



NORTH AFRICAN ARABIC
LANGUAGE
-
HANDOUT



Amel Belguith
UC BERKELEY MELC Department

Unit I- Reading Activity

Dialogue:



أحلام: السَّلَامُ عَلَيْكُمْ

مارك: وَعَلَيْكُمْ السَّلَام

أحلام: كيف داير؟

مارك: لاباس الحمدُ اللهُ. وِنتِ؟

أحلام: بخير بارك اللهُ فيك. شنو سميتك؟

مارك: سميتي مارك

أحلام: متشرفين

مارك: متشرفين. وِنتِ شنو سميتك؟ نِتِ مغربية؟

أحلام: سميتي أحلام. إيّه. أنا مغربية. واش نِتِ فرنساوي؟

مارك: لا أنا ميريكاني

أحلام: منين ف ميريكان

مارك: من مدينة سان فرانسيسكو ف ولاية كاليفورنيا. وِنتِ؟

أحلام: من مدينة فاس. واش سان فرانسيسكو كبيرة؟

مارك: إيّه كبيرة وزوينة. واش نِتِ مزوجة ولا ما زال؟

أحلام: لا. أنا مخطوبة. وِنتِ؟

مارك: ما زال

أحلام: واش نِتِ توريست؟

مارك: لا أنا خدام في الجامعة هنا

أحلام: متشرفين مزة أخرى. سمح لي

مارك: بِ السلامة للأحلام

أحلام: بِ السلامة ومرحبا بك ف المغرب آسي مارك

مارك: بارك اللهُ فيك. بِ السلامة

Vocabulary and expressions:

How are you? (masc.)	كيف داير
Good thanks be to Allah	لاباس الحمد لله
You? (fem.)	نت
You (masc.)	نت
Good. Allah bless you	بخير بارك الله فيك
What is your name?	شنو سميتك
Nice to meet you	متشرفين
Yes	إيّه
Are you...	واش نت/نت
French	فرنساوي
American- From America	ميريكاني
Beautiful- Nice	زوية
Engaged	مخطوبة
Tourist	توريست
Working- employer	خدّام
Excuse me. (To man/woman)	سمح لي / سمحي لي
Madam- Mrs.	للا
Mister- Sir	آسي- سيدي
Wherefrom?	منين
You know	كتعرف
Who....?	شكون
Professor	أستاذ

Exercise 1:

I- In pairs, read the dialogue carefully and answer the Questions in Moroccan colloquial Arabic:

1. Where is Ahlam from?

2. Where is Mark from?

3. Describe San Francisco.

4. Mention two more things about Ahlam.

5. Mention two more things about Mark.

Exercise 2: In pairs, put this dialogue in the correct order.

كريس: صباح الخير

أيمي: متشرفين

كريس: كيف دايرة؟

أيمي: شنو سميتك؟

كريس: لا باس الحمد لله

أيمي: سميتي أيمي

كريس: سميتي كريس. و نت؟

أيمي: صباح الخير

كريس: متشرفين

أيمي: بخير الحمد لله

Unit II - Cultural Activity

In this unit, you learned the vocabulary for current and extended family members. You also learned the expressions and the Moroccan culture as it pertains to family. For this unit's cultural activity, you will write a reflection on a Moroccan film, play, or documentary.

Step1:

Watch a Moroccan film, play, or documentary (in Arabic) about a Moroccan family and write an entry of 300 -500 words typed **in English**. Use Padlet to submit your entry.

Tips for writing your entry:

- Write your name and the title of your activity
- Include brief details (not a summary) of the activity
- Reflect on the activity:
 1. What did you enjoy most about the experience?
 2. What did you learn about Moroccan culture?
 3. Was there a segment that you resonated with?
 4. Based on the culture presented in your activity, did you notice few similarities or differences?
 5. List a few new words from the piece that you selected. Mention at least five words and provide their meanings.

Step2:

Read two entries on Padlet and leave constructive comments.



Exercise 3:

In pairs, practice introducing yourselves and try to ask other questions besides the ones of the previous dialogue.

Exercise 4:

In pairs, translate these questions into Moroccan colloquial Arabic dialect and answer them.

- 1- What is your name?
- 2- How are you?
- 3- Are you Moroccan?
- 4- Where are you from?
- 5- What is your job?
- 6- Who is your professor?
- 7- Is Tom a tourist?

Unit III- Task 3

Roommate

In this unit, you learned the vocabulary for renting a house or an apartment, how to describe different parts of a house, and how to ask for direction in Moroccan Arabic. Thus, your unit 3 activity is to create a flyer related to housing to post on Padlet and a Flip video to answer your classmate voicemail.

Instructions

Step 1:

You rented a house in the city where you go to school. Now, you are looking for a roommate to share the apartment, including the rent and the utilities costs. You are creating a flyer to post on campus.

In your flyer include the following:

- Greetings
- Your name
- Location of the house, including the name of the area, street address, nearby shops, distance from the campus, etc
- Describe the house layout, including the number of bedrooms, kitchen size and utilities, number of bathrooms, balcony, furnished or not, etc
- Monthly rent and other expenses
- Contact information, including email and phone number
- Encouraging note for people to contact you for more information

Post your flyer on Padlet.

Step 2: Video Response to the Voicemail

One of your classmates left you a voicemail. They are interested in being your roommate and would love to meet you at the apartment. They are also asking you for the easiest way to get to the apartment from campus.

In a short Flip video, record yourself calling the student and leaving them a voicemail. Start your message with a welcoming note and include the following:

- A brief self-introduction

- The directions from a specific place on campus. like the library, a restaurant, department building, etc
- Vocabulary learned in this unit that is related to directing, like go forward, turn right/left, in front of, behind, next to, etc
- End your message with a time of a day that you are available to meet, like morning, afternoon, evening, etc

Step 3:

Listen to at least two of your classmates' recordings and leave meaningful comments or suggestions.

Submissions:

*Step 1 due Monday before class time.

*Step 2 due Tuesday before class time

*Step 3 due Thursday before class time

Rubric:

Content: Did you include all the elements from the instructions?

Great job! 3/3 Okay! 2/3 Needs work 1/3

Language: Did you create a well-organized flyer with good sentences using targeted vocabulary and expressions?

Great job! 3/3 Okay! 2/3 Needs work 1/3

Clarity: Did you speak clearly? Were there pronunciation mistakes that made it difficult to understand?

Great job! 2/2 Okay! 1/2 Needs work 0/2

Collaboration: Did you listen and leave meaningful suggestions to two classmates?

Great job! 2/2 Okay! 1/2 Needs work 0/2

Rubric Total Score: /10

Unit IV- In Class Activity

At the Souk



In unit IV, you learned the vocabulary and the expressions for shopping. Your unit IV activity is to work with your group on a scenario related to Souk and shopping.

The class will be split into different groups, assigning groups different roles-- some sellers and some customers. Some sellers will compete, i.e. there may be more than one product seller.

Part 1:

Customer Groups (pairs): You and your roommate are hosting two other friends. You are sharing expenses, and you are preparing a shopping list of fruits and vegetables after you plan your dinner menu.

Use the following link to have an idea about the price of the items in Morocco:

<https://www.globalproductprices.com/Morocco/>

Complete the shopping list and make sure to mention the following:

- The name of fruits and vegetables you want to buy
- The quantity of each item in kilogram (Kg, ½ Kg)
- The estimated cost of each item
- Estimated total cost
- How much each of you will have to contribute

Seller Groups (pairs): You and your assistant are preparing your commodity to sell in the weekly souk. You are preparing two lists of items to sell in your place: one list for fruits and the other

one for vegetables. You are also preparing price tags, labels, and signs for each fruit and vegetable.

Use the following link to learn more about the price of the fruits and vegetables in Morocco:
<https://www.globalproductprices.com/Morocco/>

Complete the following lists and mention the following:

- The name of each item you want to sell
- Number of items that you want to sell this week
- The price per kilo for your items (make sure to make your price higher than the price indicated on the link in case your customers want to bargain, as you don't want to lose money)

Part 2: It's Souk Day! Sellers want to sell all their products and to make a lot of money! They are ready to compete and to attract all the customers through verbal advertising. Customers, on the other hand, are looking for the best deal.

Customer Groups: You are at the souk with your roommate and the shopping list. You are walking from seller to seller and having a short conversation with each of them.

In your conversation include the following:

- Greetings
- Questions about the prices
- Other questions such as the quality, the taste, and origins
- Bargaining to achieve the best deals and save money
- Expressions related to this unit and other units

Seller Groups (pairs): With your partner, assign roles and place labels/signs next or on top of each fruit and vegetable section. Try to talk to customers and to attract them by advertising your product by doing things like providing tasting samples. Try to sell all your products and to make the most amount of money. Keep a log of what you sell and how much money you make.

In your conversations with customers, include the following:

- Greeting
- Answers to customer questions
- Description of your product (fresh, ripe, sweet, bitter, etc)
- Questions about the quantities of the items wanted and price per kg
- Other questions to keep customers attracted to your shop

Part 3: Let's debrief as a group. Break into your bigger groups and reflect on the experience. Don't forget to show off the deals you made and the money you earned.

Quiz 5

Unit V- Coffee Shops and Restaurants

_____ سميك:

I- Listen to the recording and answer the following questions in MA:
(8 point)

1) Where did Sonia go?

2) What did she eat?

3) Did she drink something? What was it?

4) How was the meal?

5) How much did she pay?

6) What else do you know about Sonia? (Mention one thing)

7) Translate the following expressions into English:

_____ الله يخلف عليك

_____ الله يعطيك الصحة:

II- Complete the following sentences with appropriate words from the box: (3points)

العطرية- مقلية- البيض- العدد- طبلية- طاجين

- (1) أول مرة طببت _____ بالخضرة نسيت ندير _____ في الماكلة.
 (2) أختي كا تحط الغدا فوق _____ .
 (3) أنا ما نبغيش الماكلة _____ .
 (4) _____ ديال الناس اللي كانوا عندنا هو 20.
 (5) منين كانت طالبة كانت تطيب بزاف _____ مع مطيشة.

III- Complete the following sentences with the appropriate verb from the box and make sure to conjugate it if needed: (4points)

زاد- سدّ- قشر- نقي- قلى- ولى- حضر

- (1) أمّ _____ البطاطا والتوم باش تطيبها للغدا.
 (2) الدجاج _____ محمر كثير.
 (3) شرى صالح كيلو ديال العنب البارح و _____ اليوم كيلو آخر.
 (4) آشنو هي العطرية الضرورية لـ _____ الطاجين؟

IV- Describe the picture in three sentences of eight words each. (5 points)



Listening Text:

سنية: السلام عليكم

الكارسون: وعليكم السلام. تفضلي آلا!

سنية: بارك الله فيك. آش كاين عندكم اليوم؟

الكارسون: تفضلي! ها المنيو ديال الماكلة. نخليك تختاري آشنو تبغي.

سنية: جبيلي عافاك طاجين دجاج وشلاضة.

الكارسون: مليح. آش بغيتي تشربي؟

سنية: جبيلي قرعة ديال الما ولتاي بالنعناع!

الكارسون: ايه! حاضر آلا.

الكارسون: كيف كانت الماكلة؟

سنية: الطاجين مزيان!

الكارسون: بالصحة الآلا!

سنية: الله يعطيك الصحة! آش عندنا عافاك في المجموع؟

الكارسون: 90 درهم

سنية: تفضل (100 درهم) وخلي الباقي دياك. السلام عليكم .

الكارسون: بارك الله فيك! والله يخلف عليك.

Imagined Nordic Communities: Critical Conversations about Race in Nordic Language Studies

Natalya Nielsen, GSR, Scandinavian
natalyan@berkeley.edu
2 December 2022

Module 2 – Sápmi**

Objectives:

1. Think about the ways indigeneity challenges assumptions about borders and race and pushes us to think critically about “imagined communities.”
2. Learn briefly about and engage critically with the history and current lived lives of Sámi peoples in Northern Norway, Sweden, Finland, and Russia.
3. Reflect on issues of race, land, art, nature, and language in the Nordic Region.

Background: In this module, you will see three short videos about the indigenous people of the Nordic region who inhabit the land called Sápmi, an area that overlaps with and preceded the nation states of Russia, Finland, Sweden, and Norway. Take a look at the map of Sápmi below to get a sense of the region and the ways it challenges the borders that have been built between the modern nation states. There are approximately 100,000 Sámi people who currently live in Sápmi and who have lived there for thousands of years. There are nine Sámi languages, more typically broken down into three main language groups: East Sámi, Central Sámi, and South Sámi. The Sámi people historically and currently herd and own reindeer, yet as you will see in the videos in this module, this is a stereotype that is complex for Sámi people today.

In the following videos, you will reflect on the history as well as the current lived realities of Sámi people and engage with Sámi art. As the land of Sápmi is not constructed within the borders of modern nation states, so too will the voices you hear in these videos come from different locations throughout the Nordic region.



Image 1: Map of Sápmi, the land of the Sámi

Instructions:

1. Watch the following three videos:
 - “Vi får aldrig glömma” [We Must Never Forget] from UR Play. This is a short video about Máridjá, a 19-year-old who lives in Stockholm and is discovering her own Sámi heritage and the racial past of the nation of Sweden. Link to video here: <https://urplay.se/program/204023-min-samiska-historia-vi-far-aldrig-glomma>
 - “I am Sámi” is a short documentary about Niklas Sarri, a person who lives in the part of Sápmi that is now part of Northern Sweden. Sarri describes his work as an artist as well as how his Sámi identity is questioned by his lack of reindeer. Link to video here: <https://www.youtube.com/watch?v=-c18xNxFUSY>
 - “Eatnanvuloš lottit – Birds in the Earth” is a short film directed by Marja Helander, a Sámi film director and photographer working in Finland. This short film features two Sámi dancers dancing through Sámi villages and lands as well as Finnish government buildings. It was chosen for the Sundance Film Festival in 2019, the highly prestigious and largest US film festival for American and international independent filmmakers. First, you will watch a short clip from Marja Helander talking about her film here: <https://www.youtube.com/watch?v=chpO7hE8oXU>. Then you will watch the whole dance, which can be found by scrolling down to the very bottom of the page here: <https://mediataidekasvattaa.fi/teos-marja-helander-eatnanvulos-lottit-maan-sisalla-linnut/>.

2. Keep the following questions in mind as you watch:
 - Pick a theme brought up in these videos. Some ideas include land, art, state, language, nature, animals, etc. How do the Sámi people in these videos see

themselves in relationship with one/multiple of these themes? How do these relationships differ from mainstream assumptions?

- How do you think about borders? Borders between humans and nature? Borders between humans and other humans? Or other types of borders?
 - What did you learn about “race” and how it functions?
 - How does what you learn about Sápmi change or challenge your original or current “imagined Nordic community”?
3. After you have watched the videos, write a reflection of 1.5-2 double spaced pages in English (or create a drawing or substantive video discussing your thoughts) on **one or more** of the question groups above as well as your impressions and remaining questions.

Submit your assignment on _____.

Teacher notes and optional in-class activities:

1. Make sure all of the links are still active since there is a possibility access to the videos could change over time.
2. After the students have completed this assignment, you could discuss further details, history, and experiences of Sámi people in your particular country of study. The above videos were chosen both for their excellent content and resistance to tokenizing the Sámi people as well as access to English for beginning language learners. This module admittedly prioritizes information and cultural engagement with Sápmi over language learning. If you know of other resources or videos in your language with English subtitles, please feel free to include them in class or outside of class as part of this or other assignments.
3. Based on the questions students may have after this assignment, you may find it useful to discuss this material with them in class. Feel free to share further links or resources to material and information that can help them learn more.
4. As an in-class activity, you could include more words to your list in the target language of “imagined communities,” adding these to your word cloud (or creating a new one) from Module 1 if desired.
5. Another media option: “The Sámi Pavilion - La Biennale di Venezia 2022” is a brief overview of the 2022 Sámi Pavilion art exhibition at the art show entitled *Venice Biennale* in Italy. The *Venice Biennale* is often referred to as the “the art Olympics” and is an important international contemporary art event. The event usually includes a Nordic Pavilion, but the 2022 year was transformed into a Sámi Pavilion featuring Sámi artists exclusively. The artists included Pauliina Feodoroff, an artist from the Finnish part of Sápmi, Máret Anne Sara from the Norwegian part of Sápmi, and Anders Sunna from the Swedish part of Sápmi. Link to video here: <https://vimeo.com/656943707>. For more information about the event and the artists, visit this website: <https://oca.no/thesamipavilion>. You might need to check if this link is still active before passing it along

to your students. Additionally, there are some insertions in this video that would be worth discussing with your students. For example, why do you think they “correct” the English of the people speaking in the subtitles? What kind of harm does this impose? There is also the presence of the authoritative-seeming person who discusses Sámi issues every few minutes. What does her presence do to the film? And how can that get in the way of letting the artists speak for themselves?

** This module was developed in conjunction with Natalya Nielsen’s Fall 2022 Berkeley Language Center fellows project.