

SECTION

2

# INTRODUCTION TO ARABIC LISTENING AND READING COMPREHENSION



# LISTENING READING

## Listening Comprehension and Participation Phonological Awareness/ Reading Fluency

### INTRODUCTION

This section covers listening comprehension and reading comprehension in a practical way. While listening comprehension deals with the ability to receive, understand, interpret and respond to verbal messages from the speaker, reading comprehension is the ability to receive, understand, interpret and respond to a written message. Both involve interpretation and recognition of discourse elements, the understanding of the meaning of individual words and sentences. You are expected to listen to each dialogue twice or thrice or more with subtitles or without subtitles. Besides understanding the meaning of the words and the sentences, you learn the importance of recognizing context in listening and reading, which means that you can relate what you hear to the real world in which you live. Images, videos and audio are provided to enhance your understanding, as you can symbolically recognize concepts with language and link them together to understand what you hear or read and give it meaning.

#### At the end of this section, you should be able to:

- List the words in the passage that are familiar and those that are not familiar.
- Use familiar words in meaningful sentences.
- Make and support inferences about implied meaning of words in the passage, in a particular context

#### Key Ideas:

- Interpretation
- Reading

### Listening Comprehension and Interaction

In this section, you'll learn how to listen actively and effectively. Listening isn't just about hearing words; it's about understanding and interpreting both verbal and non-verbal messages. You'll practice listening to different types of speech, focusing on understanding the speaker's message and responding appropriately. This will help improve your overall communication skills.

**(فَهْمُ الْمَسْمُوع – Listening Comprehension)**

(العربية بين يديك: الكتاب الثاني، صفحة 221 – 224)

(clip 2.1a)

**1. الحوار بين جون وعماد حول النظافة – Dialogue between John and Imaad on cleanliness***First part of (clip 2.1a) {0:00-1:20}*

- جون:** ما أطيّب العطر الذي تستعمله اليوم يا عماد!
- عماد:** شكرا يا جون.
- جون:** أراك تهتم بالنظافة كثيرا
- عماد:** حقا؛ لأن الإسلام يحث المسلم على النظافة
- جون:** هل يهتم كل المسلمين على النظافة مثلك؟
- عماد:** نعم، لأن على كل مسلم أن يتوضأ ويغتسل ويتطهر.
- جون:** هذه نظافة الجسم، وماذا عن نظافة الملابس؟
- عماد:** يهتم المسلم بنظافة الملابس، كما يهتم بنظافة الجسم، فتكون ثيابه نظيفة دائما.
- جون:** فعلا، النظافة أمر مهم عنديكم.
- عماد:** وهناك نوع ثالث من النظافة.
- جون:** ما هو؟
- عماد:** نظافة النفس.
- جون:** ماذا تقصد؟
- عماد:** يجب أن يكون المسلم نظيف القلب، يحب الخير لأخيه، كما يحبه لنفسه.
- جون:** شكرا يا عماد؛ فقد تعلمت منك اليوم الكثير.

**2. الحوار بين موسى وأمه حول النظافة – Dialogue between Musa and his mother on****cleanliness***Second part of (clip 2.1a) {1:21-2:29}*

- الأم:** ماذا تنتظر يا موسى؟
- موسى:** أنتظر أخي عيسى.
- الأم:** ماذا يفعل؟
- موسى:** هو في الحمام يغتسل لصلاة الجمعة.
- الأم:** شيء طيب أن يهتم الإنسان بالنظافة.
- موسى:** حقا يا أمي، الإسلام يدعو إلى نظافة الجسم والملابس.
- الأم:** ويهتم كذلك بنظافة النفس.
- موسى:** كيف تكون نفس الإنسان نظيفة؟
- الأم:** يجب عليه أن يكون نظيف القلب، يحب الخير لكل الناس.

**3. مباراة كرة القدم (clip 2.1c)**

في يومٍ مشمسٍ، تجمع فريقان في الملعب الكبير للعب مباراة كرة القدم. كان الجمهور يشجع اللاعبين بحماسٍ، وكل فريق يسعى لتحقيق الفوز. بدأت المباراة بصافرة الحكم، وبدأت الكرة تتحرك بسرعة بين اللاعبين. كان الحارس يدافع عن مرماه بكل قوته، بينما يحاول المهاجمون تسجيل الأهداف. في النهاية، فاز الفريق الأبيض بنتيجة ٣-٢ بعد مباراة مثيرة استمتع بها الجميع.

**4. نظافة الجسم (clip 2.1d)**

نظافة الجسم جزءٌ أساسي من الحفاظ على صحة الإنسان. يجب على كل شخصٍ الاستحمام بانتظام وغسل يديه قبل الأكل وبعده، وكذلك تنظيف أسنانه مرتين في اليوم. هذه العادات تساعد في الوقاية من الأمراض وتبقي الجسم نظيفًا ومنتعشًا. النظافة هي جزء مهم من حياتنا اليومية، ويجب علينا تعليم الأطفال العناية بجسمهم منذ الصغر.

**5. الملابس (clip 2.1e)**

تعتبر الملابس جزءًا مهمًا من حياة الإنسان. فهي لا تقتصر فقط على تغطية الجسم، بل تعبر عن شخصية الفرد وثقافته. تختلف الملابس باختلاف المناسبات والفصول. ففي فصل الصيف نرتدي الملابس الخفيفة لتجنب الحرارة، وفي الشتاء نلبس الملابس الثقيلة للتدفئة. يجب علينا أن نختار الملابس المناسبة لكل مناسبة، والاعتناء بها من خلال غسلها وتنظيفها بانتظام.

**6. البيئة (clip 2.1f)**

البيئة هي المكان الذي نعيش فيه، وهي تشمل الهواء والماء والتربة والكائنات الحية. من المهم جدًا أن نحافظ على نظافة البيئة لحماية حياتنا وحياة الكائنات الأخرى. تلوث الهواء والماء يؤثر على صحتنا وصحة النباتات والحيوانات. لذلك، يجب أن نستخدم الموارد الطبيعية بحذر ونعمل على إعادة التدوير والتقليل من النفايات لحماية بيئتنا للأجيال القادمة.

## Reading Comprehension

Here, you'll focus on reading with a deeper level of understanding. Reading comprehension means thinking actively as you read, using your knowledge of vocabulary and sentence structure to make sense of the text. You'll not only read the words but also interpret and understand the meaning behind them. This will help you develop stronger reading skills.

**1. (فَهْمُ الْمَقْرُوءِ – Reading Comprehension)**

(clip 2.2b)

(في الحقل – من كتاب "الأيام" لظه حسين)



انْتَصَفَ اللَّيْلُ أَوْ كَادَ، وَمَا زَالَ زَاهِدٌ يَتَّقَلُّبُ فِي فِرَاشِهِ، وَكُلَّمَا سَمِعَ حَرَكَهً عِنْدَ بَابِ غُرْفَتِهِ، تَظَاهَرَ بِالنَّوْمِ، وَانْتَهَمَتْ أَنْفَاسُهُ. أَمَّا وَالِدَتُهُ فَلَمْ يَعْصُ لَهَا جَفْنَ أَيْضاً، وَإِنْ تَظَاهَرَتْ بِأَنَّهَا لَا تُدْرِكُ مِنْ أَمْرِ ابْنِهَا شَيْئاً، إِلَّا أَنَّهَا كَانَتْ تُكْثِرُ مِنْ دُخُولِ غُرْفَتِهِ، لِتَطْمِئِنَّ عَلَيْهِ، فَتُعْطِيَهُ جَيْدًا، حِينَ تَجِدُ أَنَّهُ لَمْ يَفِطِنْ إِلَى أَنَّ قَدَمَيْهِ أَوْ زِرَاعَهُ قَدْ خَرَجَتْ مِنْ تَحْتِ الْأَعْطِيَةِ، ضَاقَ زَاهِدٌ ذَرْعًا بِمَا يَشْعُرُ.....

**2. مُوَاصَلَاتٌ**

المُوَاصَلَاتُ هِيَ جُزْءٌ أَسَاسِيٌّ مِنْ حَيَاتِنَا اليَوْمِيَّةِ. يَعْتَمِدُ الكَثِيرُونَ عَلَى وَسَائِلِ النَّقْلِ الْمُخْتَلِفَةِ لِلْوُصُولِ إِلَى أَعْمَالِهِمْ أَوْ مَدَارِسِهِمْ. تُوجَدُ أَنْوَاعٌ مُخْتَلِفَةٌ مِنَ المُوَاصَلَاتِ، مِثْلُ السَّيَّارَاتِ، الحَافِلَاتِ، والقَطَارَاتِ، وَالدَّرَاجَاتِ. فِي المُدُنِ الكَبِيرَةِ، تُعْتَبَرُ وَسَائِلُ النَّقْلِ العَامَّةُ وَسِيلَةً فَعَّالَةً لِتَجَنُّبِ الإزدِحَامِ المُروريِّ وَتَوْفِيرِ الوَقْتِ. كَمَا أَنَّ اسْتِخْدَامَ الدَّرَاجَاتِ أَوْ المَشْيِ يُعزِّزُ الصِّحَّةَ وَيُحَافِظُ عَلَى البيئَةِ.

**3. الغِذَاءُ الصِّحِّيُّ**

الغِذَاءُ الصِّحِّيُّ هُوَ جُزْءٌ مُهِمٌّ مِنْ حَيَاةِ الإنسانِ. تَتَأَوَّلُ الفَوَاكِهِ، الخَضِرَوَاتِ، الحُبوبِ الكَامِلَةِ، وَالبُرُوتِينَ يُسَاعِدُ فِي الحِفاظِ عَلَى الصِّحَّةِ وَتَقْوِيَةِ جِهَازِ المَنَاعَةِ. مِنَ المُهِمِّ تَجَنُّبُ الأَطْعِمَةِ المَقْلِيَّةِ وَالمَشْرُوبَاتِ الغَازِيَّةِ الَّتِي تُحْتَوِي عَلَى الكَثِيرِ مِنَ السُّكَّرِ. يُمكنُ لِلنِّظَامِ الغِذَائِيِّ المُتَوَازِنِ أَنْ يُسَاعِدَ فِي الوَقَايَةِ مِنَ الأَمْرَاضِ مِثْلُ أَمْرَاضِ القَلْبِ وَالسُّكَّرِيِّ.

**4. الحَدَائِقُ العَامَّةُ**

الحَدَائِقُ العَامَّةُ هِيَ أَمَاكِنُ مُمَيَّزَةٌ لِلاِسْتِرْحَاءِ وَالإِسْتِمْتَاعِ بِالطَّبِيعَةِ. تُوفِّرُ هَذِهِ الحَدَائِقُ مَكَانًا هَادِنًا لِلعَائِلَاتِ لِلتَّنَزُّهِ وَاللَّعِبِ. تُحْتَوِي بَعْضُ الحَدَائِقِ عَلَى مَلَاعِبٍ لِلأَطْفَالِ وَمَسَاحَاتٍ خَضِرَاءَ وَاسِعَةٍ لِلنُّزْهَاتِ. يُمكنُ لِلنَّاسِ مُمَارَسَةَ الرِّيَاضَةِ مِثْلَ المَشْيِ وَالجَرِيِّ فِي الحَدَائِقِ، مِمَّا يُسَاعِدُ عَلَى تَعزِيزِ الصِّحَّةِ الجَسَدِيَّةِ وَالنَّفْسِيَّةِ.


**Activity 2.1****Listening Comprehension (فهم المسموع)**

a. Listen to the audio/reader and repeat what you hear (clip 2.1b)

فعل	اسم	فعل
تقصد	الملبس	تستعمل
يجب	الثياب	أراك
يحب	أمر	يحث
تعلمت	مهم	يهتم
يكون	القلب	يتوضأ
يتطهر	نوع	يغتسل

b. Pair up with your friend and do the following: *Second part of (clip 2.1a)*

 وكرّر	 واستمع	 لاحظ وانظر
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	<p>الأم: ماذا تنتظر يا موسى؟          موسى: أنتظر أخي عيسى.          الأم: ماذا يفعل؟          موسى: هو في الحمام يغتسل لصلاة الجمعة.          الأم: شيء طيب أن يهتم الإنسان بالنظافة.          موسى: حقا يا أمي، الإسلام يدعو إلى نظافة الجسم والملبس.          الأم: ويهتم كذلك بنظافة النفس.          موسى: كيف تكون نفس الإنسان نظيفة؟          الأم: يجب عليه أن يكون نظيف القلب، يحب الخير لكل الناس.</p>
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- Collaborate with your friends, and with the help of the audio, write the correct vowels (الحركات) for the entire dialogue.
- Collaborate with your friends and write down the difficult words from the dialogue and guess the meanings.
- Collaborate with your friends and search for the meanings of the difficult words online or in *مُعْجَم / قَامُوس*
- Distinguish/مَيِّز between nouns and verbs in the above dialogue.

## c. مُباراة كرة القدم

**Step 1: Predict and Listen**

- **Description:** Predict what you will hear in the text. Now, listen to the audio (*clip 2.1c*)
- **Interactive Prompt:** “What do you think the players are doing in the match?”
- **Quick Check:** What was the final score of the match?

**Step 2: Find the Player**

- **Description:** Identify the roles of different players (goalkeeper, attacker, etc.) and what they did during the match.
- **Interactive Prompt:** “Who defended the goal?”
- **Quick Check:** Which team won the match?

**Step 3: Spot the Key Verbs**

- **Description:** Listen the audio again and focus on key verbs like “تحركت الكرة” (the ball moved) and “فاز الفريق” (the team won). List the verbs you heard.
- **Interactive Prompt:** “List three actions you heard during the match.”
- **Quick Check:** What was the most exciting moment described in the match?

**Step 4: Sequence the Match**

- **Description:** After listening, arrange the following events in the order they occurred: (e.g., - الأهداف - فاز الفريق الأبيض - في النهاية - بدأت المباراة -)
- **Interactive Prompt:** “What happened first: the whistle blew, or a goal was scored?”
- **Quick Check:** Can you place the events in order?

**Step 5: True or False Football Edition**

- **Description:** Give students statements based on the text

(e.g., "فاز الفريق الأحمر على الفريق الأزرق", صح ( )

خطأ ( )

- **Interactive Prompt:** "True or False: The blue team lost the game."
- **Quick Check:** Correct the false statements.

**Step 6: Use/change the above activities for the following texts, be your own master:**

d. (clip 2.1d) نظافة الجسم

e. (clip 2.1e) الملابس

f. (clip 2.1f) البيئة

## Activity 2.2

### Reading Comprehension (فهم المقروء)

a. Listen to the audio/reader and repeat what you hear (clip 2.2a)

فعل	اسم	فعل
يغمض	النوم	انتصف
ضاق	جفن	يتقلب
تطمئن	ابن	سمع
تدرك	القدم	انتظمت

b. Pair up with your friend and do the following: (clip 2.2b)

 وكرّر	 واستمع	 لاحظ وانظر
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(في الحقل – من كتاب «الأيام» لطفه حسين)



انْتَصَفَ اللَّيْلُ أَوْ كَادَ، وَمَا زَالَ زَاهِدٌ يَتَّقَلَّبُ فِي فِرَاشِهِ، وَكُلَّمَا سَمِعَ حَرَكَةً عِنْدَ بَابِ عُرْفَتِهِ، تَطَاهَرَ بِالنَّوْمِ، وَانْتَضَمَتْ أَنْفَاسُهُ. أَمَّا وَالِدَتُهُ فَلَمْ يَغْمِضْ لَهَا جَفْنَ أَيضاً، وَإِنْ تَطَاهَرَتْ بِأَنَّهَا لَا تُدْرِكُ مِنْ أَمْرِ ابْنِهَا شَيْئاً، إِلَّا أَنَّهَا كَانَتْ تُكْثِرُ مِنْ دُخُولِ عُرْفَتِهِ، لِتَطْمَئِنَّ عَلَيْهِ، فَتُعْطِيَهُ جَيْدًا، حِينَ تَجِدُ أَنَّهُ لَمْ يَفْطِنْ إِلَى أَنْ قَدَمَيْهِ أَوْ ذِرَاعَهُ قَدْ حَرَجَتْ مِنْ تَحْتِ الْأَعْطِيَةِ، ضَاقَ زَاهِدٌ دُرْعًا بِمَا يَشْعُرُ.....



- Pair up with your friend and take turns in reading the above short story/ قِصَّةٌ قَصِيرَةٌ to each other. Listen carefully then repeat what you heard back to your partner.
- Pair up with your friends and write down the difficult words in the above text and guess the meanings.
- Collaborate with your friends and search for the meanings of the difficult words online or مُعْجَمٌ / قَامُوسٌ
- Distinguish/مَيِّزُ between nouns and verbs in the above text.
- Use each of the following words to form complete sentences/ (جملٌ مفيدةٌ):  
( النوم - ظهر - أدرك - فراش - صباح - غرفة - خرج - دخل )
- Rearrange the following sentences to be meaningful:  
(الصباح) إلى - السوق - في - ذهب - التاجر - (حقيقته - الطالب - فتح)
- Explain the text, preferably in Arabic.

### c. المواصلات

المواصلات هي جزءٌ أساسيٌّ من حياتنا اليوميَّة. يَعمَدُ الكَثِيرُونَ على وسائلِ النِّقلِ المُختلفةِ لِوَصُولِ إلى أَعْمَالِهِمْ أو مَدَارِسِهِمْ. تُوجَدُ أنواعٌ مُختلفةٌ مِنَ المواصلاتِ، مِثْلَ السَّياراتِ، الحافلاتِ، القَطاراتِ، والدَّرَاجاتِ. في المُدنِ الكَبرى، تُعْتَبَرُ وسائلُ النِّقلِ العامِ وَسِيلةً فعَّالةً لِتَجَنُّبِ الإزدحامِ المُروريِّ وتَوفيرِ الوَقتِ. كما أنَّ استِخدامَ الدراجاتِ أو المَشيِّ يُعزِّزُ الصِّحةَ ويحافظُ على البيئَةِ.



**Step 1: Find the Main Idea**

- **Description:** After reading, identify the main point of the text.
- **Prompt:** "What is the main idea of the text? Why is transportation important in daily life?"
- **Quick Check:** What are two modes of transportation mentioned in the text?

**Step 2: Vocabulary Matching**

- **Description:** Match key vocabulary from the text (e.g., "bus," "car ") with their definitions or images.
- **Prompt:** "Match each word with its correct definition or picture."
- **Quick Check:** What does "الحافلات" mean?

**Step 3: Sentence Sequencing**

- **Description:** Students rearrange scrambled sentences from the text to create a logical sequence.
- **Prompt:** "Rearrange the following sentences to form a logical summary of the text."

نُعْتَبِرُ وَسَائِلَ النَّقْلِ الْعَامَّ وَسَبِيلَةً فَعَالَةً لِتَجَنُّبِ الْإِزْدِحَامِ الْمُرُورِيِّ وَتَوْفِيرِ الْوَقْتِ. كَمَا أَنَّ اسْتِخْدَامَ  
الدراجات أو المشي يُعَزِّزُ الصِّحَّةَ وَيُحَافِظُ عَلَى الْبَيْئَةِ.

- **Quick Check:** What is the first step in the sequence?

**Step 4: True or False**

- **Description:** Provide statements based on the text, and students decide whether they are true or false.
- **Prompt:** "True or False: Walking is good for your health and the environment."
- **Quick Check:** Was it mentioned that bicycles are a form of transportation?

**Step 5: Find the Benefits**

- **Description:** Students read the text again and identify the benefits of public transportation.
- **Prompt:** "What are two benefits of using public transportation?"
- **Quick Check:** Can you name one benefit of public transportation mentioned in the text?

**d. Apply the above steps/activities to engage with the following texts:**

## I. الغذاء الصحي

الغذاء الصحي ضروري للحفاظ على صحة الإنسان. من الأفضل تناول الأطعمة الغنية بالفيتامينات مثل الفواكه والخضروات. الحبوب الكاملة والبروتينات تساعد في بناء العضلات وتقوية المناعة. ينبغي تجنب الأطعمة المقلية والمشروبات الغازية التي تحتوي على الكثير من السكر. النظام الغذائي المتوازن يحمي من الأمراض مثل أمراض القلب والسكري



## ii. الحدائق العامة

الحدائق العامة توفر أماكن رائعة للإسترخاء والاستمتاع بالطبيعة. يمكن للأفراد والعائلات الاستفادة من الحدائق للتنزه، وممارسة الرياضة، أو قضاء وقت ممتع مع الأطفال في الملاعب. تحتوي بعض الحدائق على مسارات للمشبي وأخرى مخصصة لركوب الدراجات. من الفوائد الصحية للتنزه في الحدائق العامة تحسين الصحة النفسية والجسدية



# Review Questions

1. Reflecting on your experience with listening comprehension and repetition, what strategies did you find most effective in accurately reproducing the words and phrases you heard in the audio/from the reader?
2. Considering your collaborative engagement with listening comprehension and repetition, how did working with a partner enhance your ability to identify and correct pronunciation errors?
3. Reflecting on your collaborative experience with identifying and guessing the meanings of difficult words from the text, what strategies did you find most effective in deciphering the meanings of unfamiliar vocabulary?
4. Considering your collaborative engagement in identifying and guessing the meanings of difficult words from the text, how did discussing and sharing interpretations with your friends contribute to your overall comprehension and retention of new vocabulary?
5. Reflecting on your collaborative experience of searching for the meanings of difficult words and distinguishing between nouns and verbs in the text, what strategies did you find most effective in utilizing online resources or dictionaries to clarify vocabulary meanings?
6. Considering your collaborative engagement in distinguishing between nouns and verbs in the text, how did working with your friends to analyze grammatical structures contribute to your understanding of the text's content and language usage?
7. Reflecting on your practice of forming complete sentences using the given words, how did you ensure that each sentence conveyed a clear and meaningful message while incorporating the target vocabulary?
8. Considering your collaborative engagement in forming complete sentences with the given words, how did discussing and sharing sentences with your peers contribute to your understanding of word usage and sentence construction in Arabic?
9. Reflecting on your practice of rearranging sentences to be meaningful, what strategies did you find most effective in determining the correct sequence of words and creating coherent sentences?
10. Considering your collaborative engagement in answering the comprehensive questions about the story, how did working within a group to identify and analyse the characters, place and time contribute to your understanding of the new vocabulary and the events in the story?
11. Considering your collaborative engagement in rearranging sentences to be meaningful, how did explaining the text in Arabic contribute to your comprehension and retention of vocabulary and grammar structures?

# Answers to Review Questions

1. I found that actively listening and focusing on the pronunciation of each word or phrase helped me accurately reproduce what I heard. I also paid attention to the rhythm and intonation of the speaker, which aided in mimicking the natural flow of speech. Additionally, practicing repetition multiple times and gradually increasing the speed helped me improve my fluency and accuracy in reproducing Arabic words and phrases.
2. We took turns listening to the audio/reader and repeating what we heard, providing immediate feedback to each other on pronunciation accuracy. By comparing our repetitions and discussing any discrepancies, we were able to pinpoint areas of difficulty and work together to correct pronunciation errors.
3. We first looked for context clues within the surrounding sentences to infer the meaning of the unfamiliar words. Additionally, we used our knowledge of root words, prefixes, and suffixes to make educated guesses about the meanings of unfamiliar vocabulary. Moreover, consulting online dictionaries or language resources allowed us to verify our guesses and deepen our understanding of the text. By combining these strategies, we were able to effectively tackle challenging vocabulary and expand our Arabic language proficiency.
4. By discussing and sharing interpretations with each other, we gained different perspectives and insights into the meanings of unfamiliar words. Moreover, by verifying our guesses, we developed effective strategies for tackling challenging vocabulary independently in the future.
5. My friends and I found several effective strategies for utilizing online resources or dictionaries to clarify the meanings of difficult words. We started by identifying the unknown words and then searched for their meanings in online dictionaries or معاجم/سيمي اوق. We paid attention to the word's context within the text to narrow down its possible meanings and select the most appropriate definition. Additionally, we cross-referenced multiple sources to ensure accuracy and comprehensiveness. By employing these strategies, we interpreted the meanings of challenging vocabulary and expanded our Arabic skills.
6. We identified nouns by looking for words that represented people, places, things, or ideas, while verbs were identified as action or state-of-being words. By discussing and analyzing grammatical structures together, we gained insights into the sentence organization in Arabic and the roles that nouns and verbs play in conveying meaning. Moreover, these activities helped us develop a deeper appreciation for Arabic grammar usage, improving our ability to comprehend and interpret texts accurately.
7. We focused on creating sentences that effectively utilized the given words while conveying clear and meaningful messages. We paid attention to sentence structure and word order to ensure coherence and clarity in our sentences.

8. By discussing and sharing sentences with each other, we gained insights into different ways of incorporating the target vocabulary into meaningful sentences. We provided feedback and suggestions to each other, which helped us identify areas for improvement and refine our sentence structures. Moreover, the activities helped us to learn from each other's strengths and perspectives.
9. We first identified the main subject or action in each sentence and then considered logical connections between the words to determine their proper order. Additionally, we paid attention to grammatical markers and context clues to guide our rearrangement process. By discussing and comparing different arrangements collaboratively, we were able to identify the most meaningful and coherent sequences.
10. We did a brainstorm between the members in my group to define the story's elements then we started taking notes by creating a mind map to determine the elements linked to the story. Then we analyzed the main characters by selecting the sentences where we could infer meaning. This process helped us learn from each other and to become confident in contributing to a discussion in Arabic, in addition to helping us find a method in understanding the reading texts
11. By articulating the meanings and connections between words and phrases in Arabic, we solidified our understanding of sentence structure. Moreover, explaining the text allowed us to practice using Arabic language skills in context, which reinforced our vocabulary acquisition and grammatical knowledge. Additionally, discussing the text in Arabic with our peers facilitated a deeper engagement with the material and provided opportunities for peer feedback and clarification.

## Extended activities

1. Follow the link below to listen to the story then answer the questions:

<https://www.youtube.com/watch?v=KT2Zef5-eu4>

من الشخصية الرئيسية في القصة؟  
ما المكان الذي حدثت فيه القصة؟  
استخرج من القصة كلمة بمعنى بائع الذهب.  
ما رأيك في الفلاح في القصة؟  
لو كنت مكان الفلاح ماذا ستفعل؟

2. Follow the link below and practice the activities in it:

<https://www.youtube.com/watch?v=39tK4GYno2c&list=PL7RpCYE5gLKf3Wus9QmIXHuy4p81lpaVA&index=9>

## Extended Reading

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- <https://www.youtube.com/watch?v=PiwflRr8K58>
- <https://www.youtube.com/playlist?list=PLBFET29we81Tx556uuq7lOAa4uPXNpoc>

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