



## Syllabus

# Cambridge IGCSE™

## Arabic 0544

Use this syllabus for exams in 2025, 2026 and 2027.

Exams are available in the June series.



---

## Why choose Cambridge International?

---

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them the skills they need for life, so they can achieve at school, university and work.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.

**School feedback:** ‘We think the Cambridge curriculum is superb preparation for university.’

**Feedback from:** Christoph Guttentag, Dean of Undergraduate Admissions, Duke University, USA

### Quality management



Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at [www.cambridgeinternational.org/ISO9001](http://www.cambridgeinternational.org/ISO9001)

---

# Contents

---

|  |           |
|--|-----------|
| <b>Why choose Cambridge International? .....</b> | <b>2</b>  |
| <b>1 Why choose this syllabus? .....</b>         | <b>4</b>  |
| <b>2 Syllabus overview .....</b>                 | <b>7</b>  |
| Aims   | 7         |
| Content overview                                 | 8         |
| Assessment overview                              | 9         |
| Assessment objectives                            | 10        |
| <b>3 Subject content .....</b>                   | <b>12</b> |
| Skills   | 12        |
| Topic areas                                      | 14        |
| <b>4 Details of the assessment .....</b>         | <b>15</b> |
| Paper 1 – Listening                              | 15        |
| Paper 2 – Reading                                | 17        |
| Paper 3 – Speaking                               | 19        |
| Paper 4 – Writing                                | 24        |
| List of grammar and structures                   | 25        |
| Vocabulary list                                  | 27        |
| <b>5 What else you need to know .....</b>        | <b>52</b> |
| Before you start                                 | 52        |
| Making entries                                   | 53        |
| Accessibility and equality                       | 53        |
| After the exam                                   | 54        |
| How students and teachers can use the grades     | 55        |
| Grade descriptions                               | 55        |
| Changes to this syllabus for 2025, 2026 and 2027 | 56        |

## **Important: Changes to this syllabus**



**For information about changes to this syllabus for 2025, 2026 and 2027, go to page 56.**

The latest syllabus is version 1, published September 2022. There are no significant changes which affect teaching.

# 1 Why choose this syllabus?

## Key benefits

Cambridge IGCSE is the world's most popular international qualification for 14 to 16 year olds, although it can be taken by students of other ages. It is tried, tested and trusted.

Students can choose from 70 subjects in any combination – it is taught by over 4500 schools in over 140 countries.

Our programmes balance a thorough knowledge and understanding of a subject and help to develop the skills learners need for their next steps in education or employment.

**Cambridge IGCSE Arabic** develops a set of transferable skills for understanding and communicating in everyday situations in Arabic. Learners begin to develop cultural awareness of countries and communities where Arabic is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

Our approach in Cambridge IGCSE Arabic encourages learners to be:

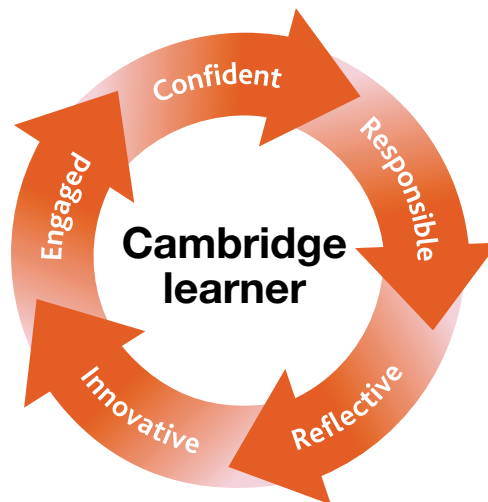
**confident**, using new and familiar structures and vocabulary to communicate with others in everyday situations

**responsible**, seeking opportunities to use and develop their language skills

**reflective**, considering how to communicate different ideas and attitudes

**innovative**, applying language to a variety of situations

**engaged**, developing learning strategies which help them to express their ideas and their understanding of other cultures.



**School feedback:** ‘The strength of Cambridge IGCSE qualifications is internationally recognised and has provided an international pathway for our students to continue their studies around the world.’

**Feedback from:** Gary Tan, Head of Schools and CEO, Raffles International Group of Schools, Indonesia

## International recognition and acceptance

Our expertise in curriculum, teaching and learning, and assessment is the basis for the recognition of our programmes and qualifications around the world. The combination of knowledge and skills in Cambridge IGCSE Arabic gives learners a solid foundation for further study. Candidates who achieve grades A\* to C are well prepared to follow a wide range of courses including Cambridge International AS & A Level Arabic.

Cambridge IGCSEs are accepted and valued by leading universities and employers around the world as evidence of academic achievement. Many universities require a combination of Cambridge International AS & A Levels and Cambridge IGCSEs or equivalent to meet their entry requirements.

UK NARIC\*, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Cambridge IGCSE and found it to be comparable to the standard of the GCSE in the UK. This means students can be confident that their Cambridge IGCSE qualifications are accepted as equivalent to UK GCSEs by leading universities worldwide.

Cambridge IGCSE Arabic has been designed to help candidates develop language proficiency to level A2 (Basic User) with some elements of proficiency at level B1 (Independent User) of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR).

Assessment objectives, subject content, mark schemes and task types have been designed with reference to the CEFR to ensure that candidates have opportunities to demonstrate proficiency at the intended levels.

\* Due to the United Kingdom leaving the European Union, the UK NARIC national recognition agency function was re-titled as UK ENIC on 1 March 2021, operated and managed by Ecctis Limited. From 1 March 2021, international benchmarking findings are published under the Ecctis name.

Learn more at [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition)

**School feedback:** ‘Cambridge IGCSE is one of the most sought-after and recognised qualifications in the world. It is very popular in Egypt because it provides the perfect preparation for success at advanced level programmes.’

**Feedback from:** Managing Director of British School of Egypt BSE

## Supporting teachers

We provide a wide range of resources, detailed guidance, innovative training and professional development so that you can give your students the best possible preparation for Cambridge IGCSE. To find out which resources are available for each syllabus go to our School Support Hub.

The School Support Hub is our secure online site for Cambridge teachers where you can find the resources you need to deliver our programmes. You can also keep up to date with your subject and the global Cambridge community through our online discussion forums.

Find out more at [www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

| Support for Cambridge IGCSE  |   |  |   |
|--|---|--|---|
| <b>Planning and preparation</b> <ul style="list-style-type: none"> <li>Schemes of work</li> <li>Specimen papers</li> <li>Syllabuses</li> <li>Teacher guides</li> </ul> | <b>Teaching and assessment</b> <ul style="list-style-type: none"> <li>Endorsed resources</li> <li>Online forums</li> <li>Support for coursework and speaking tests</li> </ul> | <b>Learning and revision</b> <ul style="list-style-type: none"> <li>Example candidate responses</li> <li>Past papers and mark schemes</li> <li>Specimen paper answers</li> </ul> | <b>Results</b> <ul style="list-style-type: none"> <li>Candidate Results Service</li> <li>Principal examiner reports for teachers</li> <li>Results Analysis</li> </ul> |

Sign up for email notifications about changes to syllabuses, including new and revised products and services at [www.cambridgeinternational.org/syllabusupdates](http://www.cambridgeinternational.org/syllabusupdates)

## Professional development

We support teachers through:

- Introductory Training – face-to-face or online
- Extension Training – face-to-face or online
- Enrichment Professional Development – face-to-face or online

Find out more at [www.cambridgeinternational.org/events](http://www.cambridgeinternational.org/events)

- Cambridge Professional Development Qualifications

Find out more at [www.cambridgeinternational.org/profdev](http://www.cambridgeinternational.org/profdev)



### Supporting exams officers

We provide comprehensive support and guidance for all Cambridge exams officers.

Find out more at: [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

---

## 2 Syllabus overview

---

### Aims

The aims describe the purposes of a course based on this syllabus.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Modern Standard Arabic at level A2 (CEFR Basic User), with elements of level B1 (CEFR Independent User)
- offer insights into the culture and society of countries and communities where Arabic is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Arabic or another subject area.

Cambridge Assessment International Education is an education organisation and politically neutral. The contents of this syllabus, examination papers and associated materials do not endorse any political view. We endeavour to treat all aspects of the exam process neutrally.



## Content overview

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Arabic is spoken. The five topic areas listed below are described in more detail in section 3.

- A Everyday activities
- B Personal and social life
- C The world around us
- D The world of work
- E The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills.

Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context.

They will also have opportunities to write in Arabic on familiar, everyday topics, and to speak the language by taking part in everyday conversations.



## Assessment overview

All candidates take all four papers. Candidates will be eligible for grades A\* to G. All papers test Modern Standard Arabic.

|  |                          |  |        |
|--|--------------------------|--|--------|
| <b>All candidates take:</b>  |                          | <b>and:</b>  |        |
| <b>Paper 1</b>   | Approximately 50 minutes | <b>Paper 2</b>   | 1 hour |
| Listening  | 25%                      | Reading  | 25%    |
| 40 marks   |                          | 45 marks   |        |
| Candidates listen to a number of recordings and answer multiple-choice and matching questions. |                          | Candidates read a number of texts and answer multiple-choice and matching questions as well as questions requiring short answers.      |        |
| Externally assessed  |                          | Externally assessed  |        |
| <b>and:</b>  |                          | <b>and:</b>  |        |
| <b>Paper 3</b>   | Approximately 10 minutes | <b>Paper 4</b>   | 1 hour |
| Speaking   | 25%                      | Writing  | 25%    |
| 40 marks   |                          | 45 marks   |        |
| Candidates complete one role play and conversations on two topics.                             |                          | Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or an article/blog. |        |
| Internally assessed and externally moderated   |                          | Externally assessed  |        |

Information on availability is in the **Before you start** section.

Check the timetable at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables) for the test date window for Paper 3.

Check the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for submission information, forms and deadlines for Paper 3.

## Assessment objectives

The assessment objectives (AOs) are:

### AO1 Listening

- L1: understand the main points and key information in simple everyday material
- L2: understand clear speech on a range of familiar topics
- L3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- L4: identify and select relevant information in predictable texts

### AO2 Reading

- R1: understand the main points and key information in simple everyday material
- R2: understand authentic factual texts on a range of familiar topics
- R3: understand the description of events and expression of ideas, opinions and attitudes in simple texts
- R4: identify and select relevant information in predictable texts

### AO3 Speaking

- S1: communicate clearly and effectively in a range of predictable everyday situations
- S2: engage in conversations on familiar topics, expressing opinions and feelings
- S3: use a range of structures and vocabulary with reasonable accuracy
- S4: demonstrate some ability to maintain interaction
- S5: show some control of pronunciation and intonation

### AO4 Writing

- W1: communicate simple factual information clearly for everyday purposes
- W2: write simple phrases and sentences on a familiar topic
- W3: write simple connected texts describing events, experiences, opinions and hopes and ambitions
- W4: use a range of simple vocabulary and language structures reasonably accurately

## Weighting for assessment objectives

The approximate weightings allocated to each of the assessment objectives (AOs) are summarised below.

### Assessment objectives as a percentage of the qualification

| Assessment objective | Weighting in IGCSE % |
|----------------------|----------------------|
| AO1 Listening        | 25                   |
| AO2 Reading          | 25                   |
| AO3 Speaking         | 25                   |
| AO4 Writing          | 25                   |
| Total                | 100                  |

### Assessment objectives as a percentage of each component

| Assessment objective | Weighting in components % |         |         |         |
|----------------------|---------------------------|---------|---------|---------|
|                      | Paper 1                   | Paper 2 | Paper 3 | Paper 4 |
| AO1 Listening        | 100                       | 0       | 0       | 0       |
| AO2 Reading          | 0                         | 100     | 0       | 0       |
| AO3 Speaking         | 0                         | 0       | 100     | 0       |
| AO4 Writing          | 0                         | 0       | 0       | 100     |
| Total                | 100                       | 100     | 100     | 100     |

---

## 3 Subject content

---

This syllabus gives you the flexibility to design a course that will interest, challenge and engage your learners. Where appropriate you are responsible for selecting resources and examples to support your learners' study. These should be appropriate for the learners' age, cultural background and learning context as well as complying with your school policies and local legal requirements.

### Skills

The skills covered in the syllabus are outlined below.

#### Listening

- Understand short recordings dealing with everyday needs (e.g. simple transactions in shops, simple directions or instructions).
- Understand factual information and ideas from a range of sources (e.g. announcements, phone messages, news items, interviews, dialogues) on familiar topics.
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in radio broadcasts, interviews, dialogues).
- Identify main points, specific information and details on everyday topics (e.g. personal and family information, shopping, local area, employment, school, leisure activities).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. news reports, conversations, interviews, simple monologues).
- Deduce the meaning of occasional unknown words and expressions from the context.

#### Reading

- Understand short, simple texts (e.g. signs and notices in public places, such as streets, restaurants and bus/railway stations and airports).
- Understand authentic texts on familiar topics and situations (e.g. newspaper/magazine articles, email messages, blogs and letters).
- Understand descriptions of events, opinions, emotions, hopes and ambitions in simple texts (e.g. in articles, interviews or personal messages).
- Identify main points, specific information and details in predictable texts (e.g. advertisements, brochures, menus, timetables, instructions, messages).
- Identify main points, themes, opinions, ideas, emotions and attitudes in predictable texts (e.g. newspaper/magazine articles, simple plots of films or books).
- Deduce the meaning of occasional unknown words and expressions from the context.

## Speaking

- Participate in short social exchanges (e.g. greet people, make and respond to invitations, apologies) and communicate on familiar topics to meet simple needs (e.g. order food and drink, simple transactions in shops, use public transport, ask and give directions, request information).
- Participate in unprepared conversations on familiar topics of personal interest or relevant to everyday life (e.g. family, friends, home environment, hobbies and interests, education, work, travel).
- Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.
- Use appropriate strategies to maintain interaction.
- Use features of pronunciation and intonation to convey meaning and attitude.

## Writing

- Fill in forms providing simple details.
- Communicate simple factual information in writing using everyday vocabulary and expressions.
- Write a series of simple phrases and sentences linked with simple connectors, relating to personal life, immediate environment and everyday topics (e.g. writing about a holiday).
- Write simple connected texts (e.g. email messages, articles) on familiar topics (e.g. plans and arrangements, likes and dislikes, family, home environment, hobbies and interests, education, work and travel).
- Describe past events and experiences, opinions, hopes and ambitions and give brief reasons for opinions and plans.
- Communicate with reasonable accuracy, using a range of structures, tenses/time frames and vocabulary relevant to the given situation.
- Use simple connectors (e.g. and, but, because, then) to link a series of shorter discrete elements into a connected sequence of points.

## Topic areas

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. Through the study of these broad topic areas, candidates gain insight into the cultures of countries and communities where Arabic is spoken.

The sub-topics listed are provided as examples of what teachers may choose to focus on. They are examples only and are not intended to be prescriptive or exhaustive.

| Area | Topic areas              | Sub-topics   |
|------|--------------------------|--|
| A    | Everyday activities      | <ul style="list-style-type: none"> <li>• Time expressions (e.g. telling the time, days, days of the week, months, seasons)</li> <li>• Food and drink (e.g. meals, fruit and vegetables, meat, fish and seafood, snacks, drinks, cutlery and utensils)</li> <li>• The human body and health (e.g. parts of the body, health and illness)</li> <li>• Travel and transport</li> </ul>   |
| B    | Personal and social life | <ul style="list-style-type: none"> <li>• Self, family and friends</li> <li>• In the home (e.g. rooms, living room, kitchen, bedroom, bathroom, furniture and furnishings, garden, household appliances)</li> <li>• Colours</li> <li>• Clothes and accessories</li> <li>• Leisure time (e.g. things to do, hobbies, sport)</li> </ul>   |
| C    | The world around us      | <ul style="list-style-type: none"> <li>• People and places (e.g. continents, countries and nationalities, compass points)</li> <li>• The natural world, the environment, the climate and the weather</li> <li>• Communications and technology (e.g. the digital world, documents and texts)</li> <li>• The built environment (e.g. buildings and services, urban areas, shopping)</li> <li>• Measurements (e.g. size, shape)</li> <li>• Materials</li> </ul> |
| D    | The world of work        | <ul style="list-style-type: none"> <li>• Education (e.g. learning institutions, education and training, the classroom, learning tools, subjects, studying)</li> <li>• Work (e.g. jobs and careers, the workplace)</li> </ul>   |
| E    | The international world  | <ul style="list-style-type: none"> <li>• Countries, nationalities and languages</li> <li>• Culture, customs, faiths and celebrations</li> </ul>  |

## 4 Details of the assessment

All components in this syllabus are testing **Modern Standard Arabic** and all responses must be expressed in Modern Standard Arabic.

**Dictionaries are not allowed in the examination.**

### Paper 1 – Listening

Approximately 50 minutes including 6 minutes' transfer time, 40 marks

This paper consists of 37 multiple-choice and matching questions. Candidates answer all questions by selecting the correct option or options. Each question tests comprehension of recorded texts (e.g. dialogues, announcements, conversations). Candidates hear each recorded text twice. At the end of the test candidates will be asked to transfer their answers onto the separate answer sheet.

Centres must check the *Cambridge Handbook* for the year candidates are taking the assessment. The *Cambridge Handbook* tells you when and how to access the audio material for each examination series.

[www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

Teachers/invigilators must consult the relevant sections of the *Cambridge Handbook* about administering the listening examination and for details about rooms, equipment, guidance on acoustics and checking the audio material in advance.

#### Description of questions

##### Questions 1–8

|                             |  |
|-----------------------------|--|
| <i>Assessment objective</i> | L1   |
| <i>Task</i>                 | Candidates listen to short texts and answer eight multiple-choice questions with four options. |
| <i>Text types</i>           | Announcements, phone messages, news items or dialogues   |
| <i>Total marks</i>          | 8  |

##### Questions 9–14

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | L1, L2, L4  |
| <i>Task</i>                  | Candidates listen to a monologue or dialogue containing factual information and answer six multiple-choice questions with four options. |
| <i>Text types</i>            | Short monologue or dialogue   |
| <i>Total marks</i>           | 6   |

##### Questions 15–19

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | L2, L3, L4  |
| <i>Task</i>                  | Candidates listen to a conversation and match the names of people, places, items or activities with the correct statements. |
| <i>Text types</i>            | Informal conversation   |
| <i>Total marks</i>           | 5   |

**Description of questions (continued)****Questions 20–28**

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | L2, L3, L4   |
| <i>Task</i>                  | Candidates listen to a dialogue (conversation, discussion or interview) or, alternatively, two shorter dialogues (each with a different person, on a common theme) and answer nine multiple-choice questions with three options. |
| <i>Text types</i>            | Conversation, discussion or interview  |
| <i>Total marks</i>           | 9  |

**Questions 29–34**

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | L2, L3, L4  |
| <i>Task</i>                  | Candidates listen to a dialogue (conversation, discussion or interview) and answer six multiple-choice questions with four options. |
| <i>Text types</i>            | Conversation, discussion or interview   |
| <i>Total marks</i>           | 6   |

**Questions 35–37**

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | L2, L3, L4   |
| <i>Task</i>                  | Candidates listen to a conversation/discussion or interview. In each question there are five options and candidates must select the <b>two</b> options which are true. |
| <i>Text types</i>            | Conversation, discussion or interview  |
| <i>Total marks</i>           | 6  |



## Paper 2 – Reading

Written paper, 1 hour, 45 marks

This paper consists of six groups of questions, each comprising a number of multiple-choice and matching questions, as well as questions requiring short answers in Arabic.

### Description of question groups

#### Question group 1

|                             |  |
|-----------------------------|--|
| <i>Assessment objective</i> | R1   |
| <i>Task</i>                 | Candidates match a series of short statements with the correct pictures. |
| <i>Text types</i>           | Simple statements  |
| <i>Total marks</i>          | 5  |

#### Question group 2

|                             |   |
|-----------------------------|---|
| <i>Assessment objective</i> | R1  |
| <i>Task</i>                 | Candidates match a series of short notices or signs commonly found in public places with an explanatory statement. The texts are all set in the same context. |
| <i>Text types</i>           | Signs, notices, instructions, messages, advertisements  |
| <i>Total marks</i>          | 5   |

#### Question group 3

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | R2, R4  |
| <i>Task</i>                  | Candidates answer multiple-choice questions with three options on a short text. |
| <i>Text types</i>            | Email, message, postcard or letter  |
| <i>Total marks</i>           | 7   |

#### Question group 4

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | R2, R4  |
| <i>Task</i>                  | Candidates answer questions on a longer text requiring short responses in Arabic. |
| <i>Text types</i>            | Email, message, letter or blog  |
| <i>Total marks</i>           | 12  |

#### Question group 5

|                             |   |
|-----------------------------|---|
| <i>Assessment objective</i> | R3  |
| <i>Task</i>                 | Candidates match a series of descriptions of the requirements, interests or skills of different people with the correct description of places, events, services or activities. All texts are on a common theme. |
| <i>Text types</i>           | Short descriptions, advertisements  |
| <i>Total marks</i>          | 5   |

**Description of question groups (continued)****Question group 6**

---

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | R3, R4  |
| <i>Task</i>                  | Candidates answer questions on a longer text requiring short responses in Arabic. |
| <i>Text types</i>            | Articles  |
| <i>Total marks</i>           | 11  |

---

## Paper 3 – Speaking

Approximately 10 minutes (plus 10 minutes of preparation time), 40 marks

Each speaking test lasts approximately 10 minutes, and is structured as follows:

- a warm-up section which is not assessed (approximately 30 seconds)
- one role play – candidates respond to five transactional questions to, for example, accomplish a task or obtain goods or services (approximately two minutes)
- two topic conversations – candidates respond to questions on each topic to share views, opinions and experiences (four minutes per topic conversation).

Both the role play and the topic conversations are set in predictable, everyday contexts and are based on the topic areas outlined in the syllabus.

During the preparation time, candidates study a role play scenario provided on a candidate card. They must be supervised under exam conditions. Candidates are not allowed to make notes.

The tests are conducted and marked by the teacher/examiner using the speaking assessment materials and assessment criteria provided. They are moderated by Cambridge International.

Speaking tests take place before the main examination series (see the relevant series' timetable). Before the speaking test period, centres will receive materials for the test. Teachers/examiners must allow sufficient time to familiarise themselves with the materials and procedures (see the *Cambridge Handbook* for details).

Cambridge International supplies a teacher/examiner booklet comprising instructions, assessment criteria and teacher/examiner scripts for the role plays and topic conversations. Candidate cards containing the role play scenarios are also supplied. The teacher/examiner booklet is confidential and must not reach candidates either directly or indirectly at any point. The candidate cards are confidential and must not reach candidates until the start of their 10 minutes of preparation time immediately prior to their speaking test.

The teacher/examiner allocates a role play and two topic conversations to each candidate according to a randomisation grid provided in the teacher/examiner booklet.

## Administration of the speaking test

Further information about the administration of speaking tests is provided in the *Cambridge Handbook* for the relevant year of assessment. For copies of the forms required for the speaking test as well as information about the deadlines, sample size and methods of submission, please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

### Using the samples database

The samples database refers you to key information about administering speaking tests.

Use the database to find out:

- when and how to submit your marks for the speaking tests
- when and how to submit the speaking tests
- which forms to complete and submit with the speaking tests.

The samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) will ask you for:

- your country/territory
- the syllabus code (i.e. 0544 for this syllabus).

The database will then take you to the information you need, including dates and methods of submission of candidates' marks and work, as well as any forms you may need to complete.

### Cover sheets

You should upload a completed cover sheet with the speaking tests that you submit to Cambridge International. Download the cover sheet from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form itself to complete it.

### Recording and submitting candidates' marks and speaking tests

Please refer to the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples) for information, dates and methods of submission of candidates' marks and speaking tests. You should follow the instructions on the samples database.

You should record marks on the required form which you should download each year from the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples). Follow the instructions on the form to complete it. The marks on this form must be identical to the marks you submit to Cambridge International.

### Internal moderation

If more than one teacher in your centre is marking internal assessments, you must make arrangements to moderate or standardise your teachers' marking so that all candidates are assessed to a common standard. (If only one teacher is marking internal assessments, no internal moderation is necessary.) You can find further information on the process of internal moderation in the *Cambridge Handbook* and on the samples database for the relevant year of assessment.

You should record the internally moderated marks for all candidates on the required Working Mark Sheet and submit these marks to Cambridge International according to the instructions on the samples database at [www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)

## External moderation

Cambridge International will externally moderate all internally assessed components.

External moderators will produce a short report for each centre with feedback on your marking and administration of the assessment.

## Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the best fit. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a best-fit level statement has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level statement, award the highest mark.
- If the candidate's work **adequately** meets the level statement, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level statement, award the lowest mark.

## Speaking assessment criteria grids

### Role play

Each of the five role play tasks is assessed using the mark scheme below:

|   |   |
|---|---|
| 2 | The information is communicated. Language is appropriate to the situation and is accurate. Minor errors (adjective endings, use of prepositions, etc.) are allowed. |
| 1 | The information is partly communicated and/or the meaning is ambiguous. Errors impede communication.  |
| 0 | No creditable response.   |

### Topic conversations

When **both** topic conversations have been completed, give a mark out of 15 for **Communication** and a mark out of 15 for **Quality of Language**.

### Communication

Give a mark out of 15 for the candidate's performance in **both** topic conversations.

| Mark  | Level               | Descriptor  |
|-------|---------------------|---|
| 13–15 | <b>Very good</b>    | <ul style="list-style-type: none"> <li>• Responds confidently to questions; may occasionally need repetition of words or phrases.</li> <li>• Communicates information which is consistently relevant to the questions.</li> <li>• Frequently develops ideas and opinions.</li> <li>• Justifies and explains some answers.</li> </ul>                |
| 10–12 | <b>Good</b>         | <ul style="list-style-type: none"> <li>• Responds well to questions; requires occasional use of the alternative question(s) provided.</li> <li>• Communicates information which is almost always relevant to the questions.</li> <li>• Sometimes develops ideas and opinions.</li> <li>• Gives reasons or explanations for some answers.</li> </ul> |
| 7–9   | <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>• Responds satisfactorily to questions; frequently requires use of the alternative question(s) provided.</li> <li>• Communicates most of the required information; may occasionally give irrelevant information.</li> <li>• Conveys simple, straightforward opinions.</li> </ul>                             |
| 4–6   | <b>Weak</b>         | <ul style="list-style-type: none"> <li>• Has difficulty with many questions but still attempts an answer.</li> <li>• Communicates some simple information relevant to the questions.</li> </ul>   |
| 1–3   | <b>Poor</b>         | <ul style="list-style-type: none"> <li>• Frequently has difficulty understanding the questions and has great difficulty in replying.</li> <li>• Communicates one or two basic pieces of information relevant to the questions.</li> </ul>   |
| 0     |                     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>   |

## Quality of Language

Give a mark out of 15 for the candidate's performance in **both topic conversations**.

| Mark  | Level               | Descriptor  |
|-------|---------------------|---|
| 13–15 | <b>Very good</b>    | <ul style="list-style-type: none"> <li>• Accurate use of a wide range of the structures listed in the syllabus with occasional errors in more complex language.</li> <li>• Accurate use of a wide range of vocabulary with occasional errors.</li> <li>• Very good pronunciation, fluency, intonation and expression; occasional mistakes or hesitation.</li> </ul> |
| 10–12 | <b>Good</b>         | <ul style="list-style-type: none"> <li>• Good use of a range of the structures listed in the syllabus, with some errors.</li> <li>• Good use of a range of vocabulary with some errors.</li> <li>• Good pronunciation and fluency despite some errors or hesitation; a good attempt at correct intonation and expression.</li> </ul>                                |
| 7–9   | <b>Satisfactory</b> | <ul style="list-style-type: none"> <li>• Satisfactory use of some of the structures listed in the syllabus, with frequent errors.</li> <li>• Satisfactory use of vocabulary with frequent errors.</li> <li>• Satisfactory pronunciation and fluency despite frequent errors and hesitation; some attempt at intonation and expression.</li> </ul>                   |
| 4–6   | <b>Weak</b>         | <ul style="list-style-type: none"> <li>• Limited range of structures and vocabulary, rarely accurate and/or complete; frequent ambiguity.</li> <li>• Pronunciation can be understood with some effort; very noticeable hesitations and stilted delivery.</li> </ul>   |
| 1–3   | <b>Poor</b>         | <ul style="list-style-type: none"> <li>• Very limited range of structures and vocabulary, almost always inaccurate.</li> <li>• Poor pronunciation, rarely comprehensible; many serious errors.</li> </ul>   |
| 0     |                     | <ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>   |

## Paper 4 – Writing

Written paper, 1 hour, 45 marks

This paper consists of a form-filling task, a directed writing task and an extended writing task in response to given contexts and prompts.

### Description of questions

#### Question 1

|                              |  |
|------------------------------|--|
| <i>Assessment objectives</i> | W1, W4   |
| <i>Task</i>                  | Candidates fill in a form with single words or short phrases in response to a given context. |
| <i>Total marks</i>           | 5  |

#### Question 2

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | W2, W4  |
| <i>Task</i>                  | Candidates complete a directed writing task in about 80–90 words on a familiar, everyday topic. |
| <i>Total marks</i>           | 12  |

#### Question 3

|                              |   |
|------------------------------|---|
| <i>Assessment objectives</i> | W3, W4  |
| <i>Task</i>                  | Candidates choose between two tasks (an email/letter and an article/blog) and complete one of these in about 130–140 words. |
| <i>Total marks</i>           | 28  |



## List of grammar and structures

The list of grammar and structures provides students with an indication of the grammatical knowledge they are expected to demonstrate in all of their assessments for IGCSE Arabic. The list is not intended to be restrictive.

|                      |  |
|----------------------|--|
| <b>Arabic script</b> | all letters of the alphabet in all positions<br>sun and moon letters<br>long vowels ا، و، ي<br>short vowels, nunation, sukun, shadda, madda and hamza<br>Arabic figures  |
| <b>Articles</b>      | use of ال to indicate definite, omission of ال after vowel   |
| <b>Nouns</b>         | gender مذكر – مؤنث<br>singular, dual and plural forms (Sound Masculine Plural, Sound Feminine Plural and Non-Human Plurals)<br>common broken plurals كلاب / مدارس / حقائب<br>idafa structure   |
| <b>Adjectives</b>    | masculine/feminine singular adjectives<br>common plural adjectives<br>colour adjectives (masculine and feminine colour adjectives)<br>position<br>negative ( <i>un-/not</i> ) with غير<br>comparative and superlative أفعل، الأفعال<br>demonstratives هذا، هذه، ذلك، تلك، هؤلاء، أولئك<br>common weak adjectives راضٍ، غالي<br>nisba adjectives مصريّ/ شماليّ/ موسيقيّ |
| <b>Adverbs</b>       | common adverbs of time/place/manner, e.g. اليوم، الآن، غداً، أمس، قريباً<br>time frames<br>adverb + noun, e.g. بسرعة<br>common adverbial phrases   |
| <b>Pronouns</b>      | all subject pronouns, e.g. أنت، أنا، including one (مَنْ)<br>possessive pronouns ( <i>my, your, his...</i> )<br>object pronoun endings with verbs (including dual and feminine plural)<br>pronoun endings combined with ل and ب.<br>relative pronouns, e.g. الذي، التي، الذين  |

|                                      |  |
|--------------------------------------|--|
| <b>Verbs</b>                         | <p>double, hollow and weak basic verb patterns قال، زار، قام</p> <p>common unusual verbs, e.g. يرى، يجيء</p> <p>tenses and time frames:</p> <ul style="list-style-type: none"> <li>• past tense الفعل الماضي</li> <li>• present tense الفعل المضارع</li> <li>• future tense زمن المستقبل , future prefix سوف or س, and negation with لن</li> <li>• imperative فعل الأمر and its negation</li> </ul> <p>perfect and imperfect and their negation with لا، لم أو ما، ولا respectively</p> <p>basic conditional</p> <p>subjunctive after أن، حتى، لكي</p> <p>verbal nouns</p> <p>passive voice in the imperfect and the perfect فُعِلَ، يُفَعَّل</p> <p>active participle كاتب، لاعب</p> <p>passive participle مكسور، موجود</p> |
| <b>Conjunctions and prepositions</b> | <p>common conjunctions, e.g. ثم، لكن، لأن، إلا، حيث، أما أن</p> <p>less common conjunctions, e.g. لذلك، بعد ما / قبل ما، منذ</p> <p>common prepositions, e.g. في، إلى، عن، على، لـ، مع، من، بـ، وراء، عند، خلف، أمام، بين</p> <p>numbers and time:</p> <ul style="list-style-type: none"> <li>• cardinal and ordinal numbers (masculine and feminine)</li> <li>• 1–10 + plural noun; 11 upwards + singular noun</li> <li>• agreement of numbers with nouns</li> </ul> <p>westernised calendar months, e.g. يناير، فبراير</p> <p>clock times (12-hour analogue), including إلا</p>  |
| <b>Verbal sentences</b>              | word order of verb, subject, object and agreement of subject before and after verbs  |
| <b>Non-verbal sentences</b>          | <p>simple non-verbal sentences, e.g. هو مهندس، هذه سيارة، أنا في البنك</p> <p>use of إن and its sisters</p> <p>use of كان and its sisters</p> <p>negative with ليس</p>   |
| <b>Case endings</b>                  | <p>nominative حالة الرفع</p> <p>accusative حالة النصب</p> <p>genitive حالة الجر</p>  |
| <b>Possessives</b>                   | <p>possessive endings, including dual endings and feminine plural</p> <p>possessive idafa construction</p> <p>use of عند and لـ to describe possession</p>   |
| <b>Interrogatives</b>                | <p>use of هل and أ for yes/no questions</p> <p>agreement of أي/أية</p> <p>common question words, e.g. ما، ماذا، أين، من، أين، متى، كم</p> <p>كم ولدأ + singular accusative, e.g. كم ولدأ</p>   |

## Vocabulary list

The vocabulary list provided is intended as a guide for teachers to assist in the planning of lessons and schemes of work. It is not intended to be prescriptive or exhaustive and the assessment tasks will require students to understand and respond to words (and/or forms of words) that are not on the list.

Although the skill of deduction is not directly tested, students should be taught the skill of deducing the meaning of unknown words from the context on familiar topics.

Vocabulary is listed under particular topic headings but should be considered transferable, as appropriate, to the other topics.

Students are expected to be familiar with plural and feminine forms of nouns and adjectives where these are not given.

| الصفات الأكثر استعمالاً |   |
|-------------------------|---|
| خفيف                    | أمن                                     |
| دافئ                    | السَّابِق                               |
| ذكي                     | إيجابي                                  |
| رائع                    | بارد                                    |
| ساخن                    | بسيط                                    |
| سخيف                    | بطيء                                    |
| سريع                    | تقليدي                                  |
| سطحي                    | ثقل                                     |
| سعيد                    | جاف                                     |
| سليبي                   | جديد                                    |
| سهل                     | جميل                                    |
| سيء، أسوأ من، الأسوأ    | حديث، أخير                              |
| شاسع، واسع              | حديث، عصري                              |
| صارم                    | حر                                      |
| صامت                    | حزين                                    |
| صحي                     | حسن/ جيد، أحسن/ أفضل من، الأحسن/ الأفضل |
| صحيح                    | حقيقي                                   |
| صخب                     | خاطيء، خطأ                              |
| صعب                     | خجول                                    |
| صغير، أصغر من، الأصغر   | خشن                                     |

| الصفات الأكثر استعمالاً (continued) |                       |
|-------------------------------------|-----------------------|
| مريح                                | ضخم                   |
| مزعج                                | ضروري                 |
| مستحيل                              | ضعيف                  |
| مستعدّ                              | ضعيف البنّية          |
| مشمس                                | ضيق                   |
| مشهور                               | طويل                  |
| مفيد                                | طيّب                  |
| مماثل لـ                            | عادي                  |
| ممتع، مسلّ                          | عامّ                  |
| ممل                                 | عربي                  |
| ممتلئ                               | عظيم                  |
| ممكّن                               | على أتم وجه           |
| من الممكن/ من المرجّح أن            | عميق                  |
| مهذب/ غير مهذب                      | غال، مكلف             |
| مهمّ                                | غنيّ                  |
| ناعم                                | غير سعيد/ ضجر         |
| نشط                                 | غير مفيد، بدون فائدة  |
| نموذجي                              | فارغ                  |
| وحيد                                | فقير                  |
| وَدّي/ ودود                         | قديم                  |
|                                     | قصير                  |
|                                     | قويّ                  |
| الظروف وحروف الجر الأكثر استعمالاً  |                       |
| حروف الجر - المكان                  | قيّم                  |
| إلى                                 | كبير، أكبر من، الأكبر |
| بجانب، قريب من                      | لذيذ                  |
| بين                                 | لطيف                  |
| تحت                                 | مبّلل                 |
| حول                                 | متحرك، محمول          |
| خارج                                | مثل                   |
| خلف                                 | مثير                  |
| داخل                                | مجاني                 |
| على                                 | محدّد                 |
|                                     | مختلف                 |

| الظروف وحروف الجر الأكثر استعمالاً (continued)    |                            |
|---|----------------------------|
| الظروف - أدوات التأكيد                            | فوق                        |
| بأسرع ما يمكن                                     | في مكان ما                 |
| حقاً  | من                         |
| خاصة  | هنا                        |
|   | هناك                       |
| الظروف - الكمية                                   |                            |
| أكثر ممّا ينبغي/ أقلّ ممّا ينبغي                  | الظروف - الناس             |
| الكثير من   | بدلاً من                   |
| تماماً  | ليـ                        |
| جداً  | مع، بدون                   |
| غير كاف   | من                         |
| ف، وبالتالي                                       |                            |
| كلّ   | الظروف - عبارات الاحتمال   |
| مجزّد   | لعلّ                       |
|   | من المحتمل                 |
|   | من المؤكّد                 |
| الأعداد - الأرقام                                 |                            |
| صفر، واحد، إثنان، ثلاثة، أربعة، خمسة، حتى المليون | الظروف - عبارات التكرار    |
|   | أبداً                      |
| الأعداد - الأعداد الترتيبية                       | أحياناً                    |
| الأول، الثّاني، الثّالث، الرّابع...إلخ            | دائماً                     |
|   | عادة                       |
| الأعداد - الكسور                                  | غالباً                     |
| نصف، ثلث، ربع                                     | فقط                        |
|   | نادراً ما                  |
| الأعداد - مفردات العدد الأخرى                     | يوميّاً، كلّ يوم           |
| أقلّ من   |                            |
| أكثر ممّا ينبغي                                   |                            |
| أكثر من   | الظروف - الحديث عن الأسلوب |
| الأغلبية  | ببطء                       |
| الأقلية   | بدقّة                      |
| الكثير  | بسرعة                      |
| المجموع   | بصحة جيّدة/ مريض           |

| الأفعال الأكثر استعمالاً (continued) | الظروف وحروف الجر الأكثر استعمالاً (continued) |
|--------------------------------------|--|
| يُنذِرُ، يُذَكِّرُ                   | الأعداد - مفردات العدد الأخرى (continued)      |
| يُنظَرُ                              | الوحيد   |
| يبدو                                 | بعض  |
| يَتَكَلَّمُ                          | تقريباً  |
| يَتَوَقَّفُ                          | حوالي  |
| يجب أن                               | عدّة   |
| يجد                                  | عدد  |
| يجذب، يسحب                           | غير كاف  |
| يجلس                                 | كاف  |
| يجمع                                 | كلاً   |
| يجيب على                             | كلّ، جميع/ كلّ فرد، الأفراد                    |
| يُحاوِلُ                             | كلّ شيء  |
| يحتاج إلى                            | كلّ واحد                                       |
| يحتفظ بـ                             | كم ثمن، بكم                                    |
| يحدث، يجري                           | كميّة  |
| يُحضِرُ، يُعدّ                       | لا شيء   |
| يحقّق، يتمكّن من                     | متنوّع، مختلف                                  |
| يحلّ                                 | مرّة، مرّتين، ثلاث مرّات                       |
| يحلم                                 | مزدوج  |
| يحمل                                 | معظم   |
| يُخبر، يقول                          | وفرة   |
| يخفّض                                |  |
| يدخل                                 | الأفعال الأكثر استعمالاً                       |
| يدعو                                 | يأتي، يحضر                                     |
| يدفع                                 | يأخذ   |
| يذهب                                 | يأكل، يتناول                                   |
| يرى                                  | يبتسم  |
| يرتّب، ينظّم                         | يبدأ   |
| يرجع، يعود                           | يبحث عن  |
| يردّد، يعيد، يكرّر                   | يبقى، يُقيم                                    |
| يُريد                                | يبكي   |
| يزداد، ينمو، يرتفع                   | يتحدّث   |
| يساعد                                | يسأل   |

## الأفعال الأكثر استعمالاً (continued)

|                  |                                |
|------------------|--------------------------------|
| يسأل عن          | يكره                           |
| يستطيع أن        | يكون                           |
| يستعمل، يستخدم   | يلتقي                          |
| يستمتع           | يعرف                           |
| يستمع إلى، يسمع  | يلغي                           |
| يُسقط            | يلقي التحية                    |
| يسمح             | يُمرّق                         |
| يشاهد            | ينتقل إلى                      |
| يُشجّع على       | ينتمي إلى                      |
| يشرب             | ينسى                           |
| يشعر             | ينسخ                           |
| يصل إلى          | ينضمّ                          |
| يُصلح            | يُنهي، يتمّ                    |
| يصف              | يهتم                           |
| يصيح، يصرخ       | يهدأ                           |
| يضحك             | يواصل، يستمرّ                  |
| يضع              | يوجد لديّ/ عندي، لي            |
| يظهر، يجيء، يأتي | يوجد، هناك                     |
| يُعجب بـ، يحبّ   |                                |
| يعتقد أنّ        | <b>A النشاطات اليومية</b>      |
| يعضّ             | <b>التعبير عن الزمن</b>        |
| يعطي             | أحياناً                        |
| يعلم، يعرف       | أخيراً                         |
| يفعل، يصنع، يعمل | الأخير                         |
| يفكّر            | الأسبوع التالي                 |
| يفهم             | الأسبوع القادم، الأسبوع المقبل |
| يقترّب           | الآن                           |
| يقراً            | التالي                         |
| يقلق             | أولاً                          |
| يكتب             | بأخراً                         |
| يكذب             | بعد ذلك، في وقت لاحق، ثمّ      |

| <b>A النشاطات اليومية (continued)</b> |   |
|---------------------------------------|---|
| <b>كم الساعة؟ (continued)</b>         | <b>التعبير عن الزمن (continued)</b>                               |
| نصف ساعة/ ربع ساعة                    | حالياً  |
| يوم                                   | حتى   |
|                                       | حتى الآن  |
| <b>أوقات اليوم</b>                    | خلال  |
| أسبوع، الأسبوع القادم، الأسبوع الماضي | دائماً  |
| الصباح                                | عندما   |
| المساء                                | دوري، دورك، دوره  |
| اليوم                                 | غالباً  |
| أمس                                   | فجأة  |
| أول أمس                               | في الوقت نفسه   |
| بعد الظهر                             | فيما بعد  |
| بعد غد                                | قبل، سلفاً  |
| غداً                                  | قريباً  |
| منتصف الليل                           | كلّ يوم، أسبوع، شهر   |
| منتصف النهار                          | لحظة، برهة  |
|                                       | ما زال، بعد   |
| <b>أيام الأسبوع</b>                   | مرّة أخرى   |
| نهاية الأسبوع / عطلة الأسبوع          | مطلقاً  |
| يوم الإثنين                           | منذ   |
| يوم الثلاثاء                          | متأخر   |
| يوم الأربعاء                          |   |
| يوم الخميس                            | <b>كم الساعة؟</b>   |
| يوم الجمعة                            | السّاعة السّابعة ونصف، السّاعة السّابعة إلا ربع، السّاعة السّابعة |
| يوم السّبت                            | وربع  |
| يوم الأحد                             | ثانية   |
|                                       | دقيقة   |
| <b>الأشهر/ السّنة</b>                 | ساعة  |
| تاريخ                                 | ساعة حائط، ساعة يد  |
| سنة، عام، سنوي                        | في السّاعة الواحدة/ في السّاعة الثّانية                           |
| شهر، شهري                             | منتصف الليل   |
| يناير                                 | منتصف النهار  |



| <b>A النشاطات اليومية (continued)</b>           |                                     |
|---|-------------------------------------|
| <b>الطَّعام والشَّراب - الوجبات (continued)</b> | <b>الأشهر/ السنة (continued)</b>    |
| يتناول الفطور                                   | فبراير                              |
| الأطعمة   | مارس                                |
|   | أبريل                               |
| <b>الطَّعام والشَّراب - الفواكه والخضروات</b>   | مايو                                |
| إجاص  | يونيو                               |
| أناناس  | يوليو                               |
| بادنجان   | أغسطس                               |
| برتقال  | سبتمبر                              |
| بصل   | أكتوبر                              |
| بطاطا، بطاطس                                    | نوفمبر                              |
| بطيخ  | ديسمبر                              |
| تفاح  |                                     |
| توت   | <b>الفصول</b>                       |
| جزر   | الفصول                              |
| جوز الهند                                       | الرَّبيع                            |
| خس  | الصَّيف                             |
| خوخ   | الخريف                              |
| خيار  | الشَّتاء                            |
| دراق  |                                     |
| شمام  | <b>الطَّعام والشَّراب - الوجبات</b> |
| طماطم   | الحلويات                            |
| عنب   | الطَّبق الرَّئيسي                   |
| فراولة  | الغداء                              |
| فطر   | حمية صحية                           |
| فلفل  | طعام (نباتي)                        |
| قرنبيط  | مقَبلات                             |
| كرز   | وجبة                                |
| لِيمون  | وجبة خفيفة                          |
| مانجا   | وجبة في الهواء الطَّلَق، نُزهة      |
| مشمش  | يأكل المشاوي                        |
| مؤز   | يتناول العشاء                       |

| <b>A النشاطات اليومية (continued)</b>              |   |
|--|---|
| <b>الطعام والشرب - الوجبات الخفيفة (continued)</b> | <b>الطعام والشرب - الأطعمة الأخرى</b>                   |
| حساء   | أرز   |
| حلويات   | التوفو  |
| خبز محمص   | الصويا  |
| رُقاقات بطاطس مقلية                                | بيض   |
| زبادي، لبن   | ثوم   |
| ساندويتش، شطائر                                    | جبن   |
| سلطة   | خبز   |
| شوكولاتة   | زبدة  |
| كعك  | زيت   |
|  | سكر   |
| <b>الطعام والشرب - المشروبات</b>                   | فاصوليا   |
| ثلج  | فلفل  |
| حليب   | مثلجات  |
| شاي  | مربى  |
| عصير   | معكرونة   |
| عصير ليمون   | مكسرات  |
| قهوة   | ملح   |
| ماء (معدني، غازي)                                  |   |
| مشروب  | <b>الطعام والشرب - اللحم والسّمك والمأكولات البحرية</b> |
| مشروب غير كحولي                                    | دجاج  |
|  | سجق   |
| <b>الطعام والشرب - الأفعال والتعبير</b>            | سمك   |
| يأكل   | لحم   |
| يتناول الفطور، الغداء، العشاء                      | لحم بقر   |
| يجوع   | لحم خروف  |
| يُحضّر   | همبرغر  |
| يشبع   | مأكولات بحرية   |
| يشرب   |   |
| يعطش   | <b>الطعام والشرب - الوجبات الخفيفة</b>                  |
| يقصّ، يقطع   | بطاطس مقلية   |
|  | بيتزا   |

## A النشاطات اليومية (continued)

| الجسم والصحة - أعضاء الجسم (continued) | الطعام والشراب - الصفات        |
|--|--------------------------------|
| رأس                                    | حار                            |
| رجل                                    | حلو                            |
| رُكبة                                  | طازج                           |
| سنّ                                    | مالح، طيب النكهة               |
| صدر                                    | غير مطهو                       |
| ظهر                                    | مطهو                           |
| عظم                                    |                                |
| عُنق، رقبة                             | الطعام والشراب - أدوات المائدة |
| عين                                    | سكّين                          |
| فم                                     | شوكة                           |
| قدم (يسرى، اليمنى)                     | صحن، طبق                       |
| قلب                                    | فنجان                          |
| كاحل                                   | قُذُر                          |
| كتف                                    | كأس                            |
| معدة                                   | مقلاة                          |
| وجه                                    | ملعقة                          |
| يدّ                                    | وعاء                           |
|  | الجسم والصحة - أعضاء الجسم     |
| أعضاء الجسم - الأفعال والتعبير         | أذن                            |
| يتنفس، يتنفس بعمق                      | إصبع يد                        |
| يرى                                    | إصبع قدم                       |
| يشمّ                                   | أنف                            |
| يلمس                                   | بشرة، جلد                      |
|  | جسد، جسم                       |
|  | حلق، حنجرة                     |
|  | ذراع                           |

| <b>A النشاطات اليومية (continued)</b>      |   |
|--|---|
| <b>السفر والمواصلات (continued)</b>        | <b>الجسم والصحة - الصحة والمرض</b>      |
| أمتعة، حقائب سفر                           | طبّ                                     |
| حافلة، باص، حافلة                          | صيدليّة                                 |
| تأخير، متأخر                               | ضماد                                    |
| تذكرة (ذهاب وإياب/ تذكرة ذهاب فقط)         | طبيب                                    |
| خريطة                                      | طبيب أسنان                              |
| دراجة هوائية، دراجة نارية                  | ممرّض، ممرّضة                           |
| رحلة، زيارة                                | موعد طبيّ، موعد مع الطّبيب              |
| رحلة/ سفرة                                 |   |
| رحلة/ سفرة طيران                           | <b>الصحة والمرض - الأفعال والتعبير</b>  |
| رصيف (الميناء)                             | إصابة، جرح                              |
| سائح                                       | ألم، جرح إصبعه/ عنده جرح                |
| سائق                                       | عنده حمّى                               |
| سيارة                                      | عنده حساسية                             |
| سيارة أجرة                                 | مصاب بركام                              |
| سيارة إسعاف                                | مصاب بصداع                              |
| طائرة                                      | يحسّ، يشعر بالألم في المعدة/ في الأسنان |
| عبارة                                      | نظيف                                    |
| قارب                                       | يتعب، متعب                              |
| قطار                                       | يتقيّاً                                 |
| محطة حافلات                                | يجسّ بالمرض                             |
| مسافر                                      | يذهب إلى النادي الرياضي                 |
| مكتب المعلومات السياحية                    | يستلقي                                  |
|  | يسقط                                    |
| <b>السفر والمواصلات - الأفعال والتعبير</b> | يقوم بتمارين رياضية                     |
| مباشرة                                     | يكسر، كسر (ساق، ذراع)                   |
| يأخذ، يركب الباص                           | يمرض، مريض/ مصاب بمرض                   |
| يبحث عن                                    |   |
| يتمشى، يتنزه                               | <b>السفر والمواصلات</b>                 |
| يدور                                       | اتّجاهات                                |
| يذهب مشياً على الأقدام، يمشي               | الترام                                  |
| يرجع                                       | الخطّ الحديدي                           |

**B الحياة الشخصية والاجتماعية (continued)**

أنا وعائلي وأصدقائي - الدعوات

دعوة

شكراً، لكن لا أستطيع. لنأجل هذا ليوم آخر

لم لا / هلاً فعلنا...

هل تريد أن تذهب إلى (السينما)؟

يقبل/ يرفض الدعوة

أنا وعائلي وأصدقائي - الأسرة والعلاقات الأسرية

أب، والد

ابن/ ابنة

أبناء العم(ة) / أبناء الخال(ة)

ابن أخ، ابن أخت/ ابنة أخ، ابنة أخت

ابن، ابنة عم/ ابن، ابنة خال

أطفال

أعزب

الأخ/ الأخت (الأكبر، الكبرى/ الأصغر، الصغرى) الإخوة/ الأخوات

الاسم الأول

اللقب، اسم العائلة

أم، والدة

بنت، فتاة

بنفسك/ بنفسي

توأم

جار(ة)

جدّ، جدّة، أجداد

خال/ خالة/ عمّ/ عمّة

خطيب، خطيبة

رجل، امرأة

رضيع

زوج

زوجة

زوجة الأب، زوج الأم

**A النشاطات اليومية (continued)**

السفر والمواصلات - الأفعال والتعبير (continued)

يركب/ ينزل من

يركن

يسافر

يسافر بـ / يأخذ ( الباص/ القطار/ العبارة/ الطائرة)

يصل/ يرحل، يغادر

يضيع

يطير

يعبر ( الشّارع/ الطّريق)

يقود

**B الحياة الشخصية والاجتماعية**

أنا وعائلي وأصدقائي - التّحية وعبارات المحادثة

أنا في عجلة من أمري

إلى اللقاء/ أراك غداً

أهلاً/ مرحباً/ السلام عليكم

بخير

تشرفت بلقائك

شكراً

صباح الخير/ مساء الخير

عفواً

كيف الحال؟ أنا بخير/ لست بخير

كيف حالك؟

مع السّلامة

من فضلك

أنا وعائلي وأصدقائي - عبارات التّعجب/ المقاطعة

أهلاً بك!

كم هذا لطيف!

كم هذا مثير للاهتمام!

كم هذا مزعج!

يا للخسارة!

## B الحياة الشخصية والاجتماعية (continued)

## (continued) الأسرة والعلاقات الأسرية - الأفعال والعبارات

أنا وعائلي وأصدقائي - الأسرة والعلاقات الأسرية  
(continued)

|                                  |  |
|----------------------------------|--|
| يكبُر، ينمو                      | سيّد، سيّدة، أنسة                            |
| يملك                             | شباب   |
| يموت                             | شباب   |
| يولد                             | شخص  |
| أنا وعائلي وأصدقائي - وصف المظهر | شيخ(ة) // عجوز(ة) / مُسن(ة)                  |
| أشقر                             | صديق   |
| أصلع                             | صديقة  |
| جنس                              | طفل  |
| حجم                              | طفولة  |
| نحيف                             | عائلة، أسرة                                  |
| سمين                             | قريب   |
| شارب                             | كبار السن                                    |
| شعر                              | خاطب/ مخطوبة                                 |
| صوت                              | مراهق(ة)                                     |
| طول                              | مطلق(ة)                                      |
| طويل                             | ناس، أشخاص                                   |
| عمر                              | والدان                                       |
| عينان                            | ولد  |
| غامق                             | يتزوَّج، زواج، حفل زواج، متزوَّج             |
| قصير                             |  |
| لحية                             | الأسرة والعلاقات الأسرية - الأفعال والعبارات |
| لون                              | تحمل، حامل                                   |
| متموَّج                          | تَهجأ (اسمك)                                 |
| مستقيم                           | غير صحيّ / في صحّة جيّدة / مزاج جيّد         |
| يلبس سماعة                       | مزاجه معكّر                                  |
| يلبس نظّارات                     | يتصل / يخاطب هاتفياً                         |
|                                  | يُرَبّي، يُربّي                              |
|                                  | يعيش   |

**B الحياة الشخصية والاجتماعية (continued)****وصف الشخصية والمزاج - الأفعال والتعبير****أنا وعائلتي وأصدقائي - وصف الشخصية والمزاج**

يحبّ الاطلاع

أحمق

يبكي

جذّي

يُحبّ/ يعجب بـ

جشع

يحتضن

جميل

يضحك، يبتسم

حزين

يُقبّل

حكيم

يقلق/ يغضب

ذكيّ

راضٍ، قنوع

**في المنزل - الغرف والأثاث**

سعيد، مسرور، فرح

أثاث

سمين، بدين

أرضية

شَرير

باب

غاضب

جراج

غديّ

حائط

غير مهذب

زجاج

فقير

سقف

قبيح

سلّم

قديم

شباك، نافذة

قلق

شرفة

كسول

صالّة

لطيف

غرفة الطعام

مملّ

مكتب

مثير للاهتمام

ممر

مجنون

مزعج، غير سارّ

**في المنزل - الحمام**

مشهور

حمام

مُضحك، فكّه

حنفية

مُنهك

دش

مهمّ

شامبو

نحيف

صابون/ صابون سائل

نشيط

فرشاة أسنان

هادئ

فرشاة شعر

وسيم

**B الحياة الشخصية والاجتماعية (continued)**

| المطبخ - الأفعال والتعابير        | في المنزل - الحمام (continued) |
|-----------------------------------|--------------------------------|
| يأكل/ يتناول الغداء، العشاء       | مرآة                           |
| يجمد                              | مرحاض                          |
| يحضّر، يعدّ الغداء/ العشاء        | مزيل عرق                       |
| يُحمص                             | مشط                            |
| يخيط                              | معجون أسنان                    |
| يسخّن/ يبدّق                      | منشفة                          |
| يشوي، حفلة شواء                   |                                |
| يطبخ                              | الحمام - الأفعال والتعابير     |
| يغلي                              | يستحمّ                         |
| يقصّ                              | يغسل الوجه                     |
| يقطّع                             | يمشّط الشعر                    |
| يقلّي                             | ينظّف الأسنان                  |
| يكوي                              |                                |
|                                   | في المنزل - غرفة الجلوس        |
| في المنزل - غرفة النوم            | أريكة، كنبه                    |
| بطانية                            | خزانة                          |
| خزانة                             | درج                            |
| سرير                              | رفّ، رفوف                      |
| غرفة نوم                          | سجّادة                         |
| لِحاف، غطاء سرير                  | صورة                           |
| مخدّة                             | طاولة                          |
| مصباح                             | طاولة أكل/ طعام                |
|                                   | غرفة الجلوس                    |
| غرفة النوم - الأفعال والتعابير    | كرسي                           |
| يرتاح، يأخذ قسطاً من الراحة       |                                |
| يستلقي                            | في المنزل - المطبخ             |
| يستيقظ                            | حوض                            |
| يشعر بالنعاس، أصابه النعاس/ مُتعب | زجاجة، قنينة                   |
| ينام                              | صندوق                          |
| ينهض من السرير                    | علبة                           |
|                                   | مطبخ                           |



**B الحياة الشخصية والاجتماعية (continued)****في المنزل - الأجهزة المنزلية (continued)**

ساعة (يد)/ منبه

شاحن

طباخ

غاز

غسالة أطباق

غسالة ملابس

فرن

فيشة كهرباء

مضخّم، مكبر صوت

مكيف هواء

مكواة

شواية

هاتف

**الأجهزة المنزلية - الأفعال والتعابير**

يدفع/ يجذب

يشعل/ يطفئ

يصلح

يفتح/ يغلق

**الألوان**

أبيض

أحمر

أخضر

أزرق

أسود

أصفر

برتقالي

بنفسجي

بنّي

ذهبي

**في المنزل - الأعمال المنزلية**

يحضر، ينظف الطاولة

يخبز

يرمي القمامة

يغسل الملابس

ينظف

يكس السجاد

يرتب/ ينظف البيت

**في المنزل - الحديقة**

حائط، جدار

حديقة

زرع

زهرة

سياج

شجرة

عشب

**الحديقة - الأفعال والتعابير**

يعتني بالحديقة

يغرس، يزرع الزهور

يغرس، يزرع الخضروات

**في المنزل - الأجهزة المنزلية**

الكهرباء

المجمدة

الميكرويف

بطارية

تدفئة مركزية

تلفزيون، تلفاز

ثلاجة

راديو

**B الحياة الشخصية والاجتماعية (continued)**

| الملابس والإكسسوارات (continued)               | الألوان (continued)         |
|--|-----------------------------|
| سرّوال قصير                                    | رمادي                       |
| صندل   | غامق                        |
| عباءة  | فاتح                        |
| عقد  | فضّي                        |
| فستان، ثوب                                     | لون                         |
| قَبعة  | مخطّط                       |
| قرط  | وردي                        |
| قفّازات  |                             |
| قميص   | <b>الملابس والإكسسوارات</b> |
| محفظة  | بدلة                        |
| مجوهرات  | بدلة سباحة                  |
| مطرية، مظلة                                    | بدلة مدرسية، زيّ مدرسي      |
| معطف   | بنطلون، سرّوال              |
| ملابس، ثياب                                    | تنّورة                      |
| موضة   | جاكيت                       |
| نظّارات  | معطف واق من المطر           |
| نظّارة شمسيّة                                  | جلّابية                     |
| وشاح   | جوارب                       |
|  | جيب                         |
| <b>الملابس والإكسسوارات - الأفعال والتعبير</b> | جينز                        |
| القياس مناسب/ القياس غير مناسب                 | حجاب                        |
| إنه لباس رسمي                                  | حذاء                        |
| إنه لباس غير رسمي                              | حذاء رياضة                  |
| تلائمك   | حذاء طويل                   |
| جوارب، حذاء، قفّازات                           | حزام                        |
| ما المقاس؟                                     | حقيبة                       |
| لباس ضيق جداً                                  | حقيبة ظهر                   |
| يرتدي  | خاتم                        |
| يقيس   | دشداشة                      |
| يلبس، يرتدي الملابس/ يخلع الملابس              | ربطة عنق                    |
|  | ساعة يدّ                    |
|  | سترة                        |

**B الحياة الشخصية والاجتماعية (continued)**

| أوقات الفراغ - الرياضة (continued)     | أوقات الفراغ - أشياء يمكن فعلها                                   |
|--|---|
| بطل                                    | الإستماع إلى الموسيقى (البوب، الكلاسيكية، الروك)                  |
| تسلّق الجبال                           | الذهاب إلى حفلة موسيقية / مهرجان موسيقي / المسرح                  |
| جائزة                                  | مشاهدة التلفاز / فيلم رعب / فيلم رومنسي / فيلم هزلي، كوميدي، مضحك |
| ركوب الدراجات                          |   |
| دراجة (جبلية)، ركوب الدراجة ، دراجة    |   |
| كرة                                    | <b>أوقات الفراغ - الهوايات</b>                                    |
| كرة السلة                              | التلوين   |
| كرة القدم                              | التصوير الفوتوغرافي   |
| لعبة                                   | الرسم   |
| لعبة                                   | الصيد   |
| مباراة                                 | العزف على آلة موسيقية   |
| مشجّع                                  | العزف على البوق   |
| مضرب، عصا                              | العزف على البيانو   |
| معدّات                                 | العزف على الطبل   |
| ملعب الجولف                            | العزف على الغيتار   |
| ملعب كرة التنس                         | العزف على الكمان  |
| ملعب كرة القدم                         | العزف على المزمار   |
| ميدالية                                | العناية بالحديقة، البستنة   |
| هدف                                    | الغناء  |
| ميدالية                                | المطالعة، القراءة   |
| هدف                                    |   |
|  | <b>أوقات الفراغ - الرياضة</b>                                     |
| <b>أوقات الفراغ - الأفعال والتعبير</b> | الجري، العدو، الرّكض  |
| التزلج                                 | الجمباز   |
| التزلج على الجليد                      | الجولف  |
| السباحة                                | الركبي  |
| الفائز، الزابح                         | الريشة  |
| ركوب الأمواج                           | الشطرنج   |
| رياضة البوغا                           | ألعاب القوى   |
| فريق                                   | الهوكي  |

**C العالم من حولنا (continued)****العالم الطبيعي والبيئة**

إزالة الغابات

إعادة التدوير، يعيد تدوير

الاحتباس الحراري

المناظر الطبيعية

القمة

بحر

بحيرة

بركان

بيئة

تراب، أرض

تلوث

جبل

جذع

جزيرة

حجر

رمل

زراعة

ساحل

سماء

شاطئ

شلال

شمس

صحراء

طبيعة

ظل

عالم

عشب

غابة

غبار

قمر

**B الحياة الشخصية والاجتماعية (continued)****أوقات الفراغ - الأفعال والتعبير (continued)**

كرة الطائرة

كرة المضرب، التنس

يأخذ صورة فوتوغرافية

يبحر

يتدرب

يتعادل بـ ( المباراة)

يخسر (السباق، المسابقة، الميدالية)

يذهب إلى

يسجل (هدف، نقطة)

يفوز/ يربح في (السباق، المسابقة، الميدالية)

يؤلف/ يكتب (قصيدة/ قصائد)، (قصة قصيرة/ قصص قصيرة)

**C العالم من حولنا****الناس والأماكن - القارات**

آسيا

أفريقيا

القارة القطبية الجنوبية

أمريكا الشمالية

أمريكا الجنوبية

أوروبا

أستراليا

**الناس والأماكن - البلدان والجنسيات واللغات**

اللغة الأم للمرشح/ للطلاب وأي لغة أخرى تدرس

جنسية المرشح/ الطالب ومكان إقامته

**الناس والأماكن - اتجاهات البوصلة**

جنوب

شرق

شمال

غرب

| C العالم من حولنا (continued)                      |  |
|--|--|
| العالم الطبيعي والبيئة - المناخ والطقس (continued) | العالم الطبيعي والبيئة (continued)     |
| ليل  | مناخ                                   |
| مبَلَّل  | منطقة                                  |
| مطر  | منظر                                   |
| نور الشَّمس  | موارد طبيعية                           |
|  | موجة                                   |
| المناخ والطقس - الأفعال والتعبير                   | نجمة                                   |
| الطقس بارد، البرد قارس، الطقس بارد جداً            | نهر                                    |
| إنَّها تمطر  | هضبة                                   |
|  | هواء                                   |
| العالم الطبيعي والبيئة - الحيوانات                 |  |
| أرنب   | العالم الطبيعي والبيئة - المناخ والطقس |
| أسد  | النَّشْرَة الجَوِّيَّة                 |
| ثعبان  | إعصار                                  |
| جرذ  | بارد                                   |
| جمل  | بَرْد، وابل                            |
| حيوان  | برق                                    |
| خروف   | ثلج                                    |
| ذبابة  | جليد                                   |
| سمك  | حالة الطقس                             |
| عصفور، طائر  | حرّ، الجوّ حار                         |
| عنكبوت   | حرارة                                  |
| فأر  | درجة/ درجات                            |
| فيل  | رطب                                    |
| قرد  | رعد                                    |
| قط، هرّ  | رياح                                   |
| كلب  | سحاب                                   |
| نمر  | صقيع                                   |
|  | ضباب                                   |
| الاتصالات والتكنولوجيا - العالم الرقمي             | طقس                                    |
| الأخبار  | عاصفة                                  |
| الإنترنت، الشبكة المعلوماتية                       | فصل                                    |

## C العالم من حولنا (continued)

## (continued) الاتصالات والتكنولوجيا - العالم الرقمي (continued)

## (continued) الاتصالات والتكنولوجيا - العالم الرقمي (continued)

|  |                          |
|--|--------------------------|
| معلومات  | البريد الإلكتروني        |
| مقال   | آلة ناسخة                |
| ملف  | السّلامة على الإنترنت    |
| موقع إلكتروني، موقع على الإنترنت                 | الفأرة                   |
| هاتف   | املاً                    |
| هاتف محمول                                       | انقر                     |
| واي فاي  | برنامج                   |
| وثيقة  | تطبيق                    |
|  | حاسوب، كمبيوتر           |
|  | حاسوب محمول              |
| <b>الاتصالات والتكنولوجيا - الأفعال والتعبير</b> | درشة                     |
| الدخول على الإنترنت                              | رسالة هاتفية             |
| انقر   | شبكة التّواصل الاجتماعي  |
| إيجاد  | شاشة                     |
| تنزيل  | شاشة تعمل باللمس         |
| نسخ  | صفحة على الإنترنت        |
| يتصفح  | صورة                     |
| يجري مكالمة                                      | صورة شخصية               |
| يحمّل  | على الإنترنت             |
| يخرّن، يحتفظ                                     | فيديو، فيلم قصير         |
| يرسل   | فيلم                     |
| ينشر على الإنترنت                                | قرص الذاكرة، ذاكرة تخزين |
| <b>الاتصالات والتكنولوجيا - الوثائق والنصوص</b>  | كلمة السر                |
| إعلان، دعاية                                     | لعبة                     |
| إستمارة  | لوحة الأحرف              |
| القصص المصوّرة، المجالات الهزلية                 | لوح إلكتروني             |
| بطاقة  | ماركة                    |
| بطاقة بريدية                                     | مجلة                     |
| تذكرة، بطاقة                                     | مدوّنة                   |
| جريدة  | مدوّنة فيديو             |
| جواز سفر   | مدون فيديو               |

## C العالم من حولنا (continued)

## البيئة المبنية - البنايات والخدمات (continued)

## الاتصالات والتكنولوجيا - الوثائق والنصوص (continued)

|                                     |                                    |
|-------------------------------------|------------------------------------|
| مدخل                                | دفتر                               |
| مدرسة                               | دليل الاستعمال                     |
| مركز ترفيهي                         | رسالة                              |
| مزرعة                               | شهادة                              |
| مسبح                                | فاتورة                             |
| مستشفى                              | قائمة                              |
| مسرح                                | كتاب                               |
| مصعد                                | كتيب                               |
| مصنع                                | مجلة                               |
| مطعم                                | مقال                               |
| مقهى                                | ملاحظات                            |
| مكتب                                |                                    |
| مكتب البريد                         | البيئة المبنية - البنايات والخدمات |
| مكتبة                               | استراحة                            |
| ملعب                                | الطابق الأرضي                      |
| نادي رياضي                          | الطابق الأول/ الطابق الثاني        |
|                                     | بناية                              |
| البيئة المبنية - الأماكن في المدينة | بيت، منزل                          |
| إشارة المرور                        | جامعة                              |
| الدوار                              | جراج، مرآب                         |
| الطريق السريع                       | حديقة حيوانات                      |
| المترو                              | سينما                              |
| بلدة                                | شقة                                |
| جسر                                 | عيادة                              |
| حركة المرور                         | عيادة طبيب أسنان                   |
| حي، منطقة                           | فندق                               |
| ركن                                 | قلعة                               |
| ساحة                                | متحف                               |
| سوق، ساحة المدينة/ القرية           | محطة بنزين                         |
| شارع                                | محطة قطار                          |
| طريق                                | مخرج                               |

| C العالم من حولنا (continued)       |   |
|-------------------------------------|---|
| البيئة المبنية - التسوق (continued) | البيئة المبنية - الأماكن في المدينة (continued) |
| قياس                                | قرية  |
| كشك                                 | قطار الأنفاق/ تحت الأرض                         |
| مخبز                                | محطة الحافلات                                   |
| نادل، نادلة                         | مدينة   |
|                                     | مطار  |
| التسوق - الأفعال والتعابير          | مكان  |
| إيجار (دراجة)                       | ملعب  |
| كم الثمن؟ بكم؟                      | ممر المشاة                                      |
| يبيع                                | موقف (القطار، الحافلة)                          |
| يتسوق                               | موقف سيارات                                     |
| يدفع                                |   |
| يُرجع/ يسترجع نقوده                 | البيئة المبنية - التسوق                         |
| يشترى                               | أغلق/ مغلق                                      |
| يشكو، يقدم شكوى                     | إفتح/ مفتوح                                     |
| ينفق المال                          | إيصال   |
|                                     | بطاقة بنك                                       |
| وحدات القياس                        | تخفيضات، تنزيلات                                |
| درجة                                | ثمن، سعر  |
| سنتمتر                              | جزر   |
| غرام                                | دكان، محل، متجر                                 |
| كيلوغرام                            | رخيص  |
| كيلومتر                             | زبون  |
| لتر                                 | سوق   |
| متر                                 | سوق مركزي، سوپر ماركت                           |
|                                     | صرف   |
| الأشكال                             | عملة نقدية                                      |
| دائرة، دائري، على شكل دائرة         | غالٍ  |
| مربع، على شكل مربع                  | فاتورة  |
| مستطيل، على شكل مستطيل              | قطعة نقدية                                      |



| D عالم العمل (continued)              | C العالم من حولنا (continued)            |
|---------------------------------------|--|
| التعليم والتدريب - المؤسسات التعليمية | الأحجام                                  |
| روضة أطفال                            | صغير/ متوسط الحجم/ كبير، ضخمة/ صغير جداً |
| جامعة                                 | طويل                                     |
| كلية                                  | قصير                                     |
| مدرسة ابتدائية                        |  |
| مدرسة إعدادية                         | المواد                                   |
| مدرسة ثانوية                          | بلاستيك                                  |
| مدرسة خاصة                            | جلد                                      |
|                                       | حجر                                      |
| التعليم والتدريب - في الفصل           | حديد                                     |
| جرس                                   | حرير                                     |
| دفتر                                  | خشب                                      |
| سبورة (تفاعلية)                       | ذهب                                      |
| غراء                                  | زجاج                                     |
| قاموس                                 | صوف                                      |
| قلم                                   | فضة                                      |
| كتاب                                  | قطن                                      |
| مسطرة                                 | ورق                                      |
| مِقلمة                                |  |
| مكتب                                  | D عالم العمل                             |
| ممحاة                                 | التعليم والتدريب                         |
| ورق، أوراق                            | أستاذ، أستاذ جامعي                       |
|                                       | الاختصاص                                 |
| التعليم والتدريب - المواد الدراسية    | العام الدراسي                            |
| البيولوجيا                            | تلميذ، طالب                              |
| التاريخ                               | قسم                                      |
| التربية الدينية، الدين                | دراسة                                    |
| الجغرافيا                             | ساحة، ملعب المدرسة                       |
| الرياضة                               | فصل دراسي                                |
| الرياضيات، الحساب                     | مادة دراسية                              |
| العلوم                                | مدير                                     |
| الفن                                  | مطعم                                     |
| الفيزياء                              |  |

| D عالم العمل (continued)                        |  |
|---|--|
| التعليم والتدريب - الأفعال والتعبير (continued) | التعليم والتدريب - المواد الدراسية (continued) |
| يسأل  | الكيمياء                                       |
| يشرح، يفسر                                      | اللغات   |
| يعرف، يعلم                                      | المسرح، التمثيل                                |
| يفهم  | الموسيقى                                       |
| يقرأ  | علم الحاسوب، علم الكمبيوتر                     |
| يكتب  |  |
| يمارس   | التعليم والتدريب - الدراسة                     |
| ينجح  | امتحان   |
|   | تعليمات  |
| العمل - المهن والحياة العملية                   | تمرين  |
| بناء  | جدول أوقات الدراسة                             |
| جزار  | درس، حصّة                                      |
| جندي  | زملاء الصّف                                    |
| حلاق  | سؤال   |
| خبّاز   | صف، قسم  |
| رجل إطفاء                                       | علامة، درجة                                    |
| سائق (سيارة أجرة/ باص، حافلة)                   | مثال   |
| ساعي (ة) البريد                                 | مشروع، دراسة                                   |
| سبّاك (ة)                                       | نتيجة  |
| سكرتير (ة)                                      | واجب منزلي                                     |
| شرطي (ة)  | وقت الرّاحة، استراحة                           |
| طبيب (ة)  |  |
| طبيب (ة) أسنان                                  | التعليم والتدريب - الأفعال والتعبير            |
| طبيب (ة) بيطري (ة)                              | تجربة  |
| قائد (ة) طائرة                                  | يجيب   |
| مترجم (ة)                                       | يدرس   |
| محامي (ة)                                       | يدوّن، يسجّل ملاحظات                           |
| مدرّس (ة)                                       | يراجع  |
| مزارع (ة)                                       | يرسب   |

| E العالم الدولي                          | D عالم العمل (continued)                  |
|--|---|
| الثقافة – العادات، المعتقدات، الاحتفالات | العمل – المهن والحياة العملية (continued) |
| الألعاب النارية                          | مضيف (ة) طيران                            |
| التعميد                                  | ممرض (ة)                                  |
| الحجّ                                    | مهندس (ة)                                 |
| جامع، مسجد                               | مهندس (ة) معماري (ة)                      |
| حفلة ختان                                | ميكانيكي (ة)                              |
| دين، عقيدة، اعتقاد                       | نادل (ة)                                  |
| شهر رمضان                                | نجار (ة)                                  |
| صلاة                                     |   |
| عام جديد                                 | العمل – مكان العمل                        |
| عطلة رسمية                               | الأعمال                                   |
| عطلة وطنية                               | امرأة أعمال/ رجل أعمال                    |
| عيد الفطر/ عيد الأضحى                    | شركة                                      |
| عيد الميلاد/ عيد الفصح                   | راتب                                      |
| عيد ميلاد                                | رئيس العمل                                |
| قدّاس                                    | عاطل عن العمل                             |
| قدّيس                                    | عمل                                       |
| كنيس يهودي                               | موظّف                                     |
| كنيسة                                    | ورشة عمل                                  |
| معبد                                     | وظيفة، مهنة                               |
| مناسبة خاصّة                             |   |
|  |   |
|  | العمل – الأفعال والتعابير                 |
| الثقافة – الأفعال والتعابير              | أقيل/ طُرد من عمله                        |
| يحتفل بـ..                               | يأخذ إجازة، يذهب في عطلة                  |
| يعطي                                     | يتقاعد                                    |
| يؤمن بـ..                                | يجد/ يبحث عن/ يحصل على/ يفقد وظيفته       |
|  | يحصل على ترقية                            |
|  | يكسب                                      |

---

## 5 What else you need to know

---

This section is an overview of other information you need to know about this syllabus. It will help to share the administrative information with your exams officer so they know when you will need their support. Find more information about our administrative processes at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Before you start

#### Previous study

We recommend that learners starting this course should have studied an Arabic curriculum such as the Cambridge Lower Secondary programme or equivalent national educational framework.

#### Guided learning hours

We design Cambridge IGCSE syllabuses to require about 130 guided learning hours for each subject. This is for guidance only. The number of hours a learner needs to achieve the qualification may vary according to each school and the learners' previous experience of the subject.

#### Availability and timetables

All Cambridge schools are allocated to one of six administrative zones. Each zone has a specific timetable.

You can view the timetable for your administrative zone at [www.cambridgeinternational.org/timetables](http://www.cambridgeinternational.org/timetables)

You can enter candidates in the June exam series.

Check you are using the syllabus for the year the candidate is taking the exam.

Private candidates can enter for this syllabus. For more information, please refer to the *Cambridge Guide to Making Entries*.

#### Combining with other syllabuses

Candidates can take this syllabus alongside other Cambridge International syllabuses in a single exam series. The only exceptions are:

- Cambridge O Level Arabic (3180)
- syllabuses with the same title at the same level.
- this syllabus **must not** be offered in the same series with Cambridge IGCSE First Language Arabic (0508) or Cambridge IGCSE (9–1) First Language Arabic (7184)

Cambridge IGCSE, Cambridge IGCSE (9–1) and Cambridge O Level syllabuses are at the same level.

#### Group awards: Cambridge ICE

Cambridge ICE (International Certificate of Education) is a group award for Cambridge IGCSE. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass exams in a range of different subjects.

Learn more about Cambridge ICE at [www.cambridgeinternational.org/cambridgeice](http://www.cambridgeinternational.org/cambridgeice)

## Making entries

Exams officers are responsible for submitting entries to Cambridge International. We encourage them to work closely with you to make sure they enter the right number of candidates for the right combination of syllabus components. Entry option codes and instructions for submitting entries are in the *Cambridge Guide to Making Entries*. Your exams officer has a copy of this guide.

### Audio Materials

The *Cambridge Handbook* tells you when and how to access the audio material for each examination series. [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Exam administration

To keep our exams secure, we produce question papers for different areas of the world, known as administrative zones. We allocate all Cambridge schools to an administrative zone determined by their location. Each zone has a specific timetable. Some of our syllabuses offer candidates different assessment options. An entry option code is used to identify the components the candidate will take relevant to the administrative zone and the available assessment options.

### Support for exams officers

We know how important exams officers are to the successful running of exams. We provide them with the support they need to make your entries on time. Your exams officer will find this support, and guidance for all other phases of the Cambridge Exams Cycle, at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Retakes and carrying forward marks

Candidates can retake the whole qualification as many times as they want to. Information on retake entries is at [www.cambridgeinternational.org/retakes](http://www.cambridgeinternational.org/retakes)

Candidates cannot resubmit, in whole or in part, speaking tests from a previous series for remarking.

Marks achieved in Paper 3 Speaking cannot be carried forward to future series. See the regulations for carry forward set out in the *Cambridge Handbook* at [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)

### Language

This syllabus is available in English only. The assessment materials are in Arabic.

## Accessibility and equality

### Syllabus and assessment design

Cambridge International works to avoid direct or indirect discrimination. We develop and design syllabuses and assessment materials to maximise inclusivity for candidates of all national, cultural or social backgrounds and candidates with protected characteristics; these protected characteristics include special educational needs and disability, religion and belief, and characteristics related to gender and identity. In addition, the language and layout used are designed to make our materials as accessible as possible. This gives all candidates the fairest possible opportunity to demonstrate their knowledge, skills and understanding and helps to minimise the requirement to make reasonable adjustments during the assessment process.

## Access arrangements

Access arrangements (including modified papers) are the principal way in which Cambridge International complies with our duty, as guided by the UK Equality Act (2010), to make 'reasonable adjustments' for candidates with special educational needs (SEN), disability, illness or injury. Where a candidate would otherwise be at a substantial disadvantage in comparison to a candidate with no SEN, disability, illness or injury, we may be able to agree pre-examination access arrangements. These arrangements help a candidate by minimising accessibility barriers and maximising their opportunity to demonstrate their knowledge, skills and understanding in an assessment.

### Important:

- Requested access arrangements should be based on evidence of the candidate's barrier to assessment and should also reflect their normal way of working at school; this is in line with the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- For Cambridge International to approve an access arrangement, we will need to agree that it constitutes a reasonable adjustment, involves reasonable cost and timeframe and does not affect the security and integrity of the assessment.
- Availability of access arrangements should be checked by centres at the start of the course. Details of our standard access arrangements and modified question papers are available in the *Cambridge Handbook* [www.cambridgeinternational.org/eoguide](http://www.cambridgeinternational.org/eoguide)
- Please contact us at the start of the course to find out if we are able to approve an arrangement that is not included in the list of standard access arrangements.
- Candidates who cannot access parts of the assessment may be able to receive an award based on the parts they have completed.
- Some access arrangements are not allowed in this syllabus because they affect the assessment objectives:
  - candidates are not allowed to use voice-activated software to dictate their written work
  - candidates are not allowed to use word processing technology which uses word prediction and/or phrase prompting
  - candidates are not allowed to use human readers.

Please note that we are unable to provide Braille papers for this syllabus.

## After the exam

### Grading and reporting

Grades A\*, A, B, C, D, E, F or G indicate the standard a candidate achieved at Cambridge IGCSE.

A\* is the highest and G is the lowest. 'Ungraded' means that the candidate's performance did not meet the standard required for grade G. 'Ungraded' is reported on the statement of results but not on the certificate.

In specific circumstances your candidates may see one of the following letters on their statement of results:

- Q (PENDING)
- X (NO RESULT).

These letters do not appear on the certificate.

On the statement of results and certificates, Cambridge IGCSE is shown as INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE).

## How students and teachers can use the grades

Assessment at Cambridge IGCSE has two purposes:

- 1 to measure learning and achievement

The assessment confirms achievement and performance in relation to the knowledge, understanding and skills specified in the syllabus, to the levels described in the grade descriptions.

- 2 to show likely future success

The outcomes help predict which students are well prepared for a particular course or career and/or which students are more likely to be successful.

The outcomes help students choose the most suitable course or career.

## Grade descriptions

Grade descriptions are provided to give an indication of the standards of achievement candidates awarded particular grades are likely to show. Weakness in one aspect of the examination may be balanced by a better performance in some other aspect.

Grade descriptions for Cambridge IGCSE Arabic will be published after the first assessment of the syllabus in 2021.

## Changes to this syllabus for 2025, 2026 and 2027

The syllabus has been updated. This is version 1, published September 2022.

**You must read the whole syllabus before planning your teaching programme.** We review our syllabuses regularly to make sure they continue to meet the needs of our schools. In updating this syllabus, we have made it easier for teachers and students to understand, keeping the familiar features that teachers and schools value.

Any textbooks endorsed to support the syllabus for examination from 2021 are still suitable for use with this syllabus.





**School feedback:** ‘While studying Cambridge IGCSE and Cambridge International A Levels, students broaden their horizons through a global perspective and develop a lasting passion for learning.’

**Feedback from:** Zhai Xiaoning, Deputy Principal, The High School Affiliated to Renmin University of China

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education, The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom  
t: +44 (0)1223 553554      email: info@cambridgeinternational.org      www.cambridgeinternational.org