Issue 2

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العربية

Specification

Edexcel GCSE Arabic (2AR01)
Edexcel GCSE (Short Course) in Arabic:
Spoken Language (3AR0S)
Edexcel GCSE (Short Course) in Arabic:
Written Language (3AR0W)

For first teaching from 2009

Ofqual

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Introduction

The Edexcel GCSE and Edexcel GCSE (Short Courses) in Arabic are designed for use in schools and colleges. They are part of a suite of GCSE qualifications offered by Edexcel.

About this specification

- Choice of focus in the speaking unit.

- 100% externally marked.

- Outcome based, single tier of assessment.

- Emphasis on active use and manipulation of language.

- Builds on best practice from previous Edexcel GCSE qualifications.

- Appropriate as additional or specialist learning (ASL) within the Diploma (Levels 1 and 2).

- Short Courses in two skills: listening and speaking or reading and writing.

- Provides logical progression route to GCE AS and Advanced studies.

Key subject aims

To enable students to develop:

- an understanding of Arabic in a variety of contexts

- a knowledge of Arabic vocabulary and structures

- transferable language learning skills

- the ability to communicate effectively in Arabic

- awareness and understanding of countries and communities where Arabic is spoken.

Contents

Contents

Specification at a glance

The Edexcel GCSE in Arabic consists of four units based on the following skills: speaking, listening, reading and writing.

The Edexcel GCSE (Short Course) in Arabic: Spoken Language is formed of two of these units (speaking and listening) and the Edexcel GCSE (Short Course) in Arabic: Written Language is formed of the other two units (reading and writing). It is possible to amalgamate the results from the two Short Courses to form a GCSE qualification.

All qualifications offer choice, flexibility and focus.

The Edexcel GCSE Short Courses are available for first certification in 2010 and the Edexcel GCSE is available for first certification in 2011.

Unit 1:	Listening and Understanding in Arabic	*Unit code: 5AR01

- Externally assessed

- Availability: June

- First assessment: June 2010

46% of the total GCSE Short Course	**23% of the total GCSE**

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).

- Students will be tested on their ability to understand spoken Arabic. Testing is through a variety of tasks which require a response, written or non-verbal, to demonstrate understanding.

Overview of assessment

- This unit is externally assessed.

- The examination consists of a number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

- Timing: 45 minutes (plus 5 minutes' reading time).

- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 2:   Speaking in Arabic   *Unit code: 5AR02

- Externally assessed

- Availability: June

- First assessment: June 2010

| 54% of the total GCSE Short Course | 27% of the total GCSE |

Overview of content

- The focus of the speaking unit will be **chosen by the centre in consultation with the student** and will relate to the following themes: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- This unit is externally assessed.

- Students will be expected to demonstrate an ability to use the language for different purposes and in different settings, although these can relate to the same theme. The examination features two tasks.

  1. A focused, picture-based discussion or presentation (with follow-up questions related to a chosen theme).

  2. A general conversation related to a chosen theme.

- Students must undertake these tasks in a specified/timetabled assessment window between March and May and all performances must be recorded.

- Timing: 8-10 minutes in total with half of the time (approximately) spent on each task.

- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Specification at a glance

Unit 3:	Reading and Understanding in Arabic	*Unit code: 5AR03

- Externally assessed
- Availability: June
- First assessment: June 2010

46% of the total GCSE Short Course   **23% of the total GCSE**

Overview of content

- This unit draws on vocabulary and structures from across the four specified **common topic areas** (in the *Common topic areas* section on page 9).

- Students will be tested on their ability to understand written Arabic. Testing is through a variety of tasks which require a response (either written or non-verbal), to demonstrate their understanding.

Overview of assessment

- This unit is externally assessed.

- The examination consists of a number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

- Timing: 55 minutes.

- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Unit 4: Writing in Arabic *Unit code: 5AR04

- Externally assessed
- Availability: June
- First assessment: June 2010

54% of the total GCSE Short Course	27% of the total GCSE

Overview of content

Students will produce **two** pieces of Arabic writing in response to a choice of questions that relate to the prescribed themes of this specification: **media, travel and culture** or **sport, leisure and work**.

Overview of assessment

- The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work from grades G to A*.

- The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

- Timing: one hour.

- Total number of marks is 50.

*See *Appendix 3* for description of this code and all other codes relevant to this qualification.

Knowledge, skills and understanding

Knowledge and understanding

This Edexcel GCSE in Arabic requires students to develop their knowledge of vocabulary and structures in a range of settings which:

- are relevant and of interest to the student
- correspond to the student's level of maturity
- reflect, and are appropriate to, the culture of countries and communities where the language is spoken
- relate, where appropriate, to other areas of the curriculum.

Skills

The Edexcel GCSE in Arabic qualification requires students to:

- develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Arabic: Spoken Language qualification requires students to:

- develop the ability to listen to and understand spoken Arabic in a range of contexts and a variety of styles
- communicate in speech for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

The Edexcel GCSE (Short Course) in Arabic: Written Language qualification requires students to:

- read and respond to different types of written language
- communicate in writing for a variety of purposes
- understand and apply a range of vocabulary and structures
- develop language learning and communication skills which can be applied broadly.

Edexcel has prescribed the following four common topic areas and linked sub-topics. These, together with the minimum core vocabulary list (*Appendix 5*) have been produced to aid teachers in planning and preparing students for success in *Unit 1: Listening and Understanding in Arabic* and *Unit 3: Reading and Understanding in Arabic*.

Common topic areas

The papers for listening and reading skills refer to the generic content areas specified below and feature scenarios set in a country where Arabic is spoken. All students, regardless of their chosen pathway and theme(s), will be expected to become familiar with them.

Out and about

- Visitor information
- Basic weather
- Local amenities
- Accommodation
- Public transport
- Directions

Customer service and transactions

- Cafés and restaurants
- Shops
- Dealing with problems

Personal information

- General interests
- Leisure activities
- Family and friends
- Lifestyle (healthy eating and exercise)

Future plans, education and work

- Basic language of the internet
- Simple job advertisements
- Simple job applications and CV
- School and college
- Work and work experience

Choice of themes

For speaking and writing units, content will relate to the following broad themes. However, as the qualification provides flexibility, choice and, in the speaking unit, scope for personalised learning, students are free to focus on one of the following.

Theme	Possible related content
	The following content is indicative only.
1. Media, travel and culture	Music/film/reading
	Fashion/celebrities/religion
	Blogs/internet
	Holidays
	Accommodation
	Eating, food, drink
2. Sport, leisure and work	Hobbies/interests
	Sporting events
	Lifestyle choices
	Work experience/part-time jobs
	Product or service information

Students can follow a vocationally focused pathway through the choice of theme in the speaking unit. Students should be familiar with all of the above themes for the writing unit.

Unit 1 Listening and Understanding in Arabic

Overview

Content overview

To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas as listed on page 9 and, where appropriate, building on the Key Stage 3 Programme of Study. Students should become accustomed to hearing Arabic language in a range of styles or different registers and in a variety of contexts, as appropriate to their age and level of understanding. Material used will feature both male and female voices and represent different age groups. Featured scenarios and situations are generally set in an Arabic-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- The general content of the assessment tasks should be familiar and accessible to students.

- Students must demonstrate their understanding of pre-recorded spoken language. The recordings feature male and female native Arabic speakers who will speak at a rate that is appropriate to the expected level of students' understanding.

- In addition to the time indicated below, students have 5 minutes in which to read through the paper before the examination starts. This provides an opportunity for students to familiarise themselves with the length and the layout of the examination paper before hearing the recordings.

- Timing: 45 minutes (plus 5 minutes' reading time).

- Each passage of Arabic is recorded twice, with pauses following the second hearing to allow each student sufficient time to write or note their response to each question, or part of a question, and to read the next question before the related extract is played.

- The recordings are sent out in CD ROM format or as sound files that can be accessed via a secure download.

- The examination paper features questions that are asked in English requiring non-verbal responses. A number of question types are used for this, including multiple-choice and matching exercises. A mixture of visual and short verbal cues in English may be provided.

- Students are also required to give their own short/written English-language responses (two or three words may suffice) to certain questions.

- To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.

- The paper carries a total of 50 marks.

- The question titles and rubrics will be in English throughout the paper.

Unit 2 **Speaking in Arabic**

Overview

Content overview

- Students are required to develop oral communication skills in different settings and for different purposes related to one (or both) of the following themes:

  ○   media, travel and culture

  ○   sport, leisure and work.

- The above themes are broad and offer students scope to engage in activities that coincide with their true interests, experience and aspirations. Assessment scenarios should provide opportunities for them to demonstrate knowledge and understanding of Arabic language and grammar as well as to present, discuss, interact, respond to questions, express feelings and give opinions in Arabic. Students, in negotiation with their teacher, can choose to relate their speaking assessments to either of the above themes. Alternatively, they may undertake one task linked to *media, travel and culture* and relate the other task to *sport, leisure and work*.

- Teachers are encouraged to engage students in a variety of speaking activities as they develop their language skills. These may range from participating in a simple 1:1 conversation to a more complex group discussion or podcast production. Some possible subtopics appear on page 10 and many more are possible.

- Students are expected to develop an appropriate awareness and understanding of the culture and society of Arabic-speaking countries and communities as part of their Arabic language study.

Assessment overview

- Students must undertake **two** separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types:

  ○ picture-based discussion (or presentation) with follow-up questions

  ○ general conversation linked to a theme.

- Each task should last for approximately 4-5 minutes and must occur in a timetabled assessment window usually between March and May. Exact dates will be published on the GCSE examinations timetable.

- Students must engage in a **discussion related to a picture** (or other visual) that they have chosen **or** give a **presentation** (1 to 2 minutes maximum) and then respond to a series of linked follow-up questions and answers. These tasks give students choice of content and, therefore, enable them to take some ownership of their assessment. It is intended that students use the picture as a prompt to discussion and that it relates to something they have some interest or involvement in (for example an activity, a club or a place). It is not envisaged that students will be presented with an unseen picture a few minutes prior to assessment or that they are asked in-depth questions on every aspect of its visual content. Similarly, students giving a presentation must be able to choose its content and prepare. Students can prepare for picture/or presentation-based assessment on an individual basis in advance of the assessment and must be permitted access to an appropriate bilingual dictionary during this time.

- Students may refer to an A5 sheet of paper with bulleted notes (30 words maximum).

As the assessment for both task types is outcome based, teachers should ensure that they ask questions which are sufficiently challenging to maximise student performance. Teachers should be familiar with the general content of their students' discussions and/or presentations in advance so that they can prepare accordingly. However, it is important that teachers **do not** inform students in advance about the specific questions that they intend to use in the live assessments and **do not** rehearse specific individual assessments.

The **general conversation** enables students to demonstrate that they can present information and give opinions as well as interact effectively with another Arabic speaker. This task is linked to a chosen theme. Students must be given an opportunity to respond to unpredictable language and teachers should generally ensure that they provide adequate opportunities for students to perform at their optimal level. It is, therefore, important that teachers do **not** prepare a specific list of questions with their students in advance.

The tasks will attract a maximum of 50 marks (25 marks for each task) in accordance with the following assessment criteria. Marks are awarded for *content and response*, *range of language* and *accuracy*. Students are able to score the highest marks without perfect or native speaker level Arabic.

Assessment criteria

The following grids are common to all task types undertaken in this unit.

Content and response	Mark
• Very confident and fluent. • Frequently takes initiative and develops elaborate responses. • No difficulty in explaining wide range of ideas and points of view. • Very little or no hesitation.	13-15
• Speaks confidently. • Takes initiative and develops more elaborate responses. • Expresses and explains ideas and points of view without undue difficulty. • Little hesitation and little or no prompting necessary.	10-12
• Able to participate in familiar, straightforward discussions and conversations, but experiences problems with more complex question forms. • Conveys opinions, but rarely expands. • Some hesitation, but able to deal with some unpredictable elements.	7-9
• Able to convey some simple information and opinions without ambiguity, but responses very limited. • Very hesitant and reliant on teacher-examiner prompting.	4-6
• Conveys very little relevant information in minimal responses (mainly one-word replies). • Very limited comprehension of basic questions. • Wholly reliant on teacher-examiner prompting.	1-3
• No rewardable content.	0

Range of language	Mark	Accuracy	Mark
• Uses wide range of appropriate vocabulary and structures, including some complex lexical items. • Consistently competent use of different tenses.	5	• Very accurate, with only isolated and usually insignificant errors. • Consistently good pronunciation and intonation.	5
• Good variety of appropriate vocabulary and structures. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	4	• Some errors, especially in more complex structures, but generally accurate. • Pronunciation and intonation generally good.	4
• Adequate but predictable range of vocabulary and structures. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	3	• A fair number of errors made, including some basic, but communication overall unaffected. • Pronunciation and intonation generally accurate.	3
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences.	2	• Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Pronunciation generally understandable.	2
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1	• Consistently inaccurate language and pronunciation frequently impede basic communication. • Only isolated examples of accurate language.	1
• No rewardable language.	0	• No rewardable language.	0

Unit 3   **Reading and Understanding in Arabic**

Overview

Content overview

To prepare students adequately for this unit, teachers should present and exploit a range of vocabulary relevant to all the common topic areas (page 9) and, where appropriate, build on the Key Stage 3 Programme of Study. Students should be presented with Arabic language in a range of styles or registers and in a variety of different contexts as appropriate to their age and level of understanding. In the question paper, students will encounter text in different fonts and formats, for example, short printed messages, advertisements and email messages. Material presented will usually relate to an Arabic-speaking country or community and students will be expected to develop appropriate cultural awareness and understanding.

Assessment overview

- Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.

- A number of question types are used, including multiple-choice and matching exercises, and a mixture of visual and short verbal cues in English is provided.

- In addition, the paper awards marks for students' short written English-language responses (two or three words may suffice) to certain questions. To encourage students to complete the entire paper, the paper follows a 'peaks and troughs' model which means that questions appear in a mixed order rather than in order of increasing difficulty.

- Some questions may involve non-verbal Arabic language responses (for example selection of an appropriate Arabic language response from a list) and these will appear towards the end of the paper.

- Timing: 55 minutes.

- The paper carries a total of 50 marks.

- The question titles and rubrics will be in English throughout the paper.

Unit 4 Writing in Arabic

Overview

Content overview

- To prepare students for this unit, teachers should present and exploit a range of vocabulary relevant to one (or both) of the themes below:

  ○ media, travel and culture.

  ○ sport, leisure and work.

- Students need to demonstrate that they can apply their knowledge and understanding of Arabic language and grammar to write effectively in Arabic for different purposes and in different contexts. Consequently, the examination paper requires students to undertake both a short task (for example, a simple email message) and a more extended Arabic writing task in which students can inform, describe, provide detail, express feelings or give opinions.

Assessment overview

- The writing unit is externally assessed through an examination paper consisting of **two** tasks. These have been designed to accommodate a wide range of student profiles and rewards work from grades G to A*.

- The papers reward students for effective communication and knowledge and application of language as well as accuracy in the second longer task. Tasks will be set in English to ensure that the assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, this task also provides opportunities for stretch and challenge through extended writing. Students must be given access to an appropriate bilingual dictionary in Tasks 1 and 2.

- Task 1: Students are required to produce a short writing task in Arabic (30-70 words) in response to a choice of four questions that relate to both of the prescribed themes. The task is assessed for communication and knowledge and application of language only.

- Task 2: Students will be expected to produce some extended writing in Arabic (at least 120 words). They must choose one of four possible tasks that relate to both of the prescribed themes. Tasks offer opportunities for students to narrate, express opinions and to justify points of view. The task is assessed for communication, knowledge and application and accuracy of language.

- Students will have one hour to complete this paper.

- The tasks attract a maximum of 50 marks in accordance with the following assessment criteria.

Assessment criteria for writing task 1

Communication and content	Mark
• Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.	9-10
• Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious.	7-8
• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole.	5-6
• Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read.	3-4
• Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker.	1-2
• No content worthy of credit.	0

Knowledge and application of language	Mark
• Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.	9-10
• Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	7-8
• Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	5-6
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task.	3-4
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1-2
• No language worthy of credit.	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

Assessment criteria for writing task 2

Communication and content	Mark
• Very detailed and fully relevant response to the stimulus. • No ambiguity. • Clear ability to narrate, describe, express opinion and expand. • Excellent linking of the piece into a whole. • Coherent and pleasant to read.	13-15
• Detailed response to the stimulus but there may be minor omissions. • Clear and coherent, with only occasional lapses. • Reasonable attempt to link the piece into a whole. • Evidence of description, opinion and expansion. • Pedestrian or alternatively somewhat over ambitious.	10-12
• Most of the task is completed and relevant information is conveyed, although there may be some omissions and/or irrelevancies. • Comprehensible overall, with some lapses. • Evidence of ability to go beyond minimal response. • Begins to expand ideas and express opinions. • Some attempt to link piece into a whole.	7-9
• Main points conveyed, but may be major omissions and/or irrelevance. • Some ambiguity. • Short response, with no descriptions and minimal opinions. • Sentences mostly written in isolation. • Not easy to read.	4-6
• Little relevant information is conveyed. • Much ambiguity and omission. • Substantial degree of irrelevance and incoherence. • Very limited, rarely comprehensible to native speaker.	1-3
• No content worthy of credit.	0

Knowledge and application of language	Mark
• Wide range of appropriate vocabulary and structures, including some complex items. • Consistently competent use of more complex structures and different tenses. • Clear ability to manipulate language and to produce longer, fluent sentences with ease.	9-10
• Good variety of appropriate vocabulary and structures. • Some attempt to use ambitious structures with a fair measure of success. • Unambiguous use of different verb tenses. • Generally at ease with subordination.	7-8
• Adequate but predictable range of vocabulary and structures. • Correct syntax in simple, short sentences. • Some longer sentences where syntax is not always correct. • May include different tenses or time frames, perhaps with some ambiguity. • Some examples of subordination.	5-6
• Limited and/or repetitive range of vocabulary or structures. • Predominantly uses short sentences. • Some attempts at tenses, but many mistakes. • Language is basic and sometimes inappropriate to the task.	3-4
• Very limited range of basic structures. • Frequently resorts to non-target language. • Rarely offers complete sentences.	1-2
• No language worthy of credit.	0

Accuracy	Mark
• Very accurate, though not necessarily faultless. • Consistently good spelling and manipulation of language. • Secure when using more complex language with only a few minor errors.	5
• Generally accurate language. • Most spelling and verb forms correct. • When more complex structures are attempted, accuracy can be more variable.	4
• A fair number of errors made, including some basic, but communication overall unaffected. • Straightforward and familiar language fairly accurately spelt and manipulated. • Verbs more correct than incorrect. • The work is clearly more accurate than inaccurate.	3
• Many basic errors, but main points communicated. • Simple 'pre-learnt' stereotypes correct. • Frequent misspellings. • Frequent incorrect verb forms.	2
• Consistently inaccurate language and misspellings frequently impede basic communication. • Only isolated examples of accurate language and verb formation.	1
• No language worthy of credit.	0

A mark of zero for communication and content will mean a mark of zero for knowledge and application of language and for accuracy.

B Assessment

Assessment summary

Units 1, 2, 3 and 4 are external units, set and marked by Edexcel.

Summary of table of assessment

| Unit 1 | Listening and Understanding in Arabic | Unit code: 5AR01 |

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of passages or interactions in Arabic with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 45 minutes (plus 5 minutes' reading time).

Total number of marks is 50.

| Unit 2 | Speaking in Arabic | Unit code: 5AR02 |

This unit is externally marked and involves students carrying out **two** different tasks related to a chosen theme (or themes). Tests are conducted by the teacher in a specified assessment window. The assessment criteria primarily reward students for *communication* (*content and response*) although additional marks are awarded for *range of language* and *accuracy*.

Timing: 8-10 minutes in total (equally divided across both tasks).

Total number of marks is 50.

| Unit 3 | Reading and Understanding in Arabic | Unit code: 5AR03 |

This unit is externally set and assessed and can be entered in June only.

The examination consists of a number of short texts, notices or short news reports in Arabic which include a range of settings and styles both formal and informal (for example text messages, advertisements, emails). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades G to A*.

Content relates to prescribed common topic areas.

Timing: 55 minutes.

Total number of marks is 50 marks.

Unit 4	**Writing in Arabic**	Unit code: 5AR04

The writing unit is externally assessed through an examination paper consisting of **two** tasks from a choice of eight. The tasks and related assessment criteria have been designed to accommodate a wide range of student profiles and reward work at grades from G to A*.

The papers reward students for effective communication and knowledge and application of language (as well as accuracy in the second longer task). Tasks will be set in English to ensure that assessment is not over-reliant on reading ability. Although elements of the second task are accessible to students seeking grades G to C, the task provides opportunities for stretch and challenge through a more extended writing requirement.

Timing: one hour.

The number of marks is 50.

Assessment Objectives and weightings

	% in GCSE Short Course (Spoken Language)	% in GCSE Short Course (Written Language)	% in GCSE
AO1: Understand spoken language.	46%	0%	23%
AO2: Communicate in speech.	54%	0%	27%
AO3: Understand written language.	0%	46%	23%
AO4: Communicate in writing.	0%	54%	27%
TOTAL	**100%**	**100%**	**100%**

B   Assessment

Relationship of Assessment Objectives to units

Edexcel GCSE in Arabic

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	23%	0%	0%	0%	23%
Unit 2	0%	27%	0%	0%	27%
Unit 3	0%	0%	23%	0%	23%
Unit 4	0%	0%	0%	27%	27%
Total for GCSE	23%	27%	23%	27%	100%

Edexcel GCSE (Short Course) in Arabic: Spoken Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	46%	0%	0%	0%	46%
Unit 2	0%	54%	0%	0%	54%
Unit 3	0%	0%	0%	0%	0%
Unit 4	0%	0%	0%	0%	0%
Total for GCSE Short Course	46%	54%	0%	0%	100%

Edexcel GCSE (Short Course) in Arabic: Written Language

Unit number	Assessment Objective				
	AO1	AO2	AO3	AO4	Total for AO1, AO2, AO3 and AO4
Unit 1	0%	0%	0%	0%	0%
Unit 2	0%	0%	0%	0%	0%
Unit 3	0%	0%	46%	0%	46%
Unit 4	0%	0%	0%	54%	54%
Total for GCSE Short Course	0%	0%	46%	54%	100%

Entering your students for assessment

Student entry

Details of how to enter students for this qualification can be found in Edexcel's *Information Manual*, a copy is sent to all examinations officers. The information can also be found on Edexcel's website: www.edexcel.com

Students studying unitised GCSE Short Course and GCSE qualifications are required to complete at least 40 per cent of the overall assessment requirements as terminal assessment.

Forbidden combinations and classification code

Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.

Students should be advised that, if they take two specifications with the same classification code, schools and colleges are very likely to take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE specifications that have different classification codes but have significant overlap of content. Students who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level aims to enhance access to the qualifications for students with disabilities and other difficulties (as defined by the Disability Discrimination Act 1995 and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc/feschools/ access-consideration) for:

• the JCQ policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to students who are Eligible for Adjustments in Examinations.

• the forms to submit for requests for access arrangements and special considerations

• dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Disability Discrimination Act (DDA)

Please see the Edexcel website (www.edexcel.com/sfc) for information relating to the Disability Discrimination Act.

Assessing your students

The first assessment opportunity for all units of this qualification will take place in the June 2010 series and in each following June series for the lifetime of the qualification.

Your student assessment opportunities

Unit	June 2010	June 2011
Unit 1: Listening and Understanding in Arabic	✓	✓
Unit 2: Speaking in Arabic	✓	✓
Unit 3: Reading and Understanding in Arabic	✓	✓
Unit 4: Writing in Arabic	✓	✓

Awarding and reporting

The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice for courses starting in September 2009, which is published by the Qualifications and Curriculum Authority (QCA). The GCSE qualification will be graded and certificated on an eight-grade scale from A* to G. Individual unit results will be reported.

The first certification opportunity for the Edexcel GCSE (Short Course) in Arabic: Spoken Language or Edexcel GCSE (Short Course) in Arabic: Written Language will be 2010, and the first certification opportunity for the Edexcel GCSE in Arabic will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

Unit results

The minimum uniform marks required for each grade for each unit:

Units 1 and 3

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 70	63	56	49	42	35	28	21	14

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-13.

Units 2 and 4

Unit grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 80	72	64	56	48	40	32	24	16

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-15.

Qualification results

The minimum uniform marks required for each grade:

GCSE in Arabic, cash-in code: 2AR01

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 300	270	240	210	180	150	120	90	60

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-59.

GCSE (Short Course) in Arabic: Spoken Language, cash-in code: 3AR0S

GCSE (Short Course) in Arabic: Written Language, cash-in code: 3AR0W

Qualification grade	*A	A	B	C	D	E	F	G
Maximum uniform mark = 150	135	120	105	90	75	60	45	30

Students who do not achieve the standard required for a grade G will receive a uniform mark in the range 0-29.

Resitting of units

Students can resit the assessment requirements for an externally assessed unit once before claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.

Students who want to resit after they have completed all the assessment requirements of the course will be required to retake at least 40 per cent of the assessment requirements.

Results of units will be held in Edexcel's unit bank for as many years as this specification remains available. Once the GCSE Short Course and GCSE qualification has been certificated, all unit results are deemed to be used up at that level. These results cannot be used again towards a further award of the same qualification at the same level but unit results used for a GCSE Short Course remain available for use in a GCSE qualification.

Language of assessment

Assessment of this specification will be available in Arabic although some questions will be set in English and require responses in English. Assessment materials will be published in English and in Arabic (where appropriate).

Stretch and challenge

Students can be stretched and challenged in all units through the use of different assessment strategies, for example:

- a requirement to use and recognise complex language structures and grammar

- a requirement to recognise and conveying feelings and opinions

- use of open-ended questioning and stimuli

- a requirement to communicate effectively and accurately in the target language (Units 2 and 4)

- a requirement to produce extended target language.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard

- they must be free from barriers that restrict access and progression

- equal opportunities exist for all students.

Progression

This qualification offers a suitable progression route to GCE AS and GCE Advanced Level in Arabic language study as well as other Level 3 qualifications. In addition, the study of one language at GCSE level can facilitate and help promote the learning of other languages.

The qualification may also add to an individual's employability profile.

Grade descriptions

A	Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.
	They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.
	They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.
	They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.
C	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.
	They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.
	They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.
	They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.

F	Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details. They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed. They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details. They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.

C Resources, support and training

Edexcel resources

Edexcel aims to provide the most comprehensive support for our qualifications.

For up-to-date information on published resources, please visit www.edexcel.com/gcse2009

Edexcel publications

You can order further copies of the specification, sample assessment materials (SAMs) and teacher's guide documents from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467467
Fax: 01623 450481
Email: publications@linneydirect.com
Website: www.edexcel.com

Endorsed resources

Edexcel also endorses some additional materials written to support this qualification. Any resources bearing the Edexcel logo have been through a quality assurance process to ensure complete and accurate support for the specification. For up-to-date information about endorsed resources, please visit www.edexcel.com/endorsed

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change.

Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – Ask the Expert is a new service, launched in 2007, that provides direct email access to senior subject specialists who will be able to answer any questions you might have about this or any other specification. All of our specialists are senior examiners, moderators or verifiers and they will answer your email personally. You can read a biography for all of them and learn more about this unique service on our website at www.edexcel.com/asktheexpert

Ask Edexcel – Ask Edexcel is Edexcel's online question and answer service. You can access it at www.edexcel.com/ask or by going to the main website and selecting the Ask Edexcel menu item on the left.

The service allows you to search through a database of thousands of questions and answers on everything Edexcel offers. If you don't find an answer to your question, you can choose to submit it straight to us. One of our customer services team will log your query, find an answer and send it to you. They'll also consider adding it to the database if appropriate. This way the volume of helpful information that can be accessed via the service is growing all the time.

Examzone – The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, resitting and progression opportunities. Further services for students – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Telephone: 0844 576 0027
Email: trainingbookings@edexcel.com
Website: www.edexcel.com

D   Appendices

Appendix 1 | Key skills

Signposting

Key skills (Level 2)	Unit 1	Unit 2	Unit 3	Unit 4
Communication				
C2.1a		✓		
C2.1b		✓		
C2.2				✓
C2.3				✓
Information and communication technology				
ICT2.1				✓
ICT2.2				✓
ICT2.3				✓
Improving own learning and performance				
LP2.1	✓	✓	✓	✓
LP2.2	✓	✓	✓	✓
LP2.3	✓	✓	✓	✓
Working with others				
WO2.1		✓		✓
WO2.2		✓		✓
WO2.3		✓		✓

Teachers should note that assessment of the key skill of communication must be in English, Irish or Welsh and that, although foreign language study clearly presents opportunities to develop skills in communication, assessment in the foreign language is not appropriate. For this qualification, all key skills communication evidence must be in English.

Development suggestions

Please refer to the Edexcel website (www.edexcel.com) for key skills development suggestions.

Appendix 2   Wider curriculum

Signposting

Issue	Unit 1	Unit 2	Unit 3	Unit 4
Spiritual				✓
Moral		✓		
Ethical		✓		
Social				✓
Cultural			✓	
Citizenship	✓		✓	
Environmental	✓			
European initiatives				✓
Health and safety		✓		
Legislative		✓		✓
Economic		✓		
Sustainable development		✓		✓

In addition to acquiring knowledge about language structures and developing of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of common topic areas, to focus on one or more broad themes and develop an appreciation of the culture and society of Arabic-speaking countries and communities. Consequently, teachers can link their students' language study to the issues listed above.

Development suggestions

Issue	Units	Opportunities for development or internal assessment
Spiritual	Unit 4	A student may produce a report on a particular religious festival and reflect on its meaning and significance.
Moral	Unit 2	A student could refer to a moral tension that young people face when discussing an aspect of youth culture.
Ethical	Unit 2	A student might wish to deliver a presentation advocating 'fair trade' business.
Social	Unit 4	A student considering work issues might produce a piece of writing on voluntary work and related social issues.
Cultural	Unit 3	Reading a short passage on visitor information, a student might become more aware of the different cultural activities and facilities available.
Citizenship	Units 1 and 3	When undertaking listening and reading activities, related to the prescribed common topic areas, students may become aware of issues that can be linked to citizenship.
Environmental	Unit 1	A student might hear a recording in Arabic referring to the environmental benefits of public transport.
European initiatives	Unit 4	A student undertaking written work on a local amenity or visitor attraction may discover that it has been partly supported through the European Regional Development Fund.
Health and safety	Unit 2	A student giving an oral presentation on a healthy lifestyle may refer to the negative impact of smoking, alcohol or drug abuse.
Legislative	Units 2 and 4	Students may, through projects related to the world of work, become aware of workplace-related legislation.
Economic	Units 2	A student undertaking work related to the leisure industry may become aware of the contribution of this sector to different national economies.
Sustainable development	Units 2 and 4	A student considering travel-related issues may consider projects that promote sustainable tourism.

Appendix 3 — Codes

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5910
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The NQF code is known as a Qualification Number (QN). This is the code that features in the DfE's Sections 96 and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QANs for the qualifications in this publication are: GCSE in Arabic 500/4467/9 GCSE (Short Course) in Arabic: Spoken Language 500/4550/7 GCSE (Short Course) in Arabic: Written Language 500/4548/9
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 – 5AR01 Unit 2 – 5AR02 Unit 3 – 5AR03 Unit 4 – 5AR04
Cash-in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	GCSE in Arabic – 2AR01 GCSE (Short Course) in Arabic: Spoken Language – 3AR0S GCSE (Short Course) in Arabic: Written Language – 3AR0W
Entry codes	The entry codes are used to: • enter a student for the assessment of a unit • aggregate the student's unit to obtain the overall grade for the qualification.	Please refer to the Edexcel *Information Manual*, available on the Edexcel website.

Appendix 4   Grammar list

Students will be expected to acquire knowledge and understanding of the following aspects of the grammar of the target language during their course.

▬▬▬ Arabic linguistic structures

The list given below sets out the linguistic structures with which candidates should be familiar. Structures required for activities targeted at grades **C-A*** have been identified.

All letters and numerals (sun and moon letters, handwritten and printed texts of different types)

Use of Hamza (initial, medial, final), **ta'marbuta, madda,** and other standard orthographic devices

Transliteration of common English and other loanwords in Arabic script

(C-A*) Knowledge of vowelling, such as nunation, to assist in comprehension of spoken and written text

Nouns:	in the three cases: nominative, accusative, genitive definite and indefinite masculine and feminine singular, dual and plural common broken plurals.
also **(C-A*):**	notable exceptions to prevalent rule: for example non-human plurals are grammatically feminine singular.
Pronouns:	personal, demonstrative, relative, interrogative.
Adjectives:	in the three cases: nominative, accusative, genitive agreement in gender, number and use.
Prepositions:	the possessive and construct state (*Idafa*).
Nominal sentences:	subject and predicate in equational sentences; emphasis **(C-A*)** sentences with *kana* and its common sisters and with *inna* and its common sisters.
Verbs:	formation and use of common triliteral [and some examples of quadrilateral verbs **(C-A*)**]; the perfect, imperfect, imperative and conditional; basic rules of the subjunctive and the jussive; essential weak verbs, for example *masha, rama, qala;* essential doubled verbs, for example *shadda, 'adda;* essential hamzated verbs, for example *ra'a.*

Verbal sentences:	word order; verb, subject, direct object pronoun suffixes and the verb negative sentences emphasis.
Conjunctions:	comparative and superlative.
Adverbs:	**(C-A*)** adverbial objects of manner and purpose.
Exception:	basic rules, for example use of *illa*.
Interjections:	**(C-A*)** the vocative.
Proper nouns:	names of countries (Arab and non-Arab) nationalities familiar personal Arab names.
The calendar:	months of the Western calendar will be expressed in the easier of the two alternative forms, for example July = yuulyo rather than tammuz.

Appendix 5   Minimum core vocabulary list

The following vocabulary list is intended to assist teachers in the planning of their work. It provides a minimum core generic vocabulary that all students will need to acquire (regardless of chosen theme). It is a basic vocabulary list that students should refer to and build on when preparing for listening and reading examinations.

All assessment tasks in *Unit 1: Listening and Understanding in Arabic* and *Unit 3: Reading and Understanding in Arabic* targeted at grades G–C will be based on this vocabulary list. Occasional glossing of individual words may occur in the examinations although this will be avoided whenever possible.

In speaking and writing units where the themes are EITHER (i) **Media, travel and culture** OR (ii) **Sport, leisure and work**, it is important to note that the vocabulary requirements could vary between students.

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1. High Frequency (Multible contexts)
2. Adjectives
3. Particles
    i. Prepositions
    ii. Conjunctions
    iii. Adverbs
4. Numbers
5. Quantities
6. Colours
7. Expressions of time
8. Days of the week
9. Months of the year
10. Question words
11. Continents
12. Arab countries
13. Nationalities: examples
14. Social conventions
15. Help and directions
16. Language related to common topic areas
    - Out and about
    - Customer service and transactions
    - Personal information
    - Future plans, education and work

High Frequency Language (Multiple contexts)

1. Verbs

(be) able	قدِر / يقدر
accept	قبِل / يقبل
accompany	رافق / يرافق
advise	نصَح / ينصح
advance	تقدّم / يتقدّم
appear	ظهَر / يظهر
approach	اقترب مِن / يقترب مِن
approve / agree	وافق على / يوافق على
attach	ربَط / يربط
avoid	تجنَّب / يتجنب
bake	خبز / يجيز
beat	ضرَب / يضرب
begin	بدأ / يبدأ
bind	ربط / يربط
blow	نفَخ / ينفخ
borrow	استَعارَ / يستعير
break	كسَر / يكسِر
burn	حرَق / يحرِق
calculate	حسِب / يحسب
carry	حمَل / يحمل
cheat	خدع ، غشَّ / يخدع ، يغشّ
check / revise	راجَع / يراجع
climb	تسلّق / يتسلّق
close	أغلق / يغلق
come	جاء / يجيء
copy	نسخ / ينسخ

cry	بَكى /ايكي
cross	عبر / يعبر
cut	قصّ / يقصّ
dance	رقص / يرقص
deliver	نقل ، وصَّل / ينقل ، يوصِّل
describe	وصَف / يصِف
deserve	استَحَقَّ / يستحقّ
detect	كشَف / يكشف
dig	حفر / يحفر
dislike	كرَهَ / يكره
do	عَمِل ، فعل / يعمل ، يفعل
draw	رسم / يرسم
dream	حلم / يحلم
dress	لبس / يلبس
drink	شرب / يشرب
earn	كسَب / يكسب
eat	أكل / يأكل
empty	فَرَّغَ / يفرغ
end / come to an end	انتهى / ينتهي
enter	دخل م يدخل
escape	هرب / يهرب
explain	شرح ، فسَّر / يشرح ، يفسِّر
fall	سقط / يسقط
fail	فشل / يفشل
feel	شعَر / يشعر
find	وجد / يجد
finish	أنهى / ينهي
follow	تبِع / يتبع
forge	زيَّف / يزيّف

forgive	سامَح / يسامح
forsake	هجر / يهاجر
freeze / become cold	برَد / يرد
get	نال/ ينال
get angry	غضب / يغضب
give	أعطى / يعطي
go	ذهَب / يذهب
go down	نزل / ينزل
go for a walk	تنزَّه / يتنزَّه
grind	طحن / يطحن
guard	حرس / يحرس
hate / despise	بغض ، احتقر / يبغض ، يحتقر
have to / must	وجب أن / يجب أن
hear	سمع / يسمع
hit	ضرب / يضرب
hold tight	مسك / يمسك
hope	أمل / يأمل
hurry	أسرع / يسرع
hurt	جرح ، أذى ؟ يجرح ، يؤذي
inform	خبَّر، أخبَرَ / يخبِّر ، يخبر
introduce	قدَّم ، عرّف / يقدّم ، يعرّف
invite	دعا ، عزم / يدعو ، يعزم
joke	مزح / يمزح
jump	قفز / يقفز
kill	قتل ، ذبح / يقتل ، يذبح
kneel	ركع / يركع
know	عرف / يعرف
knock	طرَق / يطرق
last	دامَ / يدوم

laugh	ضحِك / يضحك
lay the table	أعدّ ، رتّب / يعدّ ، يرتّب
lead	قاد / يقود
leap	وثب ، قفز / يثب ، يقفز
learn	علِم ،حفظ / يعلم ، يحفظ
leave	ترك / يترك
lend	أعار / يعير
let a flat	أجّر / يؤجّر
let	يدع
let's go	دعنا نذهب
lie	كذب / يكذب
listen	استمع إلى / يستمع إلى
live	عاش / يعيش
look	نظر إلى / ينظر إلى
look / appear, seem	بدا / يبدو
look after	حافظ على / يحافظ على
lose	خسر / يخسر
make	فعل، عمل، صنع / يفعل ، يعمل، يصنع
manage	أدار ، دبّر / يدير ، يدبّر
mean	قصد / يقصد ، يعني
meet	قابل / يقابل
note	لاحظ،سجّل/ يلاحظ ، يسجّل
observe	لاحظ،راقب / يلاحظ، يراقب
obtain	حصل على / يحصل على
open	فتح / يفتح
organise	نظّم / ينظّم
pass by	مرّ بِ / يـمُرّ بِ
pay	دفع / يدفع

permit	أذن/ يأذن ، صرّح / يصرّح لِ
phone	خابر / يخابر
place	وضع / يضع
please	أرضى / يرضي
plant	زرع / يزرع
play	لعِب / يلعب
pray	صلّى / يصلّي
prefer	فضّل / يفضّل
present	عرض / يعرض
prevent	منع / يمنع
produce	أنتج / ينتج
promise	وعد / يعِد
pull	جذب / يجذب
push	دفع / يدفع
put	وضع / يضع
reach	وصل / يصل
read	قرأ / يقرأ
receive/ welcome	استقبل / يستقبل
receive a letter	استلم / يستلم
refuse	رفض / يرفض
regret	ندِم / يندم
remember	ذكر / يذكر
rent	استأجر / يستأجر
request	طلب / يطلب
repair	أصلح / يصلح
repeat	كرّر ، أعاد / يكرّر، يعيد
research	بحث/ يبحث
reserve	حجز/ يحجز
return	عاد، رجع / يعود، يرجع

revolt	ثار، تمرّد / يثور، يتمرّد
ride	ركِب / يركب
rise	نهض/ ينهض
rule	حكم/ يحكم
run	ركض / يركض
save money	وفّر / يوفّر
save from danger	أنقذ / ينقذ من الخطر
say	قال/ يقول
scream	صرخ/ يصرخ
search	بحث/ يبحث
see	رأى/ يرى
seek / look for	بحث عن / يبحث عن
seem	بدا / يبدو
sell	باع / يبيع
send	أرسل/ يرسل ، بعث/ يبعث
serve	خدم / يخدم
show	عرض / يعرض
sign (signature)	وقّع / يوقّع
sink / drown	غرق/ يغرق
sit	جلس/ يجلس
slay	ذبح/ يذبح
sleep	نام / ينام
smile	ابتسم / يبتسم
sneeze	عطس / يعطس
speak	تكلم / يتكلّم
spend money	أنفق / ينفق
spend time	قضى / يقضي
split	فصل / يفصل
spread	نشر / ينشر

squeeze	عصر/ يعصر
stand	وقف/ يقف
stay	بقى / يبقى
steal	سرق /يسرق
stick	ألصق / يلصق
strike	ضرب / يضرب
stop	وقف/ يقف
study	درس/ يدرس
succeed	نجح/ ينجح
swear an oath	حلف/يحلف
swear at someone	سبّ، شتم / يسبّ ، يشتم
take	أخذ / يأخذ
tell a story	روى / يروي
thank	شكر / يشكر
think	فكّر، ظنّ / يفكّر ، يظنّ
thrive	نجح / ينجح
throw, shoot	رمى / يرمي
touch	لمس / يلمس
try	جرّب/يجرّب، حاول / يحاول
understand	فهِم / يفهم
use	استعمل/ يستعمل
visit	زار/ يزور
walk	مشى / يمشي
want	أراد / يريد
wash	غسل / يغسل
wear	لبِس / يلبس
win	ربح / يربح ، فاز/ يفوز
wish	تمنّى / يتمنّى
work	عمِل / يعمل

| worry | قلق / يقلق |
| write | كتب / يكتب |

2. Adjectives

able	قادر
active	نشيط
alone	وحيد
angry	غاضب
awake	مستيقظ
bad	سيء
beautiful	جميل
bent	منحنٍ ، أعوج
best	الأفضل
big	كبير
bitter	مُر
black	أسود
boiling	يغلي ، حار جدّا
boring	مُمِل
brief	مُختَصَر
bright	لامع ، برّاق
brilliant / shiny	متألق
brilliant/wonderful	ممتاز
broken	مكسور
charming	فاتن
cheap	رخيص
cheerful	مُبهِج / مُبتَهِج / مَرِح
clean	نظيف
clear	صافي
clever	ذكي
closed	مغلَق

cold	بارد
comfortable	مُريح
common	عادي
complete	كامل
complex	مُعقَّد
cruel	قاسي
dark	مُظلِم ، عَتِم
dead	مَيِّت
deep	عميق
different	مُختَلِف
difficult	صعب
dirty	وسِخ ، قَذِر
disgusting	فاسد ، حقير
dry	جاف
early	مُبَكِّر
easy	سهِل
electric	كهربائي
equal	مساوٍ
exciting	مُثير
false	زائِف ، مزيَّف
fast	سَريع
fat (person)	بدين / سَمين
favourite	مُفَضَّل
female	أُنثى
first	أوَّل
free	حُر
friendly	لَطيف
full	مُمتلِئ ، مليء بِ ، ملآن
funny	مُضحِك

general	عام
good	جيد
great	عظيم
happy	فرحان ، سعيد
hard (difficult)	صعُب
hard (stiff)	صلب
healthy	صِحّي
heavy	ثقيل
high	عال
hot	حار
ill	مريض
important	مهم
kind	لطيف
large	واسع
last	أخير
late	متأخر
lazy	كَسول ، كسلان
least	الأقل
light	خفيف
little	قليل
long	طويل
loving	محب
low	مُنخفِض
male	ذَكَرٌ
married	مُتَزَوِّج
marvellous	مُدهِش
mature	ناضج
medical	طِبي
mixed	مُختلِط

narrow	ضيِّق
natural	طبيعي
new	جديد
nice, pretty, beautiful	جميل
noisy	كثير الضجيج، مزعج
normal	عادي
numerous	عديد
old	قديم
open	مفتوح
perfect	مِثالي
pleased, satisfied	راضٍ، مقتنع بِ
polite	مهذّب
poor	فَقير
pretty	جميل
private	خاص
public	عُمومي
punctual	دقيق
quick	سريع
quiet	هادئ
ready	مستعدّ ، حاضر
real	حقيقي
regular	عادي
responsible	مسؤول
rich	غني
right (not wrong)	صحيح ، صادق
rough	خشن
round	مستدير
sad	حزين
safe	آمن

same	مماثل
same thing	نفس الشيء
secret	سرّي
sensitive	حسّاس
separate	مُنفصل
serious	جدّي
sharp	حاد
short	قصير
shy	خجول
silent	صامت
simple / easy	سهل
slow	بطيء
small	صغير
soft	ناعم
sorry	آسف
sour	حامض
special	خاص
strange	غريب
strict	قاسٍ
strong	قوي
stupid	غبي
sudden	مفاجئ
sweet / delicious	حلوٌ ، لذيذ
tall	طويل
the best	الأفضل
the greatest	الأعظم
the least	الأقل
the worst	الأسوأ
thick	سميك

thin	رقيق
tired	تعبان ، مرهق
true	صحيح
typical	نموذجي ، طبق الأصل
ugly	قبيح
unbelievable	غير معقول
useful	مُفيد
valid	صالح
valuable	قيِّم
violent	عنيف
warm	دافئ
weak	ضعيف
well	جيد
wet	مُبتَلّ
wide	عريض
wise	حكيم
witty	ظريف
wrong	غير صحيح، غير مناسب
young	شاب ، صغير ، ناشئ

3. Particles
(i) Prepositions[1]

English	Arabic
in/ by means of	بِ (بالطائرة، بالسيّارة)
for (price)	بِ (بسعر مناسب)
because of	بِسَبَّب
after	بعد
before	قبل
over, above	فوق
under, below	تحت
in	في
on	على
to, for, of	لِ
to, up to	إلى
from	مِن
as, like	كَ / مِثلَ
with	مع
concerning , about	عن / حول
up to, as far as	حتّى
in front of	أمام
behind	وراء ، خلف
between	بين
in the middle of	وَسْطَ
at (time or place)	عند
during	خلال ، أثناء
outside of	خارج
inside of	داخل
around, surrounding	حول

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[1] NB This list includes words that are considered in Arabic to be adverbs of place and time.

(ii) Conjunctions

English	Arabic
and	و
or	أو
but, rather	بَلْ
but	لكن
because	لأنّ
as if	كأنّ
just as	مثلما / كما
when	لمّا / عندما
since	منذ
when	حيث
that	أنّ ، إنّ ، أنْ
if	إنْ / لَوْ
until	حتّى
in order that	كيْ، لكي، لِ ، لأنْ ، حتّى
after	بعد أن
before	قبل أن
except	إلّا

(iii) Adverbs

English	Arabic
now	الآن
before, earlier	سابقًا ، قبل الآن
here	هُنا
immediately	حالاً ، فورًا
there	هُناك
yesterday	أمس
unfortunately	للأسف ، لسوء الحظ
perhaps	رُبّما
then	ثُمَّ
however	غير أن / مَهما / ولكن
almost	تقريبا
sometimes	بعض الأحيان
recently	مؤخّرا
often	غالِبا (ما) ، كثيرا
always/still	دائِما
only	فقط
very	جدًّا
too	أيضا
quickly	بِسُرعة
really	حقًّا

4. Numbers
(cardinal)

0	٠	صِفر	1	١	واحد
2	٢	إثنان	3	٣	ثلاثة
4	٤	أربعة	5	٥	خمسة
6	٦	ستة	7	٧	سبعة
8	٨	ثمانية	9	٩	تسعة
10	١٠	عشرة	11	١١	أحدَ عشر
12	١٢	إثنا عشر	13	١٣	ثلاثة عشر
14	١٤	أربعة عشر	15	١٥	خمسة عشر
16	١٦	ستة عشر	17	١٧	سبعة عشر
18	١٨	ثمانية عشر	19	١٩	تسعة عشر
20	٢٠	عِشرون	21	٢١	واحد و عشرون
22	٢٢	إثنان وعشرون	23	٢٣	ثلاثة وعشرون
24	٢٤	أربعة وعشرون	25	٢٥	خمسة وعشرون
26	٢٦	ستة وعشرون	27	٢٧	سبعة وعشرون
28	٢٨	ثمانية وعشرون	29	٢٩	تسعة وعشرون
30	٣٠	ثلاثون	31	٣١	واحد وثلاثون
40	٤٠	أربعون	42	٤٢	إثنان وأربعون
50	٥٠	خمسون	53	٥٣	ثلاثة وخمسون
60	٦٠	ستون	64	٦٤	أربعة وستون
70	٧٠	سبعون	75	٧٥	خمسة وسبعون
80	٨٠	ثمانون	86	٨٦	ستة وثمانون
90	٩٠	تسعون	97	٩٧	سبعة وتِسعون
100	١٠٠	مائة			

(Ordinal numbers)
1st – 12th : masculine and feminine forms

No	Feminine	Masculine
1st	الأولى	الأوّل
2nd	الثانية	الثاني
3rd	الثالثة	الثالث
4th	الرابعة	الرابع
5th	الخامسة	الخامس
6th	السادسة	السادس
7th	السابعة	السابع
8th	الثامنة	الثامن
9th	التاسعة	التاسع
10th	العاشرة	العاشر
11th	الحادية عشرة	الحادي عشر
12th	الثانية عشرة	الثاني عشر

5. Quantities

many	كثير
several	عِدّة
piece	قطعة
packet	علبة
little	قليل

jar	جرَّة ، مرطبان
tin	علبة
half	نصف
a third	ثُـلث
box	صندوُق
bottle	زُجاجة / قِّنينة

6. Colours

colour	لون
dark colour	لون غامق
light colour	لون فاتح
white	ابيض
black	أسود
red	أحمر
green	أخضر
yellow	أصفر
blue	أزرق
brown	بنّي
grey	رمادي
violet	بنفسجي
pink	زهري / وردي
orange	برتقالي

7. Expressions of time

punctual	حريص على مواعيده
from	مِن
the day after tomorrow	بعد غَد
afternoon	العَصر / بعد الظُّهر
today	اليوم
soon	حالاً
early	مبكراً
tomorrow	غداً
since	منذ
yesterday	أمس
day	يوم
now	الآن
morning	صباح
minute	دقيقة
midnight	منتصف الليل
night	ليل
later	فيما بعد
week	أُسبوع
evening	مساء / ليلة
always	دائماً
everyday	كُل يَوم
weekend	عُطلة نهاية الأسبوع

8. Days of the week

Monday	الاثنين
Tuesday	الثلاثاء
Wednesday	الأربعاء
Thursday	الخميس
Friday	الجمعة
Saturday	السبت
Sunday	الأحد

9. Months of the year

January	يناير / كانون الثاني
February	فبراير / شباط
March	مارس/ آذار
April	إبريل/ نيسان
May	مايو/ آيّار
June	يونيو/ حزيران
July	يوليو/ تموز
August	أغسطس/ آب
September	سبتمبر/ أيلول
October	اكتوبر/ تشرين الأول
November	نوفمبر/ تشرين الثاني
December	ديسمبر/ كانون الأول

10. Question Words

who?	مَن؟
what?	ما؟ / ماذا؟
why?	لماذا؟
when?	متى؟
how many, how much	كم؟ بكم؟
how?	كيف؟

11. Continents

Africa	أفريقيا
Asia	آسيا
South America	أمريكا الجنوبية
North America	أمريكا الشمالية
Australia	أستراليا
Europe	أوروبا

12. Arab Countries

Syria	سوريا
Egypt	مِصر
Kingdom of Saudi Arabia	المملكة العربية السعودية
Jordan	الأردن
Algeria	الجزائر
Morocco	المغرب
Palestine	فلسطين
Lebanon	لبنان
Iraq	العراق

The Emirates	الإمارات
Kuwait	الكويت
Oman	عُمان
Yemen	اليمن
Bahrain	البحرين
Tunisia	تونس
Sudan	السودان
Somalia	الصومال
Qatar	قطر
Libya	ليبيا
Mauritania	موريتانيا

13. Nationalities: examples

African	أفريقي
German	ألماني
American	أمريكي
Egyptian	مِصري
Saudi	سُعودي
British	بريطاني
Spanish	إسباني
French	فرنسي
Lebanese	لبناني
Yemeni	يمني
Iraqi	عراقي

Irish	إيرلندي
Italian	إطالي / طلياني
Russian	روسي

14. Social conventions

Hello	مرحباً
Good morning	صباح الخير
Good evening	مساء الخير
Welcome	أهلاً وسهلاً
How are you?	كيف حالك؟
I'm fine thanks	أنا بخير الحمد لله / شكرا
And you?	وأنت؟
Good/so-so	زين / لا بأس
Thank you (very much)	شكرا (جزيلا)
You're welcome	العفو
Hi friend(brother)	مرحباً يا أخي
Hi sister	مرحبا يا أُخُتي
I have missed you so much	اشتقت إليك كثيرا
What's new?	ما هي الأخبار؟
Nothing much	لا شيء جديد
Good night	تصبح/ تصبحي على خير
See you later	أشوفك / أراك فيما بعد
Goodbye	مع السلامة / في امان الله
Do you speak (English/ Arabic)?	هل تتكلم اللغة الإنجليزية /العربية؟
Just a little.	قليلا
What's your name?	ما اسمك؟
My name is	اسمي....

Mr/Mrs/Miss	سيد/ سيدة/ آنسة
Nice to meet you	تشرّفنا
You're very kind	أنت لطيف! أنتِ لطيفة
Where are you from?	مِن أين أنت؟
I'm from ...	أنا مِن ...
I'm (American)	أنا أمريكي/أمريكية
Where do you live?	أين تسكن؟ أين تسكُنين؟
I live in ...	أعيش / أسكن في ...
Did you like it here?	هل استمتعت بوقتك هنا؟
What do you do for a living?	ما مِهنتُك؟
I like Arabic	أحب اللغة العربية
I'm learning Arabic	أتعلَّمُ اللغة العربية
How old are you?	كم هو عمرك ؟
I'm (age)...	عمري .....
I have to go	عن إذنك، يجب أن أذهب الآن
I will be right back!	سأرجع حالا
Good luck!	بالتوفيق! إن شاء الله
Happy Birthday	عيد ميلاد سعيد
Happy New Year	سنة سعيدة
Merry Christmas	أعياد ميلاد سعيد
Happy Eid!	عيد مبارك
Happy Ramadan	رمضان مبارك
Congratulations!	مبروك
Enjoy! (for meals)	شهية طيبة
Bless you (when sneezing)	رحمك الله
Good night & sweet dreams!	ليلة سعيدة وأحلام طيّبة !
I'm sorry! (if you don't hear)	عفوا !
Sorry	آسف !
No problem!	ليست هناك مشكلة

Can you repeat?	أعد من فضلك
Can you speak slowly?	تكلم ببطء / على مهلك من فضلك
Write it down please!	اُكتبها من فضلكَ! كتابةً لو سمحت
I don't understand!	لا أفهم
I don't know!	لا أعرف!
I have no idea.	لا أدري
What's that called in Arabic?	ما اسمه بالعربية؟
What is this?	ما هذا ؟
I need to practise my Arabic	أحتاج أن أمارس اللغة العربية
Don't worry!	لا تقلق/ لا تقلقي!

15. Help & directions

I'm lost	أضعت طريقي!
Can I help you?	مُمكِن أن أُساعِدَكَ ؟
	أي/أية خدمة؟
Can you help me?	هل يُمكن أن تساعدني ؟
Where is the (bathroom)?	أين أجد (المرحاض)؟
Go straight then turn left/ right	أمشٍ إلى الأمام ثم لِف إلى اليمين / اليسار
I'm looking for ...	أنا أبحث عن ...
One moment please	لحظة من فضلك
Hold on please (phone)	انتظِر/ ابقى على الخط رجاءً / مِن فضلك
How much is this?	ما ثمنُ هذا / هذه ؟ بكم هذا؟
Excuse me ... (to ask for something)	من فضلك ، لو سمحت ..
Excuse me (to pass by)	المعذرة
Come with me	تعال معي !

16. Language related to common topic areas

Out and about

English	Arabic
on the right	على اليمين
on the left	على اليسار
on foot	على الأقدام / مَشياً
welcome	مرحباً/ أهلاً وسهلاً
airport	مطار
poster/notice	إعلان
abroad	الخارج (خارج البلد)
outside (the house)	خارج (البيت)
return ticket	تذكرة عودة / تذكرة ذهاب وإياب
single ticket	تذكرة ذهاب
bus stop	موقف الحافلات / الباصات
lift	مَصعَد
youth hostel	بيت الشباب
car	سيارة
bus	حافلة / باص
motorway	الشارع الرئيس
plane	طائرة / طيارة
luggage	أمتعة / حقائب سفر
bath	حمّام
mosque	مسجد
balcony	شرفة
suburb	ضاحية (ضاحية المدينة)
bank	مصرف / بنك
bar	بار / حانة
boat	مَركَب
building	مَبنى

library	مكتبة عامة
bicycle	درّاجة
ticket	تذكرة
enjoy your stay	إقامة سعيدة
have a good journey	رحلة سعيدة
butcher's	دكان الجزار
baker's	مخبز
brochure/leaflet	ورقة التعليمات
fog	ضَباب
snack bar, buffet	مقصِف
office	مَكتَب
tourist information office	مكتب معلومات السياحة
café	مقهى
lorry	شاحنة / لوري
coach	حافلة
country	ريف
campsite	مُخَيَّم
to book (a room)	حجز / يحجز (غرفة)
crossroads	تقاطع طُرُق / مُفترَق طُرُق
identity card	هَوِيَّة
postcard	بِطاقة بريديَّة
road map	خريطة شوارع
cathedral	كنيسة كبيرة
shopping centre	مركز تَسَوُّق مَركَزي
sports centre	مركز رياضي
leisure centre	مركز قضاء وقت الفراغ
town centre	مركز المدينة
heat	حرارة
room	غُرفة ، حجرة

castle	قلعة
(taxi) driver	سائق تكسي
railway	سكة حديدية / سكة القطار
sky	سماء
cinema	سينما
traffic	مُرور
key	مفتاح
climate	مَناخ
corner / bend (in the road)	منعطف (في الطريق)
hill	تَلّ
summer camp	مُخَيَّم صَيفي
business/trade	تجارة
police station	مركز شرطة
compartment	مقصورة (في القطار)
to validate a ticket	يجعل التذكرة سارية المفعول
concert	حفل / حفلة
driver	سائق
left luggage	إيداع الحقائب
passport control	تفتيش جوازات السفر
ticket inspector	مفتش تذاكر
zebra crossing	مكان عبور المشاة
coast	ساحِل
berth	مضجَع
overcast	مُعتِم
to take off (plane)	أقلعَ (كما في إقلاع الطائرة
forbidden to...	مُحَرَّم ، ممنوع
degree	درجة
waiting period/time limit	فترة انتظار
departure	مُغادرة

administrative district	قسم الإدارة
as soon as (to general)	بالسُّرعة الممكِنة
diversion, detour	عطفة / انعطاف / تحويلة طريق
disco	صالة رقص
entertainment, things to do	تَسلية
sunny interval	فترة مُشمِسة
church	كنيسة
traffic jam	ازدحام الطُّرُق
entrance	دُخول
in advance	مُقَدَّمة
in summer	في الصَّيف
in winter	في الشِّتاء
place	مَكان
outside	في الخارِج
sunny	مُشمِس
staircase	دَرَج
petrol	بِترول / بنزين
east	شرق
floor (1st, 2ndnd)	طابق / دَور
outing	نُزهة
I'm sorry/Excuse me	آسِف
exhibition	مَعرِض
farm	مَزرَعَة
closing	إغلاق
festival	مهرجان
traffic lights	إشارة مرور
form	استمارة
to function, to work	يعمل / يشتغل (كما في "هذه الماكنة تعمل وهذه لا تعمل")

cold	بارد
station	مَحَطّة / موقف
coach station	محطة الحافلات
port	ميناء
diesel	ديزِل
gendarme	شُرطي
ticket office	مكتب التذاكِر
historic	تاريخي
hospital	مُستَشفى
timetable	جَدوَل
hotel, town hall	دار البلدية
hotel	فندق
receptionist	موظف/ــة استقبال
hypermarket	مركز تسَوُّق
included	مُتَضَمَّن في
industry	صناعة
park	حديقة عامة
zoo	حديقة الحيوان
public holiday	عُطلة رسمية
newspaper stall	محل بيع الجرائد
lake	بحيرة
place	مكان
line/route	طريق / خَطّ
price list	قائمة الأسعار
hotel list	قائمة الفندق
far(away)	بعيد
near (by)	قريب
shop	محل / دُكّان
town hall	دار البلدية

market	سوق
brand/make	صُنع
bad	سَيئ
sea	بحر
weather forecast	أنباء جوية
metre	مَتر
metro/underground railway	قطار لأنفاق
mountain	جبل
engine/motor	محرّك
dead	ميّت
public/municipal	بَلَدي
museum	متحف
snow	ثَلج
north	شِمال
cloud	غيم / سَحاب
occupied	مشغول
tourist information office	مكتب معلومات السائحين
storm	عاصِفة
west	غَرب
palace	قَصر
breakdown	تَعَطُّل (آلة عن العمل)
sign	إشارة / علامة
park	حديقة عامّة
car park	موقِف سيارات
paved road	طريق مُعَبّد
unpaved road	طريق تُرابي
ice rink	المزلجة
driving licence	رُخصة قيادة السيارة
pedestrians	المشاة

swimming pool	مَسبَح
picturesque	منظر رائع
square (Trafalgar Square)	مَيدان (الطرف الأغرّ)
beach	شاطئ
map (of the town)	خريطة المدينة
it is raining	الجو مُمطِر
rain	مَطَر
bridge	جسر
port	ميناء
(front) door	باب الدخول
suitable for drinking (water)	صالح للشُّرب
pressure	ضَغط
priority to the right	الأولوية لليمين
problem	مُشكِلة
platform	رَصيف
region	مِنطَقة
reception	استقبال
appointment/meeting place	مكان الالتقاء
ground floor	الطابق الأرضي
delay	تأخير
river	نَهر
roundabout	دَوّار
road	شارِع
road/street	شارع / طريق
season	فصل
waiting room	غرفة الانتظار
games room	غرفة اللُّعَب
unleaded	مُحَسَّن (بترين مُحَسَّن)

English	Arabic
one way system	طريق باتجاه واحد
situated (in the town centre)	واقع (في وسط المدينة)
sun	شمس
way out/exit	مَخرَج
basement	طابق سُفلي
stadium	مدرَج
underground station	مَحطة قطار الأنفاق
south	جَنوب
following	تابع
supplement	مُلحَق / تكمِلة
service station	محطة الخدمات
taxi	سيّارة أجرة / تاكسي
television set	جهاز التِّلفاز
television	التلفزيون
weather	جَوّ
theatre	مَسرَح
toilets	مِرحاض
tour	رَحلة / جَولة
tower	بُرج
tourist	سائح
to turn	يِلف
straight on	إلى الأمام
quiet	هادئ
public transport	نقل عام
to cross	يعبُر
factory	مَصنَع
suitcase	حقيبة سفر
variable	مُتَغيِّر
bike	درّاجة

wind	ريح
village	قرية
town	مدينة
car	سيارة
flight/	طيران /
theft	سرقة
journey	رِحلة / سَفرة
view	منظَر
sleeping car	عربية النوم (في القطار)
restaurant car	عربة المطعم (في القطار)
wc	مِرحاض
pedestrianised area	منطقة مُخَصّصة للمُشاة
1st/2nd floor etc	الطابق الأول/ الثاني ... الخ.

Customer service and transactions

bill	قائمة الحساب / فاتورة الحساب
camera	آلة تَصوير
money	نُقود / فلوس
at your service	تحت أمرك
french stick	خبز فرنسي
trainers	حذاء رياضة
casual jacket	بلوزة / سترة خفيفة
drink	شُرب / شراب
brochure	ورقة التعليمات
exchange bureau	صرافة / محل تبديل العُملات
lost property office	مكتب المفقودات
present	هدية
café	مقهى
till	دُرج النُّقود
bank card	بطاقة البنك
credit card	بطاقة ائتمان / بطاقة استدانة
post card	بطاقة بريدية
meal	وجبة طعام
snack	وجبة طعام خفيفة
felafel	فلافل
kebab	كباب
sock	جورَب
shoe	حِذاء
(traveller's) cheque	شيك سياحي
choice (to general)	اختيار
lemon	ليمون

customer	زبون
keyboard	لوحة مفاتيح (للكومبيوتر)
hairdresser	حلاّق / مصفف الشعر / مزيّن
full	ملئ / مُمتلئ
police station	مركز شرطة
cotton	قُطْن
exchange rate	سعر الصّرف
shopping	تسَوُّق
pancake	فَطيرة
pizza	فطيرة / فطائر / بيتزا
cooked	مطبوخ
water	ماء
mistake	خطأ
money / cash	نقد
bill, invoice	قائمة الحساب
form	استمارة
raspberry	توت العُلَّيق
chips	بطاطس مقلية
cheese	جُبن
fruit	فاكهة
glove	قفاز
ice cream	بوظة
department store	مركز تجاري
starter	مقبلات
ham	لحم خنزير
skirt	تنورة
fruit juice	عصير فواكِه
wool	صوف
milk	

vegetable	خُضار / خُضروات
pound sterling	الجنيه الاسترليني
swimsuit/trunks	ملابس سباحة
sports shirt	قميص الرياضة
ill	مريض
menu	قائمة الطعام
change	تغيير /صرافة (للنقود) / فكّة
mussels	بَلَح البَحر
egg	بيض
omelette	أمليت / خلطة بيض
bread	خبز
trousers	بنطلون / سروال
cake shop	دكان بيع الكعك / الكيك
boss	مدير / رئيس / زعيم
to pay	يدفع (يدفع النقود)
peach	خَوخ
breakfast	فطور
peas	بازلّاً
identity card	هوية
town map	خريطة المدينة
dish (of the day)	أكلة اليوم
size (shoes)	حجم (حجم الحذاء)
pear	الإجاص
potato	البطاطا
pork	لحم خنزير
wallet	مِحفظة
purse	مِحفظة نقود نسائية
chicken	دجاج
tip	إكرامية / بقشيش

price	سعر
sweater / jumper	سترة صوفية
department	إدارة / قسم
receipt	وصل / إيصال استلام
reduction	تخفيض
reduced	مُخَفَّض
meal	وجبة طعام
dress	ثوب
roast	مشوي (الجمع: مشاوي)
dining room	غرفة الطعام / الأكل
sandal	صَندل
sandwich	شطيرة / سندويتش
sausages	نقانق
waiter/waitress	خادم / ـــة الزبائن
service (not) included	أجور الخدمة غير مشمولة في الحساب
tobacconist/postage stamps	بائع التبغ/ طوابع البريد
size	حجم
tea	شاي
coffee	قهوة
salesman/woman	بائع / ـــة
wine	خمر
theft	سرقة
flight	طيران
thief	لِص
milk	حليب
yoghurt	لَبَن

Personal information

activity	فعالية / نشاط
age	عُمر
address	عُنوان
likeable	مرغوب / محبوب
older, first born	الأكبر / البكر
atmosphere	الجَوّ
friend	صديق
year	سنة / عام
birthday	عيد ميلاد
sports equipment	تجهيزات رياضة
athletics	الألعاب الرياضية
ring	حلقة
trainers	حذاء رياضة
talkative	ثرثار
jacket	جاكيت
night club	نادي ليلي
curly	مُجَعَّد
earrings	حلق الأذن
single	منفرد /أعزب (رجل غير متزوِّج)
championship	بُطولة
song	أُغنية
hat	قُبَّعة
hair	شَعر
classical, classic	تقليدي / كلاسيكي
keyboard	لوحة مفاتيح (للكومبيوتر)
youth club	بيت الشباب
post code	الرمز البريدي

knowledge	معرفة
cycling	ركوب الدرّاجات
date of birth	تأريخ الميلاد
CD (compact disc)	سي دي
divorced	مُطلَّق
selfish	أناني
television programme	برنامج تلفزيوني
team	فريق
equipment	تجهيزات
horse riding	ركوب الخيل
family	عائلة / أسرة
fanatical about sport	متحمّس فوق الحدّ للرياضة
football	كرة قدم
temperature	درجة الحرارة
flute	ناي
woman	امرأة
curly	مُجَعَّد
guitar	قيثارة
get dressed	يرتدي الملابس
chess	لعبة الشطرنج
computing, ICT	استعمال الكومبيوتر / الحاسوب
i-pod	آي بود
electronic game	ألعاب الكومبيوتر
player	لاعب
reading	قراءة
birthplace	مكان الولادة / مسقط الرأس
leisure	وقت فراغ
glasses	نظّارات

youth club	بيت الشباب
husband	زَوْج
married	مُتَزَوِّج
mother	أم
job	وظيفة
thin	نحيف
fashion	الموضة
modern	حديث
MP3	أم بي **3**
music	موسيقى
swimming	سباحة
born	مولود
noise	ضجيج
notice board	لوحة إعلانات
orchestra	جوقة موسيقية
ear	اُذن
leisure time	وقت الفراغ
skating	تزلُّج
father	أب
piano	بيانو
play	يلعب (الرياضة) يعزِف (الموسيقى)
mobile phone	هاتِف جَوّال / مُتَنَقِّل
popular	مشهور، شعبي / محبوب
pop(music)	أغاني شعبية مشهورة
first name	الاسم الأول
blond	أشقر / شقراء
theatre	المسرح
straight (hair)	غير جَعد / شعر ملس

brunette	ذات شعر بني أو غامق اللون
redhead	شخص أحمر الشعر
bag	حقيبة
rugby	لعبة الرغبي
separated	مُنفَصِل
skiing	التزحلق
water skiing	التزحلق على الماء
sport	رياضة
sporty	رياضي
tracksuit	بدلة الرياضة
free time	وقت فراغ
tennis	لعبة التنس
table tennic	لعبة تنس الطاولة
sports ground	ملعب رياضة
tourism	سياحة
trumpet	بوق
umbrella	شمسية
only (child)	الوحيد (الطفل الوحيد)
university	جامعة
star, celebrity	شخصية لامعة
hall	صالة
vegetarian	نباتي
jacket	جاكيت
clothes	ملابس
dressed in old clothes	يرتدي ملابس قديمة
violin	الكمان
eyes	عيون

Future plans, education and work

adult	بالغ
travel agency	وكالة سفريات
police officer	شرطي
next year	السنة القادمة
advert	إعلان
apprenticeship	التدريب على‏العمل
architect	مهندس معماري
well paid	ذو مرتب عالي
biology	علم الأحياء
letter box	صندوق الرسائل
butcher	جزّار / قَصّاب / لَحّام
baker	خبّاز
work	عمل
school report	تقرير مدرسي
canteen	مطعم
carpenter	نَجّار
chemistry	الكيمياء
unemployment	البطالة
to file	يحفظ في ملف أو سِجِل
file	مَلَف
keyboard	لوحة مفاتيح
school	مدرسة
colleague	زميل
business/shop	عمل / شُغل
to dial the number (to 'messages')	يتصل بالهاتف / بالتلفون
terms of employment	شروط التوظيف

conference	مؤتمر
telephone call	نداء تلفوني
to cut/to cut off (phone)	يغلق التلفون
(electronic) mail	بريد إلكتروني
sewing, tailoring	خياطة
cook	طاهٍ / الطاهي
cursor	المؤشِّر (على شاشة الكومبيوتر)
situation wanted	مطلوب للعمل
qualification	تأهيل
headteacher, director	مدير مدرسة
disc	قرص
folder	ملف
exchange	تبادل
screen	شاشة
PE	الرياضة البدنية
to erase, rub out	يمحو
electrician	كهربائي
email	رسالة إلكترونية
job	وظيفة / عمل
timetable	جدول
(bank/office) employee	موظف
employer	صاحب العمل
interview (job)	مقابلة
physical and sports education	التعليم البدني والرياضي
student	طالب
examination	امتحان
experienced	ذو تجربة

to study	يدرس
to do a course	يدخل دورة (تعليمية)
fault	خطأ
fax	الفاكس
farmer	مُزارع
time	وقت
civil servant	موظف حكومي
training	تدريب
form	استمارة
manager	مدير
geography	الجغرافية
history	التاريخ
air hostess/air steward	مُضَيِّفة (على الطائرة)
printer	طابعة
to print	يطبع
computer scientist	عالم كومبيوتر
engineer	مهندس
teacher (primary)	معلم مدرسة ابتدائية
teacher (secondary)	مدرس ثانوية
journalist	صَحفي
language	لُغة
degree (university)	شهادة جامعية
pound	جنيه استرليني
builder	بَنّاء
badly paid	يعمل بأجر قليل
marketing	تسويق
maths	الرياضيات
mechanic	ميكانيكي

message	رسالة
part time	عمل جزئي
fashion	طراز / موضة
instructor	مرشِد
password	كلمة السِّر
busy	مشغول
computer	الكومبيوتر / الحاسوب
paper	ورق
per hour	في الساعة
lunch break	فترة الغداء
coffee (tea/lunch) break	فترة راحة الشاي / القهوة / الغداء
duty office	مكتب تنظيم الواجبات
physics	الفيزياء
pilot	طيّار
plumber	سبّاك / سمكري
fireman	رجل الإطفاء
to apply for a job	يُقدم على عمل
post/post office	الرسائل / مكتب البريد
postman	ساعي البريد
planned	مُخَطَّط له
teacher	معلم / مدرس
programmer	مُبَرمِج
progress	تَقَدُّم
plan, project	مشروع / خِطّة
report	تقرير
answer, reply	إجابة / جواب
answer phone	جهاز الإجابة على الهاتف
representative	مُمَثِّل (شركة)

(company)	
results	نتائج
meeting	مقابلة
salary	راتب
science	عِلم
waiter/waitress	نادل / نادلة (في مطعم)
website	موقع شبكة الإنترنت
society/company	جمعية / شركة
opinion poll/survey	اقتراع / تصويت
mouse	الفأرة (في جهاز الحاسوب)
work experience	خبرة عمل
subject	موضوع
superior/higher	ذو منزلة / مَنصب أعلى
technician	فنّي
key (of keyboard)	مفتاح (من مفاتيح لوحة المفاتيح)
work	عمل
term	شرط
cloakroom	غرفة ترك المعاطف
the web	شبكة الإنترنت
web-mail	رسائل الإنترنت