

Elementary Arabic II

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Preface

In our experience teaching Arabic at Michigan State University, we have always tailored our curricula to students' needs and the intended learning outcomes set up by ACTFL guidelines. In our continual efforts to provide students with an optimal and up-to-date learning experience, we supplemented textbook material with additional handouts and worksheets that targeted different bands of proficiency. Over the years, it became evident that even with the greatest textbooks, things get obsolete or outdated in a world that is ever-changing. We also encountered considerable shortcomings in the available textbooks, particularly the lack of task-based learning opportunities and the absence of engaging activities and sufficient culture representations. As we filled in these gaps, we ended up with a wealth of resources and worksheets that kept growing over the years. It became a pressing idea that the required textbooks have become more of a financial burden to our students, and it cannot be a good investment to keep them.

It was when we first joined the open pedagogy community that we realized the significance of our work, and we believed that it will be worth more if we shared our material as open educational resources. The philosophy of this book is based on interactive learning. Instead of including activities with answer keys as we see in traditional textbooks, the current work takes advantage of the interactive tools provided by H5p to enhance the students' self-study experience. It is also designed with the teacher in mind. Instructors can benefit from the sequence of the lessons to create their lesson plans and assignments throughout the semester.

The book can cater to online-only classes as well as hybrid sections. This feeds into the flipped-class approach in which students prepare and study the material at home then meet in class to practice and engage in conversations based on the material they have already completed online.

An additional feature of this book is the combination of both standard and spoken Arabic practice. In our teaching philosophy, we emphasize the need to familiarize students with the actual Arabic spoken in the real world. While stressing the significance of building a sound structure in standard Arabic reading and writing, we incorporate conversations in Egyptian Arabic and discuss cultural topics around them.

As the book is hosted online, the room for improvement is always open. It will keep growing as students and teachers interact with it and provide informative feedback. We hope that our project contributes to the great mission of open pedagogy to make quality education accessible to our students, leaders of a brighter future.

Introduction

This open-source book on *Elementary Arabic* is aimed at undergraduate students who are taking Arabic in their second semester. At this stage, students would have covered the alphabets and writing systems and are ready to explore language structure in an interactive and lively approach.

This OER will be unique in its presentation of Arabic language content through theme-based modules. Each theme is addressed through vocabulary, grammar, reading, speaking, culture, and writing components. Each chapter includes self-check embedded quizzes that help learners digest language concepts. The book is also designed with teachers in mind. Each chapter includes pair work and group tasks that the teacher can implement in class and other parts that can be assigned as homework.

The main focus of the book is to establish a sound basis in Standard Arabic structure in a simplified and sequenced approach. Additionally, each theme will include a conversation section in which a module on Egyptian Arabic is presented. While developing a solid foundation in written Arabic, the Egyptian Arabic component will enhance students' spoken fluency and enrich their cultural experience in their language learning journey.

PART I

ABOUT MYSELF

الدرس الأول : عن نفسي



Learning Objectives

In this lesson, you will learn how to:

- Talk about yourself and introduce others highlighting basic bio information.
- Introduce immediate family members using basic structured sentences.

Vocabulary on self-introduction: study, live and work

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=157#audio-157-1>

Study the following vocabulary list on self-introduction.

English	Arabic
I live	أَسْكُن
I study	أُدْرُس
I work	أَعْمَل
I speak	أَتَكَلَّم
language	لُغَة
address	عَنْوَان
my address	عَنْوَانِي
my age	عُمْرِي
nationality	جَنْسِيَّة
my nationality	جَنْسِيَّتِي
origin/descent	أَصْل
father	أَب = وَالِد
my father	أَبِي = وَالِدِي
mother	أُم = وَالِدَة
my mother	أُمِّي = وَالِدَتِي
what? + verb	مَاذَا
what? + noun	مَا
who?	مَنْ
with who?	مَعَ مَنْ
where?	أَيْنَ
from where?	مِنْ أَيْنَ
which?	أَيَّ
in which?	فِي أَيَّ
how?	كَيْفَ
is/are/does/do..?	هَلْ
when?	مَتَى

Activity (1): With the teacher, ask and answer questions guided by the following exchanges.

Student	Teacher
يا ما يكل! أين تسكن؟	أنا أسكن في مدينة لانسغ
وماذا تدرّس؟	أنا أدرّس اللغة العربية
هل تعمل؟	نعم . أنا أعمل في ستارِكس
يا جاكى! أين تُسكّنين؟	أنا أسكن في مدينة ديترويت
وماذا تدرّسين؟	أنا أدرّس اللغة العربية
هل تعملين؟	لا. أنا لا أعمل

Vocabulary (2)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=157#audio-157-2>

Study the following vocabulary list on study fields and majors.

English	Arabic
literature	الأدب
history	التاريخ
philosophy	الفلسفة
law	الحقوق
political sciences	العلوم السياسية
international relations	العلاقات الدولية
enginerring	الهندسة
medicine	الطب
science	العلوم
business adminstration	إدارة الأعمال
psychology	علم النفس
anthropology	علم الإنسان
international studies	الدراسات الدولية
religion	الدين
accounting	المحاسبة

Vocabulary (3)

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=157#audio-157-3>

Study the following vocabulary list on jobs and professions.

English	Arabic
doctor	دكتور - دكتورة
teacher	مُدَرِّس - مُدَرِّسَة
manager	مُدِير - مُدِيرَة
employee	موظف - موظفة
secretary	سكرتير - سكرتيرة
translator	مُترجم - مُترجمة
engineer	مهندس - مهندسة
accountant	مُحاسب - مُحاسبة
lawyer	مُحامي - مُحامية
professor	أستاذ - أستاذة
worker	عامل - عاملة
ambassador	سفير - سفيرة
office	مكتب
company	شركة
army	الجيش
government	الحكومة
officer	ضابط - ضابطة

Activity (2): Ask and answer questions with your classmates using the following prompts.

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

With a female classmate	With a male classmate
ماذا تدرسين؟	ماذا تدرس؟
في أي جامعة تدرسين؟	في أي جامعة تدرس؟
هل تعملين؟ أين تعملين؟	هل تعمل؟ أين تعمل؟
ماذا تريد أن تعلمي؟	ماذا تريد أن تعمل؟
ماذا يعمل والدك؟ وأين يعمل؟	ماذا يعمل والدك؟ وأين يعمل؟
ماذا تعمل والدتك؟ وأين تعمل؟	ماذا تعمل والدتك؟ وأين تعمل؟

Vocabulary (4)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=157#audio-157-4>

Study the following vocabulary list on names of different languages.

English	Arabic
Arabic	اللغة العربية
English	اللغة الإنجليزية
French	اللغة الفرنسية
Spanish	اللغة الأسبانية
Swahili	اللغة السواحيلية
German	اللغة الألمانية
Russian	اللغة الروسية
Japanese	اللغة اليابانية
Chinese	اللغة الصينية
Portuguese	اللغة البرتغالية
Indian	اللغة الهندية
Malay	اللغة الماليزية
Hebrew	اللغة العبرية
Turkish	اللغة التركية
Italian	اللغة الإيطالية



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<https://openbooks.lib.msu.edu/elemarabic11/?p=157#h5p-182>

Key Takeaways

You have now gained knowledge of:

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

Grammar: Present tense intro and Nisbah adjectives

In this section

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

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

Grammar (1)

Present tense verbs with singular pronouns

Learn about the conjugation of the verb “to study”



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<https://openbooks.lib.msu.edu/elemarabicll/?p=164#h5p-6>

Go through these flashcards for more verbs:



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<https://openbooks.lib.msu.edu/elemarabicll/?p=164#h5p-44>

Test yourself

Activity (5): Click on all the conjugations that match the pronouns



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<https://openbooks.lib.msu.edu/elemarabicll/?p=164#h5p-9>

Grammar (2)

Nisbah and nationality adjectives

Grammar notes

Nisbah Adjective is an adjective indicating the person's place of origin, tribal affiliation, or ancestry, used at the end of the name and occasionally ending in the suffix *ية/ي*.

For example, a man from Amman *عمان* can be referred to as *عماني*. What we have done is we have added the suffix *ي* (the letter *ي* with a shadda) to the name of the city. We follow the same process for countries. So a man from *ليبيا* is

ليبي – and one from *لبنان* is *لبناني*. These words can be made feminine by adding the *ة*. So a woman from *مصر* is *مصرية*. Some Arabic place names come with the definite article as part of their names. For example *السودان* and *الجزائر* *العراق*. If you want to convert these names of countries into *نسبة* adjectives, you need to drop the definite article *ال* and add the suffix *ي*. For example, the *نسبة* adjective for *العراق* is *عراقي* (masculine (m)) and

عراقية (feminine (f)). If you want to say someone is “the Iraqi” you would

reattach the definite article and say that he is العراقي or she is العراقية. Some words end in an alif as in, for example, فرنسا. When this happens, just drop the alif and then add the nisba suffix ي to become فرنسي(m) or فرنسية(f). Some other words end in a ة as in, for example, جامعة. You then need to drop the ة to make it نسبة adjective. So to say “a university student” in Arabic would then be rendered as طالب جامعي.

Learn some nationality adjectives in masculine and feminine forms :



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<https://openbooks.lib.msu.edu/elemarabicll/?p=164#h5p-12>

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=164#h5p-11>

Key Takeaways

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

Reading: self-intro passages

In this section

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

Reading (1)

Activity (7): Read the following information about Rania the listen to the audio recording of the text below.

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



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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=166#audio-166-1>

Activity (8): Check your comprehension through this module then record yourself reading the text.



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Reading (2)

Activity (9): Read the following information about Rania then listen to the audio recording of the text below.

أنا اسمي سمير . أنا من سوريا . أَسْكُن في مدينة لوس أنجلوس. أَدْرُس الكيمياء في جامعة كاليفورنيا. أَذْهَب إلى الجامعة كُل يوم . عندي أَخ واحد اسمه آدم وهو أستاذ في جامعة تَكساس و يسكُن في مدينة أوسْتِن. هو عنده ولد صغير اسمه محمود. أنا أَسْكُن في بيت صغير مع صاحبي جورج. هو يحب أن يأكل بيتزا من (دومينوز) كل يوم ويَشاهد (نتفليكس) في المساء. جورج عنده كلب صغير اسمه (ريكو). أنا ليس



عندي قطة أو كلب.

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

—



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<https://openbooks.lib.msu.edu/elementarabicll/?p=166#audio-166-2>

Activity (10): Record yourself reading the text then read the comprehension questions below and respond orally in complete sentences.



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<https://openbooks.lib.msu.edu/elementarabicll/?p=166#h5p-45>

Key Takeaways

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

Speaking: greetings and introductions in Egyptian Arabic

In this section

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

Egyptian conversation



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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=170#audio-170-1>

English	Arabic
How are you (m.)	إزّيك = أخبارك إيه = عامل إيه؟
How are you (f.)	إزّيك = أخبارك إيه = عاملة إيه؟
good thanks, God	كويس / كويسة الحمد لله
good	تمام = بخير
my name	اسمي
your (m.) name	اسمك
your (f.) name	اسمك
his name	اسمه
her name	اسمها
what?	إيه
from where?	مين
where?	فين
who?	مين
how?	إزاي

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=170#audio-170-2>

to live	to speak	to work	to study	
ساكن	باتكلم	باشغل	بادرس	أنا
ساكن	بتتكلم	بتشغل	بتدرس	إنث
ساكنة	بتتكلمي	بتشغلي	بتدرسي	إنث
ساكن	بيتكلم	بيشغل	بيدرس	هو
ساكنة	بتتكلم	بتشغل	بتدرس	هي

Activity (11): Read the following questions, listen to the embedded recordings underneath then respond in the recording box below.

with a female classmate	with a male classmate
إسمك إيه؟	إسمك إيه؟
إنتي منين؟	إنث منين؟
جنسيتك إيه؟	جنسيتك إيه؟
بابا جنسيته إيه؟ وماما جنسيتها إيه؟	بابا جنسيته إيه؟ وماما جنسيتها إيه؟
إنتي بتدرسي إيه؟	إنث بتدرس إيه؟
إنتي ساكنة فين؟	إنث ساكن فين؟
إنتي بتشغلي؟ فين؟	إنث بتشغل؟ فين؟
بابا بيشغل إيه؟ وماما بتشغل إيه؟	بابا بيشغل إيه؟ وماما بتشغل إيه؟



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=170#h5p-23>

Activity(12): With your classmates, translate these questions into Arabic and engage in a conversation to get complete answers then report your findings to class.

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

5)What does your father work?

6)What does your mother work?

Activity (13): Practice speaking. Read the following prompts then respond in audio recording.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=170#h5p-7>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Sing and learn

Watch the song and identify the key line in it.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=170#oembed-1>

Key Takeaways

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

Culture: Arabic names and titles

In this section

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

Arabic Names

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

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

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



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

م.	مهندس
د.	دكتور
أ.د.	أستاذ دكتور

Activity (15): Think about names of Arab people you know or search online to check on five names and their meaning. Share with your teacher in class.

Key Takeaways

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

Writing: self-intro paragraph

In this section

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

Activity(15): Journal writing



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<https://openbooks.lib.msu.edu/elemarabicll/?p=176#h5p-4>

Key Takeaways from lesson 1

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

Weekend assignment 1: Tell me more about yourself

Watch this song by Lebanese Nancy Agram. She is singing to Egypt.

A repeated phrase in the song :

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

<https://www.youtube.com/watch?v=mjBmjIJ7a3s>

Speaking : Tell me about yourself

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

My name _____ I am _____ (nationality). I am from _____ (city) in _____ (state) and I live in _____ (city). I am a student at Michigan State University. I study _____ I work in _____ / do not work.

My father, his name is _____. He is (nationality) He works in _____

My mother, her name is _____ She is (nationality) She works in _____. I have _____ (brother/sister). My brother/sister lives in _____ and works _____

My friend, his/her name . He/she studies _____ and lives ----, and works/does not work in _____

Your task

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



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here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=1049#h5p-188>

PART II

MY FAMILY

الدرس الثاني : عائلتي



Learning Objectives

In this lesson, you will be able to:

- Talk about your extended family providing specific details.

- Create coherent paragraphs with a focus on present tense, plural nouns and possessive structures.
- Engage in conversation in Egyptian Arabic about family members and friends.

Vocabulary on family

In this section

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

Vocabulary

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=183#audio-183-1>

Study the following vocabulary list on family terms.

English	Arabic
Family (nuclear)	أسرة
Family (extended)	عائلة
My grandfather	جدي
My grandmother	جدتي
My paternal uncle	عمي
My paternal aunt	عمتي
Son of my paternal uncle	ابن عمي
Son of my paternal aunt	ابن عمتي
Daughter of paternal uncle	بنت عمي
Daughter of paternal aunt	بنت عمتي
My maternal uncle	خالي
My maternal aunt	خالتي
Son of my maternal uncle	ابن خالي
Son of my maternal aunt	ابن خالتي
Daughter of my maternal uncle	بنت خالي
Daughter of my maternal aunt	بنت خالتي
Married	متزوج / متزوجة
Husband	زوج
Wife	زوجة
Single man	أعزب
Single woman	أيسة
Picture	صورة
Always	دائماً
Also	أيضاً
Sometimes	أحياناً
Busy	مشغول / مشغولة
Lonely	وحيد / وحيدة
Specialized	متخصص / متخصصة
At daytime	في النهار
At night	في الليل

Now Watch the video and identify the family vocabulary



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

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Key Takeaways

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

Grammar: Nominal sentences, possessives and plural

In this section

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

Grammar (1)

The use of verb “to have”

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-25>

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

Plural	Dual	Singular
لي / عندي 3 إخوة	لي / عندي أخوان	لي / عندي أخ واحد
لي / عندي 3 أخوات	لي / عندي أختان	لي / عندي أخت واحدة
لي / عندي 3 أعمام	لي / عندي عمّان	لي / عندي عم واحد
لي / عندي 3 عمّات	لي / عندي عمّتان	لي / عندي عمّة واحدة
لي / عندي 3 أحوال	لي / عندي خالان	لي / عندي خال واحد
لي / عندي 3 خالات	لي / عندي خالتان	لي / عندي خالة واحدة
لي / عندي 3 أولاد	لي / عندي ولدان	لي / عندي ولد واحد
لي / عندي 3 بنات	لي / عندي بنتان	لي / عندي بنت واحدة

Negating nominal sentences

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-48>

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

Test yourself

Activity (5): Determine how to negate each of the following statements.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-30>

Activity (6): In class. With your classmates, ask and answer these questions and report your findings in complete sentences.

with a female classmate	with a male classmate
هل عائلتك كبيرة؟	هل عائلتك كبيرة؟
هل أنت متزوجة؟	هل أنت متزوج؟
هل أنت البنت الوحيدة في الأسرة؟	هل أنت الولد الوحيد في الأسرة؟
هل أنت مشغولة دائماً؟	هل أنت مشغول دائماً؟
هل تعملين في الليل؟	هل تعمل في الليل؟
هل تدرسين في النهار؟	هل تدرس في النهار؟

Grammar (2)

Possessive pronouns

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

possessive	noun + pronoun	possessive	noun + pronoun
سيارتي	سيارة + أنا	كتابي	كتاب + أنا
سيارتك	سيارة + أنت	كتابك	كتاب + أنت
سيارتك	سيارة + أنت	كتابك	كتاب + أنت
سيارته	سيارة + هو	كتابه	كتاب + هو
سيارتها	سيارة + هي	كتابها	كتاب + هي
سيارتنا	سيارة + نحن	كتابنا	كتاب + نحن
سيارتكم	سيارة + أنتم	كتابكم	كتاب + أنتم
سيارتكم	سيارة + هم	كتابهم	كتاب + هم

Test yourself

Activity (7): Complete these self-check modules on possessive pronouns.



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of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-49>

Grammar (3)

Plural nouns and verbs

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

English	Arabic
I study at the university	أنا أدرس في الجامعة
you (m.) study at the university?	أنت تدرس في الجامعة؟
you (f.) study at the university	أنت تدرسين في الجامعة؟
he studies at the university	هو يدرس في الجامعة
she studies at the university	هي تدرس في الجامعة
we study at the university	نحن ندرس في الجامعة
you (pl.) study at the university?	أنتم تدرسون في الجامعة؟
they study at the university	هم يدرسون في الجامعة

Activity (8): Practice your verb knowledge in the following slides.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-50>

Types of plural

1. **Masculine plural:** It applies to some nouns that are masculine. It does not include all masculine nouns, though. A helping tip would be that

most nouns that fall in this type are adjectives or professions for humans. This plural is formed by adding: ون or ين to the noun.

2. **Feminine plural:** This applies to most feminine nouns with few exceptions with some feminine nouns that do not follow the rule. This plural is formed by adding: ات to the singular noun.
3. **Broken plural:** From its name, this plural is considered irregular. It is formed by breaking the stem of the word into certain patterns. So, most of these will be learned word-by-word. This category includes both masculine and feminine nouns that do not fit in the previous two types of plural. Most nouns in this category are masculine.

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-46>

Test yourself

Activity (9): Fill in the blanks using the appropriate plural word in each of the following sentences.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-40>

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=187#h5p-41>

Non-human plural

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

كُتُبٌ مُمْتَازَةٌ	طَالِبَاتٌ مُمْتَازَاتٌ	طُلَّابٌ مُمْتَازُونَ
excellent books	excellent students (f.pl)	excellent students(m.pl)

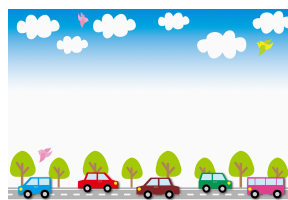


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<https://openbooks.lib.msu.edu/elemarabic11/?p=187#h5p-184>

Asking about quantity and number

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

Activity (14): In class. With your classmates, ask and answer questions using كم guided by the following prompts.



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

Test yourself

Activity (15): Choose either the singular or plural.



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<https://openbooks.lib.msu.edu/elemarabic11/?p=187#h5p-47>

Plural warp-up

Activity (16): Translate the following sentences into Arabic using your knowledge of vocabulary and structure.

1. The American students study with their friends in the library.
2. My friends speak three languages
3. In my room 4 chairs and 3 tables.
4. We work at day and night and we are always busy.
5. They are married and have three beautiful girls.
6. We do not have cats or dogs in our house.
7. The houses in this area are big and new.
8. The translators work in small offices and speak Arabic and English.



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<https://openbooks.lib.msu.edu/elemarabic11/?p=187#h5p-52>

Key Takeaways

- You are now aware of all plural types in Arabic and you can use them in context.

- You know that non-human plurals take feminine singular adjectives.
- When asking about quantity, you ask in the singular using كم.
- When you count in Arabic, numbers between 3-9 take the plural noun while after 10, they take the singular noun.

Reading: Introducing one's family

In this section

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

Activity (17): Read the following paragraph about Sama's family:

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





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<https://openbooks.lib.msu.edu/elemarabicll/?p=189#h5p-28>

Key Takeaways

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

Speaking: family in Egyptian Arabic

In this section

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

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=191#oembed-1>

Activity (18): Egyptian conversation. Learn about Sami's family through the following module.

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



أنا اسمي سامي، وأنا من مصر من مدينة الجيزة . بابا وماما ساكنين في القاهرة. أنا متجوّز وعندي ولد واحد اسمه هَيْم. باشتغل مُحاسب في بنك القاهرة. ليا أخت وأخ. أختي اسمها هالة ، وهي متجوّزة وساكنة مع جوزها عادل وعندهم بنت اسمها آية وولد اسمه غمر. وأخويا اسمه سعيد وهُو بيشغل مهندس وساكن في مدينة الإسكندرية وهو مش متجوز. أنا ليا ثلاث عقات وخال واحد. عقتي سوزان عايشة في أمريكا وبشتغل في شركة (أبل) في كاليفورنيا. خالي اسمه حمدي وبيشغل دكتور في السعودية ومش عنده أولاد.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=191#h5p-29>

Key Takeaways

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

Culture: visiting and hospitality in Egyptian Arabic

In this section

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

Address forms and hospitality in Arabic culture

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

English	Arabic
please come in	اتفضل / اتفضلي / اتفضلوا
you must drink something	لازم تشرب / تشربي حاجة
it does not work	ماينفعش
something cold	حاجة سافعة
nothing at all	ولا حاجة
or	ولّا
ok/fine	ماشي



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version of the text. You can view them online here:

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<https://openbooks.lib.msu.edu/elemarabicll/?p=196#h5p-185>

Culture notes

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

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

It is used for addressing uncle or for an elder male friend of the family. عفو/أُنكل

It is used for addressing maternal uncle/aunt or an elder friend of the family. خالو/خالَتو

It is used for addressing grandfather or an elder relative. جَدو

It is used for addressing grandmother. تَيْتَة

Visiting and hosting in Arabic culture

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

Activity (19): Choose the appropriate expression you can use in each of the following situations.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=196#h5p-35>

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=196#oembed-1>

Key Takeaways

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

Writing: tell me about your family

In this section

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

Activity (18): Writing journal



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=198#h5p-34>

Key Takeaways

- You can now write coherent paragraphs with a good vocabulary variety and structural accuracy in the present tense.

- You can easily distinguish between written and spoken language in your communication.

weekend assignment 2: guided writing

Writing

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

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

Instructions :

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

1) First do it in handwriting

2) Keep the handwriting to check in class

3) Type what you did and submit in typing to d2L drop box.



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here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=1053#h5p-189>

PART III

STUDY AND SCHOOL

الدرس الثالث : أنا في السنة الأولى



Learning Objectives

In this lesson you will be able to :

- Use basic expressions and statements about campus life, study fields.
- Enhance your ability to talk about your daily activities, likes and dislikes, and past memories.

Vocabulary on study, school and new verbs

In this section

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

Vocabulary (1)

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

English	Arabic	English	Arabic
Business administration	إدارة الأعمال	University	جامعة - جامعات
Linguistics	اللغويات	College	كلية - كليات
Cultural studies	الدراسات الثقافية	Department	قسم - أقسام
Medicine	الطب	Program	برنامج - برامج
Engineering	الهندسة	Study subject	مادة - مواد
Science	العلوم	School	مدرسة - مدارس
Physics	الفيزياء	Elementary school	المدرسة الابتدائية
Chemistry	الكيمياء	Prep school	المدرسة الإعدادية
Literature	الأدب	High school	المدرسة الثانوية
History	التاريخ	Lecture	محاضرة - محاضرات
Philosophy	الفلسفة	Friend	صاحب - أصحاب
Religion	الدين	Classmate/colleague	زميل - زملاء
Sociology	علم الإنسان	Friend	صديق - أصدقاء
Psychology	علم النفس	I was/ I used to	كنت
Law	الحقوق/القانون	First year	السنة الأولى
Political science	العلوم السياسية	First grade	الصف الأول
Trade/ commerce	التجارة	Second grade	السنة الثانية
International studies	الدراسات الدولية	Second grade	الصف الثاني

Activity (1): In class. With your classmates, Ask and answer questions about study and college then report to class.

مع زميلة	مع زميل
أنت في أي سنة في الجامعة؟	أنت في أي سنة في الجامعة؟
في أي كلية تدرسين؟	في أي كلية تدرس؟
في أي قسم تدرسين؟	في أي قسم تدرس؟
كم مادة تدرسين هذا الفصل؟	كم مادة تدرس هذا الفصل؟
عندك كم محاضرة في الأسبوع؟	عندك كم محاضرة في الأسبوع؟
هل عندك زميلات في الكلية؟	هل عندك زملاء في الكلية؟
أين كنت في المدرسة الابتدائية؟	أين كنت في المدرسة الابتدائية؟
أين كنت في المدرسة الثانوية؟	أين كنت في المدرسة الثانوية؟

Vocabulary (2)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=418#audio-418-1>

English	Arabic	English	Arabic
I live	أعيش	I like	أحب
I speak	أتكلم	I eat	أكل
I study	أذاكر	I drink	أشرب
I listen to	أستمع إلى	I watch	أشاهد
I work	أعمل	I go out with	أخرج مع
I understand	أفهم	I live	أسكن
I memorize	أحفظ	I know	أعرف
I remember	أتذكر	I write	أكتب
I go	أذهب إلى	I travel to	أسافر إلى
I play	ألعب	I run	أجري
I sit	أجلس	I want	أريد
I study	أقرأ	I study	أدرس
I sleep	أنام	I teach	أدّرس

Activity (2): In class. Look at the pictures and describe what they are doing guided by the vocabulary prompts.

1. سلمى _____ إلى
حبيبها.



2. جدي _____ كل
يوم.



3. ليلي _____ إلى _____ في
غرفتها.



4. أصحابي _____ في _____ في
نهاية الأسبوع.



5. في الإجازة أنا وأصحابي _____ إلى
_____ بالسيارة.



Activity (3): Choose the appropriate word in its correct form in each of the following.



An interactive H5P element has been excluded from this version of the text. You can view it online [here](#):

<https://openbooks.lib.msu.edu/elemarabic11/?p=418#h5p-71>

Activity (4): With your classmates. Ask your classmates the following questions in Arabic to get complete answers then report your findings to class.

- 1) Do you like traveling? Where?
- 2) Do you eat vegetables and fruit everyday?
- 3) Do like meat or chicken?
- 4) Do you like desserts? Which desserts?
- 5) What do you like to read?
- 6) Do you watch TV? What do you like to watch?
- 7) Do you listen to music? Which music?

Key Takeaways

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

Grammar: Idafa construct, was/were structure and object pronouns

In this section

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

Grammar (1)

Idafa structure in Arabic

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

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

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

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

Activity (5): Choose the correct Idafa structure in each of the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=423#h5p-72>

Activity (6): Translate these sentences to or from Arabic paying attention to Idafa structures. Post your responses to the textbox below.

- (1) خالة صاحبي تعمل في مكتبة كلية الحقوق
- (2) I don't know the address of my friend's house.
- (3) أقارب والدي يعيشون في فلوريدا.
- (4) My aunt's husband teaches in the college of engineering.
- (5) أدرس تاريخ الشرق الأوسط في جامعة شيكاغو
- (6) The family's picture is in my grandmother's room

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



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=423#h5p-73>

Grammar (2)

The verb “was/were”

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

Translation	Conjugation	Pronoun
I was	كنت	أنا
You (m.) were	كنت	أنت
You (f.) were	كنت	أنت
He was	كان	هو
She was	كانت	هي
We were	كنا	نحن
You (pl.) were	كنتم	أنتم
They were	كانوا	هم

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

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

Translation	Conjugation	Pronouns
I used to like	كنت أحب	أنا
You (m.) used to like	كنت تحب	أنت
You (f.) used to like	كنت تحبين	أنتِ
He used to like	كان يحب	هو
She used to like	كانت تحب	هي
We used to like	كنا نحب	نحن
We used to like	كنتم تحبون	أنتم
They used to like	كانوا يحبون	هم

Activity (7): In class. Share memories of your childhood following the model sentences below.

(في طفولتي كنت أحب أن أشاهد (سبونج بوب
في طفولتي كنت أحب أن أكل كاندِي وشيكولاتة

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



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=423#h5p-74>

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

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



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=423#h5p-75>

Grammar (3)

Object pronouns

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

meaning	object pronoun	subject pronoun
me	ـني	أنا
you (m.)	ـك	أنت
you (f.)	ـكِ	أنتِ
him	ـه	هو
her	ـها	هي
you (pl.)	ـكم	أنتم
us	ـنا	نحن
them	ـهم	هم

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

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

Activity (10): Test yourself. Fill in the gaps with the appropriate phrase guided by the provided clues between brackets.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=423#h5p-76>

Key Takeaways

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

Reading: about friends

In this section

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

Activity (11): Learn from Youssef about his childhood friends and colleagues. Listen and read the text then answer the questions that follow.



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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=425#audio-425-1>

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

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



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=425#h5p-77>

Key Takeaways

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

Speaking: ordering in a restaurant

In this section

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

Talking about food and drink



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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=427#audio-427-1>

English	Arabic	English	Arabic
shawarma	شاورما	I eat	ياكل
fish	سمك	breakfast	فطار
vegetables	خضار	lunch	غدا
fruit	فاكهة	dinner	عشا
soup	شورية	restaurant/s	مطعم - مطاعم
sandwich/es	سندويتش - سندويشات	eggs	بيض
juice	عصير	cheese	جبنة
something cold	حاجة ساقعة	bread	عيش
something hot	حاجة سخنة	milk	لبن
cold water	مياة ساقعة	yogurt	زبادي
salad	سلطة	corn flakes	كورن فليكس
kebab	كباب	rice	رز
grilled ground beef	كفتة	macaroni	مكرونة
fried potatoes	بطاطس محمرة	meat	لحمة
desserts	حلويات	chicken	فراخ

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

مع زميلة	مع زميل
بتحبي تاكلي إيه في الفطار؟	بتحب تاكل إيه في الفطار؟
بتحبي تاكلي إيه في الغدا؟	بتحب تاكل إيه في الغدا؟
بتحبي تاكل في أي مطعم؟	بتحب تاكل في أي مطعم؟
بتشربي حاجة مع الفطار الصبح؟	بتشرب حاجة مع الفطار الصبح؟
عايزة تاكلي إيه النهارده؟	عايز تاكل إيه النهارده؟

At the restaurant

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

English	Arabic
you drink?	تشرب / تشربي / تشربوا
something	حاجة
first	الأول
may I ?	ممکن؟
if you please	لو سمحت / لو سمحتي
bring me	هات لي / هاتي لي
I want	عايز / عايزة
something else	حاجة تاني
at your service	حاضر / تحت أمرك
another service	خدمة تانية
Bon appetite	بالهنا والشفاه



الجرسون : أهلاً وسهلاً. اتفضل
 حسام : شكراً
 الجرسون : حضرتك تشرب حاجة الأول؟
 حسام : أيوة. ممكن مية لو سمحت؟
 الجرسون : حاضر . حضرتك تحب تاكل إيه؟
 حسام : هات لي واحد كباب مع سلطة
 وشورية فراخ
 الجرسون : تحت أمرك يا فندم . حاجة تاني؟
 حسام : لا شكراً

الجرسون : حضرتك تاخد حلو إيه؟
 حسام : أنا عايز واحد عصير مانجا بس
 الجرسون : أي خدمة تانية يا فندم؟
 حسام : لا تمام . هات لي الشيك لو سمحت !
 الجرسون : حاضر يا فندم . بالهنا والشفا



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=427#audio-427-2>

Activity (13): In class. Study the following menu and create a mini skit in a restaurant scenario with your classmates.

مُقَبَّلَات	
١٠	سلطة سيزر
٨	سلطة خضرا
١٢	بطاطس
٨	تونة
٥	خُصص
وجبات	
٢٥	شاورما لحم
٢٠	شاورما دجاج
٣٥	كباب وكفتة
١٥	رز أبيض
١٥	رز بُني
٢٠	فاهيتا
١٥	مكرونه إسباجيتي
٢٢	سمك فيليه
حلويات	
١٧	تشيز كيك
١٦	تشوكليت كيك
١٢	آيس كريم
عصاير ومشروبات	
٥	شاي
٧	قهوة
١٠	حاجة ساعة
١٢	عصير فريش : مانجو – برتقال – ليمون

Key Takeaways

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

Culture: Egyptian food

In this section

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

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=429#oembed-1>

Culture notes

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

- ممكن which literally means 'possible' can be used to begin a request as in ممكن مِية لو سمحت, which translates to something like 'May I have water please?'
- The phrase لو سمحتي / لو سمحت is used interchangeably or along with من فضلك / من فضلك in the beginning or end of the request.

- The word واحد *waḥid* is used to refer to an item of service and it is used for both a masculine item and a feminine item such as واحد رز *waḥid riz* which means ‘one rice,’ which is masculine, and واحد سلطة خضراء *waḥid salṭa ḫaḍra* which means ‘one green salad,’ which is feminine.
- The phrase هات لي / هاتي لي *hāt lī / hātī lī* is most frequently used in the restaurant setting.
- عايز / عايزة *ʿāz / ʿāza* can also be used in requesting food/drink, and usually combined with لو سمحت / لو سمحتي *lū smḥt / lū smḥtī*
- Respect address forms and honoring phrases are expected from service providers towards customers. Examples include أي خدمة *ay ḫidma* and تحت أمرك *tḥt amrk*.
- The word حاجة *ḥāja*, which literally means ‘a need’ is frequently used in Egyptian Arabic in different contexts to mean ‘something’ or ‘a thing’ as in؟ حاجة *ḥāja ʿāz* and حاجة *ḥāja*.
- يا فندم *yā fndm* is an address form borrowed from Turkish ‘*efindim*,’ and it is used in Egypt as an address form meaning ‘sir/madam’ to show respect for people whom we do not know well. It is usually heard in service encounters and it is used for both males and females.

Test yourself

Activity (14): Check the right expressions in each of the following situations.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=429#h5p-78>

Key Takeaways

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

Writing: on family and friends

In this section

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

Activity (15): Journal writing prompt.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=431#h5p-79>

Conclusion

- Good job. Move on to the next lesson.

Weekend assignment 3: plural and present tense review



An interactive H5P element has been excluded from this version of the text. You can view it online

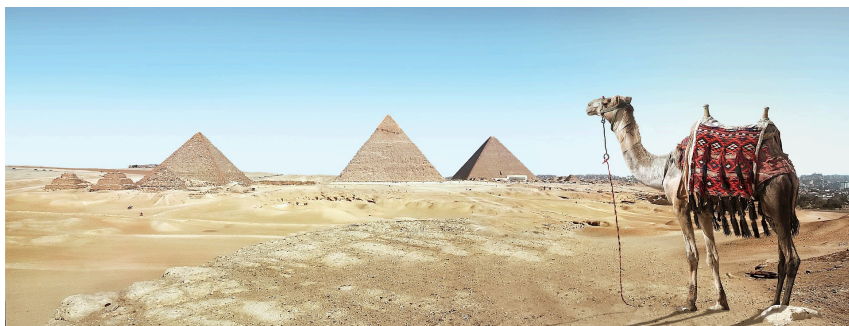
here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=1058#h5p-190>

PART IV

WEATHER

الدرس الرابع : كيف الطقس اليوم؟



Learning Objectives

In this lesson, you will be able to

- Talk about the weather in the cities you are familiar with using basic weather expressions.
- Describe and compare different seasons using highly practiced words and phrases to express reason and purpose.

Vocabulary on weather

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elementarabicll/?p=556#audio-556-1>

English	Arabic	English	Arabic
The weather is mild	الجو معتدل	Weather	الجو = الطقس
Clouds	غيوم	summer	الصيف
The weather is cloudy	الجو غائم	Winter	الشتاء
sun	شمس	Spring	الربيع
The weather is sunny	الجو مُشمِس	Fall	الخريف
Humidity	رطوبة	Heat	الحَرّ
The weather is humid	الجو رطب	Temperature	درجة الحرارة
Fog	ضباب	High	عالي / عالية
The weather is foggy	الجو ضبابي	Low	منخفض / منخفض
crowdedness	ازدحام	The weather is hot	الجو حار
crowded	مزدحم / مزدحمة	Coldness	البرد
lonely	وحيد / وحيدة	The weather is cold	الجو بارد
Loneliness	الوحدة	Rain	مطر
I feel lonely	أشعر بالوحدة	The weather is rainy	الجو ممطر
The best season	أحسن فصل	Snow	ثلج
According to me	بالنسبة لي	The weather is snowy	الجو مُثلج
Because of	+ noun بِسَبَب	The weather is warm	الجو دافئ
Because	+ sentence لَأَنَّ	Storm	عاصفة / عواصف
Why	لماذا	The weather is stormy	الجو عاصف
Always	دائماً	Very	جداً
Sometimes	أحياناً	Little	قليلاً
usually	عادة	A lot	كثيراً

Activity (1): Fill in the blanks with words that best complete the meaning.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=556#h5p-81>

Activity (2): With your classmates. Ask and answer the following questions then report your findings to class.

مع زميلة

في أي مدينة تسكنين؟ هل هي مدينة مزدحمة أو هادئة؟

كيف الجو في الصيف؟

كيف الجو في الشتاء؟

ما هو أحسن فصل في السنة بالنسبة لك؟

هل تحبين الطقس الحار أو البارد؟

مع زميل

في أي مدينة تسكن؟ هل هي مدينة مزدحمة أو هادئة؟

كيف الجو في الصيف؟

كيف الجو في الشتاء؟

ما هو أحسن فصل في السنة بالنسبة لك؟

هل تحب الطقس الحار أو البارد؟

Activity (3): With your classmates. Use the following clues to report about the weather condition in each of the following cities. You can follow the first example.

sunny	4	18	الرياض
cloudy	0	10	بغداد
rainy	3	12	عقاز
snowy	-5	5	لندن
partly cloudy	-2	9	باريس
snowy	-7	1	موسكو



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

_____ -2

_____ -3

_____ -4

_____ -5

_____ -6

Key Takeaways

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

Grammar: phrases and sentences; comparatives; adverbs; future tense and expressing reason

In this section

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

Grammar (1)

Definite and indefinite structures

Study the following examples to distinguish between phrases and sentences.

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

Grammar: phrases and sentences; comparatives; adverbs; future tense and

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



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=558#h5p-99>

Grammar (2)

Comparatives and Superlatives

Study the following examples:

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

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

Study the following table on comparative and superlative forms:

Superlative	Comparative	Adjective	Meaning
أحسن	أحسن من	جيد	good
أكبر	أكبر من	كبير	big
أصغر	أصغر من	صغير	small
أبرد	أبرد من	بارد	cold
أحر	أحر من	حار	hot
أطول	أطول من	طويل	tall
أقصر	أقصر من	قصير	short
أكثر	أكثر من	كثير	many
أقل	أقل من	قليل	few
أسهل	أسهل من	سهل	easy
أصعب	أصعب من	صعب	hard
أغرب	أغرب من	غريب	strange
أغلى	أغلى من	غالي	expensive
أرخص	أرخص من	رخيص	cheap
أعلى	أعلى من	عالي	high
أغنى	أغنى من	غني	rich
ألطف	ألطف من	لطيف	nice
أشهر	أشهر من	مشهور	famous
أقدم	أقدم من	قديم	old (in time)

Activity (5): With your classmates. Create comparative sentences using the following prompts.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=558#h5p-95>

Activity (6): Survey: Ask your classmates and then report your findings to class.

- في رأيك ...؟ بالنسبة لك ...؟
- (1) ما هي أحسن جامعة في العالم؟
 - (2) ما هي أبرد ولاية في أمريكا؟
 - (3) ما هو أحسن فيلم هذه السنة؟

- (4) ما هو أصعب يوم في الأسبوع؟
 (5) ما هو أحسن مطعم في المدينة؟
 (6) ما هي أجمل مدينة في أمريكا؟
 (7) من أحسن ممثل / ممثلة actor في هوليوود؟

Grammar (3)

Adverbs

Study the following list of adverbs

المعنى	الكلمة	المعنى	الكلمة
daily	يوميًا	In the winter	شتاء
in the evening	مساء	A little	قليلاً
at night	ليلاً	A lot	كثيراً
usually	عادةً	Very	جداً
In the summer	صيفاً	Well	جيداً
In the morning	صباحاً	Soon	قريباً
always	دائماً	Far away	بعيداً
also	أيضاً	for a long time	طويلاً
weekly	أسبوعياً	late	متأخراً
sometimes	أحياناً	early	مبكراً

Grammar notes

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

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

- You note that the adjective describes the noun while the adverb describes the verb.
- Some adverbs describe adjectives as well like جداً “very” or أيضاً “also”.
- Adverbs usually come after adjectives or verbs but some of them can freely move around the sentence like دائماً “always,” أحياناً “sometimes,” and عادةً “usually”.
- The following expressions are equivalent:

كل يوم	يومياً
كل أسبوع	أسبوعياً
في الصيف	صيفاً
في النهار	نهاراً
في الليل	ليلاً

Activity (7): Choose the appropriate adjective that best fits in each of the following sentences



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=558#h5p-100>

Activity (8): Find someone who. Survey your classmates to know if they do these activities. Report your findings to class in complete sentences.

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

Grammar (4)

Future Tense

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

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

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

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

Will not	Will
أنا لن أسافر	أنا سأسافر
أنت لن تسافر	أنت ستسافر
أنت لن تسافري	أنت ستسافرين
هو لن يسافر	هو سيسافر
هي لن تسافر	هي ستسافر
أنتم لن تسافروا	أنتم ستسافرون
نحن لن نسافر	نحن سنسافر
هم لن يسافروا	هم سيسافرون

Activity (9): Fill in the blanks with the appropriate future verb using the root clues provided between brackets.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=558#h5p-85>

Activity (10): Ask your classmates about their future plans then report your findings to class. You can use the following prompts.

مع زميلة	مع زميل
ماذا ستفعلن في نهاية الأسبوع؟	ماذا ستفعل في نهاية الأسبوع؟
هل ستخرجين مع صاحباتك؟	هل ستخرج مع أصحابك؟
هل ستشاهدين فيلم جديد؟	هل ستشاهد فيلم جديد؟
هل ستلعبين رياضة؟	هل ستلعب رياضة؟
أين ستعملين بعد التخرج؟	أين ستعمل بعد التخرج؟
هل ستسافرين في الصيف؟	هل ستسافر في الصيف؟
أين ستعيشين في المستقبل؟	أين ستعيش في المستقبل؟

Grammar (5)

“Because/Because of” Sentences

To express reason, you can use either **لأن** or **بسبب**. These are used

differently as لأن “because” should be followed by a complete sentence while بسبب “because of” is followed by a noun or a nominal phrase but should not be a full sentence. Study the differences between these pairs of sentences:

<p>لا أحب الشتاء لأن الجو بارد I do not like winter because the weather is cold</p>	<p>لا أحب الشتاء بسبب الجو البارد I do not like winter because of the cold weather</p>	(1)
---	--	-----

<p>أذهب إلى الجامعة يومياً لأن عندي فصول I go to university daily because I have classes</p>	<p>أذهب إلى الجامعة يومياً بسبب الفصول I go to university daily because of classes</p>	(2)
--	--	-----

<p>أختي تسكن في شيكاغو لأنها تدرس في الجامعة My sister lives in Chicago because she studies in the university</p>	<p>أختي تسكن في شيكاغو بسبب الدراسة My sister lives in Chicago because of study</p>	(3)
---	---	-----

Grammar notes

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

لأنها	لأن + هي	لأنني	لأن + أنا
لأننا	لأن + نحن	لأنك	لأن + أنت
لأنكم	لأن + أنتم	لأنك	لأن + أنت
لأنهم	لأن + هم	لأنه	لأن + هو

Activity (11): Use بسبب or لأن to best complete the sentences below.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=558#h5p-87>

Activity (12): Write complete sentences using لأن or بسبب guided by picture and vocabulary clues.



1- أصحابي - مكتبة - امتحان



2- طلاب - فصل - كورونا



3- السكن - ألاسكا - الثلج



4- كلية الهندسة - يعمل - مهندس



5-السفر - فلوريدا - ديزني

Activity (13): Ask your classmates questions in Arabic using لماذا and report your findings to class. You can use the following prompts.

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

Key Takeaways

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

Reading: weather bulletin

In this section

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

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

حالة الطقس في مدينة عَمَّان



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

الجمعة : الطقس سيكون غائم ودرجة الحرارة منخفضة: الكبرى 16 والصغرى 4 ، واحتمال المطر ليلاً 60 % في بعض المناطق في جنوب المدينة
السبت : الطقس سيكون مشمس ودافئ نهاراً في معظم المناطق ، درجة الحرارة الكبرى 22 والصغرى 10 ، وسيكون بارد قليلاً ليلاً في شمال المدينة.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=560#audio-560-1>

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

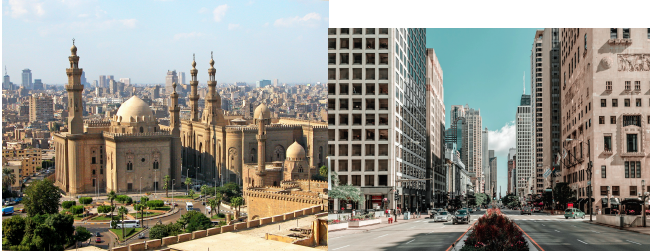
- 1- كيف سيكون الطقس يوم الخميس نهاراً؟ وليلاً ؟
- 2- في أي يوم سيكون هناك مطر؟
- 3- هل الجو أبرد يوم الجمعة أو السبت؟
- 4- كم ستكون درجة الحرارة يوم الجمعة؟
- 5- كيف سيكون الطقس يوم السبت نهاراً؟
- 6- كيف سيكون الطقس في شمال المدينة يوم السبت؟



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=560#h5p-101>

Activity (15): . Read the following passage as Omar describes the weather in Cairo and Chicago then answer the questions that follow.



اسمي غمر سليم. أنا من مدينة الإسكندرية في مصر ولكن أسكن الآن في القاهرة لأني أدرس في جامعة القاهرة. لا أحب السكن في القاهرة كثيراً بسبب الازدحام والطقس. الجو في القاهرة حار جداً في الصيف وبارد في الشتاء. أختي سامية تعيش في مدينة شيكاغو لأنها تدرس في جامعة شيكاغو.

مدينة شيكاغو مزدحمة أيضاً مثل القاهرة. أختي لا تحب شيكاغو بسبب الطقس البارد. الجو هناك أبرد كثيراً من مصر. في شيكاغو الجو مثلج في الشتاء، أما في مصر فليس هناك ثلج. أحياناً هناك مطر في الربيع ولكن في القاهرة الجو ممطر قليلاً في الشتاء.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=560#audio-560-2>

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

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



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=560#h5p-102>

Language Note on the reading

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

(1) نيويورك مدينة مزدحمة. أما إيسٽ لانسنغ فهي مدينة هادئة.

New York is a crowded city. As for East Lansing, it is a quiet city

(2) الجو في الصيف لطيف. أما في الشتاء فالجو مثلج وبارد جداً.

The weather in the summer is nice. As for winter, the weather is snowy and very cold.

(3) أنا وإخوتي نحب الخريف. أما والدتي فهي تحب الشتاء كثيراً.

Me and my brothers love the fall. As for my mother, she likes winter a lot.

Key Takeaways

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

Speaking: understanding weather news

In this section

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

Activity (16): Watch the following weather reports from Jordan and Egypt and respond to the questions that follow.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=562#h5p-86>

Key Takeaways

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

Culture: songs of Fairuz

In this section

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

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=564#oembed-1>

Culture notes

- Fayrouz is considered by many as one of the leading vocalists and most famous singers in the history of the Arab world. She is considered the musical icon of Lebanon, and popularly known as “the soul of Lebanon.”

- Fairuz (فيروز) is a Lebanese singer and is among the most widely admired and deeply respected singers in the Arab world. Habbaytak Bissayf (‘I loved you in summer’) is one of the songs from an album released in 1970 with the same name.

- Fairuz’s fame spread throughout the Arab world in the 1950s and 1960s and she would perform outside of Lebanon in various Arab capitals, including Damascus, Amman, Cairo, Rabat, Algiers, and Tunis.
- In a career spanning over six decades, Fairuz has recorded nearly 1500 songs, released more than 80 albums and 20 musicals, and sold over 150 million records worldwide, making her the highest-selling Middle-Eastern artist of all time and one of the best-selling music artists in the world.
- For many Arabs, Fairouz’s voice is associated with winter mornings and coffee.



جارية القمر الفنانة الكبيرة فيروز

Learning Objectives

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

Writing: describing and comparing weather

In this section

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

Activity (17): Journal writing prompt.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=566#h5p-103>

Conclusion

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

Weekend assignment 4: reviewing weather description



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=1063#h5p-191>

PART V

HOBBIES AND SPORTS

الدرس الخامس : رياضة وهوايات



Learning Objectives

In this lesson, you will be able to:

- Talk about your favorite hobbies and sports using appropriate forms and structure.

- Expand your skills in making complex sentences as you express reason, cause and purpose.

Vocabulary of hobbies and sports

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=679#audio-679-1>

English	Arabic	English	Arabic
Volleyball	الكرة الطائرة	Hobby/ies	هواية ج. هوايات
Tennis	التنيس	My favorite hobby	هوايتي المفضلة
Bowling	البولينغ	I spend (time)	أقضي
Chess	الشطرنج	spare time	وقت الفراغ
Internet Games	ألعاب الإنترنت	When+ verb clause	عندما
Skating	التزلج	I take a vacation	أخذ إجازة
Mountain climbing	تسلق الجبال	Reading	القراءة
Music	الموسيقا = الموسيقى	Writing	الكتابة
I exercise	أُفَضِّن	Drawing	الرسم
I play sport	أُعبِ رياضة	Sport	الرياضة
Swimming pool	حمام السباحة	Playing	اللعب
Gym	نادي رياضي = جيم	Running	الجري
Novel/s	رواية ج. روايات	Swimming	السباحة
Comic stories	قصص مضمورة	Dancing	الرقص
Newspaper/s	جريدة ج. جرائد	Cooking	الطبخ
Magazine/s	مجلة ج. مجلات	Signing	الغناء
Political magazines	مجلات سياسية	Photographing	التصوير
Sport magazines	مجلات رياضية	Travelling	السفر
Poetry	شعر	Watching	المشاهدة
Essay/s – article/s	مقالة ج. مقالات	Soccer	كرة القدم
Movie/s	فيلم ج. أفلام	Basketball	كرة السلة
TV series	مسلسل ج. مسلسلات	Wrestling	الفصاعة
Program/s	برنامج ج. برامج	Boxing	الملاكمة

Notes on vocabulary

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

English	Arabic
I (m./f.) spend my vacation	أنا أقضي إجازتي
You (m.) spend your vacation.	أنت تقضي إجازتك
you (f.) spend your vacation.	أنتِ تقضين إجازتك
He spends his vacation.	هو يقضي إجازته
She spends her vacation.	هي تقضي إجازتها
We spend our vacation.	نحن نقضي إجازتنا
You (pl.) spend your vacation.	أنتم تقضون إجازتكم
They (pl.) spend their vacation.	هم يقضون إجازتهم

Activity (1): Drag and drop from the word bank to complete the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/elemarabic11/?p=679#h5p-104>

Activity (2): With your classmates, ask and answer the following questions about hobbies.

مع زميلة	مع زميل
ما هي هوايتك المفضلة؟	ما هي هوايتك المفضلة؟
ماذا تفعلين في وقت فراغك؟	ماذا تفعل في وقت فراغك؟
هل تحبين القراءة؟ ماذا تقرأين؟	هل تحب القراءة؟ ماذا تقرأ؟
هل تحبين الكتابة؟ ماذا تكتبين؟	هل تحب الكتابة؟ ماذا تكتب؟
هل تلعبين رياضة؟ أي رياضة؟	هل تلعب رياضة؟ أي رياضة؟
أين ستقضين إجازة الصيف القادم؟	أين ستقضي إجازة الصيف القادم؟

Vocabulary (2)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=679#audio-679-2>

English	Arabic	English	Arabic
sport game(s)	مباراه - مباريات	weekend	نهاية الأسبوع
party (ies)	حفلة - حفلات	I can	يمكنني أن = أستطيع أن
I cook	أطبخ	I wake up early	أصحو مُبكراً
I do shopping	أتسوق	I wake up late	أصحو مُتأخراً
I visit	أزور	I go out with my friends	أخرج مع أصحابي
relative(s)	قريب - أقارب	I enjoy	أستمتع بـ
I rest	أسترخ	I stay up late	أسهر

Notes on vocabulary

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

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

I (m &f.) can	يمكنني أن = أستطيع أن
You (m.) can	يمكنك أن = تستطيع أن
You (f.) can	يمكنكِ أن = تستطيعين
He can	يمكنه أن = يستطيع أن
she can	يمكنها أن = تستطيع أن
we can	يمكننا أن = نستطيع أن
You (pl.) can	يمكنكم أن = تستطيعون أن
They can	يمكنهم أن = يستطيعون أن

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

Study the following examples for the usage of the verb أستمتع

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

Activity (3): Choose the appropriate form of the verb in each of the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=679#h5p-112>

Activity (4): Review your knowledge of vocabulary to complete the following paragraph about Marwa.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=679#h5p-113>

Key Takeaways

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

Grammar: Masdar and verb

In this section

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

Grammar (1)

Masdar (verbal noun/gerund)

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

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

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

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=681#audio-681-1>

English	Arabic	English	Arabic
studying	الدراسة	I study	أدرس
writing	الكتابة	I write	أكتب
reading	القراءة	I read	أقرأ
swimming	السباحة	I swim	أسبح
going	الذهاب	I go	أذهب
sleeping	النوم	I sleep	أنام
eating	الأكل	I eat	أكل
drinking	الشرب	I drink	أشرب
playing	اللعبة	I play	ألعب
dancing	الرقص	I dance	أرقص
working	العمل	I work	أعمل
living	السكن	I live	أسكن
going out	الخروج	I go out	أخرج
entering	الدخول	I enter	أدخل
sitting	الجلوس	I sit	أجلس
obtaining	الحصول على	I obtain	أحصل على
taking picture	التصوير	I take picture	أصوّر
teaching	التدريس	I teach	أدّرس
smoking	التدخين	I smoke	أدخن
watching	المشاهدة	I watch	أشاهد
helping	المساعدة	I help	أساعد
studying	المذاكرة	I study	أذاكر
meeting	المقابلة	I meet	أقابل
traveling	السفر	I travel	أسافر
graduating	التخرج	I graduate	أتخرج
speaking	التكلم / الكلام	I speak	أتكلّم
listening	الاستماع	I listen	أستمع
testing	الامتحان	I test	أمتحن

Activity (5): Decide whether you should use the verb or the masdar form in each of the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=681#h5p-114>

Activity (6) : With your classmates. Find someone who: survey your classmates to find out who does or does not do these activities. Use the Masdar form in questions and answers.

1. likes watching football or basketball.
2. enjoys swimming in the winter.
3. likes traveling in the summer.
4. likes playing sports? Which sport?
5. likes reading every day.
6. likes eating in restaurants? Which restaurant?
7. likes living in a big city.
8. wants to obtain the Masters.
9. likes to work in teaching.
10. likes dancing? Which dancing?

Grammar (2)

Expressing purpose and result

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

نذهب إلى المكتبة لكتابة الواجب.

We go to the library for writing the homework

أسافر إلى مصر لدراسة اللغة العربية

I travel to Egypt for studying Arabic

صاحبتى تعمل في شركة للحصول على فلوس
My friend works in a company for obtaining money

نذهب إلى المكتبة لنكتب الواجب.

We go to the library to write the homework

أسافر إلى مصر لأدرس اللغة العربية

I travel to Egypt to study Arabic

صاحبتى تعمل في شركة لتحصل على فلوس
My friend work in a company to obtain money

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

ليس عندي فصول يوم السبت ، لذلك لا أذهب إلى الجامعة.
 I do not have classes on Saturday, so I do not go to the university.

لا نحب الأكل في المطاعم ، ولذلك نطبخ في البيت.
 We do not like eating in restaurants, that's why we cook at home.

أريد السفر إلى الشرق الأوسط ، لذلك أدرس اللغة العربية.
 I want traveling to the middle east, for this reason I study Arabic.

Activity (7) : Decide what connector to use to combine the sentences below.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://openbooks.lib.msu.edu/elemarabic11/?p=681#h5p-115>

Activity (8): Translate each of the following sentences in two ways: once using verb and once using Masdar.



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<https://openbooks.lib.msu.edu/elemarabic11/?p=681#h5p-116>

Grammar (3)

Present tense case marking

. يأكل - يشرب - يحب as in
 This default case changes when the following precede the verb : أن - لن - لا
 Study these sentences and compare the case endings of verbs:

(1) نذهب إلى المكتبة كل يوم. We go to the library every day.
نحب أن نذهب إلى المكتبة كل يوم. We like to go to the library every day.

(2) أسافر إلى مصر في الصيف. I travel to Egypt in the summer.
لن أسافر إلى مصر في الصيف. I will not travel to Egypt in the summer.

(3) صاحبتني تعمل في شركة مايكروسوفت. My friend work in Microsoft company.
صاحبتني تدرس الكمبيوتر لتعمل في شركة مايكروسوفت. My friend studies computer to work in Microsoft company

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

(4) يا سارة! هل تخرجين في الوبك إند؟ We like to go to the library every day.
يا سارة! هل تحبين أن تخرجي في الوبك إند؟ We like to go to the library every day.

(5) هل أنتم تسكنون في مدينة كبيرة؟ Do you live in a big city?
هل أنتم تستطيعون أن تسكنوا في مدينة كبيرة؟ Can you live in a big city?

(6) أصحابي يلعبون كرة القدم. My friends play soccer.
أصحابي يريدون أن يلعبوا كرة القدم. My friends want to play soccer.

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

Activity (9): Choose the appropriate word and structure to complete the following sentences.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=681#h5p-117>

Activity (10): Rewrite the following sentences using the verb and make necessary changes.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=681#h5p-118>

Key Takeaways

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

Reading: hobbies and leisure activities

In this section

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

Activity (11): Read about Ayman's hobbies and his family activities during the weekend and respond to the questions that follow.

اسمي أيمن سمير . أنا طالب في الثانوية العامة . الدراسة صعبة جداً في المدرسة الثانوية ، ولكنني أريد أن أحصل على درجة عالية لأدخل كلية الطب . في نهاية الأسبوع يمكنني أن أسهر قليلاً أو أخرج مع أصحابي لمشاهدة فيلم . هوايتي لعب الشطرنج وأستطيع أن ألعب مع والدي أحياناً . أما أخي الكبير أشرف فهو هوايته الرياضة . هو يلعب كرة القدم مع أصحابه كل



أسبوع ويستمتع دائماً بمشاهدة المصارعة والملاكمة في التلفزيون وأحياناً يذهب للسباحة في النادي . أختي أماني هوايتها القراءة والكتابة . هي تستمتع كثيراً بقراءة القصص والروايات ويمكنها أن تكتب الشعر أو قصص قصيرة . في نهاية الأسبوع يمكنها أن تخرج مع صاحباتها في المول وتتسوق معهم . أما والدي فهو يستمتع بالجلوس في البيت ولا يحب الخروج . هو يحب مشاهدة البرامج السياسية وقراءة الأخبار والمقالات في المجلات السياسية . والدتي تحب الطبخ وهي دائماً تطبخ لنا مأكولات لذيذة . وفي المساء تستمتع بمشاهدة المسلسلات في التلفزيون . وفي الليل يمكننا أن نزور أقاربنا ونأكل العشاء معاً .



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=683#h5p-119>

Key Takeaways

- You can summarize and paraphrase main ideas from reading.

Speaking: ask your classmates about likes and dislikes

In this section

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

Activity (12): Practice speaking and conversation both in pairs and in the presentation mode.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=685#h5p-120>

Key Takeaways

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

Culture: soccer language in the Arab world

In this section

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

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

Keywords : شجع بعلمك support with your flag



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<https://openbooks.lib.msu.edu/elemarabicll/?p=687#oembed-1>

Culture notes

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

players.

- **Top 10 Arab Football Clubs:** The following is a list of the most successful Arab football clubs according to Forbes Magazine's ranking system.

1. Al Ahly SC

City: Cairo, Egypt

Rival: Zamalek SC (Cairo)

2. Al Hilal Saudi Club

City: Riyadh, Saudi Arabia

Rival: Al-Nassr (Riyadh)

3. Espérance Sportive de Tunis

City: Tunis, Tunisia

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

4. Étoile Sportive du Sahel

City: Tunis, Tunisia

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

5. Al-Ahli Saudi FC

City: Jeddah, Saudi Arabia

Rival: Al-Ittihad (Jeddah)

6. Zamalek SC

City: Cairo, Egypt

Rival: Al-Ahly SC (Cairo)

7. Club Africain

City: Tunis, Tunisia

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

8. Wydad Athletic Club

City: Casablanca, Morocco

Rival: Raja FC (Casablanca)

9. Al-Hilal Omdurman FC

City: Khartoum, Sudan

Rival: Al-Merrikh (Khartoum)

10. Al-Merrikh Sporting Club

City: Khartoum, Sudan

Rival: Al-Hilal Omdurman FC

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

Mohamed Salah

Country: Egypt

Club: Liverpool

Riyad Mahrez

Country: Algeria

Club: Leicester City

Islam Slimani

Country: Algeria

Club: Leicester City

Yacine Brahimi

Country: Algeria

Club: FC Porto

Mahdi Benatia

Country: Morocco

Club: Juventus

Fauzi Ghoulam

Country: Algeria

Club: SSC Napoli

Mohamed Elneny

Country: Egypt

Club: Arsenal

Hakim Ziyech

Country: Morocco

Club: AFC AJAX

Soufiane Hanni

Country: Algeria

Club: Leicester City

El Arbi Hillel Soudani


Country: Algeria

Club: GNK Dinamo Zagreb

Activity (13): Watch this video and pick up some expressions that game reporters frequently use.



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 version of the text. You can view them online here:
<https://openbooks.lib.msu.edu/elemarabicll/?p=687#oembed-2>

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

الله	حُلوة
يا الله	خطيرة
يا سلام	هدف = جُول
يَا	شوط

Key Takeaways

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

Writing: your leisure time

In this section

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

Activity (14): Journal writing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=689#h5p-121>

Key Takeaways

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

Weekend assignment 5: what do you do in special holidays?

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=1066#oembed-1>

Additional resources for keeping up with Arabic :

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

channel 1

channel 2

There is a collection here for these in children books

Arabic fairy tales

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

Arabic resources

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

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

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

Writing prompt:

ماذا تفعلون في عيد الشكر؟ ماذا تفعلون في الكريسماس؟

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

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

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

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

Target : 60-70 words or more.



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PART VI

STORIES AND MEMORIES

الدرس السادس : قصص وذكريات



Learning Objectives

- Talk about past actions and activities using formulaic and high-frequency expressions in connected strings of sentences.
- Narrate past events and simple stories and what happened

in sequence.

- Present biographical information about self and others.

Vocabulary: past tense verbs

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elementarabicll/?p=755#audio-755-1>

English	Arabic	English	Arabic
I enjoyed	استمتعت بـ	I was born	وُلِدْتُ
I was able	استطعت	I was raised	نشأتُ
I was late	تأخرتُ	I moved to	انتقلتُ إلى
I ran	جريتُ	I traveled	سافرتُ
quickly	بسرعة	I entered	دخلتُ
I rode	ركبتُ	I joined (college)	التحقتُ بـ
I arrived at	وَصَلْتُ إلى	I studied	دَرَسْتُ
I returned	عُدْتُ = رَجَعْتُ	I succeeded	نَجَحْتُ
I lived	عِشْتُ	I graduated	تَخَرَّجْتُ
I visited	زُرْتُ	I went out	خَرَجْتُ
I slept	نِمْتُ	I started	بَدَأْتُ
I obtained	حَصَلْتُ على	I sat down	جَلَسْتُ
I became	أَصْبَحْتُ	I met	قابِلْتُ
Job	وظيفة	I spoke with	تكلّمتُ مع
Salary	مُرتَب	I woke up	صحوْتُ = استيقظْتُ
Scholarship	منحة	I drank	شربتُ
I got to know	تعرّفْتُ على	I ate	أَكَلْتُ
I loved	أَحْبَبْتُ	I worked	عَمَلْتُ
Romantic relationship	علاقة عاطفية	I wrote	كُتِبْتُ
I stayed up	سَهَرْتُ	I read	قَرَأْتُ
Entertaining	مُمتِع / مُمتعة	I watched	شاهدْتُ
Boring	مُمل / مُملة	I listened to	استمعتُ إلى
		I understood	فَهِمْتُ

Activity (1): Vocabulary in use. Review the new vocabulary with your classmates through the following module.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=755#h5p-137>

Key Takeaways

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

Grammar: past tense, verb patterns and negation review

In this section

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

Grammar (1)

Past tense

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



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<https://openbooks.lib.msu.edu/elemarabic11/?p=757#h5p-138>

Grammar (2)

Verb patterns in Arabic



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<https://openbooks.lib.msu.edu/elemarabic11/?p=757#h5p-141>

Grammar (3)

Review of negation in Arabic



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<https://openbooks.lib.msu.edu/elemarabic11/?p=757#h5p-144>

Key Takeaways

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

Reading: biographies and trip stories

In this section

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

Activity (7): Read about Bill and Hillary Clinton and answer the questions that follow.



وُلِدَ بيل كلينتون سنة 1946 في ولاية أركنساس. عاش مع والدته وزوج والدته في مدينة (هوت سبرينغز) حيث درس في المدرسة الإعدادية والثانوية. هوايته كانت الموسيقى وكان يحب أن يلعب على (الساكسفون). بعد التخرج من المدرسة الثانوية التحق بجامعة جورجيتاون وحصل على البكالوريوس في العلاقات الدولية سنة 1968. ثم التحق بجامعة (ييل) لدراسة القانون وحصل على الدكتوراه سنة 1973. قابل (هيلاري رودهام) في مكتبة الكلية وكان

بينهما علاقة عاطفية. بعد أن حصلت هيلاري على الدكتوراه انتقلت مع بيل إلى كاليفورنيا وتزوجا سنة 1975. أصبح بيل كلينتون رئيس أمريكا من سنة 1993 إلى سنة 2001. ولدت (هيلاري رودهام) سنة 1947 في ولاية إلينوي وهي من أصول إنجليزية واسكتلندية . كانت تحب الرياضة في طفولتها ولعبت السباحة والبيسبول في المدرسة . التحقت بكلية ويسلي سنة 1965 وحصلت على البكالوريوس في العلوم السياسية . بعد ذلك دخلت كلية ييل للحقوق حيث حصلت على درجة الدكتوراه في القانون سنة 1973. عملت محامية وأستاذة في كلية الحقوق كما عملت أيضاً في مجلس الشيوخ الأمريكي من 2001 إلى 2006. وكانت وزيرة الخارجية في حكومة الرئيس أوباما من سنة 2009 إلى سنة 2013.



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=759#h5p-145>

Activity (8): Read about Sam's trip to Egypt with his friends and answer the questions that follow.

Start by reviewing new vocabulary

English	Arabic	English	Arabic
hotel/s	فندق - فنادق	to spend	قضى - يقضي - القضاء
to ride	ركب - يركب - الركوب	place/s	مكان - أماكن
pyramids	الأهرامات	to decide	قرر - يقرر - القرار
sphinx	أبو الهول	to visit	زار - يزور - الزيارة
to return	عاد - يعود - العودة	trip/s	رحلة - رحلات
to rest	استراح - يستريح - الاستراحة	airport/s	مطار - مطارات
to get to know	تعرف - يتعرف - التعرف	to sit	جلس - يجلس - الجلوس
market/s	سوق - أسواق	to buy	اشتري - يشتري - الشراء
gift/s	هدية - هدايا	to gather	تجمع - يتجمع - التجمع



أراد سام وأصحابه (ماريان وجوزيف) أن يقضوا إجازتهم السنوية في مكان جديد. ولذلك قرروا أن يزوروا مصر الصيف الماضي. كانت الرحلة من نيويورك إلى القاهرة طويلة جداً (12)

ساعة). بعد أن وصلوا إلى مطار القاهرة أخذوا تاكسي إلى فندق هيلتون وناموا حتى الصباح. في اليوم الأول زاروا منطقة الأهرامات. كان الجو حار جداً. ماريان ركبت الجمل واستمتعت بمشاهدة أبو الهول والتصوير هناك. جوزيف كان تعبان قليلاً بسبب الشمس ولذلك عاد إلى الفندق ليستريح. في اليوم الثاني ذهبوا إلى المتحف المصري وتعرفوا على التاريخ المصري القديم. وفي المساء خرج جوزيف مع ماريان وأكلوا العشاء في مطعم ولكن سام جلس في الفندق لأنه ما كان جوعاً. في اليوم الثالث سافروا إلى مدينة الإسكندرية واستمتعوا بالبحر والسباحة. ماريان ذهبت إلى مكتبة الإسكندرية - أكبر مكتبة في مصر - واستمتعت بهذه الزيارة. جوزيف ذهب إلى السوق واشترى بعض الهدايا لأسرته. وفي الليل تجفّعوا في مطعم سمك وأكلوا العشاء معاً.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=759#audio-759-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=759#h5p-146>

Key Takeaways

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

Speaking: present your bio

In this section

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

Activity (9): Listen to the following bio information to get know these people then answer the questions that follow.

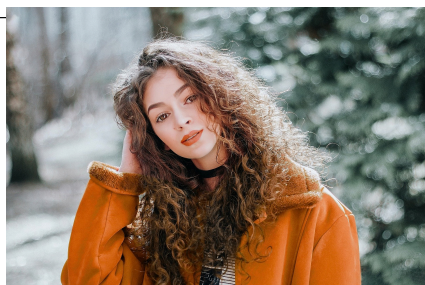


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One or more interactive elements has been excluded from this version of the



text. You can view them online here: <https://openbooks.lib.msu.edu/elemarabic11/?p=761#audio-761-2>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=761#h5p-147>

Key Takeaways

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

Culture: High school and college in Egypt

In this section

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

Watch this video and discuss:

What is the setting?

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=763#oembed-1>

Culture Notes

- In this lesson, you learned about the types of school in Arab countries which include المدرسة الابتدائية followed by المدرسة الإعدادية then المدرسة الثانوية
- The last year of high school is referred to as الثانوية العامة which entails the country-wide examinations that student sit for at the end of that year.
- In Egypt, for example, as you see in the video, this is a high stakes exam that cause stress for students as they race for places in colleges. To

survive in the race, families have taken it for granted that their kids take private tutoring دروس خصوصية which entails financial burdens as well.

- The process of college admission in public universities is based on the total percentage in all exams. This creates tense competition as students may miss their chance to study at top colleges by a few points or even half a point.
- Based on prestigious national ranking, some colleges are referred to as top colleges كليات القمة . They admit students with above a 95% and some only admit students with a score higher than 99%. Examples of top colleges are the college of medicine, college of pharmacology, and college of political sciences. Average colleges include college of Arts, college of Law and college of Business.

Activity (10): Discuss with your classmates the differences between the college systems in both the Arab World and your country in terms of the following:

1. High school
2. Cumulative total
3. Top colleges
4. Grading
5. Private tutoring
6. College admission

Key Takeaways

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

Writing: what did you do last summer?

In this section

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

Activity (11): Journal writing.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=765#h5p-148>

Key Takeaways

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

Weekend assignment 6: reviewing connectors of cause and result



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elementarabic11/?p=1071#h5p-193>

weekend assignment 7: writing connected narrative



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this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=1077#h5p-195>

PART VII

DAILY ROUTINE

الدرس السابع : البرنامج اليومي



Learning Objectives

In this lesson, you will be able to :

- Talk about daily and weekly routines and activities using formulaic and high-frequency expressions in connected strings of sentences.

Vocabulary on daily activities

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elementarabicll/?p=832#audio-832-1>

English	Arabic	English	Arabic
I watch TV	أشاهد التلفزيون	Daily program	البرنامج اليومي
My favorite show	برنامجي المفضل	I start	أبدأ
My favorite hobby	هوايتي المفضلة	In the morning	في الصباح
I eat dinner	أَتَعَشَى = أكل العشاء	I wake up	أصحو = أستيقظ
I sit	أجلس	I pray	أصلي
At night	في الليل	I eat breakfast	أفطر = أكل الفطور
I speak with	أتكلم مع	I play sports	ألعب رياضة
I read a little	أقرأ قليلاً	I take bath	أستحم
I sleep	أنام	I wear	ألبس
After that	بعد ذلك	I go out from house	أخرج من البيت
Before that	قبل ذلك	I go to university	أذهب إلى الجامعة
After I + verb	بعد أن	I attend my classes	أحضر فصولي
Before I + verb	قبل أن	I drink coffee	أشرب القهوة
Then	ثم	Afternoon	بعد الظهر
Sometimes	أحياناً	I study	أذاكر = أدرس
Always	دائماً	I eat lunch	أَتَغَدَى = أكل الغداء
A lot	كثيراً	I rest a bit	أستريح قليلاً
A little	قليلاً	I meet my friends	أقابل أصدقائي
Early	مبكراً	In the evening	في المساء
Late	متأخراً	I return	أعود = أرجع إلى
Time/s	وقت - أوقات	I read the news	أقرأ الأخبار
Appointment/s	موعد - مواعيد	I listen to	أستمع إلى
I come to	أجيء إلى	I run	أجري

Activity (1): Activate your new vocabulary through the following section.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=832#h5p-159>

Vocabulary (2)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=832#audio-832-2>

English	English	Arabic	English
To come	جاء - يَجِي - المجئ	To start	بدأ - يبدأ - البداية
To be late	تأخر - يتأخر - التأخر	To wake up	صحا - يصحو - الصحو
To take rest	استراح - يستريح - الاستراحة	To wake up	استيقظ - يستيقظ - الاستيقاظ
to perform prayer	صلى - يُصلي - الصلاة	To be able to/ can	استطاع - يستطيع - الاستطاعة
to understand	فهم - يفهم - الفهم	To stay up at night	سهر - يسهر - السهر
To spend (time)	قضى - يقضي - القضاء	To enjoy	استمتع - يستمتع - الاستمتاع
to buy	اشتري - يشتري - الشراء	To shop	تسوق - يتسوق - التسوق
		To come	عاد - يعود - العودة رجع - يرجع - الرجوع

Notes on vocabulary

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

Woke up	Wake up	Came	Come	Pronouns
صحوٹ	أُصحو	چُئٹ	أُجِیء	أنا
صحوٹ	تصحو	چُئٹ	تجِیء	أنت
صحوٹ	تصحین	چُئٹ	تجِیئین	أنت
صحا	یصحو	جاء	یجِیء	هو
صحت	تصحو	جاءت	تجِیء	هي
صحوئا	نصحو	چُئئا	نِجِیء	نحن
صحوتم	تصحون	چُئتم	تجِیئون	أنتم
صحوا	یصحون	جاءوا	یجِیئون	هم

Activity (2): Activate your new vocabulary and use of new verbs in the following section.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=832#h5p-160>

Key Takeaways

- You have more control on verb forms and use.

Grammar: telling the time and review of verb tenses

In this section

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

Grammar (1)

Ordinal numbers and telling time



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Grammar (2)

Review of verbs and tenses

Activity (6): Review your knowledge of verb tenses. Use the provided tense and root clues to fill in the gaps below.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=834#h5p-156>

Key Takeaways

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

Reading: family weekend routine

In this section

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

Activity (7): Read the following the paragraph about Heba and her family in the weekend then answer the questions that follow.



اسمي هبة. أنا وعائلتي نساكن في القاهرة. ليلة الخميس يمكنني أن أسهر قليلاً وألعب على الإنترنت أو أشاهد مسلسل على اليوتيوب. يوم الجمعة نصحو متأخراً، لكن والدتي تصحو مبكراً وهي دائماً مشغولة. أنا أساعدها أحياناً في شغل المطبخ أو تنظيف البيت. بعد أن نفطر ونشرب الشاي ، والدي وأخي

هاني يُصلّون صلاة الجمعة وبعد ذلك يرجعون إلى البيت وتُأكل الغداء ثم نشاهد مباراة كرة القدم في التلفزيون. والدي لا يخرج بعد الظهر، هو دائماً يحب الجلوس في البيت في أيام الإجازة حيث يستريح ويقرأ الأخبار أو يشاهد التلفزيون، ويُمكنه أن ينام قليلاً. أخي هاني وأصحابه يذهبون إلى السينما. والدتي تذهب إلى السوق. وأنا أخرج مع صاحبتني أحياناً حيث نذهب إلى المول أو نقضي بعض الوقت معاً، وبعد ذلك يمكننا أن نأكل في مطعم . وفي المساء أقاربنا يجيئون إلى بيتنا وتُأكل العشاء ونسهر ونتكلم . ولكن في الليل لا أستطيع أن أسهر ودائماً أنام مبكراً لأنّ عندي غفلة في الصباح.



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<https://openbooks.lib.msu.edu/elemarabicll/?p=836#h5p-163>

Activity (8): Read about Waleed's family and fill in the gaps to complete the story using the word bank.





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<https://openbooks.lib.msu.edu/elemarabic11/?p=836#h5p-164>

Key Takeaways

- You can talk about your weekend with family.

Speaking: daily routine in Egyptian Arabic

In this section

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

Learn new words and expressions in Egyptian Arabic



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elemarabicll/?p=838#audio-838-1>

English	Arabic	English	Arabic
I see the news	باشوف الأخبار	what do you do(m.)?	بتعمل إيه ؟
I watch TV	باتفرج على التلفزيون	what do you do(f.)?	بتعملي إيه؟
I work	باشغل	every day	كل يوم
at night	بالليل	in the morning	الصبح
I play games	بالعب جيمز	I wake up from sleep	باصحى من النوم
I play soccer	بالعب كرة	I eat breakfast	بأفطر
I go to the mall	باروح المول	I drink coffee	باشرب القهوة
I do shopping	بأعمل شوبنج	I go out of the house	باخرج من البيت
I eat dinner	باتعشى	I go to the university	باروح الجامعة
I read	باقرأ	I attend classes	باحضر الفصول
I listen to music	باسمع موسيقى	I study in the library	بأذاكر في المكتبة
I sleep	بانام	in the afternoon	بعد الظهر
after that	بعد كده = بعدين	I return home	بارجع البيت
always	دائماً	I do homework	بأعمل الواجب
early	بدري	I play sports	بالعب رياضة
late	متأخر	I eat lunch	باتغدى
		sometimes	ساعات

Grammar Notes

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

(not) go	go	pronoun
مايبروحش الجامعة	باروح الجامعة	أنا
مايتروحش الجامعة	بتروح الجامعة	إنث
مايتروحيش الجامعة	بتروحي الجامعة	إنتي
مايبروحش الجامعة	بيروح الجامعة	هو
مايتروحش الجامعة	بتروح الجامعة	هي
مايتروحش الجامعة	بنروح الجامعة	إحنا
مايتروحوش الجامعة	بتروحوا الجامعة	إنتو
مايبروحوش الجامعة	بيروحوا الجامعة	هم



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<https://openbooks.lib.msu.edu/elemarabic11/?p=838#h5p-167>

Key Takeaways

- You can narrate your daily routine in Egyptian Arabic.

Culture: Friday prayer

In this section

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



Daily and weekly prayer in the Arab world

- Prayer is the second pillar of Islam.
- Muslims perform five main prayers : Fajr (dawn), Zuhr (Noon), Asr (late

afternoon), Maghrib (sunset) and Isha (at dusk).

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



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<https://openbooks.lib.msu.edu/elemarabicll/?p=840#oembed-1>

Key Takeaways

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

Writing: your daily and weekend routine

In this section

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

Activity (12): Journal writing.



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<https://openbooks.lib.msu.edu/elemarabic11/?p=842#h5p-168>

Key Takeaways

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

weekend assignment 8: review of daily routine



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=1074#h5p-194>

PART VIII

CITY ATTRACTIONS

الدرس الثامن : أماكن سياحية



Learning Objectives

In this lesson, you will be able to

- Talk about places and city attractions and features.

- Compare places and narrate activities in breaks and vacations.

Vocabulary on describing places

In this section

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

Vocabulary (1)

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



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/elementarabicll/?p=896#audio-896-1>

English	Arabic	English	Arabic
restaurant/s	مطعم - مطاعم	world	العالم
hotel/s	فندق - فنادق	country /ies	دولة - دُول
club/s	نادي - نوادي	capital city /ies	عاصمة - عواصم
airport/s	مطار - مطارات	located in	تقع في
tower/s	برج - أبراج	north	شمال
farm/s	مزرعة - مزارع	south	جنوب
tourism	سياحة	east	شرق
touristic	سياحي / سياحية	west	غرب
geographical location	موقع - مواقع	sea/s	بحر - بحار
place/s	مكان - أماكن	river/s	نهر - أنهار
expensive	غالي / غالية	mountains/s	جبل - جبال
cheap	رخيص / رخيصة	lake/s	بحيرة - بحيرات
safe	آمن / آمنة	museum/s	متحف - متاحف
clean	نظيف / نظيفة	theatre/s	مسرح - مسارح
famous for	مشهور / مشهورة بـ	market/s	سوق - أسواق
first time	أول مرة	I take a walk	أتمشى = أتجول
last time	آخر مرة	tour/s	جولة - جولات
unit for counting population	تسمة		مبنى - مباني



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=896#h5p-169>

Key Takeaways

- You can describe cities detailing their location, population,

weather, and attractions.

Grammar: relative clauses and adjective sentences

Learning Objectives

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

Grammar (1)

Object marking in nouns



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Grammar (2)

Adjective sentences



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here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=898#h5p-173>

Key Takeaways

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

Reading: cities around the Arab world

In this section

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

Activity (7): Read the following information about two Arab cities and answer the questions that follow.



مدينة جَرَش تقع في منطقة جبلية على بُعد حوالي 48 كيلومتر شمال العاصمة الأردنية عَمَّان. وهي مشهورة بالآثار الرومانية واليونانية الكثيرة. ولذلك تُعتبر من أحسن الأماكن السياحية في الأردن حيث تتميز بالمسارح والأسواق والمساجد والكنائس القديمة. في مدينة جرش نهر صغير اسمه “وادي الدير”.

تعتبر جرش أيضاً مركزاً ثقافياً هاماً حيث يمكن للشباح أن يستمتعوا بمهرجان جرش الذي يكون في شهر يوليو كل سنة.



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



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here:

<https://openbooks.lib.msu.edu/elemarabic11/?p=900#h5p-179>

Key Takeaways

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

Speaking: describe your hometown

In this section

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

Activity (8): Learn about different cities using new vocabulary then practice describing your own city.



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<https://openbooks.lib.msu.edu/elemarabic11/?p=902#h5p-180>

Key Takeaways

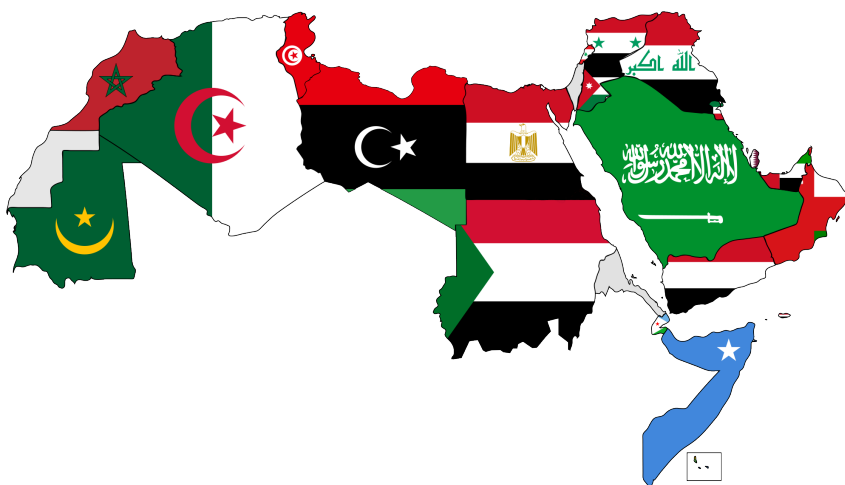
- You can talk about specific details of places and their significance using the appropriate vocabulary and structure.

Culture: Arab countries and flags

In this section

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


The Arab World



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



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 version of the text. You can view them online here:
<https://openbooks.lib.msu.edu/elemarabicll/?p=904#oembed-1>

Activity (9): Do more research and find updated information about the Arab World العربي and discuss the following with your classmates.

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

Culture Notes

- The largest differences between the standard and the colloquial Arabic are the loss of grammatical case; a different and strict word order; the loss of the previous system of grammatical mood, along with the evolution of a new system; the loss of the inflected passive voice, except in a few relic varieties; restriction in the use of the dual number; and (for most varieties) the loss of the feminine plural.
- Further substantial differences exist between Bedouin and sedentary speech, the countryside and major cities, ethnic groups, religious groups, social classes, men and women, and the young and the old. These differences are to some degree bridgeable.
- Arabic speakers can adjust their speech in a variety of ways according to the context and to their intentions—for example, to speak with people from different regions, to demonstrate their level of education or to draw on the authority of the spoken language.
- The greatest variations between kinds of Arabic are those between regional language groups.
- Arab dialectologists have adopted a more accurate classification for modern variants of the language, which is divided into five major groups: Peninsular; Mesopotamian; Levantine; Egypto-Sudanic; and Maghrebi.
- These large regional groups do not correspond to borders of modern states. In the western parts of the Arab world, varieties are referred to as الدارجة ad-dārīja, and in the eastern parts, as العامية al-ʿāmmīyya. Nearby varieties of Arabic are mostly mutually intelligible, but faraway

varieties tend not to be.

- Varieties west of Egypt are particularly disparate, with Egyptian Arabic speakers claiming difficulty in understanding North African Arabic speakers, while North African Arabic speakers' ability to understand other Arabic speakers is mostly due to the widespread popularity of Egyptian Standard and to a lesser extent, the Levantine popular media, for example Syrian or Lebanese TV shows (this phenomenon is called asymmetric intelligibility).
- One factor in the differentiation of the varieties is the influence from other languages previously spoken or still presently spoken in the regions such as Coptic in Egypt; French, Ottoman Turkish, Italian, Spanish, Berber, Punic or Phoenician in North Africa and the Levant; Himyaritic, Modern South Arabian, and Old South Arabian in Yemen; and Syriac Aramaic, Akkadian, Babylonian, and Sumerian in Mesopotamia (Iraq). Speakers of mutually unintelligible varieties are often able to communicate by switching to Modern Standard Arabic.

Key Takeaways

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

Writing: describing cities

In this section

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

Activity (10): Journal writing



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<https://openbooks.lib.msu.edu/elemarabic11/?p=906#h5p-181>

Key Takeaways

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

weekend assignment 9: vocabulary review



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PART IX

REVIEWS AND WORKSHEETS

مراجعة



In this part

- You will review your language skills so far including

grammar, vocabulary, and speaking.

Review I

General Review



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Review 2

General Review



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Sample test



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