

# Elementary Arabic II



# ELEMENTARY ARABIC II

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# INTRODUCTION

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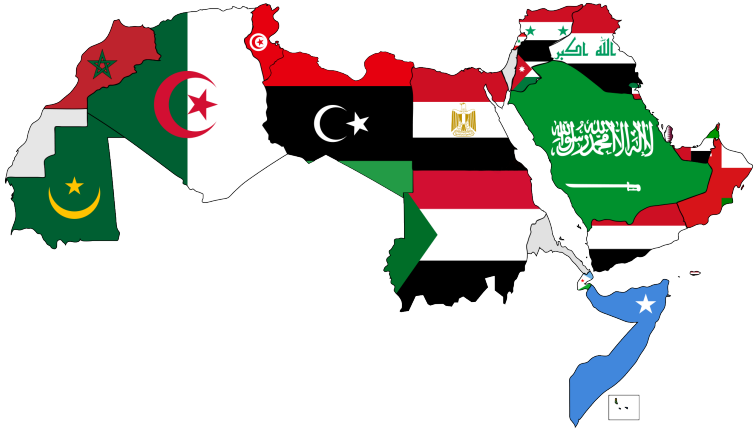
This open-source book on *Elementary Arabic* is aimed at undergraduate students who are taking Arabic in their second semester. At this stage, students would have covered the alphabets and writing systems and they become ready to explore language structure in an interactive and lively approach.



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

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## 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.



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Study the following vocabulary list on self-introduction.

English	Arabic
I live	أَسْكُنُ
I study	أَدْرُسُ
I work	أَعْمَلُ
I speak	أَتَكَلِّمُ
language	لُغَةٌ
address	عُنْوَانُ
my address	عُنْوَانِي
my age	عُمْرِي
nationality	جِنْسِيَّةُ
my nationality	جِنْسِيَّتِي
origin/descent	أَصْلُ
father	أَبٌ = وَالِدٌ
my father	أَبِي = وَالِدِي
mother	أُمٌّ = وَالِدَةٌ
my mother	أُمِّي = وَالِدَتِي
what? + verb	مَاذَا
what? + noun	مَا
who?	مَنْ
with who?	مَعَ مَنْ
where?	أَيْنَ
from where?	مِنْ أَيْنَ

English	Arabic
which?	أي
in which?	في أي
how?	كيف
is/are/does/do..?	هل
when?	متى

**Activity (1): With the teacher, ask and answer questions based on the following model interchanges.**

يا ما يكل! أين تسكن؟	:	الأستاذ
أنا أسكن في مدينة لانسنغ.	:	مايكل
وماذا تدرّس؟	:	الأستاذ
أنا أدرّس اللّغة العرّبية.	:	مايكل
هل تعمل؟	:	الأستاذ
نعم . أنا أعمل في ستارباكس	:	مايكل

يا جاكِي! أين تَسْكُنِين؟	:	الأستاذ
أنا أَسْكُنُ في مدينة ديترويت.	:	جاكي
وماذا تدرِّسين؟	:	الأستاذ
أنا أدرِّس اللُّغة العَرَبِيَّة.	:	جاكي
هل تعملين؟	:	الأستاذ
لا. أنا لا أعمل.	:	جاكي

## 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.



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Study the following vocabulary list on study fields and majors.

---

<b>English</b>	<b>Arabic</b>
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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Study the following vocabulary list on jobs and professions.

English	Arabic
doctor	دكتور - دكتورة
teacher	مُدّرّس - مُدّرّسة
manager	مُدیر - مُدیرة
employee	موظف - موظفة
secretary	سكرتیر - سكرتيرة
translator	مُترجم - مُترجم
engineer	مُهّندس - مُهندسة
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.



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Study the following vocabulary list on names of different languages.

---

<b>English</b>	<b>Arabic</b>
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

---

**Activity (3):** Translate these question into Arabic then ask your classmates to get complete answers. After you are done, report your findings and introduce your

**classmate in class or record your responses in the dialogue box below.**

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



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### **Test yourself**

**Activity (4): Review your knowledge of vocabulary through the word bank activity below.**



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### **Activity (5): Review question words.**



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## Key Takeaways

You have now gained knowledge of :

- New vocabulary that has to do with self-introduction, immediate family presentation, study majors, languages, 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

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## 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>*

Go through these flashcards for more verbs:



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### Test yourself

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



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<https://openbooks.lib.msu.edu/elementarabicll/?p=164>

## Grammar (2): Nisbah and nationality adjectives

### Grammar notes

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

Learn some nationality adjectives in masculine and feminine forms :



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



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### Key Takeaways

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

# READING

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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 then listen to the audio recording of the text below.**



أنا اسمي رانيا. أنا مصرية . والدي مصري يعمل في شركة كبيرة. والدتي سورية وهي لا تعمل. أسكن في بيت كبير في مَنطقة 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 مَنى. ليس عندي سيّارة. أذهب إلى الجامعة بالأوتوبيس 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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**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 the listen to the audio recording of the text below.**



أنا اسمي سمير . أنا من سوريا . أسكن في مدينة لوس أنجلوس. أدرس الكيمياء في جامعة كاليفورنيا. أذهب إلى الجامعة كل يوم . عندي أخ واحد اسمه آدم وهو أستاذ في جامعة تكساس و يسكن في مدينة أوستن. هو عنده ولد صغير اسمه محمود. أنا أسكن في بيت صغير مع صاحبي جورج. هو يحب أن يأكل بيتزا من (دومينوز) كل يوم ويشاهد (نتفلكس) 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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**Activity (10): Record yourself reading the text then read**

**the comprehension questions below and respond orally in complete sentences.**



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## Key Takeaways

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

# SPEAKING AND CONVERSATION

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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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English	Arabic
How are you (m.)	إزَيْك = أَخْبَارَكْ إِيه = عَامِل إِيه؟
How are you (f.)	إزَيْك = أَخْبَارِكْ إِيه = عَامِلَة إِيه؟
good thanks, God	كُوَيْس / كُوَيْسَة الْحَمْد لِلّٰه
good	تَمَام = بَخِير
my name	اسْمِي
your (m.) name	اسْمَكْ
your (f.) name	اسْمِكْ
his name	اسْمَه
her name	اسْمَهَا
what?	إِيه
from where?	مِنْين
where?	فِين
who?	مِين
how?	إِزاي

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



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online here: <https://openbooks.lib.msu.edu/elementarabic/?p=170>

to live	to speak	to work	to study
سَاكِن	بَاتَكَلِّم	بَاشْتَعْل	بَادِرِس
سَاكِن	بِتَتَكَلِّم	بِتَشْتَعْل	بِتَدِرِس
سَاكِنَة	بِتَتَكَلِّمِي	بِتَشْتَعْلِي	بِتَدِرِسِي
سَاكِن	بِيَتَكَلِّم	بِيَشْتَعْل	بِيَدِرِس
سَاكِنَة	بِيَتَكَلِّمِي	بِيَشْتَعْلِي	بِيَدِرِسِي

**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
إِسْمِكِ إِيه؟	إِسْمَكَ إِيه؟
إِنْتِي مِنِين؟	إِنْتَ مِنِين؟
جِنْسِيَتِكَ إِيه؟	جِنْسِيَتِكَ إِيه؟
بَابَا جِنْسِيَتِه إِيه؟ وَمَامَا جِنْسِيَتِهَا إِيه؟	بَابَا جِنْسِيَتِه إِيه؟ وَمَامَا جِنْسِيَتِهَا إِيه؟
إِنْتِي بَتَدْرَسِي إِيه؟	إِنْتَ بَتَدْرَس إِيه؟
إِنْتِي سَاكِنَة فِين؟	إِنْتَ سَاكِن فِين؟
إِنْتِي بَتَشْتغَلِي؟ فِين؟	إِنْتَ بَتَشْتغَل؟ فِين؟
بَابَا بِيَشْتغَل إِيه؟ وَمَامَا بَتَشْتغَل إِيه؟	بَابَا بِيَشْتغَل إِيه؟ وَمَامَا بَتَشْتغَل إِيه؟



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**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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### **Sing and learn**

Watch the song and identify the key line in it.



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### Key Takeaways

- You can sustain a basic conversation in Egyptian conversation about your study, work and family.
- You can identify the linguistic relationship

between standard Arabic and the Egyptian spoken variety for daily communication.

# CULTURE

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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. Submit your responses below.**



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### Key Takeaways

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

# WRITING

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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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## 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.

# 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

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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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Study the following vocabulary list on family terms.



English	Arabic
Family (nuclear)	أُسرة
Family (extended)	عائلة
My grandfather	جَدِّي
My grandmother	جَدَّتِي
My paternal uncle	عَمِّي
My paternal aunt	عَمَّتِي
Son of my paternal uncle	ابن عَمِّي
Son of my paternal aunt	ابن عَمَّتِي
Daughter of paternal uncle	بنت عَمِّي
Daughter of paternal aunt	بنت عَمَّتِي
My maternal uncle	خالِي
My maternal aunt	خالَتِي
Son of my maternal uncle	ابن خالِي
Son of my maternal aunt	ابن خالَتِي
Daughter of my maternal uncle	بنت خالِي
Daughter of my maternal aunt	بنت خالَتِي
Married	مُتَزَوِّج / مُتَزَوِّجَةٌ
Husband	زَوْج
Wife	زَوْجَةٌ
Single man	أَعْرَب
Single woman	أَيْسَةٌ

---

English	Arabic
Picture	صورة
Always	دائماً
Also	أيضاً
Sometimes	أحياناً
Busy	مَشغول / مشغولة
Lonely	وَحيد / وحيدة
Specialized	مُتخصّص / مُتخصصة
At daytime	في النَّهار
At night	في الليل

---

**Now Watch the video and identify the family vocabulary**



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**Activity (1): From the above vocabulary, identify which terms belong to the paternal or maternal side**



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**Activity (2): In the box below, match kinship terms to their descriptions in Arabic**



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**Activity (3): With your teacher then with classmates, engage in conversations about your family using the following guide.**

**الأستاذ :** يا جوليا ، هل عائلتك كبيرة أو صغيرة؟

**جوليا :** عائلتي كبيرة.

**الأستاذ :** هل عندك إخوة أو أخوات؟

**جوليا :** نعم عندي أختان وثلاثة إخوة.

**الأستاذ :** يا زاك ، هل لك عم أو عمّة؟

**زاك :** نعم لي عم واحد وعمّة واحدة.

الأستاذ : أين يسكن عمك؟ وماذا يعمل؟  
 زاك : عمي يسكن في شيكاغو ويعمل دكتور .

الأستاذ : يا مايا ، هل عندك خال أو خالة ؟  
 مايا : نعم عندي خالة ولكن ليس عندي خالات.  
 الأستاذ : أين تسكن خالتك؟ وماذا تعمل؟  
 مايا : خالتي تسكن في فلوريدا وهي لا  
 تعمل.

**Activity (4): With classmates. Ask and answer questions and report to class:**

- 1) Is your family big or small?
- 2) Do you have brothers or sisters?
- 3) Do you have a paternal uncle or aunt?
- 4) Where does your uncle live? What does he work?
- 5) Where does your aunt live? what does she work?

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

---

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 **لِ** or **لِ** and attach a possessive pronoun to it. Learn two ways to express the verb “to have” :



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



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 أخوال	لي / عندي خالان	لي / عندي خال واحد
لي / عندي 3 خالات	لي / عندي خالتان	لي / عندي خالّة 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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In some cases, you do not need to change the form of ليس. One example is before لا and لا. In this case, ليس remains the same as لا and لا 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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**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 أنتِ مُتزوِّجة؟	هل أنتَ مُتزوِّج؟
هل أنتِ البنت الوحيدة في الأسرة؟	هل أنتَ الولد الوحيد في الأسرة؟
هل أنتِ مشغولة دائماً؟	هل أنتَ 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	كتابُه	كتاب + هو
سيارتها	سيارة + هي	كتابُها	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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### 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 أدُرِّسُ في الجامعة
you (m.) study at the university?	أَنْتَ تَدْرُسُ في الجامعة؟
you (f.) study at the university	أَنْتِ تَدْرُسِينَ في الجامعة؟
he studies at the university	هو يَدْرُسُ في الجامعة
she studies at the university	هي تَدْرُسُ في الجامعة
we study at the university	نحن نَدْرُسُ في الجامعة
you (pl.) study at the university?	أَنْتُمْ تَدْرُسُونَ في الجامعة؟
they study at the university	هم يَدْرُسُونَ في الجامعة

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



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## Types of plural

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

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



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## Test yourself

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



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



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## Non-human plural

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

كُتُب ممتازة	طالبات ممتازات	طلاب ممتازون
excellent books	excellent students (f.pl)	excellent students(m.pl)

**Activity (11): In class. Read the following sentences with your classmates and identify the noun-adjective phrases paying attention to agreement.**

- 1- جامعتي فيها فصول واسعة.
- 2- ولاية "ويسكانسون" فيها مدن جميلة.
- 3- جامعة "هارفارد" فيها مكتبات كبيرة.
- 4- بيتي فيه غرف كثيرة.
- 5- هذه المدينة ليس فيها مطاعم جيدة.
- 6- مكتب الأستاذ فيه كراسي سوداء.
- 7- جدي عنده مكتبة فيها كتب ممتازة.
- 8- جدتي عندها صور جميلة للعائلة.

**Activity (12): Read the following questions and follow the first provided example to respond in complete sentences then record your responses.**



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**Test yourself**

**Activity (13): Choose the appropriate adjective in each**



### of the following sentences.



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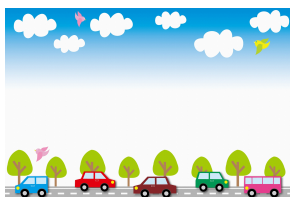
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### Asking about quantity and number

- To ask about the quantity and number you use the question word **كَمْ**.
- When you ask with **كَمْ** you always ask using the singular word and answer using the plural.
- After **كَمْ**, the word appears with a case marking of (mansuub) as in **كَمْ دَرَسَاتٍ** how many lessons, and **كَمْ فَصَلَاتٍ** 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 **كَمْ** guided by the following prompts.**



1 - كم قطة في الصورة؟ هناك \_\_\_\_\_

\_\_\_\_\_ هناك - 2

\_\_\_\_\_ هناك - 3

\_\_\_\_\_ هناك - 4

### Test yourself

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



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### Plural warp-up

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

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



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here:

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## Key Takeaways

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

# READING

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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 عُمر. أختي الصُغَيِّرة اسمها مُنى وهي ليست متزوجة. وأخي اسمه سعيد وهوّ متزوج ويسكن مع زوجته في مدينة الإسكندرية وعندهم ولد واحد اسمه أحمد. أنا لي عمّة واحدة وخال واحد. عمتي فاطمة لها

بنت اسمها مروة. خالي حمدي يعمل أستاذ في السعودية  
وليس عنده أولاد.



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## Key Takeaways

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

# SPEAKING AND CONVERSATION

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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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**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 هَيِّم. باشتغل  
 مُحاسب في بنك القاهرة. ليّا أخت وأخ. أختي اسمها هالة ،  
 وهي متجوّزة وساكنة مع جوزها عادل وعندهم بنت اسمها  
 آية وولد إسمه عُمر. وأخويا اسمه سعيد وهوّ بيشتغل  
 مُهندِس وساكن في مدينة الإسكندرية وهو مش متجوز.  
 أنا ليّا ثلاث عقات وخال واحد. عقتي سوزان عايشة في  
 أمريكا وبتشتغل في شركة (أبل) في كاليفورنيا. خالي  
 اسمه حمدي وبيشتغل دكتور في السعودية ومش عنده  
 أولاد.



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## Key Takeaways

- You can relate the spoken variety to what you

know about standard Arabic.

# CULTURE

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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.

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

أبو خالد : سلامٌ عليكم.

أبو محمد : وعليكم السلام. أهلاً أهلاً يا أبو خالد ! اتفضل.

أبو خالد : شكراً يا أبو محمد. إزّيك أخبارك إيه؟

أبو محمد : كويس الحمد لله. وإنّ عامل إيه؟

أبو خالد : أنا تمام الحمد لله.

أبو محمد : تَشْرِبُ إِيَّه؟



أبو خالد : لا شكراً .

أبو محمد : لأ . لازم تَشْرِبُ حاجة .

أبو خالد : لا والله . ولا حاجة .

أبو محمد : ماينفَعش . تَشْرِبُ شاي ولا حاجة  
ساقعة؟

أبو خالد : ماشي . أشرب شاي .



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*listen to it online here:*

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elemarabicll/?p=196](https://openbooks.lib.msu.edu/elemarabicll/?p=196)*

### 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 be still 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:

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*It is used for addressing uncle or for an elder male friend of the family.*

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

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

*It is used for addressing grandmother.*

---

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



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### Key Takeaways

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

drink.

# WRITING

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In this section

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

## **Activity (18): Writing journal**



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## Key Takeaways

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



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

---

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 relate 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	كُلِّيَّة - كُليَّات
Cultural studies	الدراسات الثقافية	Department	قسم - أقسام
Medicine	الطِّبّ	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	كُنْتُ
Law	الحقوق/ القانون	First year	السنة الأولى

English	Arabic	English	Arabic
Poiltical 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 كُليّة تدرسين؟	في أي كُليّة 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 كنتِ في المدرسة الابتدائية؟	أين كنتَ في المدرسة الابتدائية؟
أين كنتِ في المدرسة الثانوية؟	أين كُنت 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.



*An audio element has been excluded from this version of the text. You can listen to it online here: <https://openbooks.lib.msu.edu/elemarabicll/?p=418>*

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	أنشاهد
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	أدرّس

**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. ليلى \_\_\_\_\_ 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.**



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here:

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

- 1) Do you like traveling? where?
- 2) Do you eat vegetables and fruit everyday?

3) Do you 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

---

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.**



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

خالة صاحبي تعمل في مكتبة كلية الحقوق (1)

(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 بنائية مكتب القبول في الجامعة
- (10) I have a letter from my uncle's wife.



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here:

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## 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	كُنْتُ	أنا
You (m.) were	كُنْتَ	أنتَ
You (f.) were	كُنْتِ	أنتِ
He was	كَانَ	هو
She was	كَانَتْ	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	كُنْتُ أَحِبُّ	أنا
You (m.) used to like	كُنْتَ تَحِبُّ	أنتَ
You (f.) used to like	كُنْتِ تَحِبِينَ	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.**

- (١) في طفولتي كنتُ أحبُّ أن أشاهد (سبونج بوب)  
 (٢) في طفولتي كنتُ أحبُّ أن أكل كاندِي  
 وشيكولاتة.

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



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

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



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### Grammar (3)

#### Object pronouns

When pronouns function as object 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.)	ـكَ	أنتَ
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	فِيهِ / فِيهَا
From him/her/it	مِنْهُ / مِنْهَا
To him/her/it	إِلَيْهِ / إِلَيْهَا

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



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here:



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### Key Takeaways

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

# READING

---

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.



*An audio element has been excluded from this version of the text. You can listen to it*

online here: <https://openbooks.lib.msu.edu/elemarabic11/?p=425>

**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? and 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 or media element has been excluded from this version of the text. You can view it online

here:

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## Key Takeaways

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

# SPEAKING AND CONVERSATION

---

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.



*An audio element has been excluded from this version of the text. You can listen to it online here: <https://openbooks.lib.msu.edu/elemarabicll/?p=427>*

English	Arabic	English	Arabic
shwarma	شاورما	I eat	باكل
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	جينة
something cold	حاجة ساقعة	bread	عيش
something hot	حاجة سخنة	milk	لبن
cold water	مياة ساقعة	yougurt	زبادي
salad	سلطة	corn flakes	كورن فليكس
kebab	كباب	rice	رز
grilled ground beef	كفتة	macaroni	مكرونه
fried potatoes	بطاطس محمرة	meat	لحمه
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. اتفضّل



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 وشوربة فراخ  
 الجرسون : تحت أمرك يا فندم. حاجة تاني؟  
 حسام : لا شكراً  
 الجرسون : حضرتك تاخذ طلو 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



*An audio element has been excluded from this version of the text. You can listen to it online here: <https://openbooks.lib.msu.edu/elementarabicll/?p=427>*

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

مُقَبَّلَات	
١٠	سلطة سبزر
٨	سلطة خضرا
١٢	بطاطس
٨	تونة
٥	خُتص
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
عصائر ومشروبات	
٥	شاي
٧	قهوة
١٠	حاجة ساقعة
١٢	عصير فريش : مانجو – برتقال - لمون

## Key Takeaways

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

# CULTURE

---

In this section

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

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



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### **Culture notes**

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

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

### Test yourself

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



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here:

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### Key Takeaways

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



# WRITING

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In this section

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

## **Activity (15): Journal writing prompt.**



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Conclusion

- Good job. Move on to the next lesson.

# PART IV

# WEATHER

الدرس الرابع : كيف الطقس اليوم؟



Learning Objectives

Type your learning objectives here.

- First

- Second

# VOCABULARY

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1.

# GRAMMAR

---

2.

## READING

---

3.

# SPEAKING AND CONVERSATION

---



4.

# CULTURE

---

5.

## WRITING

---

PART IX

# REVIEWS AND WORKSHEETS

Learning Objectives

Type your learning objectives here.

- First
- Second



# REVIEW LESSON 1 AND 2

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# REVIEW LESSONS 2 AND 3

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This is where you can add appendices or other back matter.