

Syrian Arabic Voices

Authentic Listening and Reading
Practice in Levantine Colloquial Arabic



Syrians in diaspora share their personal stories of war and emigration through audio essays—with transcriptions and comprehension exercises—along with more light-hearted topics such as self-introductions, hobbies, and fond memories.



Syrian

Arabic

Voices

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

Matthew Aldrich



lingualism

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Table of Contents

Introduction	iv
How can this book help me?	iv
Can I benefit from this book at my level of Arabic?	iv
<i>How to Use This Book</i>	v
<i>The Texts and Translations</i>	vii
Lines	vii
Translations	vii
Fillers	vii
Introductions	1
<i>Fares' Introduction</i>	1
<i>Bayan's Introduction</i>	7
<i>Rami's Introduction</i>	12
<i>Amani's Introduction</i>	17
<i>Umran's Introduction</i>	22
<i>Nada's Introduction</i>	27
Daily Routines	32
<i>Fares' Daily Routine</i>	32
<i>Rami's Daily Routine</i>	37
<i>Amani's Daily Routine</i>	41
Childhood Memories	45
<i>Bayan's Childhood Memory</i>	45
<i>Rami's Childhood Memory</i>	49
<i>Umran's Childhood Memory</i>	53
Vacations	59
<i>Amani's Vacation</i>	59
<i>Nada's Vacation</i>	63
<i>Umran's Vacation</i>	67

Hobbies.....	73
<i>Bayan’s Hobbies.....</i>	73
<i>Fares’ Hobbies</i>	78
<i>Nada’s Hobbies.....</i>	83
War in Syria	88
<i>Bayan on the War.....</i>	88
<i>Fares on the War</i>	94
<i>Rami on the War.....</i>	100
<i>Amani on the War.....</i>	106
<i>Umran on the War.....</i>	111
<i>Nada on the War</i>	118
Emigration	126
<i>Bayan’s Emigration.....</i>	126
<i>Fares’ Emigration.....</i>	131
<i>Rami’s Emigration.....</i>	137
<i>Amani’s Emigration</i>	144
<i>Nada’s Emigration</i>	156
<i>Umran’s Emigration.....</i>	162
Free Topics.....	168
<i>Nada: Syrian Food.....</i>	168
<i>Umran: My Passion.....</i>	173
<i>Bayan: My Best Friend</i>	178
<i>Fares: Acceptance and Respect</i>	183
<i>Rami: Loneliness</i>	189
<i>Amani: Stereotypes.....</i>	195



فَارِس
Fares

Introduction	1
Daily Routine	32
Hobbies	78
War	94
Emigration.....	131
Acceptance and Respect	183



نَدَى
Nada

Introduction	27
Vacation	63
Hobbies	83
War.....	118
Emigration.....	156
Syrian Food.....	168



بَيَان
Bayan

Introduction	7
Childhood Memory	45
Hobbies	73
War.....	88
Emigration.....	126
My Best Friend	178



عِمْرَان
Umran

Introduction	22
Childhood Memory	53
Vacation	67
War.....	111
Emigration.....	162
My Passion	173



رَامِي
Rami

Introduction	12
Daily Routine	37
Childhood Memory	49
War	100
Emigration.....	137
Loneliness.....	189



أَمَانِي
Amani

Introduction	17
Daily Routine	41
Vacation	59
War.....	106
Emigration.....	144
Stereotypes	195

Introduction

Syrian 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/sav) alongside the guided exercises in the book.

Six native speakers from around Syria 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 and phonemic transcription and translated into English. Studying these texts is a unique opportunity to better understand the patterns, usage, and idiosyncrasies of Arabic as spoken by Syrians today.

How can this book help me?

You will hear the speakers in Syrian 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 he or she is 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 Syrian 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 Syrian 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 Syrian Arabic Voices are available as free downloads at www.lingualism.com/sav, where you can also stream the audio directly.
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, below the lined note-taking section.) 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 Germany?” 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. In the first half of the book, 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. In the second half of the book, keywords and phrases from the segment appear in alphabetical order in the matching exercises.
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 he or she needs 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 the lined note-taking section.)
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.)

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... (أهههه) and um... (أممممم) 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* 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

Fares' Introduction

Keywords

شغف passion طبّ أسنان dentistry

Main Idea

Fares ___.

- is 23, lives in Romania, and is studying.
- is 18, used to live in Saudi Arabia with his parents, and now lives in Romania with his sisters.
- works full time as a tour guide in Romania.
- used to live in Romania, but now works as a dentist in Germany.

True or False

- He left Syria when he was 18.
- His mother and father are both doctors.
- Fares started learning English after he left Syria.
- He lives with his older brother.
- He plans to settle in Romania permanently.

Multiple Choice

- Which of the following does Fares **not** mention?
 - He does volunteer work.
 - His education is important to him.
 - He is thankful that his family is well.
 - He visits his family at least once a year.
- Which subject have Fares' siblings **not** studied?
 - tourism
 - medicine
 - business
 - music
- Fares' passion is ___.
 - dentistry
 - his family
 - getting to know the world
 - doing volunteer work

Matching

حالياً
بعْدَ سِنَةٍ
بِجَانِبِ
يَلِيَّ
هَذَا
لَكِنْ
نَحْنِي
هُونَ
غَالِباً
لَأَنَّ
أَظَنَّ
إِلَيَّ
أَكِيدُ
هَذَا

because
besides, next to
but
currently, at present
definitely
for me, to me
here
I think
in a year
most likely
that, which
this (2x)
we

Text

مَرْحَبًا. اسْمِي فَارِسٌ.	1	Hello. My name is Fares.
أَنَا عَمْرِي ثَلَاثَ عَشْرِينَ سِنَةً.	2	I am twenty-three years old.
وُلِدْتُ بِسُورِيَا بِحِمِصَ بَسْنَةَ أَلْفٍ وَتِسْعِمِيَّةَ وَأَرْبَعَوَاتِسْعِينَ،	3	I was born in Homs, Syria in 1994
وَعِشْتُ فِيهَا لِحْدِّ عَمْرِي تَمْنَعُ عَشْرَ سِنَةٍ.	4	and lived there until I was 18 years old.
حَالِيًّا أَنَا عَائِشٌ بِمَدِينَةِ إِسْمَا تِيْمِيشُورَا بِرُومَانِيَا،	5	Currently, I live in a city called Timisoara in Romania, near the Hungarian-Romanian border in Romania.
جَنْبَ الْحُدُودِ الْهَنْغَارِيَّةِ الرَّومَانِيَّةِ بِرُومَانِيَا.	6	I'm studying dentistry [and am] in my sixth year, that is, final year now.
بِذُرْسَ طَبِّ أَسْنَانِ بِالسَّنَةِ السَّادِسَةِ وَالْأَخِيرَةِ هَلَّقَ يَعْني.	7	In a year, I'm supposed to graduate.
بَعْدَ سِنَةٍ لَازِمٌ إِتَخَرَّجُ.	8	I neither love nor hate my studies; I'm very neutral.
مَا بَحِبُّ وَمَا بَكْرَهُ دِرَاسَتِي، كَثِيرٌ مُحَايِدٌ أَنَا.		

لَسَا مَا لَقَيْتِ الشَّغْفَ لِحِبَا مَبْطُوطٍ،	9	I haven't yet found the passion to love it exactly.
بَسَّ إِنِّي مَبْسُوطٌ إِنِّي عِنْدِي هَالخِيَارِ بِالْأَخْصِّ	10	But I am happy that I have this choice, especially with Syria's situation and the war.
بِأَوْضَاعِ سُوْرِيَا وَبِالْحَرْبِ،		
يَلِيَّ يَعْني صَاحِلِي يَلِيَّ صَارَلِي كَثِيرِ.	11	A lot has happened to me.
كَانَ مُهِمًّا إِنِّي إِدْرُسُ طِبًّا أَوْ أَسْنَانَ وَإِقْدِرْ كَفِّي	12	It's been important for me to study medicine or dentistry and be able to continue my studies.
دِرَاسَتِي.		
هَآي كَثِيرَ كَانَتِ مُهِمَّةً نِقْطَةً إِلَيَّ إِنِّي عَمَّ إِدْرُسُ.	13	This was an important point for me that I am studying.
فِي كَثِيرِ نَاسٍ بَعْرُفُنْ وَأَصْحَابِي مَا قَدِرُوا يَدِرُسُوا	14	There are a lot of people that I know and my friends that could not study after the war,
بَعْدَ الْحَرْبِ،		
وَأَنَا عَمَّ يَقْدِرْ إِدْرُسُ وَعَآيشِ وَمَبْسُوطٍ وَهَادَا كَثِيرِ	15	and I am studying and alive and happy, and this is something that matters to me a lot.
شَيِّ بِيهِمْنِي.		
بِجَانِبِ دِرَاسَتِي بِشْتَغِلْ أَنَا كَمْتَطَوِّعَ بِأَكْثَرِ مِّنْ	16	Besides my studies, I work as a volunteer in some organizations.
مُنْظَمَةٍ.		
وَكَمَانَ عِنْدِي مَشْرُوعِي الْخَاصِّ يَلِيَّ هُوَّ جَوْلَاتِ	17	I also have my own project, which is sightseeing tours for tourists who come here.
سِيَّاحِيَةِ لِّلْسِيَّاحِ هُونْ يُّجَوَا.		
المَشْرُوعِ اسْمُو Timisoara Free City Tour يَعْني	18	The project is called "Timisoara Free City Tour." We do... I lead sightseeing tours for the tourists who come.
نَحْنِي مَنَعِمِلْ... أَنَا بَعْمَلِ جَوْلَاتِ سِيَّاحِيَةِ لِّلْسِيَّاحِ يَلِيَّ		
يُّجَوَا.		
وَهَنِّي مَا بِيَدْفَعُوا بَسَّ بِيَقْدِرُوا يَدْفَعُوا تَبْرَعًا،	19	And they do not pay, but they can pay a donation, donating an amount they see fit for the tour
بِيَتَبَرَّعُوا بِمَبْلُغِ بِيَلَاقُوا مُنَاسِبَ لِمَن التَّورِ		
لِنَشْجَعِ هَالْأَنْوَاعِ مِنَ الْجَوْلَاتِ السِّيَّاحِيَةِ وَمِنِ	20	to encourage such sightseeing tours and such economic activities that are relying not only on money but also on interest, appreciation, exchange, and sharing between people, and sharing the human experience.
هَالنَّشَاطَاتِ الْاِقْتِصَادِيَةِ يَلِيَّ هِيَّ مَا بَسَّ مُعْتَمِدَةً		
عَلَى الْمَصَارِي كَمَا مُعْتَمِدَةً عَلَى الْاِهْتِمَامِ وَالتَّقْدِيرِ		
وَالتَّبَادُلِ وَالتَّشَارِكِ بَيْنَ النَّاسِ وَالتَّجْرِبَةِ		
الْاِنْسَانِيَةِ.		
أَنَا أَهْلِي أَطِبَّاءُ تَيْنِ:	21	Both of my parents are doctors.
أَبِي دِكْتُورِ عِيُونِ وَأُمِّي دِكْتُورَةُ أُذُنِ وَأَنْفِ وَحَنْجَرَةٍ.	22	My dad is an ophthalmologist, and my mom is an ENT (ear, nose, and throat) specialist (otorhinolaryngologist).
عِنْدِي ثَلَاثُ أَخَوَاتٍ، أُخْتَيْنِ أَكْبَرِ مَنِي وَأَخَّ أَكْبَرِ مَنِي.	23	I have three siblings: two sisters older than me and a brother older than me.

أخي يدرس كمان طب وأخواتي تين وحدة بتدرس
موسيقا... أو خلصت موسيقا،

24 My brother is also studying medicine, and my
two sisters—one is studying music... or has
finished [studying] music.

وحدة درست اقتصاد وأعمال.

25 And one studied commerce and business.

درست بالمدرسة الإنجيلية بحمص يلي هي من
أعرق المدارس بسوريا ومن أقدم، أكثر من مية
وخمسين سنة.

26 I studied in the [National] Evangelical School
in Homs, which is one of the most deep-
rooted schools in Syria and one of the oldest,
more than one hundred and fifty years old.

هنيك قدرت إنكلمي إنكليزي منيح وكان في مستوي
من التربية منيح.

27 There, I was able to learn English well, and the
level of education was good.

قابلت ناس مختلفين بسوريا من كل الطوائف وكل
الأديان

28 I met different people from Syria of all sects
and religions,

وهادا كان شي كثير مهم إلي... لإتقبل الآخرين.

29 and this was a very important thing for me...
to accept others.

حاليا قاعد برومانيا من خمس سنين، وما بشوف
أهلي.

30 Currently, I have been living in Romania for
five years, and I haven't seen my parents.

منحكي دائما على الإنترنت،

31 We always talk on the internet.

لكن بطروف الحرب بطروف فيزا والتأشيرات ما
قدرت روح شوفن ولا هني يجوا.

32 But with the war situation and the visa issue, I
haven't been able to go and see them, nor
have they come.

أهلي قاعدين بالسعودية وأخي هون بتيميشوارا،
ساكنين سوا.

33 My parents live in Saudi Arabia, and my
brother is here in Timisoara. We live together.

وأخواتي وحدة منن دبي والتاني بالسعودية.

34 And my sisters—one is in Dubai, and the other
is in Saudi Arabia.

الحمد لله الكل مبسوط الكل مرتاح.

35 Thank God, everyone is happy and
comfortable.

عم يشتغلوا، هادا أهم الشي.

36 They are working. That is the most important
thing.

وأكيد منشكر نخني، محمودين نخني لهالشي هاد.

37 And definitely, we are thankful; we are
blessed for that.

بدي خلص دراستي هون وحاب إتقبل على بلد
تاني.

38 I want to finish my studies here, and [then] I
would like to move to another country.

غالبا حيكون بغرب أوروبا،

39 Most likely, it will be in western Europe,

لأنو حاب شوف الثقافة هنيك يلي هي جدا
مختلفة أظن عن الثقافة هون برومانيا.

40 because I would like to see the culture there,
which is very different, I think, from the
culture here in Romania.

كانت رومانيا منيحة بالنسبة إلي كنقطة انتقال،

41 Romania has been good for me as a passing
point.

لَكِن أَنَا أَظِنُّ مُسْتَعِدًّا هَلِّقُ لِسَافِرٍ لِمَحَلٍّ جَدِيدٍ
وَشَوْفِ نَاسٍ جَدِيدَةٍ وَلُغَةٍ جَدِيدَةٍ وَثِقَافَةٍ جَدِيدَةٍ.
وَأَكِيدُ هَادَا هُوَ شَغْفِي إِنِّي شَوْفِ قَدِّ مَا يَفْئِدِرُ نَاسٍ
وَثِقَافَاتٍ وَلُغَاتٍ وَتَعَرَّفْتُ عَلَى هَالْعَالَمِ.
كُتِيرُ أَنَا بِنَبْسِطٍ وَقَتِّ أَعْمَلِ هَالشَّيِّ هَادِ.

42 But I think I am ready now to travel someplace
new and see new people, a new language, and
a new culture.
43 And definitely, this is my passion—to see as
much as I can of people, cultures, languages,
and get to know this world.
44 I feel really happy when I do this.

Vocabulary

1. neutral⁸ _____
2. volunteer¹⁶ _____
3. tour¹⁷ _____
4. donation¹⁹ _____
5. parents²¹ _____

6. ophthalmologist²² _____
7. visa³² _____
8. to work³⁶ _____
9. blessed³⁷ _____
10. I'm happy^{10,44} _____

Answers

Main Idea: a True or False: 1. T⁴ 2. T²¹ 3. F²⁷ 4. T³³ 5. F^{38,41} **Multiple Choice:** 1. d^{13,16,35} 2. a²⁴⁻²⁵ 3. c⁴³ **Matching:** حالياً currently, at present / بعد سنة in a year / بجانب besides, next to / ليّي that, which / هادا this / لكن but / نحني we / هون here / غالباً most likely / لآنو لأنو because / أظنّ I think / إليّ for me, to me / أكيد definitely / هال this **Vocabulary:** 1. مُحَايِد 2. مُتَطَوِّع 3. جَوْلَة 4. نَبْرُوع 5. أَهْل 6. عِيُون 7. دِكْتُوْر عِيُون 8. فِيزَا = تَأْشِيرَة 9. شَتْعَل (يَشْتَعِل) 10. مَحْمُود = أَنَا مَبْسُوط = أَنَا بِنْبَسِط

8

Rami's Daily Routine

Keywords

دورة course شغل work, job

Main Idea

Rami tells us about ____.

- his typical day at work
- his typical day off work
- his routine when he used to live in Syria
- his wife's daily routine because he himself does not have a set routine

True or False

- Rami gets up before 8 a.m.
- His course is nearly three and a half hours from his house.
- He spends a lot of time at the gym.
- He and his wife watch TV before bedtime.
- He travels a lot for work.

Multiple Choice

- The first thing Rami does after waking up is ____.
 - have breakfast
 - brush his teeth
 - check email
 - go for a jog
- Rami is taking a ____ course.
 - language
 - computer programming
 - business
 - citizenship
- Which of the following does Rami **not** mention?
 - He watches TV on his cell phone on the subway.
 - He helps his wife cook and do the dishes.
 - He works on his own projects.
 - He makes plans for the day with his wife.

Matching

أَوَّلُ شَيْءٍ	a few hours
بَعْدًا	approximately (2x)
فَا	every other week
لِحَتِّي	first of all
حَوَالِي	for
تَقْرِيْبًا	if
طَبْعًا	in general
إِذَا	in order to
مَا	not
كَم سَاعَةٍ	of course
لِحَدِّ مَا	so
فِي	then
بِشَكْلِ عَامٍّ	there is
كُلِّ اسْبُوعَيْنِ	these days
مُشَانِ	until
هَالِإِيَّامٍ	

Text

1	ما عِنْدِي رُوتِينٌ مُعَيَّنٌ، بَسَّ الشَّيْءِ يَلِيَّ يَتَكَرَّرُ كُلَّ يَوْمٍ هُوَ بَفِيْقٍ بَحْوَالِي السَّاعَةِ سِتَّةَ وَنِصِّ لِسَبْعَةٍ.	1	I do not have a particular routine,
2	أَوَّلُ شَيْءٍ بَطَّلَعُ عَلَى مَوْبَائِلِي حَتَّى شُوفِ شَوْ جَائِنِي إِيْمِيْلَاتٍ أَوْ جَائِنِي مَسِجَاتٍ.	2	but what I repeat every day is that I wake up around 6:30 or 7:00.
3	بَعْدًا بِقَوْمٍ لِحَتِّي جَهِّزْ حَالِي، فَا بَفِطْرٍ بَفْرُشِي سَنَانِي بِلِيسٍ لِبِيسِي بَجَهِّزْ غُرَاضِي لِحَتِّي رُوحَ عَلَى دَوْرَةِ اللُّغَةِ.	3	First, I look at my cell phone to see what emails or messages I have received.
4	هَلَّقْ دَوْرَةَ اللُّغَةِ شَوْيَّ بَعِيدَةً.	4	then I get up to get ready.
5		5	I have breakfast, brush my teeth, put on my clothes, and get my stuff ready to go to the language course.
6		6	Now, the language course is a bit far.

War in Syria

19

Bayan on the War

Keywords

الأمن the security forces أهالي دارياً the people of Daraya
قصف bombing مظاهرة demonstration

Main Idea

- Bayan gives us an overview of the history of Syria and explains how it became so divided.
- Bayan explains which side she supports in the war and why.
- Bayan tells us about events that unfolded in her hometown.
- Bayan focuses on one particularly eventful day during the war.

True or False

- Bayan saw the security forces (police) badly beat a young person in front of her house.
- Her cousin was killed by a bomb.
- They had to sleep in the basement for two weeks during bombing campaigns.
- Over 5,000 people were killed in the Great Daraya Massacre.
- The Free Army is still in control of Daraya.

Multiple Choice

- In the beginning, the demonstrations were _____.
 - weekly after the Friday prayer
 - tolerated by the government
 - held on university campuses
 - all of the above*
- A man named Ghiath Matar had the idea to _____.
 - start anti-corruption demonstrations
 - plant bombs to ambush the security forces
 - give flowers to the security forces
 - form the Free Army
- Which is **not** true?
 - Bayan's brother was detained for two months.
 - The war affected Bayan's college studies.
 - Bayan and her family left the city and went to a farm and then Damascus.
 - Most residents of Daraya have returned.

Matching

الجيش الحرّ
بالأبو
خفنا
ستمرّ الوضّيع بهيّ الطريّقة
سلاح
صار
ضلّ الوضّيع هيّك
طلع
عُتقل
عصايات
فرّق النَّاس
قتل
قذيفة
قصف
قعد
كلّ (يوم) جمعة
كنّا خايفين
مجزرة
مدمّر
منع
تُتشر
نظام
وضّيع

bomb, projectile
continued like that (2x)
destroyed
every Friday
in the basement
massacre
regime
situation
sticks, rods, bats
the free army
to arrest
to bomb
to disperse the people
to kill
to leave; to set out, go out
to prevent
to spread
to start
to stay
we were afraid (2x)
weapon

Text

بَدَيْتِ الْقِصَّةَ بِدَارِيَا بِالْمُظَاهِرَاتِ مِثْلَ كُلِّ الْأَمَاكِينِ بُسُورِيَا.	1	It started in Daraya with demonstrations, like everywhere in Syria.
وَبِالْأَوَّلِ صَارَتْ تَطَّلِعُ كُلَّ يَوْمِ جَمْعَةِ مُظَاهِرَةٍ.	2	At first, it was a demonstration every Friday.
تَطَّلِعُ بَعْدَ صَلَاةِ الْجُمُعَةِ.	3	It was after the Friday prayer.
صَارَ الْأَمِينُ بِالْأَوَّلِ يُفَرِّقُ النَّاسَ.	4	The security forces would disperse the people.
وَصَارَ يَنْتَشِرُ بِالْمَدِينَةِ حَتَّى يَمْنَعُ الْمُظَاهِرَاتِ وَيَنْتَشِرُ عِنْدَ الْجَوَامِعِ.	5	And then it spread in the city to prevent the demonstrations, and it was spreading by the mosques.
بَسَّ النَّاسُ كَانُوا يَعْني مُصْرَبِينَ.	6	But people were determined.
صَارَ النَّاسُ كُلُّ جَمْعَةٍ يَخْتَارُوا جَامِعًا.	7	People chose a mosque every Friday.
يَعْرِفُوا يَعْني يَحْدُدُوا إِنْو النَّاسِ الْأَمِينِ مَوْجُودَ نَاحِيَتِهِ فَيَرْوِحُوا يَطَّلِعُوا مِنْو.	8	They knew that the security forces were not there, so they would go and start from there.
يَخْتَارُوا بِشَكْلِ سِرِّي وَيَطَّلِعُوا مِنْو مُظَاهِرَةٍ.	9	They would secretly choose it and go out demonstrating from there.
الْأَمِينُ صَارَ بِالْأَوَّلِ يَهْجُمُ عَالِمُ الْمُظَاهِرَاتِ وَيَفَرِّقُ النَّاسَ وَيَضْرِبُهُمُ بِالْعَصَايَاتِ.	10	The security forces, at first, would attack the demonstrations, disperse the people, and beat them with sticks.
يَعْني فِي مَرَّةٍ كَانَتْ الْمُظَاهِرَةُ تَحْتَ بَيْتِنَا وَشِفَتْ الْأَمِينُ إِجَا مَسْكَ الشَّبَابِ وَصَارَ يَضْرِبُهُمُ بِالْعَصَايَاتِ وَالدَّمُ يَنْزِلُ وَكَانَ مَنْظَرٌ بِيخُوفٍ.	11	I mean, once, the demonstration was in front of our house, and I saw the police holding some youth and beating them with sticks and blood was flowing, and it was a terrifying view.
بَسَّ أَهَالِي يَعْني أَهَالِي دَارِيَا مَا كَانُوا يَحْمِلُوا سُلَاحَ بِالْأَوَّلِ.	12	But the people... I mean, the people of Daraya were not holding weapons in the beginning.
حَتَّى صَارُوا يَحْمِلُوا وَرْدَ وَمِي مَشَانِ يَعْطُوهُمْ لِلْأَمِينِ.	13	They were just holding roses and water to give to the security forces.
كَانَتْ هِيَّ الْفِكْرَةَ لَغِيَاثِ مَطَرٍ.	14	This was Ghiath Matar's idea.
يَعْني دَلِيلٌ إِنْو أَهَالِي دَارِيَا هِنَّا مَا بَدَّهُمْ يَحْمِلُوا سُلَاحَ.	15	You know, a sign that the people of Daraya did not want to carry weapons.
بَسَّ الْأَمِينُ ضَلَّ مُسْتَمِرَّ بِهِي الطَّرِيقَةَ.	16	But the security forces continued in this way.
وَعَتَقَلُوا غِيَاثَ مَطَرٍ وَقَتَلُوهُ بِسِنَّةِ الْفَيْنِ وَإِدْعَشَ.	17	They arrested Ghiath Matar and killed him in 2011.
فَلَمَّا سَتَمَّرَ الْأَمِينُ بِهِي الطَّرِيقَةَ الشَّبَابِ أَهَالِي دَارِيَا صَارُوا يَتَسَلَّحُوا حَتَّى يَدَافِعُوا عَنْ حَالِهِمْ.	18	When the security forces continued like that, the young people of Daraya started arming to defend themselves.
وَسَتَمَّرَ الْوَضِعَ هَيْكُ.	19	And the situation continued like that.
وَصَارُوا كَمَا يَطَّلِعُوا بَعْدِينَ مُظَاهِرَاتٍ بِاللَّيْلِ.	20	And, they would demonstrate at night.

Keywords

صُعوبة difficulty	كفن (أَكْفَان) burial shroud	ألماني German
سفارة embassy	لمرّ شمل reunion	أندونيسيا Indonesia

Main Idea

Amani traveled to Indonesia to apply for a German visa. Ultimately, she ___.

- was only able to get a visa to stay in Turkey
- had to stay in Indonesia for over a year before she was granted a German visa.
- was sent back to Lebanon on a plane
- was able to get to Germany within a few days after arriving in Indonesia.

True or False

- Amani's brother stayed with her for a while after her husband went ahead of them to Germany.
- She didn't apply for a visa at the German embassy in Lebanon because the wait time was too long.
- The first time she requested an appointment at the German embassy in Indonesia, it was canceled.
- The first time that she arrived in Indonesia, she was sent back.
- Overall, she felt her emigration experience was stressful and humiliating.

Multiple Choice

- Which of the following difficulties does Amani mention?
 - not having her husband around to help
 - being made to feel unwelcome abroad
 - the process to get a reunion visa
 - all of the above*
- When Amani got to the Beirut airport, ___.
 - she learned that Indonesia was sending Syrian travelers back, even if they had visas.
 - she was arrested for bringing her children into Lebanon without their passports.
 - a representative for Caritas was there to help her.
 - none of the above*
- Which of the following is **not** true?
 - Amani had to pay off an immigration official in order to enter Indonesia.
 - She had to convince the immigration official that she wouldn't stay in Indonesia illegally.
 - Her twins have diabetes and traveling with their medicine was difficult.
 - She was able to get German visas for herself and her children in Indonesia.

Matching

أُوْكِيَه	agony, anguish
بِشْتَى الطَّرُق	among us
بَلَد	based on
بِنَاءٌ عَلَى	bribe
بَيْنَاتِنَا	country
بِيَوْمَا	doubt, suspicion
تَرْكِيَا	guarantee
تَفَاوَتْ	in those days
تَوَّأَم	in various ways
حَاكِي	my husband
حُلُول	okay
خَرِب	shock
دَبَّر	solutions
رَشْوَةٌ (رِشَاوِي)	to believe
زَوْجِي	to deal with, take care of
سَتَقْبَلُ	to enter, go in
شَتْرَطُ	to persecute
شَكَّ	to show
صَدَّقَ	to spoil, go bad
صَدْمَةٌ	to stipulate, require
ضَطْهَدَ	to talk with
ضَمَان	to vary
عَذَاب	to welcome, receive
فَات	Turkey
فَرْجِي	twins

فيِزا (فيِز)	all of us
قِبِل	amount
قَلِتِلُو	application; process
كِرَامَة	appointment
كفن (أَكْفَان)	burial shroud
كَلِيَاتِنَا	children
لغى	contagious
ما... غيرُ	dead
مُبَلِّغ (مبَالِغ)	diabetes
مُتَشَدِّد	dignity
مُجَازِفَة	I told him
مُجَرِّد	impossible
مُحَاصِر	just, only, merely
مِحْنَة	no entry
مرض سِكْرِي	only, nothing but
مِرْغُوب	ordeal, difficulty
مِسْؤُولِيَة	promise
مُسْتَحِيل	responsibility
مُعَامَلَة	risk hazard
مُعْدي	strict
مَنْع دُخُول	to accept
مَنْك	to approve
مَوْعِد	to cancel
مِيَّت	under siege
وَأْفَق	visa
وَعْد	wanted, desired
وُلَاد	you are not

Text

رِحْلَةُ لُجُؤِي مَا كَانَتْ صَعْبَةً مِثْلَ... مِثْلِ النَّاسِ التَّائِبِينَ.	1	My journey as a refugee was not as difficult as some other people's.
مَا كَانَ فِي بَحْرِ وَغَابَاتٍ وَمَشْيٍ وَصُعُوبَاتٍ.	2	There was no sea or forests or walking or difficulties.
كَانَتْ صُعُوبَتًا مِنْ نَوْعٍ تَانِي:	3	The difficulty was of another sort:
تَحْمُلُ مَسْئُولِيَّةَ ثَلَاثِ وُلَادٍ فِي بَلَدٍ فِيهَا حَرْبٌ بِمَدِينَةٍ كَانَتْ مُحَاصَرَةً.	4	Carrying the responsibility for three children in a country at war, in a city that was under siege.
أَحْيَانًا يَكُونُ مَا فِي عِنَّا أَكْلٌ وَشُرْبٌ، غَازٌ بَنْزِينَ مَازُوتٌ، هَذَا الشَّيْءُ كَانَ كَثِيرًا صَعْبًا.	5	Sometimes, we did not have food or drink, gas, fuel, oil—this was what was very difficult.
أَنَا ضَلَّيْتُ سِنَةً بِسُورِيَا بِدُونِ زَوْجِي، وَحَدْنَا أَنَا وَالثَّلَاثُ وَوَلَادِي.	6	I stayed for a year in Syria without my husband, me and three children alone.
مَعِيَ أَخُوِّي كَانَ عَاشٍ بِالْبَيْتِ لِحْتَى يُسَاعِدَنِي لِأَنِّي بَعْضَ الْأَحْيَانِ نِضْطَرُّ إِنِّي بِاللَّيْلِ نُشِيلُ الْوِلَادَ وَنِطْلَعُ مِنَ الْبَيْتِ،	7	I had my brother living at home to help me because sometimes we had to take the children at night and leave the house,
فَكَانَ شَيْءٌ صَعْبًا إِنِّي قَوْمٌ فِيَّو لَوْحَدِي وَكَانَتْ مَوْظِفَةً.	8	so it was difficult for me to do it alone, and I was working.
الصُّعُوبَةُ الَّتِي شَفَعْنَا أَنَا أَوْ الَّتِي وَاجَهْنَا أَنَا كَانَتْ مِنْ نَوْعٍ تَانِي الَّتِي هِيَ صُعُوبَةُ لَمَّ الشَّمْلِ.	9	The difficulty that I had—or that I faced—was of another sort, namely the difficulty of reunion.
الَّتِي يُنْطَلَعُ بِالْبَحْرِ يُأْخِذُ عِيْلَتَهُ مَعَهُ فَهَذَا الشَّيْءُ أَسْهَلُ.	10	Those who go by sea take their family along, so this is easier.
يَكُونُوا كُلُّهُمْ فِي الْعَذَابِ،	11	They are all in the same anguish,
بَسَّ أَنَا كَانَ فِي عِزَابِ مَسْئُولِيَّةِ الْوِلَادِ وَحَدِي	12	but I was in agony taking the responsibility of the children alone
وَعَذَابِ إِنِّي لَاقِي مَوْعِدَ بِالسَّفَارَةِ الْأَلْمَانِيَّةِ بِشَيْءٍ بَلَدٍ يَقْبَلُ يَجْمَعُنِي لَمَّ شَمْلِ.	13	and in agony to get an appointment at the German embassy in some country that agrees to do a reunion for me.
بَشَكْلٍ عَامٍّ لِأَزْمِ السُّورِيِّينَ يُعْمَلُوا مَوْعِدَ بِالسَّفَارَةِ الْأَلْمَانِيَّةِ بِلُبْنَانَ أَوْ بِتُرْكِيَا،	14	Normally, Syrians have to make an appointment at the German embassy in Lebanon or in Turkey,
لَكِنْ لِلْأَسْفِ لَمَّا أَخَذَ جُوزِي حَقَّ الْإِحْتِفَازِ بِلَمَّ الشَّمْلِ أَوْ حَقَّ لَمَّ الشَّمْلِ نَمْنَعَتْ أَنَا مِنْ دُخُولِ تُرْكِيَا لِأَنِّي تُرْكِيَا سَكَّرَتْ الْحُدُودَ.	15	but unfortunately, when my husband got the right to reunion, I was blocked from entering Turkey, as Turkey had closed its borders.
فَالذَّلِكَ مَا بَقِيَ عِنْدِي خِيَارٌ غَيْرَ لُبْنَانَ،	16	Therefore, I only had the choice of Lebanon,

Keywords

طيران aviation طائرة airplane

Main Idea

Umran's dream is to become ___.

- a flight attendant
- a commercial pilot
- an aircraft mechanic
- none of the above*

True or False

- Umran's father was an aircraft mechanic.
- He has been flying planes since he was little.
- He is currently enrolled in a pilot training course.
- He once had to land an Airbus without any training.
- Nobody knows about this dream of his.

Multiple Choice

- As a child, Umran used to go with his father to work and ___.
 - hand him tools as he worked on planes
 - lie on the grass and watch planes take off and land
 - pretend to fly parked planes
 - none of the above*
- On his first commercial flight, Umran ___.
 - watched the mechanics of the wing and engine through the window
 - was allowed to sit in the cockpit with the pilots
 - realized he was actually afraid of flying
 - all of the above*
- In order to achieve his dream, Umran feels that he needs to ___ and ___.
 - work hard
 - have his family's support
 - live in a country with opportunities
 - get a job with Airbus



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