شاورما لحم

Figure 8.3.17: شاورما دجاج

الشَّطَائِر

اسم الطبق	الوصف	السعر
شاورما لحم	شطيرة لحم مشوي، تقدم مع بطاطا مقلية وطحينة	٣٨ دينار
شاورما دجاج	شطيرة دجاج متبل ومشوي، مع صوص الثوم وبطاطا	٣٥ دينار



Figure 8.3.18: فطيرة زعتر

Figure 8.3.19: فطيرة جبنة

Figure 8.3.20: فطيرة سبانخ

الفطائر

م الْوَجَبَة	اسم الفطيرة	الوصف
١٨	فطيرة زعتر	فطيرة مشوية بالزعتر وزيت الزيتون
١٩	فطيرة جبنة	جبنة بيضاء مع نعناع في خبز طازج
٢٠	فطيرة سبانخ	سبانخ متبل بالبصل والليمون وزيت الزيتون



Figure 8.3.21: كُنَافَة بِالْحَنِين

Figure 8.3.22: مُهَلَّبِيَّة

الْحَلَوِيَّات

اسم الطبق	الوصف	السعر
كنافة	كنافة نابلسية ساخنة مع جبنة، تُقدَّم مع القطر (الشيرة)	٢٥ دينار
مهلبية	حليب وسكر ونشا وماء زهر	١٨ دينار



Figure 8.3.1: Created by ChatGPT using DALL-E (OpenAI, 2025). Used with permission by Hana Kassas for inclusion in LibreTexts Arabic Level 3 OER. Licensed under CC BY-NC 4.0.

المشروبات

اسم المشروب	الوصف	السعر
شاي بالنعناع	شاي أسود مع أوراق النعناع	٨ دنانير
عصير برتقال طازج	عصير طبيعي بدون سكر	١٢ دينار
ماء معدني	زجاجة صغيرة	٥ دنانير
قهوة تركية	قهوة سوداء مركزة مع رغوة خفيفة	٩ دنانير
قهوة عربية	قهوة مع هيل وتُقدَّم مع التمر	١٠ دنانير
شاي أخضر	شاي خفيف بطعم طبيعي ومنعش	٧ دنانير

تشاطبات Activities

تشاط 1

اقرأ القائمة ثم أجب عن الأسئلة التالية في دفترك

- . كم سعر طاجين الدجاج؟
- . ما هي مكونات شوربة الحريرة؟
- . ما هي مكونات سلطة الفتوش؟
- . ما هو الطبق الذي يُقدّم مع القطر (الشيرة)؟
- . أي فطيرة تحتوي على السبانخ؟
- . ما هو أعلى طبق بحري في القائمة؟
- . هل يوجد طبق نباتي في قسم "الوجبات الرئيسية"؟
- . ما هو المشروب الأرخص؟
- . اختر سلطة تحتوي على اللبن، واكتب مكوناتها.
- . ما هو طبقك المفضل في هذه القائمة؟ لماذا؟

نشاط 2

- . اختر ستة كلمات جديدة من القائمة واكتبها في جمل مفيدة. (Choose 6 new words from the menu and use them in 6 sentences.)

نشاط 3

- . اكتب حوارًا قصيرًا بين نادل وزبون في مطعم الزيتون. استخدم عبارات الطلب، وأسعار من القائمة.

نشاط 4: وُجِبَتِ الْمُقْصَلَةُ

اختر وجبة من القائمة واكتب عنها فقرة قصيرة (7-9 جمل) تتضمن:

- . اسم الطبق
- . مكوناته
- . لماذا تحبه
- . متى تأكله عادة

5 نشاط Role-Play

Ordering at the restaurant: You are at "مطعم الزيتون" with a friend. One of you is the customer, and the other is the waiter. Use the menu to place an order for:

- one main dish
- one drink
- one salad or appetizer
- ask a question about the ingredients or portion size

Use polite phrases (هل ممكن، أريد، من فضلك، ...). Practice food vocabulary and adjectives (مالح، طازج، ساخن، ...). Use present tense and numbers for ordering. Switch roles and repeat with different choices.H

6 نشاط Role-Play

Recommending Dishes: You are hosting a guest from another country at a traditional Arab restaurant. You recommend dishes from the menu and explain what they are.

Dialogue sample:

- هل أكلت التبولة من قبل؟
- لا، ما هي؟
- إنها سلطة بقدونس وطماطم وبرغل. إنها خفيفة ولذيذة

7 نشاط Role-Play

You and your classmate are planning a big lunch for your family using Arabic dishes. You need to decide:

- What dishes to prepare
- Who will bring or cook what
- When you'll eat and how you'll serve the food
- Example:
 - ماذا نطبخ؟
 - أنا سأحضّر... وأنت؟
 - نُقدّم الطعام الساعة الواحدة.

8.3: مَطْعَمُ الزَّيْتُونَةِ is shared under a CC BY 4.0 license and was authored, remixed, and/or curated by LibreTexts.

8.4: Majlis

Learning Objectives

In this section, you will be able to:

- Describe the cultural and architectural significance of the majlis (المجلس) in Arab societies.
- Compare traditional Arab social customs, such as guest seating, conversation norms, and hospitality, with your own cultural practices.
- Analyze gendered customs in hospitality spaces and how these vary across regions.

Introduction to the Majlis

In Arab culture, the majlis (المجلس), meaning "a place of sitting," serves as a central space for hospitality, conversation, and community. Traditionally located at the front of the home, it is where guests are received, meals are shared, and decisions are made. The majlis reflects deeply rooted values such as **كرم** (generosity), **احترام** (respect), and **الاستماع** (listening).

In some Gulf homes, you'll find two majālis—one for men and one for women—especially during large social events or religious holidays. These separate spaces allow both genders to gather comfortably according to cultural norms. In Bedouin traditions, the majlis is often in a tent, with cushions and rugs, emphasizing comfort and informality. In cities, the majlis might resemble a formal living room, but still follows traditional hospitality rituals.

Majlis Architecture and Etiquette

The **majlis** (المجلس) is a central space in many Arab homes, designed for receiving and honoring guests. Traditionally, it features cushioned floor seating or low sofas arranged along the walls, creating an open and inclusive setting for conversation. Hospitality is expressed through welcoming scents like **incense** (بخور) and the ritual offering of **Arabic coffee and dates**, typically served by the youngest or most respectful member of the household. Seating in the majlis is not random; it often follows social rules that reflect age and status, with the most honored guests seated in prominent positions.

Etiquette in the majlis emphasizes respect, cleanliness, and warm communication. Upon entering, guests usually remove their shoes, and in more traditional or rural settings, they may be offered a **hand-washing basin** before being seated. Conversations begin with greetings and polite questions about well-being, setting a respectful and harmonious tone. Whether in a simple rural home or a modern city villa, the majlis continues to serve as a symbol of Arab hospitality, cultural pride, and social harmony.

Storytelling and Oral Traditions

The majlis is not just a space, it's an experience. In older generations, it was the stage for poets, storytellers, and tribal leaders to share news, wisdom, and folklore. This oral tradition continues today, especially in rural areas and Bedouin gatherings, where stories pass down history, values, and social lessons.

Modern Transformations

In contemporary Arab homes, particularly in urban areas, the **majlis** often functions as both a traditional gathering space and a formal living room. While it may feature classic décor such as carpets, Arabic calligraphy, and family heirlooms, it also incorporates modern elements like televisions, digital devices, and in some settings, allows for mixed-gender gatherings—reflecting a blend of tradition and modern lifestyle.

In Arab diaspora communities, families frequently dedicate a corner of their living rooms to recreate a **majlis-style space**, using familiar furniture and decorative touches. This helps preserve cultural identity and hospitality customs, even while living abroad.

The Guest Room in Arab Homes عُرفة الضيوف

In many Arab homes—especially in the Levant and North Africa—you'll find a **غرفة الضيوف** (ghurfat al-ḍuyūf), or *guest room*. This is a specially prepared room that is kept clean, elegant, and reserved only for visitors. Unlike the everyday family living space, the guest room reflects the host's care, status, and attention to hospitality. It is a symbol of **الكرم** (karam) and **الاحترام** (respect) toward guests.

While the **majlis** is more common in Gulf and Bedouin traditions and often used daily, **ghurfat al-ḡuyūf** is more formal in style—sometimes rarely used except for receiving special visitors. It may include:

- Formal seating (luxurious couches and cushions)
- A display of fine décor or family heirlooms
- A tray with tea, Arabic coffee, and sweets
- Family photographs, Qur’anic calligraphy, or art that expresses identity

In traditional Arab etiquette, a guest may not see the inside of the kitchen or bedrooms. Hospitality is showcased in the space of the **majlis** or **guest room**, both of which are carefully curated to offer warmth, respect, and dignity. Instead, the **guest room is its own space**, located near the entrance to maintain privacy for the rest of the household. This reflects a cultural value of **حُرمة البيت** (hurmat al-bayt), which means the sanctity and privacy of family life.

Gender Separation and Social Customs in Arab Hospitality

In many traditional Arab communities, especially in the Gulf region and some conservative rural areas, **gender separation** plays a significant role in social and hospitality customs. This practice is deeply rooted in cultural and religious values emphasizing **modesty (الحياء)**, **privacy (الخصوصية)**, and **respect for gender boundaries**. In formal settings such as weddings or funerals, entire events may be held in **two separate tents or halls**, one for men and one for women. This setup is viewed as a means to uphold community values and ensure the comfort of all guests.

In urban areas and among more liberal families, especially in the Levant and North Africa, mixed-gender gatherings are more common. The **غرفة الضيوف (guest room)** may serve both male and female visitors, and hospitality customs can be more flexible depending on the family, setting, and occasion. In contrast, in more traditional Gulf settings, **gender segregation may still be strictly observed**, especially in tribal or Bedouin communities where traditions are maintained with pride.

Despite differences in practice, **hospitality remains central in all cases**. Regardless of gender, guests are honored with the best seating, coffee, tea, and food. Hosts ensure everyone feels welcome, whether they are received in a **separate room** or a **shared space**. Gender separation is not necessarily about exclusion, but about respecting cultural norms of interaction. In some families, male hosts may not serve female guests directly; instead, hospitality is passed through a female family member. Understanding these practices helps visitors avoid unintentional disrespect and recognize how hospitality adapts to cultural values.

These practices, whether traditional or modern, demonstrate that hospitality in Arab culture is a collective value—one that binds families and communities through shared customs and mutual respect.

أنشطة

Check Your Understanding

- You and your partner participate in this role-play about welcoming a guest. You play the host, and your partner is the guest. Perform a short dialogue using these elements:
 - A greeting and invitation (e.g. **تفضل**)
 - Offering Arabic coffee or tea with dates
 - Small talk and polite questions
 - Culturally appropriate body language (seating, gestures)
- Draw or digitally design your own majlis **المجلس** or **غرفة الضيوف**. Include:
 - Type of seating
 - Decorations (e.g., calligraphy, carpets, family photos)
 - What you would serve the guest
 - Where the guest would sit
 - Write a paragraph explaining how your design shows **كرم** (generosity) and **احترام** (respect).
- Answer these questions in your notebook and then share your thoughts with your peers or in a small group.
 - Why is it essential for the location of the majlis to be near the entrance of the home?
 - How does gender separation in hospitality reflect values like **الخصوصية** (privacy) and **الحياء** (modesty)?
 - What are some advantages and disadvantages of having a guest-only space at home?

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