

Palestinian Arabic Voices



Authentic Listening and Reading Practice in
Levantine Colloquial Arabic

Lingualism



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**Authentic Listening and Reading
Practice in Levantine Colloquial Arabic**



lingualism

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website: www.lingualism.com

email: contact@lingualism.com

Sample

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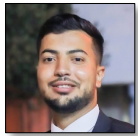
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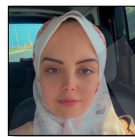
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Introduction

Palestinian Arabic Voices is designed to help you improve your comprehension of Levantine Colloquial Arabic by using its audio component (available as free, downloadable MP3s from www.lingualism.com/audio) alongside the guided exercises in the book.

Six native speakers from around Palestine have each contributed six *audio essays* on various topics, which in total make up the 36 segments found in this book. The contributors spoke naturally and spontaneously without reading prepared texts. The audio essays were then transcribed in Arabic script with diacritics (tashkeel) and translated into English. Studying these texts is a unique opportunity to better understand the patterns, usage, and idiosyncrasies of Arabic as spoken by Palestinians today.

How can this book help me?

You will hear the speakers in *Palestinian Arabic Voices* occasionally make what you are sure are mistakes; you're likely right. Words may be mispronounced or misused; grammatical rules may not always be followed; sentences may be left unfinished if the speaker decides to rephrase what they are saying. This poses an extra challenge for listening. However, it is also very insightful to hear natural, spoken Arabic at various speeds by several native speakers. Unfortunately, this is something most coursebooks lack, in favor of carefully prepared, unnaturally slow, flawless speech. **It is hoped that *Palestinian Arabic Voices* fills that gap and provides some refreshingly natural, challenging opportunities for improving listening skills.**

Can I benefit from this book at my level of Arabic?

This book is best suited for intermediate and more advanced learners who have some knowledge of Levantine Arabic, or at least, Modern Standard Arabic. However, even lower-level students can reap some benefits from listening to and studying the segments. Just keep in mind that the goal is **not** to understand 100%. The first time you listen, depending on your level, you may understand, say, 1%, 10%, 50%, or 90% of what you hear in a segment. If, after going through the exercises and studying the text while relistening several times, you are able to increase the percentage you can understand, you've made progress and are successfully developing your skills and pushing your level up. If this mindset is adopted, the materials in *Palestinian Arabic Voices* can be useful to learners at a wide range of levels.

How to Use This Book

To get the most out of this book, you need to exercise a bit of **discipline**—discipline to resist reading the texts and their translations before you have thoroughly studied the listenings. This cannot be emphasized enough. Once you have read the texts and translations, the dynamics of what you can obtain from listening to the segments changes fundamentally. You should first listen to a segment *several* times while working your way through the exercises in the book. These have been designed to help you first understand the gist and gradually discover details as you relisten. Only once you have come to understand as much as you can through the exercises should you move on to study the text and translation that follow. This approach will result in maximum efficiency in improving your listening skills. A step-by-step guideline follows.

1. **CHOOSE A SEGMENT TO STUDY:** The segments can be studied in any order. The MP3s that accompany Palestinian Arabic Voices are available as free downloads at www.lingualism.com/audio, where you can also stream the audio.
2. **TITLE AND KEYWORDS:** *Before you listen the first time, be sure to read the title of the segment and study the keywords.* Going into a listening “blind”—without having any context, without even knowing the topic—makes listening comprehension in a foreign language extremely difficult. Just by knowing the general topic, we are able to improve the amount we can understand, as we are able to draw on knowledge from our past experiences, anticipate what might be said, recognize known words, and guess new words and phrases.
3. **MAIN IDEA:** *Now, determine the “Main Idea” from among the four choices.* If you are not fairly confident that you know the main idea, listen one more time to narrow down your choices by process of elimination. Once you are confident you have determined the main idea of the segment, check your answer. (Answers for the exercises are found at the end of each segment.) If you were incorrect, listen one more time with the main idea in mind.
4. **TRUE OR FALSE:** *Answer the “True or False” questions.* (Do not read ahead to the multiple-choice questions as some of these questions themselves may answer the true-or-false questions.) If you feel unsure of any of your answers, listen to the segment again before checking your answers. You will notice that a small number follows most of the answers in the answer key. These numbers correspond to the line number in the text and translation that reveals the answer. If you do not understand why you got an answer wrong, quickly look at the text and/or translation for that line number. (Here’s where you have to use your self-discipline *not* to read beyond the specified line number!) Listen again and place a check next to each true-or-false question as you hear the answer.
5. **MULTIPLE CHOICE:** *Answer the “Multiple Choice” questions.* Follow the same guidelines as for the true-or-false questions. Note that both the true-or-false and multiple-choice questions are based on information found in the segment, according to the information provided by the speaker, regardless of the accuracy of the information. You can think of each question as being preceded by “According to the speaker, ...” or “The speaker mentions that...”. Assume that the time of speaking is the present. That is, if a question asks, “Is she still in Gaza?” it means as of the time she recorded the segment.

6. **MATCHING:** *Match the Arabic words and phrases to their English translations.* You will learn by spending time playing with the words, so don't look up the answers too quickly. Try finding matches through educated guesses and by process of elimination. After you have matched the words and checked your answers, listen again while you check off the words as you hear them. The vocabulary in the matching exercises focuses mostly on high-frequency adverbs, connectors, and phrases. Such words are frequently heard in spoken language and are vital for connecting ideas to produce natural speech.
7. **TEXT AND TRANSLATION:** Now that you have worked your way through the exercises and have managed to pick up more of what has been said, you can feel free to move on to study the text and translation for the segment. This part is more *freestyle*. Depending on your level of Arabic and level of comfort with the text, you can approach this in several ways. For instance, you can cover the Arabic side and first read the translation; then, try to translate the English back into Arabic based on what you remember. Also, you can simply try to brainstorm some possible Arabic equivalents for the words or phrases in the English translation; then, check the Arabic side and see how it was actually said. Conversely, you can cover the English side first and relisten while you read along with the Arabic, perhaps pausing the audio to repeat each line aloud. In any case, the side-by-side arrangement of the Arabic text and its English translation allows you to cover one side and test yourself in various ways. You should be able to match up most words and phrases with their equivalents in English. You may want to highlight useful and interesting vocabulary and phrases you want to learn.
8. **VOCABULARY:** Vocabulary exercises follow the text and translation in the first half of the book. These exercises focus on content words—mostly nouns, verbs, and adjectives. The vocabulary that an intermediate learner already knows and that which they need to learn will vary greatly from person to person. Each exercise draws your attention to some interesting vocabulary items found in the text. Each item is followed by a reference to the line number where the answer can be found. You are also encouraged to continue to discover additional useful vocabulary—both words and phrases—which you can write in your own notebook.
9. **LISTEN AGAIN:** Try listening again later to the segments you have already studied. You will find that you can understand more and with more ease the following day. (Studies have shown that material learned is consolidated and organized in the brain during sleep.)



Visit www.lingualism.com/audio, where you can find the free accompanying audio to download or stream (at variable playback rates).

The Texts and Translations

Lines

The text and translation for each segment have been divided into numbered “lines,” which are not necessarily complete sentences or even clauses but are manageable chunks that can be studied.

Translations

Good style has, at times, been sacrificed in favor of direct translations so that Arabic words and phrases can easily be matched up to their English equivalents. You are encouraged to think of alternative ways lines could be translated into English.

Fillers

Fillers, which are used to signal that the speaker is thinking of what to say next, are a common and natural part of spoken language. To avoid cluttering the text, uh... (..هههه) and um... (اممم...) are not written. Words that function as fillers are always written but are often left untranslated, as they do not add substantial meaning to the sentence. *يَعْنِي* is the most common filler in Levantine Arabic and could translate as *that is, I mean, or you know*.

Another trait of spoken discourse is that the speaker may misspeak, then back up to correct himself or herself. Also, a speaker may decide to rephrase a sentence, or simply not finish it. These are all marked with ellipses (...) so that you can easily see that the *word* you didn't catch is, in fact, not a complete word at all or is an unfinished thought. These ellipses are meant to aid you in deciphering the listening. However, when you are reading for meaning, anything before an ellipsis can be ignored.

Introductions

1

Najd's Introduction

Keywords

توأم twin تعليق صوتي voiceover هندسة مدني civil engineering

Main Idea

- Najd is a 27-year-old civil engineering graduate from Gaza with a large family, including a twin brother.
- Najd is a 37-year-old journalist from Gaza who studied political science and works in media.
- Najd is a widow and mother of two who lives in Ramallah and works as a voiceover artist.
- Najd is an only child who recently graduated from medical school and lives with her aunt's family in Gaza.

True or False

- Najd is currently working in the field of civil engineering.
- Two of Najd's sisters got married and now live in Morocco.
- Najd is the oldest sibling in her family.
- Najd's parents were not planning on having more children after her older siblings.
- Najd has left Gaza and is now in Egypt.

Multiple Choice

- Why did Najd decide to get into the field of voiceover?
 - People encouraged her because they liked her voice, and she found it a more diverse field than journalism.
 - She had always dreamed of becoming a voiceover artist and used to mimic commercials on TV.
 - Her twin brother recommended it to her, as he is also a successful voiceover artist.
 - She was offered a job in the field before she finished her degree.

2. How many siblings does Najd have?
- a. Three brothers and two sisters c. Four brothers and two sisters
b. Five brothers and three sisters d. Just a twin brother
3. What does Najd say about her current family situation?
- a. Some of her siblings have gotten married, but they still live in the same house.
b. She lives alone in a different country.
c. All her siblings still live with her in their family home.
d. She lives with only her parents.

Matching

أقل
إلى جانب
بالتالي
بالحسبان
بالمُناسبة
برضو
بس
على كل حال
على هاي
عم
فا
في نفس
لما
ما كانش
مع هيك
من داخل
من نفس

wasn't
in consideration
despite that
so, therefore
when
consequently
on this
from inside
in the same __
in any case
(progressive marker)
from the same
also, as well
by the way
besides
fewer
but

Text

السَّلَامُ عَلَيْكُمْ، مَرْحَبًا.	1	Peace be upon you, hello.
أَنَا نَجْدٌ عَكِيلَةٌ، أَنَا مِنْ فِلِسْطِينِ، مِنْ غَزَّةٍ تَحْدِيدًا.	2	I'm Najd Akkeela, I'm from Palestine, from Gaza specifically.
نَعَمْ، مِنْ غَزَّةٍ.	3	Yes, from Gaza.
إِحْنَا حَالِيًّا، يَعْني الكُلُّ يَبْعُرِفُ عَنْ غَزَّةٍ، فِي حَالَةِ حَرْبٍ.	4	We're currently, everyone knows about Gaza, in a state of war.
لَكِنْ مَعَ هَيْكٍ، أَنَا عَمَّ بَعَرَفُكُمْ عَنْ نَفْسِي مِنْ دَاخِلِ غَزَّةٍ.	5	But even so, I'm introducing myself to you from inside Gaza.
أَنَا عُمُرِي ٢٧ سَنَةً.	6	I'm 27 years old.
خَلَصْتُ هِنْدَسَةَ مَدْنِي، أَتَخَرَّجْتُ مِنَ الْجَامِعَةِ الْإِسْلَامِيَّةِ، دَرَسْتُ فِيهَا خَمْسَ سَنِينَ وَالْحَمْدُ لِلَّهِ وَخَلَصْتُ.	7	I finished civil engineering, I graduated from the Islamic University, I studied there for five years, and thank God, I finished.
وَدَرَسْتُ بَعْدَهَا بِالصَّوْتِ. حَبِيتُ إِذْ دَخَلْتُ مَجَالَ التَّعْلِيقِ الصَّوْتِيِّ لِأَنَّهُ كَثِيرٌ نَاسٌ سَمِعُونِي وَسَمِعُوا صَوْتِي، وَحَسُّوا إِذْ صَوْتِي يَنْفَعُ لِلصَّحَافَةِ وَالْإِعْلَامِ.	8	And after that, I studied voiceover. I wanted to get into the field of voiceover because a lot of people heard me and heard my voice, and they felt that my voice was good for journalism and media.
بَسَّ أَنَا كُنْتُ حَابَةً إِذْ دَخَلْتُ شَعْلَةً تَكُونُ يَعْني مُتَنَوِّعَةً أَكْثَرَ.	9	But I wanted to get into something more diverse.
فَا لَمَّا سَمِعْتُ عَنْ مَجَالَ التَّعْلِيقِ الصَّوْتِيِّ، حَسِيتُ إِذْ هَذَا الْمَجَالُ الَّذِي أَنَا يَعْني عَاجِبِي وَحَابَةُ إِنِّي فِعْلًا أَكُونُ فِيهِ وَحَ أَبْدَعُ فِيهِ.	10	So, when I heard about the field of voiceover, I felt that this is the field that I like and really want to be in, and I'll excel in it.
وَالْحَمْدُ لِلَّهِ أَتَوَفَّقْتُ وَأَشْتَغَلْتُ فِي التَّعْلِيقِ الصَّوْتِيِّ.	11	And thank God, I succeeded and worked in voiceover.
إِحْنَا يَعْني عَيْلَتُنَا كَبِيرَةٌ، إِسْمَالُ اللَّهِ عِنَّا خَمْسَ إِخْوَةٍ وَوَلَدٍ وَثَلَاثَ إِخْوَةٍ بَنَاتٍ.	12	Our family is big, by God's will, we have five brothers and three sisters.
وَبِالْمُنَاسَبَةِ، أَنَا خَلَقْتُ تَوَأمًا، يَعْني أَنَا إِسْمِي نَجْدٌ، وَفَلَقَهُ تَوَأمِي إِسْمُ مَنْجِدٍ.	13	And by the way, I was born a twin, my name is Najd, and my twin's name is Munjed.
فَا إِحْنَا آخِرَ تَيْنِ، آخِرَ نَفْرَيْنِ.	14	So, we're the last two, the last ones.
فَا أَهْلِي يَعْني مَا كَانَتْ بِالْحِسَابِ إِنَّهُمْ يَجِيبُونِي، بَسَّ الْحَمْدُ لِلَّهِ الَّذِي نَصِيبُ إِنِّي آجِي عَلَى هَايِ الدُّنْيَا.	15	So, my parents didn't plan to have me, but thank God it was meant for me to come into this world.

9

Bader's Daily Routine

Keywords

طبيعة nature مجموعة group مهارة skill

Main Idea

- Bader's strict daily routine and commitment to a fixed schedule
- How Bader tries to break up the monotony of a normal routine
- Bader's work in a garden and his love for planting flowers
- Bader's love for hiking in nature, especially in the city of Hebron

True or False

- Bader usually gets up early, around 5 o'clock in the morning.
- Bader enjoys going on hiking trails to break his routine, particularly on weekends.
- Bader and his sister often go on trails together for a change of scenery.
- Bader can still go on trails and outings during the current situation in his region.
- Bader has given up on trying to change his routine during the current war.

Multiple Choice

- What kind of activities does Bader enjoy on weekends to break his routine?
 - Going on trails and hikes
 - Watching TV and relaxing
 - Attending community meetings and social events
 - Reading books and doing research
- How does Bader describe the social aspect of his hiking experiences?
 - He hikes alone to reflect on nature.
 - He prefers not to socialize during hikes.
 - He enjoys hiking with a group, where he makes friends and connections.
 - He only goes hiking with his family members.
- What other activities does Bader mention doing when he can't go hiking or on outings?
 - He focuses on his studies and prepares for exams.
 - He plays sports with friends.
 - He enjoys painting and drawing.
 - He spends time working in his garden and learning new skills on the computer.

Matching

بِالْعَادَةِ
بِتَنْصِيرٍ
بِشَكْلِ عَامٍ
تَبْعِي
حَالِيًّا
حَسَبَ مَا
ع
عِبَارَةً عَنِ
عَنْ طَرِيقٍ
غَيْرِ هَيْكَلٍ
لِحَدِّ
لَمَّا أَكُونُ
وَلَكِنْ

usually
to, on
until, up to
by means of
currently, now
becomes
in general
according to what
consists of
when I am
besides that, other than that
but
my/mine

Text

بِالنَّسْبَةِ لِلرُّوتِينِ تَبْعِي، بِقَدْرِ أَحْكِي إِنْو روتين يَعْنِي
مِنْحِي عَادِي، أَوْ أَنَا بِحَاوِلِ إِنْو مَا أَخْلِيش يُكُونُ
هَالرُّوتِينِ يُكُونُ عَادِي.

1

Regarding my routine, I can say it's, let's say, normal—or I try not to let my routine be too normal.

لَأَنْو كَيْفَ يَعْنِي عَادِي؟ يَعْنِي إِنْو روتيني لدرجة يَعْنِي
الواحد يَبْصُحِي مِنَ الصُّبْحِ، يَبْجَهْزُ حَالو لِلشُّغْلِ،
بِيرواحٍ مِنَ الشُّغْلِ عَلَى... يَعْنِي مِنَ الْبَيْتِ عَلَى الشُّغْلِ،
فِي الشُّغْلِ بِقَعْدِ فِتْرَةٍ مُعَيَّنَةٍ، وَيَبْرُجِعُ عَلَيْهِ.

2

Because how can it be normal? You know, a routine where someone wakes up in the morning, gets ready for work, goes from home to work, spends a specific amount of time at work, and then comes back home.

فَا أَنَا يَعْنِي عَادَةً بِحَاوِلِ إِنْو أَكْسِرُ الرُّوتِينِ، بِحَاوِلِ
إِنْو أَغْيِرُ الرُّوتِينِ الْيَوْمِي تَبْعِي.

3

So, I usually try to break the routine; I try to change my daily routine.

فَا مِنَ الْأُمُورِ الِّي بِحَاوِلِ أَغْيِرُهَا إِنْو يَعْنِي أَحَاوِلِ
أَصْحِي يَعْنِي طَبْعًا بَدْرِي.

4

One of the things I try to change is waking up early, of course.

Keywords

تطريز embroidery تراث heritage ثوب/ثوب thobe (a traditional dress)

Main Idea

- The cultural significance of Palestinian embroidery and efforts to preserve it as part of Palestinian heritage.
- The techniques used in Palestinian embroidery and how they have evolved over time.
- Alaa's personal experiences learning embroidery as a child in Gaza.
- The differences between Palestinian embroidery and other types of embroidery around the world.

True or False

- Palestinian embroidery dates back more than 3,000 years, originating with the Canaanites.
- The design and colors of Palestinian embroidery have remained the same throughout history.
- The design and color of the Palestinian dress depend on the age of the person wearing it and the village it represents.
- UNESCO recognized Palestinian embroidery as an intangible cultural heritage in 2012.
- Alaa believes that the responsibility for preserving Palestinian embroidery lies primarily with schools and educational institutions.

Multiple Choice

- Why does Alaa mention the Israeli Defense Minister's wife in the context of Palestinian embroidery?
 - To show that Israeli officials often admire Palestinian fashion
 - To illustrate the collaboration between Palestinian and Israeli designers
 - To talk about a famous Israeli embroidery exhibition
 - To explain how the occupation has attempted to claim Palestinian dress as their own
- What event does Alaa describe as a "cultural victory" for the Palestinian cause?
 - The recognition of Palestinian dress by UNESCO
 - The opening of the first Palestinian embroidery museum
 - The popularity of Palestinian embroidery styles used around the world
 - The publication of a book about Palestinian embroidery

3. Why does Alaa emphasize the role of Palestinian women in preserving embroidery?
- Women are the ones who create and export the embroidery to other countries.
 - Women in Palestine are the only ones allowed to wear the embroidered dress.
 - Women, especially mothers and grandmothers, pass down the tradition and teach it to future generations.
 - None of the above*

Matching

بِحَيْثِ	such that, in a way that
حَسَبِ	for a long time
حَوَالِي	still
عَلَىٰ اِنْو	as much as possible
عَلَىٰ كَاهِلِ	in terms of
غَيْرِ	according to, depending on
فِي مَا يَتَعَلَّقُ بِـ	must, obligated to
قَدْرِ الْاِمْكَانِ	approximately, about
مَا زَالِ	since the days of
مَا كَفَّاهُمْ	upon (responsibility)
مَثَلًا	from (the time) when
مِنْ اَيَّامِ	other than, not
مِنْ حُدِّ مَا	regarding, concerning
مِنْ حَيْثِ	for example
مِنْ زَمَانِ	not enough for them
وَاجِبِ عَلَيْهَا	on the basis that

Free Topics

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Khaled: My Work as a Doctor

Keywords

مُسْتَشْفَى hospital الطَّوَّاقِمِ الطَّبِيَّةِ medical staff كَافْتِيرِيَا cafeteria

Main Idea

- The variety of specialties and services offered by Al-Shifa Hospital.
- The cafeteria's role in providing food and drinks to the hospital staff.
- The hospital's recovery from a financial crisis and how it improved its services.
- Khaled's experiences working at Al-Shifa Hospital and how the hospital has endured despite the war.

True or False

- Al-Shifa Hospital is a referral hospital for complicated surgeries and advanced health services.
- The hospital staff at Al-Shifa Hospital spends more time at work than at home.
- The hospital cafeteria was a place where only doctors would meet and discuss their cases.
- Despite being raided during the war, Al-Shifa Hospital began to recover and resume its normal operations.
- Al-Shifa Hospital will remain closed after the war, according to Khaled.

Multiple Choice

- Why does Khaled describe Al-Shifa Hospital as the largest hospital in Gaza?
 - Because it has the most advanced medical equipment
 - Because it has the largest number of buildings
 - Because of the large number of staff and the variety of services it offers
 - Because it is the most profitable hospital in Gaza

2. What role did the hospital cafeteria play for the staff at Al-Shifa Hospital?
 - a. It was a place to eat alone and quietly rest.
 - b. It was a gathering place for staff to share stories and discuss work.
 - c. It was only for doctors and not open to other hospital staff.
 - d. It was a place for hospital staff to plan new projects.

3. What happened to Al-Shifa Hospital during the war?
 - a. It remained open and was never affected.
 - b. It was raided, and the staff and patients were forced to leave.
 - c. It expanded its services during the war to accommodate the many injured.
 - d. It closed temporarily but reopened without any issues.

Sample

Matching

إِسَّا
بِأَيْدِي
بِالْقُوَّةِ
بِرِضْوٍ
بَعْدَ فِتْرَةٍ
حَرْفِيًّا
خَلُونِي
زِي مَا
طَوَّلَ الْوَقْتِ
فَا
كَإَنَّهُمْ
كَمَا
مِش لَأَنُو
مِش مَتَوَفَّرَةٌ
مِنْ أَجْلِ
مِنْ أَوَّلِ
مِنْ أَوَّلِ مَا

so, therefore
by the hands of
after a while
by force
let me
also
all the time
not because
literally
just as
from when first
than before
for the sake of
not available
also, as well
as if they
now

Text

مساء الخير.	1	Good evening.
خلوني أحكي لكم عن مكان عملي.	2	Let me tell you about my workplace.
زي ما إنتو عارفين، أنا دكتور، بشتغل في أكبر مستشفى في قطاع غزة، وهو مستشفى الشفا.	3	As you know, I'm a doctor. I work at the largest hospital in the Gaza Strip, which is Al-Shifa Hospital.
هالمستشفى هاد هو المستشفى الرئيسي اللي يقدم خدماتو طول الوقت ٢٤ ساعة في اليوم، ٧ أيام في الأسبوع، كل يوم.	4	This hospital is the main hospital that provides its services 24 hours a day, 7 days a week, every day.