

3

درس

Lesson 3

عائلة والدي كبيرة



المفردات

القصة بالعامية: "عيلة بابا كبيرة"

الثقافة:

"عمّ"

عائلة النبي مُحَمَّد

القواعد:

الجمع

جمع المؤنث

الإضافة

ضمائر الملكية Possessive Pronouns

القراءة: "جامعة بيروت العربية" و "جامعة حلب"

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القصة بالفصحى: "عائلة والدي كبيرة"

الاستماع: مع العائلة والأصدقاء

الحوار: "الله يخليهن" "صغير وبكرة يكبر"

🎧 Vocabulary المفردات

Listen to the new vocabulary in formal Arabic and your spoken variety. Note the pronunciation of **ض** in ضابط in the dialects, reflected in an alternate spelling.

المعنى	المصري	الشامي	الفصحى
history			التاريخ
now	دلّوقتي	هلق	الآن
congratulations!			مَبْرُوك!
response to مَبْرُوك!	الله يبارك فيك/فيكي	الله يبارك فيك/ ليك	بارك الله فيك
son ¹	ج. وِلاَد	ج. وُلاد	إبن ج. أبناء
cousin (male, paternal)	ج. وِلاَد عَمّ	ج. وُلاد عَمّ	إبن عَمّ ج. أبناء عَمّ
grandfather	جِدّ ج. جُدود	جِدّ ج. جُدود	جِدّ ج. أجداد
grandmother	سِتّ	سِتّ ، تيتة	جِدّة ج. جدّات
army	جيش ج. جيوش	جيش ج. جيوش	جيش ج. جيوش
law (as a field of study)			الحقوق
actually, in reality	في الحقيقة	بِالحقيقة	في الحقيقة
he teaches	بيدّرّس	بيعلّم	يدّرّس
religion			الدين
letter	جَوَاب ج. جَوَابات	مَكاتب ج. مكاتيب	رِسالة ج. رَسائِل
husband	جوز	جوز	زَوْج ج. أَزواج
wife ²	مِراة	مَرة	زَوْجة ج. زَوجات
married (adj.)	مِنْجَوّز / ة ج. -ين	مِنْجَوّز/مِتَجَوّزة ج.-ين	مُتَزَوّج/ة ج. -ون/-ين
picture	صورة ج. صَوْر		صورة ج. صَوْر
officer	ظابط ج. ظَبّاط	ظابط ج. ظَبّاط <small>(formal word also used)</small>	ضابط ج. ضَبّاط
medicine (the profession)			الطّبّ
I know	باعرف	بعرّف	أعرّف
science			علم ج. عُلوم
political science			العُلوم السِّياسِيّة
anthropology			علم الإنسان
psychology			علم النَّفس

المعنى	المصري	الشامي	الفُصحى
paternal uncle ³	ج. عِمَام (formal word also used)	ج. عُمَام	عَمَّ ج. أَعْمَام
(extended) family	عيلة ج. عَائِلَات	عيلة ج. عَيْل	عائلة ج. عَائِلَات
relative	قَرِيب ج. قَرَائِب	قَرِيب ج. قَرَائِبِين	قَرِيب ج. أَقْرَاب
college, school (in a university)		كَلِيَّة ج. كَلِيَّات	كَلِيَّة ج. كَلِيَّات
how many? ⁴	كام؟		كَم؟
engineering			الهِندسة

Notes on Vocabulary Usage

1. The plurals **وُلاد** and **أولاد** refer to children regardless of gender.
2. The spoken word for wife, **مِرَاة مَرَّة**, is only used in possessive constructions (e.g., his wife, your wife, Hussein's wife), and **ة** is always pronounced as **ت**.
3. Arabic has very specific terminology to refer to members of **العائلة**. You have learned four of these words already: **خالَة**, **عَمَّة**, **عَمَّ**, and **ابن عَمِّ**, and from them you can extrapolate the rest. Use what you know about **المذكر** and **المؤنث** to complete the following diagrams of the father's and mother's sides of the family, including aunts, uncles, their husbands and wives, and cousins.
4. The interrogative particle **كام؟ كَم؟** is always followed by a singular noun. In formal Arabic, this noun takes a **تنوين فتحة** ending: **كم طالباً في الصف؟**. In spoken Arabic, no endings are used: **كام طالب في الفصل؟ عندك كم ولد؟**.

Diagram A

في عائلة الوالد

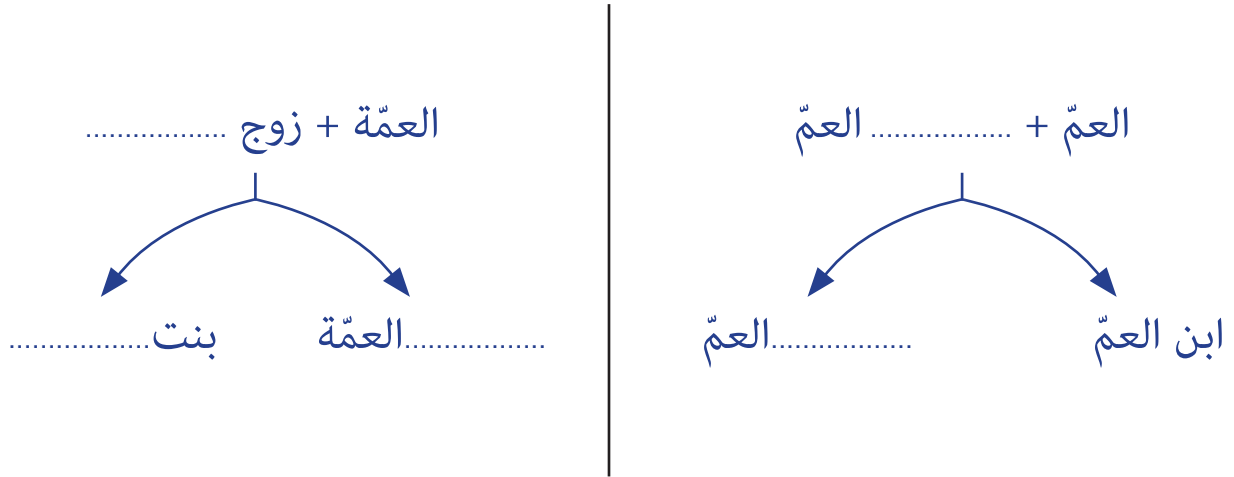
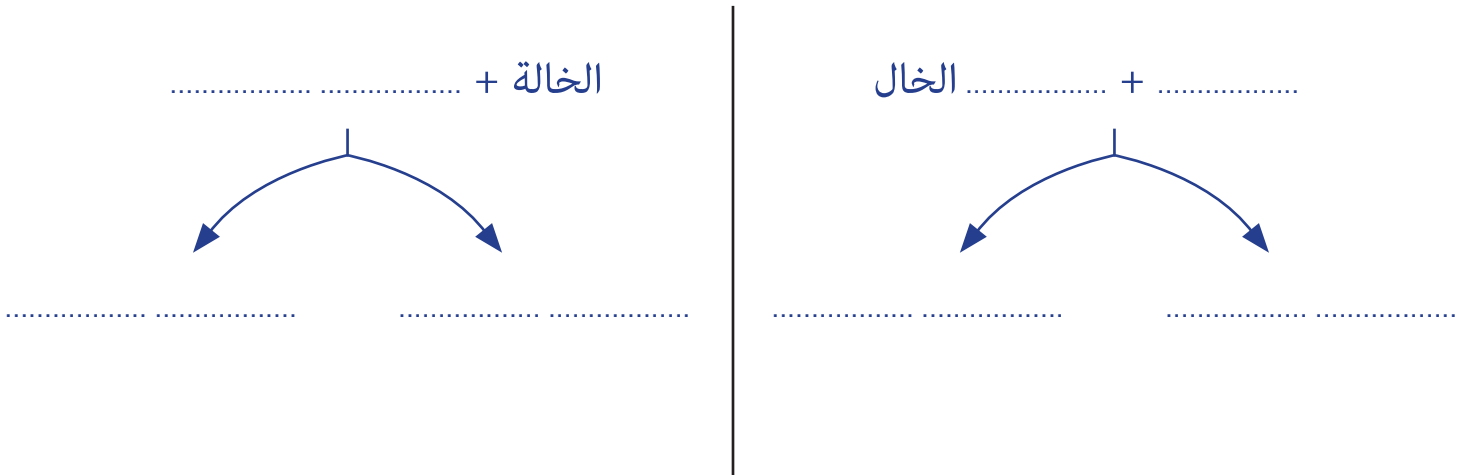


Diagram B

في عائلة الوالدة



تمرين ١: عائلتي (في البيت)

Draw your own family tree, naming all your aunts, uncles, and cousins, and label them with the appropriate Arabic words.

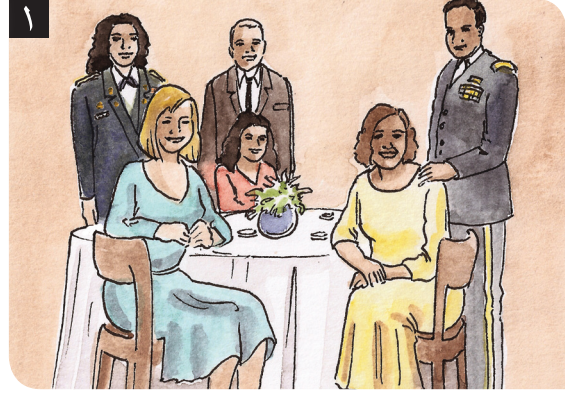
تمرين ٢: جمل المفردات (في البيت)

استمعوا الى جمل المفردات واكتبوا الجمل من "التاريخ" إلى "صورة".

Listen to the sentences given to illustrate each new formal word, and write out the sentences from صورة to التاريخ.

تمرين ٣: المفردات في جمل (في البيت)

Use old and new vocabulary to write about each picture. Write as much as you can, using all the new vocabulary.



تمرين ٤ : اسألوا زملاءكم Ask Your Colleagues (في الصف)

Ask your classmates the questions below from the section you have been assigned by your teacher, and take brief notes so that you can report your findings to the group later. When you are asked a question, volunteer as much information as you can. The goal is to use as much language as possible on these topics. If you say the minimum, you will only get the minimum benefit.

A.

1. Who has a relative who teaches? What does he or she teach? Does he or she like to teach?
2. Who has a friend or relative in the army, and which army? Is he or she an officer? Does he or she like working in the army?
3. Who has lots of aunts and uncles? How many? (Remember to specify which side of the family.)
4. Who is majoring in a science? Who likes to study the sciences?

5. Who sees their cousins a lot? Where?
6. Who is really busy this semester? How many classes do they have?

B.

1. Who likes politics? (Hint: Make the adjective **السياسية** into a feminine noun.) Do they watch the news every day?
2. Who has a stepmother or stepfather? (Hint: Two words.) What does he or she do?
3. Who has letters from their grandparents? Who has text messages from them?
4. Who will go see their extended family soon? (Hint: You can use “close” to mean “close in time.”)
5. Who has relatives who know other languages? Which languages?
6. Who doesn't really like their relatives that much?

القصة بالعامية

تمرين ٥: "عيلة بابا كبيرة" / "عيلة بابا كبيرة" (في البيت وفي الصف)

A. At home, listen to **نسرين/مها** using the strategies you have learned, and answer in Arabic. Write as much as you can about each of these **أقارب** including **الشغل** and **العيلة**:

عن نسرين: مين هنّ؟	عن مها: مين همّ؟
أ. ماهر	أ. محمود
ب. ياسين	ب. عادل
ج. عصام	ج. أحمد
د. أميرة	د. فاطمة
هـ. How does Nisreen say feminine <i>this</i> ?	

B. In class, compare your information with a partner's and discuss: Why is **نسرين/مها** looking at pictures?

تمرين ٦: جمل المفردات (في البيت)

استمعوا الى جمل المفردات واكتبوا الجمل من "ضابط" إلى "الهندسة؟"

Listen to the sentences given that illustrate each new formal word and write out the sentences from **ضابط** to **كم**.

الثقافة

”عمّ“

In many parts of the Arab world, it is common to hear the term **عمّ** outside the family circle. The words **عمّ**, **عمّة**, **خال** and **خالّة** may refer to and address distant relatives and in-laws as well as close family friends a generation older than the speaker. Mothers-in-law and fathers-in-law are addressed and referred to in many areas as **عمّي** and **مَرّة عمّي**, and a stepmother may be addressed as **خالتي**. A man who marries into the family may be addressed by younger members of the family as **عمّي**, and a distant female relative may be called **عمّتي**. The word **عمّ** is also used as a term of respect for an older man of low social status. The exact usage of these terms varies according to regional dialect and local customs.

However, the terms **عمّ/ة** and **خال/ة** do not refer to or address spouses of biological aunts and uncles, who are addressed and referred to using terms for “husband of my aunt” and “wife of my uncle”:

المعنى	المصري	الشامي	الفصحى
aunt (married to عمّ)	مِراة عمّي	مَرّة عمّي	إمراة عمّي
aunt (married to خال)	مِراة خالي	مَرّة خالي	إمراة خالي
uncle (married to عمّة)	جوز عمّتي	جوز عمّتي	زّوج عمّتي
uncle (married to خالّة)	جوز خالتي	جوز خالتي	زّوج خالتي

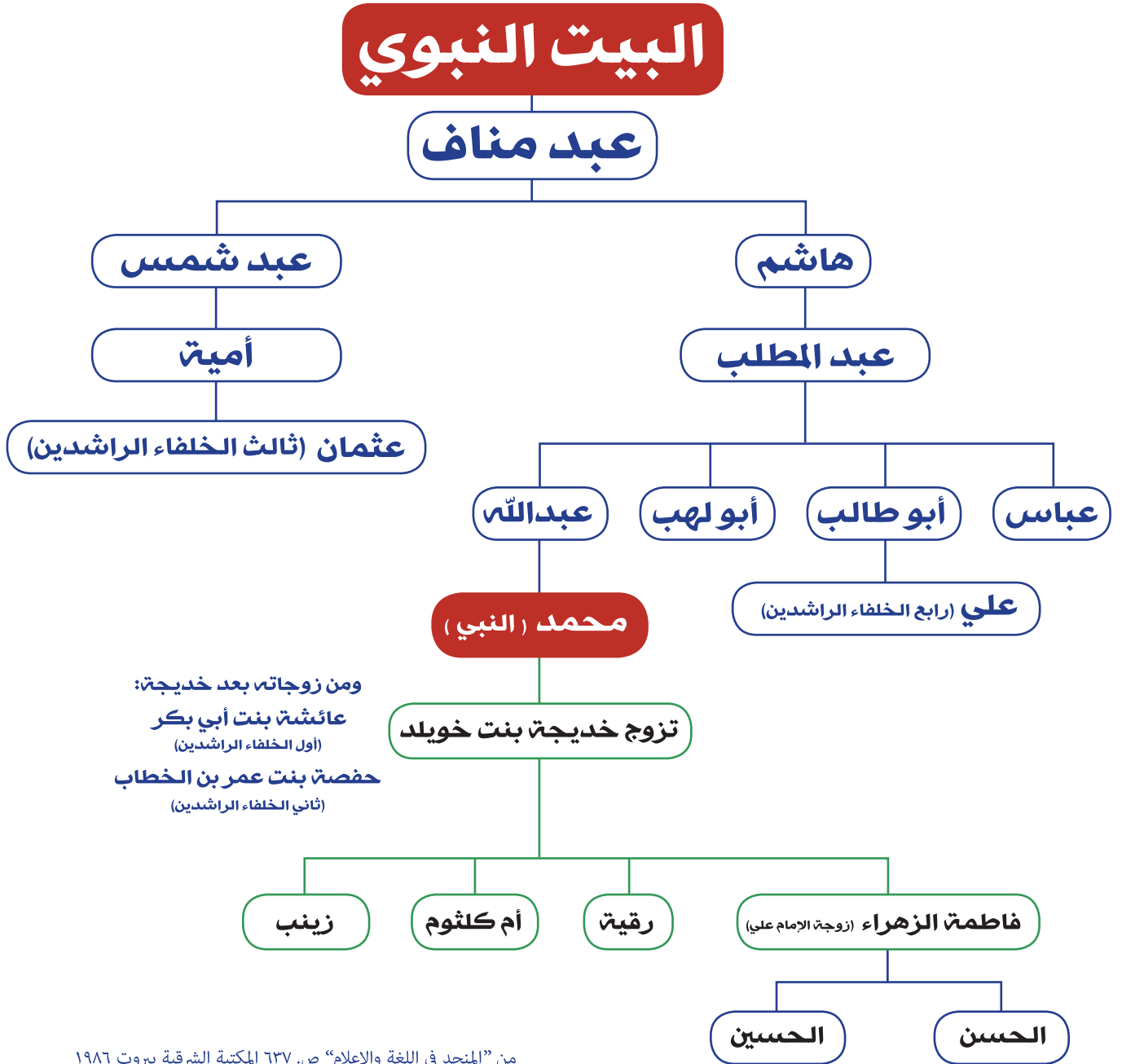
عائلة النبي مُحمّد

Arab culture as we know it evolved in the context of Islamic history, and therefore knowledge of Islamic history is important to understanding Arab culture. Non-Muslim Arabs learn this history too—after all, it is a shared history if not a shared religion. The family tree of the Prophet Muhammad is significant for both its religious and historical roles. Many important Muslim leaders and dynasty founders are related to the Prophet by blood or marriage.

prophet	نبيّ
caliph	خليفة ج. خُلفاء
Shi'ites	الشّيعة
Sunnis	السُّنّة

Read the family tree below and see how much history you can find.

the Rightly-Guided Caliphs (first four after the Prophet's death)	الخُلَفَاءُ الرَّاشِدُونَ
the Umayyads, first Islamic dynasty 661-750 (CE)	الأُمَوِيُّونَ
the Abbasids, second Islamic dynasty 750-1258 (CE)	العَبَّاسِيُّونَ
the Hashimites, present-day rulers of Jordan	الهَاشِمِيُّونَ



من "المنجد في اللغة والإعلام" ص. ٦٣٧ المكتبة الشرقية بيروت ١٩٨٦

تمرين ٧: نشاط قراءة (في الصف)

Use the chart to find these relationships among members of the Prophet's family.

١. النَّبِيُّ مُحَمَّدٌ هُوَ عبد الله.
٢. عَبَّاسٌ وَأَبُو طَالِبٍ وَأَبُو لَهَبٍ هُمْ عبد المطلب.
٣. عَلِيٌّ هُوَ النبي محمد.
٤. الخلفاء الراشدون هم و و
٥. أولاد النبي محمد هم و و و
٦. عائشة هي زوجة النبي محمد وهي أبي بكر.
٧. فاطمة الزهراء هي علي.
٨. عَبَّاسٌ هُوَ النبي محمد.
٩. النَّبِيُّ مُحَمَّدٌ هُوَ الحسن والحسين.
١٠. أم كلثوم هي الحسن والحسين.

القواعد

الجمع: جمع المؤنث (-ات) ووزن فُعَل

We learned some basic rules for masculine plural patterns in lesson 2. Let's continue to learn more about plurals, focusing on feminine plurals in this lesson. In lesson 2 we introduced several broken plural patterns as well as masculine sound plurals and plural agreement rules. Here we introduce feminine sound plurals and a new broken plural pattern, **فُعَل**.

Plural Patterns of Feminine Nouns

Many—but not all—feminine nouns whose singular form ends in **ة** take the plural suffix **-ات**. This includes both human and nonhuman nouns. Remember that nonhuman plurals take feminine singular agreement:

جامعات كبيرة سيارات يابانية لغات أوروبية
عائلات عربية سيارات صغيرة حاجات جديدة

Memorize these words as taking **ات**- plurals:



Plurals taking **ات**-

المفرد	الجمع
جامعة	جامعات
سيارة	سيارات
عربية	عربيات
ولاية	ولايات
ساعة	ساعات
جنسية	جنسيات
لغة	لغات
كلمة	كلمات
صفحة	صفحات
طاولة	طاولات
بناية	بنايات
ترجمة	ترجمات
مكتبة	مكتبات
سنة	سنوات
حاجة	حاجات

Note, however, that not all singular nouns ending in **ة** take the plural suffix **ات**-. Words that have the singular pattern **فَعْلَة** or **فَعْلَة** form their plurals with **فُعَل** and **فِعَل** respectively. Learn these pairs:



Plurals of the **فُعَل** and **فِعَل** patterns

المفرد	الجمع
أسرة	أُسَر
غرفة	غُرَف
جملة	جُمَل
أمة	أُمَم
قطة	قُطَط
قصة	قِصص
عيلة	عِيَل
مِرة	مِرَر
أوضة	أُوض
أوضة	إِوض

جمع المؤنث: - ات Human Feminine Plurals

Nouns and adjectives that refer to groups of human females are highly regular in formal Arabic. With the exception of the words for women (see below), all the feminine human plural nouns and adjectives you know end in **-ات**:



المفرد	الجمع
بِنْت	بَنَات
أُخْت	أَخَوَات
طَالِبَة	طَالِبَات
أُسْتَاذَة	أُسْتَاذَات
سَيِّدَة	سَيِّدَات
خَالَة	خَالَات
جَارَة	جَارَات
فِلِسْطِينِيَّة	فِلِسْطِينِيَّات
مُتَرْجِمَة	مُتَرْجِمَات
مُتَخَصِّصَة	مُتَخَصِّصَات
مَشْغُولَة	مَشْغُولَات
لَطِيفَة	لَطِيفَات
صَغِيرَة	صَغِيرَات



Listen to and memorize the plural forms of “woman,” two of which are exceptions to the rules you just learned:

سِتَّ ج. سِتَّات

مَرَّة ج. نِسْوَان

إِمْرَأَة ج. نِسَاء

In urban Arabic dialects, feminine plural agreement with adjectives is rare. Compare these formal and spoken phrases:

بَنَات مَبْسُوطِينَ

بَنَات مَبْسُوطِينَ

بَنَات سَعِيدَات

سِتَّات طَيِّبِينَ

نِسْوَان طَيِّبِينَ

نِسَاء طَيِّبَات



More Broken Plural Patterns with Medial Alif

Many singular nouns that have a long vowel have plural patterns that consist of three syllables, the vowels of which are regular: fatHa, alif, and kasra or ي in that order. Some patterns add consonant و. Words with four root consonants are uncommon but they do exist, and they include words borrowed from other languages. Note that ة does occasionally occur on human plurals, such as **دكاترة** and **أستاذة**. Listen to and learn these plurals:

المفرد	الجمع
شارِع	شَوَارِع
شُبَّاك	شَبَابِيك
أُسْتَاذ	أَسَاتِذَة
دُكْتُور	دَكَاتِرَة
دَفْتَر	دَفَاتِر

تمرين ٨: الجمع (في البيت)

List and describe some things one can find in the following, as the example demonstrates:

مثال: في جامعة قَطْرَ أَسَاتِذَة قَطْرِيَّوْن و أَسَاتِذَات قَطْرِيَّات.

١. في عائلتي و
٢. في صفحتي على Facebook و
٣. في الجامعة و
٤. في الأمم المتحدة و
٥. في صفّي و
٦. في الولايات المتحدة و
٧. في الشارع و

تمرين ٩: كم عندك؟ (في الصف)

Find out more information from الجيران في الصف. Remember to use “كم؟” with a singular noun to ask the question and to use a plural noun if the answer is between three and ten. If the question involves a preposition, it goes before كم.

→ في كم بيت ...؟

1. How many classes do they have? How many male vs. female professors?
2. How many siblings do they have? How many really close friends?
3. How many names do they have?
4. How many cities and states do their relatives live in?
5. How many languages do they know (even a single word)?
6. How many employees does their mother or father work with?
7. How many professors know them?
8. How many cars does your family have?
9. How many rooms are in their house?
10. How many hours do they study at home and at school in a day?

الإضافة

The iDaafa (also called “the construct phrase”) is one of the fundamental structures of Arabic grammar. Formally, الإضافة consists of two or more nouns placed together to form a **relationship of possession or belonging**. You have seen many examples of الإضافة, among them:

جامعة نيويورك ولاية كاليفورنيا مكتب القبول منطقة بروكلين

There are three important points to remember about الإضافة:

1. The relationship between the two (or more) nouns may be thought of as equivalent to the formal English use of the word “of” (as in, “the story of the woman” or “the jacket of the boy”). Arabic has no alternative construction for expressing this relationship between nouns. Thus, to say “the woman’s story” in Arabic, you must first reconstruct the phrase to “the story of the woman”: قصة المرأة. Note that many compound words in English are also expressed using الإضافة, for example:

housework

شغل البيت

2. Only the final word in an إضافة can take ال or a possessive suffix. Study the following examples and note that the first word in each إضافة is **definite by definition** and that is why it cannot take ال. In the final example, remember that New York is definite because it is a proper noun.

my father's family = the family of my father	عائلة والدي
the professor's office = the office of the professor	مكتب الأستاذة
the student's notebook = the notebook of the student	دفتر الطالب
New York University = The University of New York	جامعة نيويورك

These simple iDaafas all consist of two nouns. Complex iDaafas, on the other hand, contain more than two nouns, in which case all nonfinal nouns behave like the first noun in the phrase and never take **ال**. Examine the following **إضافة**, which contains four nouns:

Maha's father's cousin = the son of the uncle of the father of Maha	ابن عم والد مها
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Remember that a possessive pronoun can only occur on the final noun in an **إضافة**. The following phrase will help you remember this rule:

my telephone number	رقم تليفوني
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3. In **الإضافة** the **ة** must always be pronounced as **ت** on all words in which it appears except the final word in the **إضافة**.

 Listen to the following words, read first in isolation, then as the first part of an **إضافة**, and compare the pronunciations.

٤. غرفة: غرفة ابن عمي	١. مدينة: مدينة نيويورك
٥. صورة: صورة والدي	٢. جامعة: جامعة العين
٦. كلية: كلية العلوم السياسية	٣. عائلة: عائلة والدي

تمرين ١٠: الإضافة (في البيت)

This exercise is available online only.

ضمائر الملكية Possessive Pronouns

You have seen and used several possessive pronouns in Arabic:

اسمي	اسمك	والدي	اسرته	ابنها
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Notice that these pronouns are suffixes, and that this order matches that of الإضافة, since nouns with possessive pronouns are kinds of iDaafa constructions. **Remember: ة is written and pronounced as ت when a pronoun suffix is added.**



The possessive pronouns corresponding to the subject pronouns you know are:

المصري	الشامي	الفُصحى	Subject Pronoun الضمير
ـي	ـي	ـي	أنا
ـك	ـك	ـك	أنت
ـك	ـك	ـك	أنتِ
ـه	ـه ¹	ـه	هو
ـها	ـها ²	ـها	هي
ـنا	ـنا	ـنا	نحن
ـكو	ـكن	ـكم	أنتم
ـهم	ـن (ـهن)	ـهم	هم



The pronunciation of some of the vowels in these endings varies slightly among different varieties of Arabic. The spoken endings are fixed for each dialect. In formal Arabic, the pronunciation of words with possessive suffixes varies slightly with the different grammatical endings. For now, learn to recognize the different pronunciations without worrying about the reasons for the differences. Listen to the noun بيت with the three endings that you will see and hear in very formal Arabic:

بيتي	بيتي	بيتي
بيتك	بيتك	بيتك
بيتك	بيتك	بيتك
بيته	بيته	بيته
بيتها	بيتها	بيتها
بيتنا	بيتنا	بيتنا
بيتكم	بيتكم	بيتكم
بيتهم	بيتهم	بيتهم

¹ Final ه in both Egyptian and Levantine is not pronounced (except in Egyptian if the word is negated).

² This pronoun, and sometimes the plural هـن is spelled with هـ even though it is never pronounced, reflecting the relationship with formal Arabic.



Possessive pronoun forms are also used with prepositions. Listen and practice aloud:

المصري	الشامي	الفُصحى
عِنْدِي	عِنْدِي	عِنْدِي
عِنْدَكَ	عِنْدَكَ	عِنْدَكَ
عِنْدِكَ	عِنْدِكَ	عِنْدِكَ
عِنْدَهُ	عِنْدَهُ	عِنْدَهُ
عِنْدَهَا	عِنْدَهَا	عِنْدَهَا
عِنْدَنَا	عِنْدَنَا	عِنْدَنَا
عِنْدُكُمْ	عِنْدُكُمْ	عِنْدُكُمْ
عِنْدَهُمْ	عِنْدَهُمْ	عِنْدَهُمْ



Finally, listen to the negation of **عند** with pronouns in the varieties you are learning³:

المصري	الشامي	الفُصحى
ما عِنْدِيش	ما عِنْدِي	لَيْسَ عِنْدِي
ما عِنْدَكَش	ما عِنْدَكَ	لَيْسَ عِنْدَكَ
ما عِنْدِكَش	ما عِنْدِكَ	لَيْسَ عِنْدِكَ
ما عِنْدُوش، ما عِنْدُوش	ما عِنْدَهُ	لَيْسَ عِنْدَهُ
ما عِنْدَهاش	ما عِنْدَهَا	لَيْسَ عِنْدَهَا
ما عِنْدِناش	ما عِنْدَنَا	لَيْسَ عِنْدَنَا
ما عِنْدُكُوش	ما عِنْدُكُمْ	لَيْسَ عِنْدُكُمْ
ما عِنْدُهُمْش	ما عِنْدَهُمْ	لَيْسَ عِنْدَهُمْ



³ You can see here that some of the Egyptian forms have long vowels in the final syllable. Egyptian stress patterns are very regular and easily identifiable, and you will learn them by listening and imitating.

تمرين ١١: ضمائر الملكية (في البيت)

This exercise is available online only.



تمرين ١٢: أي شيء؟ (في الصف)

With a partner, take turns saying these sentences to each other. Since they are a bit vague, your partner will ask for clarification by asking: “أي..؟”. You must then clarify by using an **إضافة**, as the example demonstrates:

مثال: “أحب هذا الكتاب!” – “أي كتاب؟” – “كتاب علم النفس.”

١. أحب الصور!
٢. أنا متخصص في التاريخ.
٣. يعملون في المركز.
٤. هل تعرفين العنوان؟
٥. ابنتي تتكلم عن الكلية.
٦. عايزة اسكن في منطقة كويسة. / بدي اسكن بمنطقة منيحة.
٧. عايزة اشوف البلد. / بدي اشوف البلد.

تمرين ١٣: محادثة “هاي صورة مين؟” / “صورة مين دي؟”

(في البيت وفي الصف)

1. At home, choose some pictures of your family to take to class.
2. In class, watch the conversation between Maha/Nisreen and her father. How does she say “Whose picture is this”? How would you say “What is this a picture of”? Use this construction and other iDaafas to talk about **الصور** you brought to class with you.

تمرين ١٤: الإضافة (في الصف)

Read the following sentences describing **مها وعائلتها**, first silently, then aloud. Pay special attention to the pronunciation of **ة** in **الإضافات**.

١. مها بنت مصرية عمرها ٢٠ سنة وهي تسكن في منطقة بروكلين.
٢. والدة مها فلسطينية ولكن عندها الجنسية المصرية.
٣. عائلة والد مها كبيرة ومها لها أقارب كثيرون.
٤. خالة مها تسكن في مدينة لوس أنجليس في ولاية كاليفورنيا وجدتها ساكنة في القاهرة.
٥. والدها من القاهرة، وهو يعمل في قسم الترجمة في الأمم المتحدة.
٦. في الحقيقة، أحمد هو ابن عم والد مها وهو متخصص في العلوم السياسية.
٧. حنان ابنة عمه مها، وهي أستاذة متخصصة في علم النفس بجامعة الأزهر في القاهرة وزوجها أستاذ في كلية الهندسة.
٨. هذه رسالة من زوجة عمها أحمد، وهذه صورة أسرتها.



القراءة

تمرين ١٥: "جامعة بيروت العربية" و "جامعة حلب" (في الصف)

Following are the listings from two Arab universities. Compare them to see how similar and different their colleges and departments are. Do the colleges or schools have the same departments? Use your grammatical knowledge (of such things as roots and iDaafas) to help you guess the meanings of new words.



كليات جامعة بيروت العربية

كلية العلوم

- قسم الرياضيات
- قسم الفيزياء
- قسم الكيمياء
- قسم العلوم البيولوجية والبيئية

كلية الصيدلة

- قسم الكيمياء الصيدلانية
- قسم التكنولوجيا الصيدلانية
- قسم العقاقير
- قسم الميكروبيولوجيا الصيدلانية

كلية الطب

- ١- قسم التشريح الأدمي
- ٢- قسم الانسجة والخلايا (الهستولوجيا)
- ٣- قسم وظائف الاعضاء (الفسولوجيا)
- ٤- قسم الكيمياء الحيوية الطبية
- ٥- قسم الامراض (الباثولوجيا)
- ٦- قسم الادوية (الفارماكولوجيا)
- ٧- قسم الجراثيم والميكروبات الدقيقة (الميكروبيولوجيا) والمناعة
- ٨- قسم طب المجتمع
- ٩- قسم التوليد وأمراض النساء
- ١٠- قسم طب الاطفال

كلية الآداب

- أقسام اللغات
- أ- قسم اللغة العربية وآدابها
- ب- قسم اللغة الانجليزية وآدابها
- ج- قسم اللغة الفرنسية وآدابها

أقسام العلوم الإنسانية

- ١- قسم الجغرافيا
- ٢- قسم التاريخ
- ٣- قسم الفلسفة
- ٤- قسم الاجتماع
- ٥- قسم علم النفس
- ٦- قسم الإعلام

كلية الحقوق

- ١- القانون الخاص
- ٢- القانون العام
- ٣- العلاقات الدولية والديبلوماسية

كلية التجارة

- المحاسبة
- إدارة الاعمال
- الاقتصاد
- الدراسات المالية والجمركية

كلية الهندسة

- أ- قسم الرياضيات والفيزياء الهندسية
- ب- قسم الهندسة الكهربائية
- ج- قسم الهندسة المدنية
- د- قسم الهندسة الميكانيكية

كلية الهندسة المعمارية



كليات جامعة حلب

كلية الهندسة

- كلية الهندسة المدنية
- كلية الهندسة الميكانيكية
- كلية الهندسة المعمارية
- كلية الهندسة الكهربائية والإلكترونية
- كلية الهندسة المعلوماتية
- كلية الهندسة التقنية

كلية الطب

كلية طب الأسنان

كلية الصيدلة

كلية التمريض

كلية الزراعة

كلية الزراعة الثانية بإدلب

كلية العلوم

كلية العلوم الثانية بإدلب

كلية الاقتصاد

كلية الفنون الجميلة التطبيقية

كلية الشريعة

كلية الآداب والعلوم الإنسانية

كلية الآداب والعلوم الإنسانية الثانية بإدلب

كلية الحقوق

كلية الحقوق الثانية بإدلب

كلية التربية

معهد التراث العلمي العربي

المعهد العالي للغات

الثقافة: الجامعات العربية

Although Arab universities are similar to American universities in many ways, there are some differences. Many Arab universities divide academic fields or subject areas differently from American universities, which group most academic departments together in a school, such as “School of Engineering,” “Law School,” “School of Nursing,” or “College of Arts and Sciences.” Arab universities generally use smaller divisions, such as the School (or College) of Humanities **كلية الآداب**, the School of Commerce **كلية التجارة**, and various science and professional schools. Another difference between the two systems of education is that in Arab universities, medicine and law are undergraduate schools, not graduate schools.

The system of education in most Arab countries has traditionally resembled European models rather than the American liberal arts college. By the second year of high school, students must choose to concentrate either in humanities and social sciences or in mathematics and natural sciences. Once the choice is made, the student’s choice of college major is limited, so that a humanities major in high school may not enter a science department in college. Each school or department sets its own academic program, including all of the courses the students take in each year of study; students are not allowed to choose electives. In many public universities in the Arab world, courses are one year long and the student’s grade is determined solely on the basis of one exam at the end of the year. In recent years, however, the number of private, American-style universities opening all over the Arab world has grown. If you are interested, do a Web search of Arab universities and see what you find.

تمرين ١٦: نشاط كتابة (في الصف أو في البيت)

مكتب القبول في جامعتك has asked you to help prepare a handout in Arabic that they can distribute to **الطلاب العرب** who are interested in applying to the university. Make an outline of its schools and departments.

القصة بالفصحى

تمرين ١٧: “عائلة والدي كبيرة”

There are two parts to this exercise. Watch **القصة بالفصحى** and answer the questions below. The dictation exercise can be completed in the book or online.

A. As you listen to Maha tell the story in **الفصحى**, focus on grammar and the use of **و**. Listen for **الإضافة**: How many can you find? Then listen to see how many times you hear **و** in the text. How many times does Maha use this word? Think about how the use of **و** affects style.

B. Write what Maha says, filling in the blanks below. You will hear some grammatical markings on nouns with possessive suffixes, such as **أُسْرَتُهُ** and **ابْنُهَا**. These vowels represent formal Arabic grammar, and we will come back to them later in this book.

- (١) والدي (٢) ، أعرف (٣) من
 (٤) و(٥) (٦) (٧)
 محمود و(٨) ، وهذا (٩) عادل و(١٠) ،
 (١١) عادل (١٢) (١٣) في
 (١٤) وهذا (١٥) أحمد و(١٦) هو في
 (١٧) (١٨) (١٩)
 (٢٠) (٢١) أحمد (٢٢) في كلية
 (٢٣) (٢٤) (٢٥) القاهرة
 وهو (٢٦) (٢٧) في (٢٨)
 العين بالإمارات (٢٩) (٣٠) و(٣١)
 (٣٢) فاطمة و (٣٣) وابنها و(٣٤)

الاستماع: مع العائلة والأصدقاء

تمرين ١٨: مع عائلة مها (في البيت)

Watch the video “مع عائلة مها” and use your listening strategies to get as much information as possible about each speaker. Then, answer the following questions:

١. اسمه:
٢. زوجته:
٣. أولاده:
٤. يسكن في:
٥. يعمل في:

الحوار

اللغة والثقافة

”الله يخليهن“ / ”رَبَّنَا يَخْلِيَهُمْ“ (May God keep them (safe and well))

You have seen that the expression **ما شاء الله** is often used when seeing or talking about someone's children. You will also hear, and should use, the phrase **الله يخليهن / رَبَّنَا يَخْلِيَهُمْ** to wish others' children well.

بُكْرَة Tomorrow

The word **بُكْرَة** has a cultural dimension beyond its dictionary meaning. In the dialogue you will hear it used to refer not to the literal tomorrow but to a metaphorical one—a day not far off, a day that will come soon. In this sense, **بُكْرَة** helps convey a message of “hang in there, it will work out.” Conversely, **بُكْرَة** can imply a metaphorical tomorrow that will never come: Hence the Egyptian proverb **بُكْرَة فِي الْمَشْمِش فِي الْمَشْمِش** refers to the apricot season that comes and goes before you know it. **بُكْرَة فِي الْمَشْمِش** means that you will wait and wait but it will never happen.

تمرين ١٩: ”الله يخليهن“ / ”صغير وبكرة يكبر“ (في البيت)

Use good listening strategies to get as much as you can out of the conversation you will watch in the video clip. Listen for words/phrases you recognize, and pay attention to tone of voice as well.

1. What is the relationship between the two speakers? What kind of conversation is this? After you have formed some ideas, watch several more times to focus on the following questions, and answer **باللغة العربية** in as much detail as you can.
2. Which aspects of her life does each one talk about? List them here:

أم مازن:	المرّة الشابة:	أم حسن:	الستّ الشابة:
.....
.....
.....
.....
.....
.....
.....
.....
.....

أم حسن زعلانة ليه؟	الستّ مبسوطة ليه؟

ليش أم مازن زعلانة؟	ليش المرة مبسوطة؟

تمارين المراجعة

تمرين ٢٠: القراءة الجهرية (في البيت أو في الصف)

Read the following passage, first silently for comprehension, then aloud to practice pronunciation. When you are ready, record the passage and submit it to your teacher either online or as instructed by your teacher.



الدكتور عصام الثوري هو ابن عم
الدكتور حسن الثوري، والد نسرين.
والدكتور عصام أستاذ في كلية العلوم
السياسية في جامعة دمشق وهو
متخصص في حقوق الإنسان ولكن
يدرّس الآن في السعودية، وهو سعيد
في عمله وعنده أصحاب سعوديون
وعرب. والدكتور عصام متزوج وله

ثلاثة أولاد ولكن زوجته تسكن في دمشق مع الأولاد وهو بعيد عن الأسرة ولا يحبّ هذا، ولكن
زوجته سعيدة في مدينة دمشق وهي قريبة من عائلتها، والأولاد أيضاً.