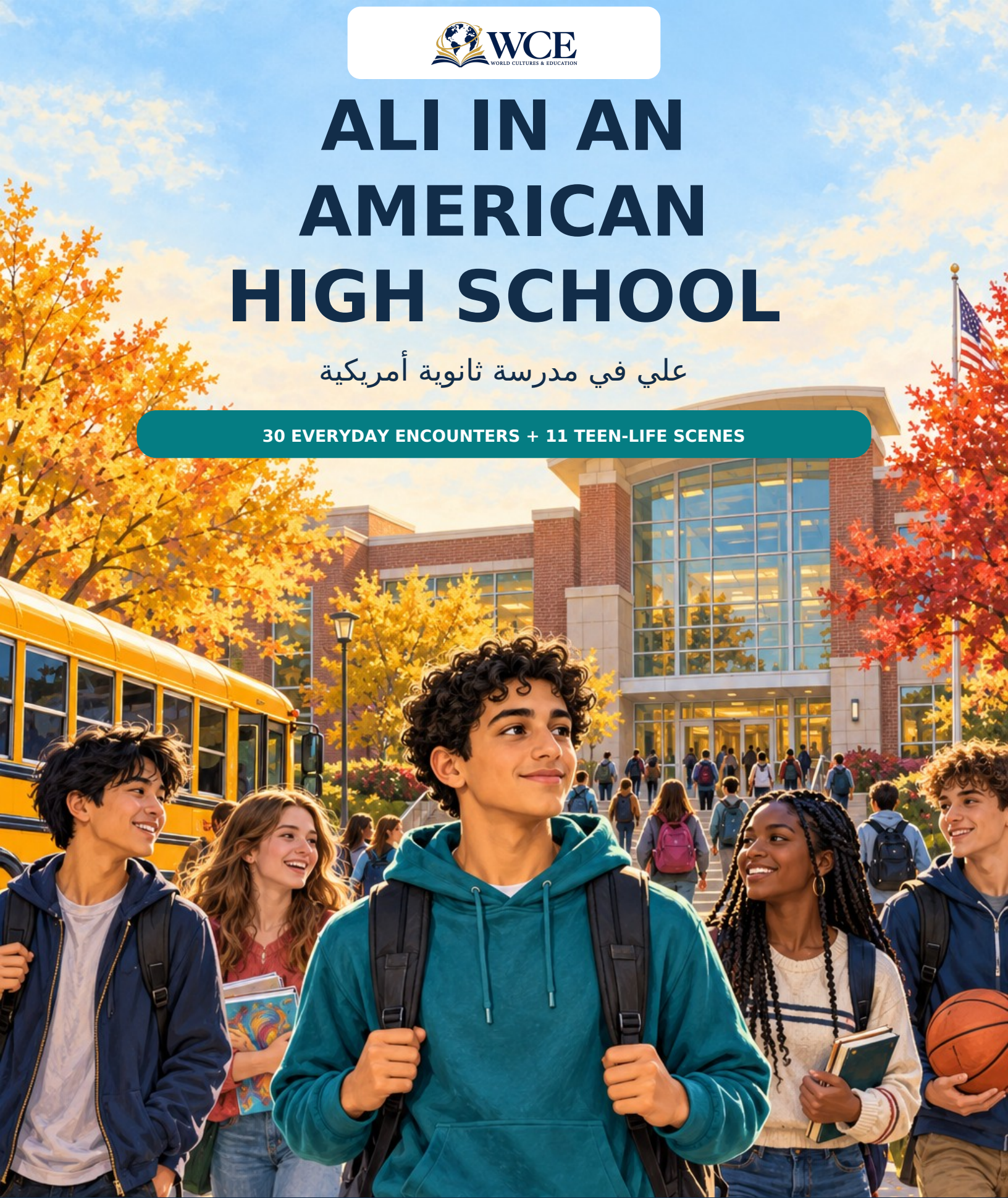


ALI IN AN AMERICAN HIGH SCHOOL

علي في مدرسة ثانوية أمريكية

30 EVERYDAY ENCOUNTERS + 11 TEEN-LIFE SCENES



Dr. Wagih Elgohary · Dr. E

A Detroit school story · Cass Tech setting · English + Arabic support

A new school. A voice of your own.

مدرسة جديدة وصوت يعبر عنك

In this school-life companion to Ali in Detroit, fictional 15-year-old Ali Algohary begins a new chapter at Cass Technical High School in Detroit. The school is real; Ali, his classmates, and their conversations are imagined for language learning.

هذا الكتاب لكل طالب عربي يبدأ حياة مدرسية جديدة بالإنجليزية. تتعلم مع علي الجوهري كيف نسأل ونفهم ونشارك بثقة، دون أن نتخلى عن لغتنا وثقافتنا.

Who this course serves

Arabic-speaking high-school English learners, approximately ages 13–18. Entry: supported beginners; progression: developing independent exchanges. Adult family members and teachers can use it for guided practice. These are instructional targets, not a certified proficiency level.

A flexible 10-week route

Study three encounters per week, 35–45 minutes each, plus a 30-minute review after every five encounters. Core lessons and reviews total about 21–26 hours. Add 4–6 hours for projects and independent practice.

Five steps for every encounter

1. Read the goal and predict the situation.
2. Listen once without the transcript, then listen while reading.
3. Switch roles and speak the dialogue.
4. Change one detail and solve the new problem.
5. Complete the task and check your understanding.

American English audio

The online course has 41 MP3 dialogues: 30 core encounters and eleven Between the Bells scenes, with distinct U.S. English synthesized voices. They are scripted learning audio, not recordings of students or actors. Use the player's slower speed for support; return to normal speed for another listen. The PDF itself does not play audio.

Open the online lessons and audio →

A real setting, an imagined story

Most scenes are set at Cass Tech; the museum outing uses the Detroit Institute of Arts. Conversations and incidents are fictional teaching scenes, not reports of actual events. Sample rooms, routes, prices, and schedules are invented. WCE is independent of the school and museum.

Cass Technical High School

مدرسة كاس التقنية الثانوية في ديترويت

Cass Tech is a real DPSCD examination high school. Its published curriculum includes arts, engineering, business, music, and International Baccalaureate study.



Cass Technical High School campus, photographed by w_lemay, November 19, 2022. CC BY-SA 2.0. Unmodified image, displayed at reduced size.

A real Detroit setting: 2501 Second Avenue; grades 9-12.

Academic ambition: A selective examination school with specialized pathways and IB study.

Published student organizations: Engineering Club, Graphic Arts Association, Film Club, and Tasty Society.

A real museum connection: The Detroit Institute of Arts offers school field trips. Our class visit is imagined.

المدرسة والمتحف حقيقيان؛ الشخصيات والحوارات والمواقف التعليمية متخيلة.

The colorful cover is an imagined school scene, not a photograph of Cass Tech. The campus photograph shows the real building.

Sources and image license · checked October 15, 2026

Cass Tech: official school profile, clubs and hours →

DPSCD: examination high schools and admissions →

Cass Tech: specialized curriculum →

Detroit Institute of Arts: school field trips →

Campus photograph: w_lemay, Wikimedia Commons →

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نهاية اليوم والاستعداد للغد

Welcome to your new school

أهلاً بك في مدرستك الجديدة

I can: Introduce yourself and ask for language support.

Office assistant: Good morning. How can I help you?

Ali: Hi. I'm Ali Algohary. I'm a new student.

Office assistant: Welcome to Cass Tech, Ali. What name would you like us to use?

Ali: Ali is fine. I'm still learning English.

Office assistant: We can help. Let's meet your school counselor.

Ali: Could my parent have an Arabic interpreter?

Office assistant: I'll ask the office to arrange language assistance.

Ali: Thank you. Where should we wait?

Words that help • تادرفملا

new student

طالب جديد

school counselor

مرشد مدرسي

interpreter

مترجم شفوي

office

مكتب الإدارة

Notice the culture • فقوملا مهفا

People's names matter. Ask how to pronounce a name and use the name the person requests. Ask the school how to arrange interpretation for family conversations.

من حقا أن تسأل عندما لا تفهم. اطلب مساعدة لغوية للأسرة من مكتب المدرسة.

Your real-life task • يل مع طاشن

Introduce yourself to a partner. Give your name, say you are new, and ask where to wait. Use fictional family details.

Change the situation • ؟ول ادام

The assistant mispronounces Algohary. Say your name slowly and kindly ask them to try again.

Language: I'm = I am. Use I'm + name, feeling, or description: I'm Ali. I'm new.

Say it clearly: Stress the key words: NEW STUDENT. Pause after your name.

Check: Who will Ali meet next?

Listen to encounter 01 online →

Reading your class schedule

فهم جدول الحصص

I can: Read times, rooms, and class periods.

Counselor: Here's our practice schedule. First period starts at eight o'clock.

Ali: Is first period English?

Counselor: Yes. English is in room two fourteen.

Ali: What does advisory mean?

Counselor: It's a short check-in with a teacher and a small group.

Ali: Do we have the same schedule every day?

Counselor: Some days change. Let's look at the calendar.

Ali: Could you circle today's classes?

Words that help • تادرفم ال

schedule

جدول

period

حصة

advisory

لقاء إرشادي

room

قاعة

Notice the culture • فقوم ال مهفا

Cass Tech publishes an 8:00 a.m.-3:20 p.m. school day. The period times and rooms here are invented for practice; confirm the real bell schedule with the school.

قد تعني كلمة period حصة دراسية، وليس فترة زمنية عامة فقط.

Your real-life task • يل مع طاشن

Use the sample schedule in the toolkit. Tell a partner the time and room for three classes.

Change the situation • ول ادام

An assembly changes third period. Ask which schedule applies today.

Language: At + time: at eight o'clock. In + room: in room 214. The room and period times are practice examples.

Say it clearly: Stress EIGHT and keep the final /t/ clear. Check whether a time is in the morning or afternoon.

Check: Does Ali know that every day has the same schedule?

Listen to encounter 02 online →

At the school bus stop

عند موقف حافلة المدرسة

I can: Confirm your bus and ask about a stop.

Ali: Excuse me. Is this the bus for Cass Technical High School?

Driver: Yes. What's your assigned route?

Ali: Route twelve. Is this the right stop?

Driver: Yes. Please wait here until I tell you to board.

Ali: Where should I sit?

Driver: Take an open seat and keep the aisle clear.

Ali: Could you help me confirm my afternoon stop?

Driver: Ask the transportation office to check your route with you.

Words that help • تادرفملا

route

مسار

bus stop

موقف حافلة

board

يصعد

aisle

ممر

Notice the culture • فقوملا مهفا

School buses and city buses can use different routes and rules. Use your assigned bus. Follow the driver's boarding, crossing, and seating instructions.

تحقق من الحافلة المخصصة لك، ولا تعبر الطريق إلا وفق تعليمات السائق والمدرسة.

Your real-life task • يلمع طاشن

Read a fictional route card: route 12, Oak Street stop, 7:35 a.m. Confirm all three details with a partner.

Change the situation • قول ادام

A friend invites you onto a different bus. Explain that you must check permission first.

Language: Is this...? confirms identity. Where should I...? asks for guidance.

Say it clearly: Keep the final /s/ in bus. Practice bus stop without adding a vowel before stop.

Check: Which office can confirm Ali's route?

Listen to encounter 03 online →

Finding your classroom

البحث عن الفصل

I can: Ask for and confirm directions.

Ali: Excuse me. Where's room two fourteen?

Maya: Go straight, then turn left at the library.

Ali: Is it on this floor?

Maya: No, it's upstairs. The elevator is by the office.

Ali: So I go upstairs and turn left at the library?

Maya: That's right. I'm going that way, too.

Ali: Thanks. I'm Ali.

Maya: I'm Maya. Nice to meet you.

Words that help • تادرفملا

upstairs

straight

turn left

elevator

في الطابق العلوي

إلى الأمام

انعطف يسارا

مصعد

Notice the culture • فقوملا مهفا

Asking for directions is ordinary. Repeat the route to check understanding. An accessible route may differ from the shortest route.

أعد وصف الطريق للتأكد من فهمك، واسأل عن المصعد عند الحاجة.

Your real-life task • يلمع طاشن

Draw a simple map with an office, library, stairs, elevator, and room 214. Give a two-step route.

Change the situation • قول ادام

The stairs are closed. Ask for another route.

Language: Imperatives give directions: go, turn, take. By means near in this dialogue.

Say it clearly: In American English, elevator is common. Say EL-e-va-tor with stress at the beginning.

Check: What landmark helps Ali find the room?

Listen to encounter 04 online →

Introducing yourself in class

التعارف داخل الفصل

I can: Share a little about yourself and ask a classmate a question.

Teacher: Ali, would you like to introduce yourself?

Ali: Sure. I'm Ali Algohary. I speak Arabic and some English.

Teacher: What's something you enjoy?

Ali: I like drawing and playing soccer.

Jordan: I like drawing, too. What do you draw?

Ali: Mostly people and places. What about you?

Jordan: I draw comics. Want to sit here?

Ali: Thanks. That would be great.

Words that help • تادرفملا

introduce

يعرف بنفسه

enjoy

يستمتع

mostly

غالبًا

classmate

زميل دراسة

Notice the culture • فقوملا مهفا

You can choose what to share. You do not have to explain private family circumstances or represent everyone who speaks your language.

شارك ما تترتاح إليه. لست مطالبًا بسرد تفاصيل الأسرة أو الحديث باسم جميع العرب.

Your real-life task • يلمع طاشن

Give a 20-second introduction: name, languages, and one interest. Ask a partner one follow-up question.

Change the situation • قول ادام؟

You do not want to discuss why you moved. Say: I'd rather talk about my hobbies.

Language: Like + -ing: I like drawing. What about you? invites the other person to speak.

Say it clearly: Keep the /p/ in playing different from /b/ in ball. Press your lips, then release air for /p/.

Check: What do Ali and Jordan both enjoy?

Listen to encounter 05 online →

Your first morning

راجع وطبق

1 • Put the language to work

Use a schedule, a route card, and a paper map. Introduce yourself, confirm your bus, find room 214, and ask what advisory means.

2 • Write, then exchange feedback

Write a four-sentence welcome message to another new student. Include one useful help phrase.

3 • Try the new problem

Your first class moves from room 214 to 116. Ask for the new location and repeat the route.

4 • Check understanding

1. First period begins at 8:00 in our practice schedule. What time should Ali confirm?

2. The bus card says route 12. A friend says route 20 is faster. What should Ali do?

3. What phrase asks about an unfamiliar word?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

Asking your ESL teacher for help

طلب المساعدة في حصة الإنجليزية

I can: Ask for repetition, examples, and thinking time.

ESL teacher: Read the question, then compare your answers.

Ali: Could you say that again a little more slowly?

ESL teacher: First, read the question. Then talk with your partner.

Ali: What does compare mean?

ESL teacher: Look for what is the same and what is different.

Ali: Could you show us an example?

ESL teacher: Of course. Let's do the first one together.

Ali: Thanks. Can I have a moment to think?

تأدرفم ال • Words that help

compare

example

partner

repeat

يقارن

مثال

زميل النشاط

يكرر

فقوم ال مهفا • Notice the culture

Schools may call language support ESL, ELD, ENL, or something else. Asking for clarification helps you participate; it is not a sign that you cannot learn.

طلب التوضيح مهارة تعلم. استخدم: هل يمكن أن تعطيني مثالاً؟

يلمع طاشن • Your real-life task

A partner gives an unfamiliar instruction. Ask for repetition, ask about one word, and restate the task.

؟ول اذام • Change the situation

You understand the words but not the task. Ask the teacher to show the first step.

Language: Could you + base verb...? Could you repeat? Could you explain?

Say it clearly: Stress the helpful words in: Could you say that again more SLOWLY?

Check: What does compare mean here?

Listen to encounter 06 online →

Discussing a story in English class

مناقشة قصة في حصة الإنجليزية

I can: Give an opinion with evidence from a text.

Teacher: Why does the character leave home?

Ali: I think she wants to help her sister.

Teacher: What in the story supports your idea?

Ali: She says, "I can't leave her alone."

Maya: I thought she was looking for work.

Ali: That makes sense, too. Which sentence helped you?

Maya: The sentence about the job interview.

Teacher: Good. Let's compare both interpretations.

تأدرفملا • Words that help

character

شخصية

supports

يدعم

sentence

جملة

interpretation

تفسير

فقوملا مهفا • Notice the culture

In discussion, different interpretations can be useful when supported by the text. Disagree with the idea respectfully and invite evidence.

عبر عن رأيك واستشهد بالنص. يمكن الاختلاف باحترام دون مهاجمة الشخص.

يلمع طاشن • Your real-life task

Read this original mini-story: Sam packed an umbrella. Dark clouds covered the sky. Explain why Sam took it; point to a clue.

؟ول اذام • Change the situation

You disagree with a partner. Start: I see it differently because...

Language: I think + clause gives an opinion. Because introduces a reason.

Say it clearly: Practice think with your tongue lightly between your teeth; do not force your natural accent away.

Check: What evidence supports Ali's idea?

Listen to encounter 07 online →

Explaining a math problem

شرح مسألة رياضية

I can: Ask about a mathematical instruction and explain a step.

Math teacher: Solve for x. Two x plus four equals ten.

Ali: Does two x mean two times x?

Math teacher: Yes. What could we do first?

Ali: Subtract four from both sides.

Math teacher: Good. Now two x equals six.

Ali: Then divide both sides by two. X equals three.

Math teacher: Can you check your answer?

Ali: Two times three plus four equals ten.

Words that help • تادرفملا

equals

يساوي

subtract

يطرح

divide

يقسم

both sides

الطرفان

Notice the culture • فقوملا مهفا

Teachers may ask you to explain your thinking, even when the answer is correct. Ask how to show your steps and whether a calculator is allowed.

قد يكون شرح خطوات الحل جزءا من المطلوب، وليس الناتج وحده.

Your real-life task • يلمع طاشن

Solve $3x + 2 = 11$ with a partner. Say each operation and check your result.

Change the situation • ؟ول اذام

You know the answer but not the English term. Point to the symbol and ask its name.

Language: First, then, and finally organize an explanation.

Say it clearly: Say thirteen and thirty distinctly. Math needs clear numbers more than speed.

Check: What is x in Ali's problem?

Listen to encounter 08 online →

Working safely in science

العمل بأمان في معمل العلوم

I can: Understand a lab instruction and report uncertainty.

Science teacher: Before we begin, put on your safety goggles.

Ali: Should I keep them on for the whole activity?

Science teacher: Yes. Today we're observing prepared samples.

Ali: I don't understand the next step.

Science teacher: Stop here. I'll demonstrate it.

Ali: Should we write down what we see?

Science teacher: Yes. Record your observations in the table.

Ali: Okay. I'll wait for your instructions before touching anything.

Words that help • تادرفملا

goggles

نظارات واقية

sample

عينة

observe

يلاحظ

record

يسجل

Notice the culture • فقوملا مهفا

Lab directions matter. Stop and ask when a step is unclear. Do not taste materials, mix substances, or handle equipment without the teacher's directions.

عندما لا تفهم خطوة في المعمل، توقف واطلب الشرح أولاً.

Your real-life task • يلمع طاشن

Use a harmless leaf or photograph. Describe color, shape, and texture in a three-column observation table.

Change the situation • ؟ول ادام

A classmate starts before the demonstration. Ask them to wait for the teacher.

Language: Before + noun or -ing: before the activity; before touching anything.

Say it clearly: Observation has stress on VA: ob-ser-VA-tion. Pause between each observation.

Check: What should Ali do when he does not understand a step?

Listen to encounter 09 online →

Asking questions in social studies

طرح الأسئلة في الدراسات الاجتماعية

I can: Distinguish a claim, a source, and evidence.

Teacher: This photograph is one source about the event.

Ali: Who took it, and when?

Teacher: Good questions. Look at the caption.

Maya: Does one photo tell us the whole story?

Ali: Probably not. We need another source.

Teacher: Exactly. Compare what each source shows.

Ali: Can we separate the facts from the author's opinion?

Teacher: Yes. Explain which words helped you decide.

كلمات تساعدك • Words that help

source

مصدر

caption

تعليق الصورة

evidence

دليل

opinion

رأي

فهم الثقافة • Notice the culture

Classroom discussion can include difficult histories and different viewpoints. You may ask for context, examine evidence, and disagree respectfully.

اسأل عن المصدر والتاريخ والدليل، ولا تتساو بين الرأي والحقيقة.

مهمتك الحياتية • Your real-life task

Compare two fictional notices: "Club meets Friday" and "Our club is the best." Identify the factual statement and the opinion.

تغيير الموقف • Change the situation

A source has no date. Ask what you can verify before using it.

Language: Who, when, and why help you investigate a source.

Say it clearly: Keep the final /t/ in fact audible. Practice fact and opinion as a paired phrase.

Check: Why does Ali want another source?

Listen to encounter 10 online →

Speak and think in class

راجع وطبق

1 • Put the language to work

Work through four stations: ask for an example in ESL, support a story opinion, explain $3x + 2 = 11$, and report an unclear lab step.

2 • Write, then exchange feedback

Write five sentences: one opinion, one piece of evidence, and three steps to solve the math problem.

3 • Try the new problem

You know an answer but cannot explain it yet. Ask for thinking time and use a diagram.

4 • Check understanding

1. What is x in $3x + 2 = 11$?

2. What should you do before handling unfamiliar lab equipment?

3. Is "Our club is the best" a fact or an opinion?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

Joining physical education

المشاركة في التربية الرياضية

I can: Ask about equipment, instructions, and alternatives.

PE teacher: We're practicing passing today. Find a partner.

Ali: Do I need special shoes?

PE teacher: Wear the shoes listed in our class guidelines.

Ali: Could you show me the pass again?

PE teacher: Sure. Watch, then try when you're ready.

Ali: My ankle hurts. Can I talk with you privately?

PE teacher: Yes. Stop the activity and come over.

Ali: Could we discuss an alternative for today?

Words that help • تادرفملا

pass

يمرر الكرة

equipment

معدات

ankle

كاحل

alternative

بديل

Notice the culture • فقوملا مهفا

PE routines, clothing, and changing arrangements differ by school. Ask privately about access, clothing, health needs, or an alternative activity.

يمكنك مناقشة احتياجاتك الصحية أو ملابسك على انفراد مع المعلم.

Your real-life task • يل مع طاشن

Give a partner two safe movement-free instructions using a paper ball: point to it, then place it on the desk.

Change the situation • ؟ول اذام

You do not understand the scoring. Ask before the next round.

Language: Need + noun: I need shoes. Need to + verb: I need to stop.

Say it clearly: PE is said as two letters: P, E. Keep a clear pause between them.

Check: What should Ali do about his painful ankle?

Listen to encounter 11 online →

Creating in art class

الإبداع في حصة الفنون

I can: Request materials and explain an artistic choice.

Art teacher: Choose two colors for your poster.

Ali: May I use blue and orange?

Art teacher: Of course. What feeling do you want to create?

Ali: Energy. The colors look strong together.

Jordan: Could I borrow your ruler?

Ali: Sure. Please give it back when you're done.

Art teacher: Tell us one thing you might change.

Ali: I'd make the title larger so it's easier to read.

Words that help • تادرفملا

ruler

مسطرة

poster

ملصق

borrow

يستعير

contrast

تباين

Notice the culture • فقوملا مهفا

Feedback describes choices and their effect. Say what you notice and ask the artist about their intention. Ask before touching someone else's work.

ناقش الفكرة والاختيارات الفنية، واستأذن قبل لمس عمل زميلك.

Your real-life task • يلمع طاشن

Make a school-club poster on paper. Explain two color or layout choices to a partner.

Change the situation • ؟ول ادام

A classmate dislikes your colors. Ask what would improve readability.

Language: May I borrow...? asks permission. Lend describes giving temporary use.

Say it clearly: BOR-row and LEND: stress the first syllable in borrow and pronounce the final /d/ in lend.

Check: Why would Ali make the title larger?

Listen to encounter 12 online →

Trying music and theater

تجربة الموسيقى والمسرح

I can: Ask how to join and request practice support.

Music teacher: Would you like to join our rhythm activity?

Ali: I've never done this before. Can I watch first?

Music teacher: Yes. Listen for four steady beats.

Maya: We're also reading a scene after school.

Ali: Do I have to audition?

Maya: Ask the theater teacher. Some activities are open practice.

Ali: Could someone help me practice the lines?

Maya: Sure. Let's read one line at a time.

Words that help • تادرفملا

beat

نبضة إيقاعية

scene

مشهد

audition

اختبار أداء

practice

تدريب

Notice the culture • فقوملا مهفا

Cass Tech publishes music and performing-arts pathways, including band, orchestra, harp, vocal study, and theater. Ask which opportunities fit your experience and current schedule.

اسأل عن الوقت والتكلفة وشروط المشاركة، ولا تفترض أن الخبرة السابقة مطلوبة دائما.

Your real-life task • يلمع طاشن

Read a two-line greeting with a partner. Try a calm tone and then an excited tone; explain the difference.

Change the situation • قول ادام؟

Rehearsal conflicts with your bus. Ask about the schedule before joining.

Language: Can I + verb...? asks permission or about an option.

Say it clearly: Read one thought at a time. A clear pause can communicate more than speaking loudly.

Check: Who should Ali ask about auditions?

Listen to encounter 13 online →

Using a school laptop

استخدام حاسوب المدرسة

I can: Report a login problem and protect an account.

Ali: I can't sign in to the class website.

Technology aide: Do you see an error message?

Ali: It says my password is incorrect.

Technology aide: Don't tell me your password. Use the school reset process.

Ali: Where can I find that?

Technology aide: On the help page. I can show you.

Ali: How do I submit my assignment after I log in?

Technology aide: Open the assignment, attach your file, and check for confirmation.

Words that help • تادرفم الـ

sign in

يسجل الدخول

password

كلمة مرور

attach

يرفق

submit

يسلم إلكترونيا

Notice the culture • فقوم الـ مهفا

Keep passwords private and use approved school tools. Before using translation or AI assistance on an assignment, ask the teacher what is allowed.

لا تشارك كلمة المرور. واسأل المعلم عن حدود استخدام الترجمة والأدوات الرقمية.

Your real-life task • يل مع طاشن

On a paper mock-up, label sign in, attach, submit, and confirmation. Explain the sequence without using real account details.

Change the situation • ؟ول اذام

Your upload has no confirmation. Ask how to check whether it was received.

Language: Can't + base verb: I can't sign in. It says... introduces a message.

Say it clearly: Make can't clear by stressing the negative: I CAN'T sign in.

Check: Should Ali tell the aide his password?

Listen to encounter 14 online →

Finding a book in the library

البحث عن كتاب في المكتبة

I can: Ask for a suitable book and borrowing information.

Ali: I'm looking for a short book about space.

Librarian: Would you like pictures and a glossary?

Ali: Yes, please. I'm learning English.

Librarian: Let's look at two options together.

Ali: How long can I borrow this one?

Librarian: The due date will show in your library account.

Ali: Can I renew it if I need more time?

Librarian: Let's check the renewal rules for this book.

Words that help • تادرفملا

glossary

due date

renew

borrow

قائمة مصطلحات

موعد الإرجاع

يجدد الاستعارة

يستعير

Notice the culture • فقوملا مهفا

A readable book is a useful learning choice at any age. Ask about multilingual books, audiobooks, and accessible formats without assuming availability.

اختر كتابا يناسب اهتماماتك ومستواك، واسأل عن نسخ مسموعة أو ثنائية اللغة.

Your real-life task • يلمع طاشن

Look at two book descriptions. Choose one and explain why its topic and length fit your needs.

Change the situation • قول ادام

Someone else has reserved the book. Ask about another format or a similar title.

Language: I'm looking for + noun. How long...? asks about duration.

Say it clearly: Stress DUE DATE. In American English, due often sounds like do.

Check: Where can Ali check the due date?

Listen to encounter 15 online →

Choose, create, and ask

راجع وطبق

1 · Put the language to work

Visit a pretend art table, music room, technology desk, and library. Ask permission, describe a problem, and clarify a return date.

2 · Write, then exchange feedback

Write a short request to a librarian: topic, reading needs, and a borrowing question.

3 · Try the new problem

Your library book is due before you finish it. Ask whether renewal or another option is available.

4 · Check understanding

1. Who should keep your password private?

2. What can you ask before joining theater?

3. What does “May I borrow your ruler?” request?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

Choosing lunch in the cafeteria

اختيار الغذاء في الكافيتيريا

I can: Ask about food ingredients, price, and seating.

Ali: What's in the vegetable pasta?

Cafeteria worker: Let's check the ingredient information.

Ali: I don't eat pork. Is there meat in the sauce?

Cafeteria worker: I'll check. We also have a packaged bean salad.

Ali: Thank you. How much is the salad with milk?

Cafeteria worker: Let's check your meal account and today's price.

Maya: Want to sit with us?

Ali: Yes, thanks. Is this seat taken?

Words that help • تادرفملا

ingredients

مكونات

sauce

صلصة

meal account

حساب الوجبات

seat taken

مقعد مشغول

Notice the culture • فقوملا مهفا

Vegetarian food is not automatically halal or suitable for every allergy. Ask for reliable ingredient information. Meal prices and assistance processes vary; ask privately.

اسأل عن المكونات دون حرج. لا تفترض أن كلمة نباتي تحسم كل الاحتياجات الغذائية.

Your real-life task • يلمع طاشن

Use a fictional menu: bean salad \$3, pasta \$4, milk \$1. Ask about ingredients and calculate one total.

Change the situation • قول ادام

You have a food allergy. Ask the worker to involve the staff member responsible for allergy procedures.

Language: Is there + singular noun? Are there + plural noun? Is there meat? Are there nuts?

Say it clearly: Separate can and can't clearly when discussing ingredients. Ask for confirmation if uncertain.

Check: What will the worker do before answering about the sauce?

Listen to encounter 16 online →

Making friends at lunch

تكوين صداقات وقت الغداء

I can: Join a conversation and set a polite boundary.

Jordan: How's your first week going?

Ali: Better now. I still get lost sometimes.

Maya: Same here last year. What do you do after school?

Ali: I draw, and I help at home. What about you?

Jordan: I'm interested in Cass Tech's Engineering Club. Want to ask about it?

Ali: Maybe. What day does it meet?

Maya: Can we add you to our group chat?

Ali: Thanks for asking. I'd rather talk at school for now.

Words that help • تادرفملا

get lost

يضل الطريق

club

ناد

group chat

محادثة جماعية

for now

حاليا

Notice the culture • فقوملا مهفا

Friendship develops at different speeds. Invitations are options. You can be friendly while choosing not to share a phone number or join a chat.

يمكنك قبول الحديث والاعتذار عن مشاركة رقمك أو دخول مجموعة إلكترونية.

Your real-life task • يلمع طاشن

Practice joining a lunch conversation: answer one question, ask one back, and respond to an invitation.

Change the situation • قول ادام

You cannot attend the club. Decline kindly and suggest another time to talk.

Language: I'd rather + base verb expresses preference: I'd rather talk here.

Say it clearly: What about you? often links smoothly. Keep the phrase clear before increasing speed.

Check: Does Ali agree to join the group chat?

Listen to encounter 17 online →

Opening a locker and moving between classes

فتح الخزنة والانتقال بين الحصص

I can: Ask for a demonstration and clarify a rule.

Ali: My locker won't open. Could you help?

Staff member: I can demonstrate with this practice lock.

Ali: Which way do I turn first?

Staff member: Follow the steps on your locker card.

Ali: Thanks. How long is passing time?

Staff member: Five minutes in our regular schedule.

Ali: Do I need a pass to leave class later?

Staff member: Ask your teacher about our hall-pass procedure.

Words that help • تادرفم الـ

locker

combination

passing time

hall pass

خزنة

رمز القفل

وقت الانتقال

تصريح خروج

Notice the culture • فقوم الـ مهفا

Not every school uses lockers or hall passes. Keep your combination private and learn your school's movement procedures.

استخدم قفلا تدريبيا، ولا تعرض رمز خزانة الحقيقى أمام الآخرين.

Your real-life task • يل مع طاشن

Use arrows on a paper lock to explain a fictional turning sequence. Then ask about passing time.

Change the situation • ول ادام

Your locker is far from class. Ask a staff member for help planning your route.

Language: Won't + base verb can describe a problem: My locker won't open.

Say it clearly: Locker and looker have different vowels in many American accents. Listen, then say locker in context.

Check: How much passing time does this fictional school allow?

Listen to encounter 18 online →

Arriving late and reporting an absence

التأخر والإبلاغ عن الغياب

I can: Explain a delay and ask how to catch up.

Ali: Sorry I'm late. My bus was delayed.

Teacher: Thanks for checking in. Please follow our late-arrival procedure.

Ali: What did I miss?

Teacher: We reviewed yesterday's homework. The notes are online.

Ali: I was absent yesterday, too. How can I catch up?

Teacher: Start with the notes, then meet me during support time.

Ali: Should my parent contact the attendance office?

Teacher: Yes. Ask the office how to report the absence.

Words that help • تادرفملا

late

متأخر

absent

غائب

attendance

حضور

catch up

يستدرك ما فاتته

Notice the culture • فقوملا مهفا

Arrival and absence reporting follow local school procedures. A brief explanation is enough in front of class; discuss private details with the appropriate adult.

اسأل عن طريقة الإبلاغ عن الغياب وخطة تعويض الدروس، دون كشف تفاصيل خاصة أمام الصف.

Your real-life task • يل مع طاشن

Role-play a late arrival. Give a short reason, ask what you missed, and agree on a catch-up step.

Change the situation • قول ادام

You missed a test. Ask when and how you may make it up.

Language: Was + description: I was absent. Did + base verb: What did I miss?

Say it clearly: Pronounce the final /t/ in late when you need to make the word especially clear.

Check: What should Ali do first to catch up?

Listen to encounter 19 online →

Understanding homework and deadlines

فهم الواجب ومواعيد التسليم

I can: Clarify an assignment and request an extension.

Ali: Is the paragraph due tonight or tomorrow?

Teacher: Tomorrow by five p.m. Submit it on the class website.

Ali: How many sentences should I write?

Teacher: Six to eight. Use the checklist on the assignment page.

Ali: Can I use a dictionary?

Teacher: Yes. Write your own sentences and follow our assistance rules.

Ali: If I need extra time, who should I ask?

Teacher: Ask me before the deadline so we can discuss it.

Words that help • تادرفم الـ

deadline

موعد نهائي

paragraph

فقرة

checklist

قائمة مراجعة

extension

تمديد مهلة

Notice the culture • فقوم الـ مهفا

Allowed help differs by assignment. Ask about dictionaries, translation, collaboration, and digital tools.

Asking for more time does not automatically mean it is approved.

تأكد من الموعد ونوع المساعدة المسموح بها، واطلب التمديد قبل انتهاء المهلة.

Your real-life task • يل مع طاشن

Write a six-sentence paragraph about a school day. Use your own ideas and check capitals, periods, and sequence words.

Change the situation • ول ادام

Your internet stops working. Draft a brief message explaining the problem and asking about another submission method.

Language: By five means no later than five. At five identifies a time.

Say it clearly: Stress the contrast: toNIGHT or toMORrow? Repeat the deadline to confirm it.

Check: How many sentences does the teacher request?

Listen to encounter 20 online →

Manage your school day

راجع وطبق

1 • Put the language to work

Use a menu, an attendance note, and a homework card. Check ingredients, join a lunch conversation, explain a delay, and confirm a deadline.

2 • Write, then exchange feedback

Write a brief message asking about an assignment you missed. Give a fictional reason and a proposed next step.

3 • Try the new problem

A meal is labeled vegetarian but you have another dietary need. Ask for ingredient information.

4 • Check understanding

1. Bean salad is \$3 and milk is \$1. What is the total?

2. What does “by five p.m.” mean?

3. Must you share your phone number to be friendly?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

Working on a group project

العمل في مشروع جماعي

I can: Agree on roles and respond to disagreement.

Maya: We need a poster about saving water.

Ali: I can draw the images. Who wants to write the captions?

Jordan: I'll write them. Can we use your drawings, Ali?

Ali: Yes. Let's include everyone's name.

Maya: When should we put it together?

Ali: Could we meet during class work time?

Jordan: I think the title should be smaller.

Ali: Let's compare both sizes and see which is easier to read.

Words that help • تادرفم ال

role

دور

caption

تعليق توضيحي

contribute

يساهم

credit

نسبة العمل لصاحبه

Notice the culture • فقوم ال مهفا

Fair group work makes responsibilities visible and credits contributions. Ask before reusing a classmate's work; discuss problems early with the group or teacher.

اتفقوا على الأدوار والوقت، وانسبوا المساهمات لأصحابها.

Your real-life task • يل مع طاشن

Plan a three-person poster: assign drawing, writing, and checking. Give each person a deadline and one way to ask for help.

Change the situation • ول ادام

One person is doing all the work. Use a neutral sentence to renegotiate the roles.

Language: I can + verb offers ability. I'll + verb offers a future action.

Say it clearly: Pause between an offer and a question: I can DRAW. Who wants to WRITE?

Check: How will the group decide on the title size?

Listen to encounter 21 online →

Preparing for a test

الاستعداد للاختبار

I can: Ask about test directions and permitted resources.

Ali: What should we study for Friday's test?

Teacher: Review the vocabulary and the practice problems.

Ali: Will there be multiple-choice questions?

Teacher: Some, and two short explanations.

Ali: Can I use my vocabulary sheet?

Teacher: Not for this test. Ask me about approved language support.

Ali: What if I don't understand a direction during the test?

Teacher: Raise your hand. I can clarify the directions.

Words that help • تادرفملا

review

multiple choice

directions

approved

يراجع

اختيار من متعدد

تعليمات

معتمد

Notice the culture • فقوملا مهفا

Ask about test support before test day when possible. Clarifying directions is different from receiving the answer. Use only permitted materials.

اسأل مسبقا عن المساعدة المعتمدة، وميز بين شرح التعليمات وإعطاء الإجابة.

Your real-life task • يل مع طاشن

Create a three-step study plan: review five words, explain one example, and practice one question without notes.

Change the situation • ؟ول اذام

A friend offers a photo of the real test. Decline and use the practice questions instead.

Language: Will there be...? asks about a future arrangement.

Say it clearly: Practice the difference between sheet and seat; stretch the vowel and keep the final consonant.

Check: Is the vocabulary sheet permitted for this test?

Listen to encounter 22 online →

Talking with the school nurse

التحدث مع ممرضة المدرسة

I can: Describe how you feel and ask for help.

Ali: I don't feel well. May I go to the nurse?

Teacher: I'll follow our procedure to get you there.

Nurse: Tell me how you're feeling.

Ali: I have a headache, and I feel dizzy.

Nurse: When did it start?

Ali: During second period. Could you contact my parent?

Nurse: I'll follow our school's process. Please stay here with me.

Ali: Thank you. Could you explain that again slowly?

Words that help • تادرفملا

headache

dizzy

nurse

contact

صداع

يشعر بالدوار

ممرضة

يتواصل مع

Notice the culture • فقوملا مهفا

Describe symptoms honestly and follow the school's health procedures. Do not share medication with classmates. For an urgent problem, alert the nearest staff member immediately.

اشرح ما تشعر به ومضى بدأ، واطلب من بالغ موثوق المساعدة.

Your real-life task • يلمع طاشن

Use a fictional symptom card. State how you feel, when it started, and whom you want the school to contact.

Change the situation • ؟ول ادام

You cannot remember the English word. Point to the body area and say: It hurts here.

Language: I have + noun: I have a headache. I feel + adjective: I feel dizzy.

Say it clearly: Headache has two parts: HEAD-ache. Pause before saying when the problem started.

Check: When did Ali's symptoms start?

Listen to encounter 23 online →

Meeting your school counselor

مقابلة المرشد المدرسي

I can: Explain a concern and make a practical plan.

Counselor: How are your classes going?

Ali: I understand the math, but the reading takes me longer.

Counselor: Which class feels hardest right now?

Ali: Social studies. There are many new words.

Counselor: Let's talk with your teacher about support.

Ali: Could we also check my graduation plan?

Counselor: Yes. We'll review your records and course requirements.

Ali: What should I bring to our next meeting?

Words that help • تادرفم الـ

requirement

متطلب

records

سجلات

support

دعم

graduation

تخرج

Notice the culture • فقوم الـ مهـفا

A counselor can help you ask about courses, goals, and support. Graduation requirements and how previous coursework is evaluated vary by school and district.

ناقش احتياجاتك وخطة دراستك؛ لا تفترض أن نظام التخرج مطابق لبلدك السابق.

Your real-life task • يلـمع طاشـن

List one strength, one challenge, and one goal. Use them to request a counselor meeting.

Change the situation • ول اـدام

You are unsure which records are needed. Ask for a written checklist and language assistance for your family.

Language: Comparatives: reading takes longer; this class feels harder.

Say it clearly: Counselor has stress at the beginning: COUN-se-lor. Say one concern per sentence.

Check: Which class feels hardest for Ali?

Listen to encounter 24 online →

Joining a club or team

الانضمام إلى ناد أو فريق

I can: Ask about participation before signing up.

Ali: I'm interested in the Engineering Club and robotics.

Club adviser: You're welcome to visit our next meeting.

Ali: Do I need any experience?

Club adviser: No. We'll explain the beginner activities.

Ali: Is there a fee, and when do you meet?

Club adviser: Let's check this term's information sheet.

Ali: I take the bus. Is there a way to get home afterward?

Club adviser: Check the options with your family and the school office first.

Words that help • تادرفملا

adviser

sign up

fee

meeting

مشرف النادي

يسجل

رسوم

اجتماع

Notice the culture • فقوملا مهفا

Cass Tech lists an Engineering Club with robotics activities. Current meeting times, participation, equipment, and transport need confirmation with the adviser. This dialogue is fictional.

اسأل عن التكلفة وشروط الاشتراك ووسيلة العودة قبل التسجيل.

Your real-life task • يل مع طاشن

Create a club information card with purpose, meeting time, cost, and contact person. Ask about one missing detail.

Change the situation • ؟ول اذام

You want to try the soccer team instead. Ask about the team's own participation process.

Language: Interested in + noun or -ing: interested in robotics; interested in joining.

Say it clearly: RO-bot and ro-BOT-ics shift stress. Practice both in a short sentence.

Check: What should Ali check before staying after school?

Listen to encounter 25 online →

Work together and plan ahead

راجع وطبق

1 • Put the language to work

Agree on project roles, ask about test support, describe a fictional symptom, and discuss one school goal with a counselor.

2 • Write, then exchange feedback

Write a group plan with three names, three roles, one deadline, and a check-in time.

3 • Try the new problem

Your club meeting ends after your bus leaves. Ask about transport before deciding to stay.

4 • Check understanding

1. Should you clarify allowed test resources before using them?

2. What two details help describe a symptom?

3. Who can discuss your course and graduation plan?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

Planning a field trip

الاستعداد لرحلة مدرسية

I can: Understand trip details and ask about permission.

Teacher: In our story, we're visiting the Detroit Institute of Arts next Thursday.

Ali: What time do we leave and return?

Teacher: Both times are on this trip information sheet.

Ali: Does my parent need to sign the permission form?

Teacher: Yes. Please return it by Monday.

Ali: Should I bring lunch? Is there a cost?

Teacher: Check the sheet. Tell me privately if you need help with either.

Ali: Could my parent get the information in Arabic?

Words that help • تادرفملا

field trip

رحلة مدرسية

permission form

استمارة موافقة

return

يعود

chaperone

مشرف رحلة

Notice the culture • فقوملا مهفا

The Detroit Institute of Arts has a real school field-trip program. This particular visit, date, permission form, meal plan, and transport plan are invented for language practice.

تحقق من الموافقة والطعام والتكلفة ووقت العودة، واطلب شرحاً للأسرة عند الحاجة.

Your real-life task • يلمع طاشن

Complete a fictional trip checklist: museum Thursday, permission Monday, departure 9:00, return 2:00. Ask about lunch and cost because they are not listed.

Change the situation • ؟ول ادام

Your family has a question before signing. Ask whom they should contact.

Language: Should I bring...? asks for guidance. Need to + verb expresses a requirement.

Say it clearly: Keep the /d/ in field and /p/ in trip clear: FIELD TRIP.

Check: When must the permission form be returned?

Listen to encounter 26 online →

Staying with your group on a trip

البقاء مع المجموعة أثناء الرحلة

I can: Clarify a meeting point and ask staff for help.

Chaperone: Stay with your group. We'll meet at the main desk at one thirty.

Ali: The main desk by the entrance, right?

Chaperone: Yes. Tell me before you leave the group for any reason.

Ali: I can't see Maya. What should I do?

Chaperone: Stay here with me. I'll follow our group procedure.

Ali: If I get separated, should I ask museum staff for help?

Chaperone: Yes. Tell them your school group and ask them to contact us.

Ali: Could you repeat the meeting time?

Words that help • تادرفملا

meeting point

نقطة تجمع

entrance

مدخل

separated

منفصل عن المجموعة

staff

موظفون

Notice the culture • فقوملا مهفا

This is a fictional museum conversation. Follow the actual group and museum instructions. If separated, ask identified staff to contact your group; the meeting point here is a practice example.

احفظ نقطة التجمع، واتبع خطة المشرف. اطلب مساعدة موظف المكان إذا انفصلت عن المجموعة.

Your real-life task • يل مع طاشن

Use a paper museum map. Circle the meeting point, repeat the time, and role-play asking an identified staff member to contact your group.

Change the situation • ؟ول اذام

There are two entrances. Ask which desk is the meeting point.

Language: If + present, can/should + base verb: If I get separated, who should I ask?

Say it clearly: Compare one thirty and one thirteen. Confirm the time in a complete sentence.

Check: Where will the group meet?

Listen to encounter 27 online →

Speaking up about unkind behavior

التحدث عن سلوك مؤذ

I can: Set a boundary and report a concern.

Student: Why do you talk like that?

Ali: Please don't make fun of my accent.

Maya: Let's go talk with a teacher.

Teacher: Tell me what happened.

Ali: A student copied my accent and called me names near my locker.

Teacher: Thank you for telling me. Are you safe right now?

Ali: Yes. I'd like help so it doesn't happen again.

Teacher: We'll follow our school's reporting process and plan the next step.

Words that help • تادرفملا

make fun of

report

boundary

safe

يسخر من

يبلغ

حد شخصي

آمن

Notice the culture • فقوملا مهفا

A student should not have to manage harassment alone. If speaking directly feels unsafe, move toward staff and ask for help. Report what happened, where, and when; keep seeking help if it continues.

ليس عليك مواجهة الإساءة وحدك. اطلب مساعدة بالغ موثوق واذكر ما حدث بوضوح.

Your real-life task • يل مع طاشن

Role-play reporting a fictional incident without repeating slurs: explain the behavior, location, time, and help needed.

Change the situation • ؟ول اذام

The first adult is unavailable. Identify another trusted staff member you could approach.

Language: Please don't + base verb sets a boundary: Please don't copy my accent.

Say it clearly: Use a calm, firm falling tone: Please DON'T do that. Clarity matters more than loudness.

Check: What details does Ali give the teacher?

Listen to encounter 28 online →

Sharing a family concern with a teacher

مناقشة الأسرة مع المعلم

I can: Take part in a family-school conversation.

Teacher: Thank you for coming. An interpreter will help us today.

Parent: We'd like to understand Ali's progress.

Teacher: Ali contributes thoughtful ideas. He needs more reading practice.

Ali: Could we choose a short reading goal for this week?

Teacher: Yes. Read for ten minutes and write two new words each day.

Parent: How will we know which book to use?

Teacher: I'll send the title and instructions through our school's usual channel.

Ali: When can we check how the plan is going?

Words that help • تادرفملا

progress

تقدم

goal

هدف

conference

لقاء مع الأسرة

instructions

تعليمات

Notice the culture • فقوملا مهفلا

Family-school conversations work best with clear goals and accessible communication. Request a qualified interpreter rather than relying on a student for sensitive adult communication.

اطلبوا مترجما مناسباً للمحادثات المهمة، واتفقوا على هدف واضح وطريقة متابعة.

Your real-life task • يل مع طاشن

In groups of three, play teacher, student, and family member. Agree on one realistic goal and a follow-up date.

Change the situation • ؟ول ادام

The family cannot use the school app. Ask about another approved communication method.

Language: How will we...? asks about a future process. Let's + verb proposes shared action.

Say it clearly: Pause after the goal: TEN MINUTES / TWO NEW WORDS / EACH DAY.

Check: What is Ali's reading goal?

Listen to encounter 29 online →

Ending the day and planning tomorrow

نهاية اليوم والاستعداد للغد

I can: Summarize your day and confirm your next steps.

Maya: Are you taking the bus home today?

Ali: Yes. First I need to pack my science notebook.

Maya: Did you check tomorrow's schedule?

Ali: Yes. We have an assembly, so the times are different.

Maya: What was the best part of today?

Ali: I explained a math problem in English.

Maya: Nice! What's your goal for tomorrow?

Ali: Ask one question in social studies and introduce myself at robotics.

Words that help • تادرفم ال

pack

يحزم

assembly

تجمع مدرسي

tomorrow

غدا

reflect

يتأمل ما تعلمه

Notice the culture • فقوم ال مهفا

A useful routine includes checking homework, schedule changes, needed materials, and transport.

Recognize small successes; learning a language takes repeated practice.

راجع واجباتك وجدول الغد وأدواتك ووسيلة العودة، واحتفل بخطوة صغيرة نجحت فيها.

Your real-life task • يل مع طاشن

Give a one-minute account of your day: two things you did, one challenge, and one goal for tomorrow.

Change the situation • ول ادام

Your after-school plan changes. Confirm the new arrangement with the appropriate adult before leaving.

Language: Past: I explained. Future: I'll ask. Sequence: first, next, finally.

Say it clearly: Keep the final /d/ in explained light but audible. Pause before your next idea.

Check: What success does Ali describe?

Listen to encounter 30 online →

Take part with confidence

راجع وطبق

1 • Put the language to work

Plan a museum outing, confirm a meeting point, report an unkind incident, discuss a family learning goal, and summarize your day.

2 • Write, then exchange feedback

Write a six-sentence reflection: two successes, one challenge, one help request, and two next steps.

3 • Try the new problem

The trip information is unclear to your family. Request interpretation or translated information before they sign.

4 • Check understanding

1. Who signs a parent permission form?

2. What should you do if separated from the trip group?

3. What is one useful detail in a behavior report?

Reflect

I can do this alone / with a little help / with a model. One phrase I want to use tomorrow is...

A day you can read

يوم دراسي نموذجي

Practice timetable inside Cass Tech's published 8:00 a.m.-3:20 p.m. school day. The periods, subjects, rooms, transport, and support arrangements below are invented; this is not the school's bell schedule.

7:35 · Bus pickup · Route 12 · Oak Street

8:00-8:50 · English · 214

8:55-9:45 · Mathematics · 116

9:50-10:10 · Advisory · 108

10:15-11:05 · Science · Lab 2

11:10-11:40 · Lunch · Cafeteria

11:45-12:35 · Social studies · 220

12:40-1:30 · Art / PE rotation · Art 3 / Gym

1:35-2:25 · Language-support practice · 112

2:30-3:20 · Project workshop · Practice classroom

3:30 · School bus departure · Assigned bus area

Read the schedule

1. Where is English?
2. Which class follows lunch?
3. How many minutes are between the end of project workshop and bus departure?
4. Ask one question about the art / PE rotation.

Model answers: 1. Room 214. 2. Social studies. 3. Ten minutes. 4. Which subject do we have today?

My end-of-day check

Homework and deadlines · Tomorrow's schedule · Materials to bring · Permission forms ·
Approved transport plan · One success today

Words for your school day

grade

freshman / ninth grader

sophomore / tenth grader

junior / eleventh grader

senior / twelfth grader

principal

assignment

credit

elective

rubric

make-up work

after-school activity

dismissal

early release

assembly

field trip

مصطلحات الحياة المدرسية

صف دراسي أو درجة تقييم

طالب في الصف التاسع

طالب في الصف العاشر

طالب في الصف الحادي عشر

طالب في الصف الثاني عشر

مدير المدرسة

تكليف دراسي

وحدة دراسية محتسبة

مادة اختيارية

معايير تقييم

عمل لتعويض ما فات

نشاط بعد اليوم الدراسي

انصراف الطلاب

انصراف مبكر

تجمع مدرسي

رحلة تعليمية خارج المدرسة

Usage note: These grade-level labels are common in many U.S. high schools. Structures and terms can differ. Ask which grade and course placement apply to you.

Useful repair phrases

Could you say that again? · What does that word mean? · Could you show me? · Let me check that I understood. · Could you write it down? · I need a moment to think.

Messages, forms, and practice

رسائل ونماذج للتدريب

Ask a teacher for clarification

Subject: Question about the paragraph assignment

Hello Ms. Rivera,

Could you confirm whether the paragraph is due tomorrow at 5 p.m.? Should we write six to eight sentences? Thank you for your help.

Ali Algohary

Request a meeting

Hello, I would like to meet about my class schedule. I am available during advisory if that works. Could you tell me what to bring? My family may need an Arabic interpreter. Thank you.

Fictional field-trip information card

Destination: Detroit Institute of Arts (imagined class visit) · Date: Thursday, October 22

Departure: 9:00 a.m. · Return: 2:00 p.m.

Permission due: Monday, October 19

Lunch: bring a packed lunch or ask the teacher about arrangements.

Cost: \$0 in this practice example.

Meeting point: main desk by the entrance.

Ask about: accessibility, food needs, supervision, and return transport.

A one-minute speaking portfolio

Record privately, if you choose: an introduction; a request for help; an explanation of a class task; a school-day reflection. Ask before recording another person. You can demonstrate the same skills live without recording.

Four habits for clearer American English

1. Stress the important words, especially numbers and negatives.
2. Speak in short thought groups with natural pauses.
3. Listen, repeat, then change one detail.
4. Check understanding; a recognizable accent is compatible with clear speech.

Encounter checks 1-15

إجابات التحقق من الفهم

These are model answers. Accept other answers that communicate the same meaning.

01. His school counselor.
02. No. He needs to check the calendar.
03. The transportation office.
04. The library.
05. Drawing.
06. Find what is the same and what is different.
07. The character says she cannot leave her sister alone.
08. Three. Two times three plus four equals ten.
09. Stop and ask the teacher to demonstrate.
10. One photo may not tell the whole story.
11. Stop the activity and speak privately with the teacher.
12. So it is easier to read.
13. The theater teacher.
14. No. He should use the school reset process.
15. In his library account.

Encounter checks 16–30

إجابات التحقق من الفهم

These are model answers. Accept other answers that communicate the same meaning.

16. Check the ingredient information.
17. No. He prefers talking at school for now.
18. Five minutes on its regular schedule.
19. Read the notes.
20. Six to eight.
21. Compare the two sizes for readability.
22. No. Ali should ask about approved language support.
23. During second period.
24. Social studies.
25. Transportation home with his family and the school office.
26. By Monday.
27. At the main desk by the entrance, at 1:30.
28. The behavior and location: accent mocking and name-calling near his locker.
29. Read ten minutes and record two new words each day.
30. Explaining a math problem in English.

Review checks

إجابات المراجعة

Review 1 • Your first morning

1. Eight o'clock.
2. Use his assigned route and check changes with transportation staff.
3. What does ... mean?

Review 2 • Speak and think in class

1. Three.
2. Wait for the teacher's instructions and ask about unclear steps.
3. An opinion.

Review 3 • Choose, create, and ask

1. You; do not share it with classmates or support staff.
2. Ask about auditions, practice times, costs, or access.
3. Permission to use the ruler temporarily.

Review 4 • Manage your school day

1. Four dollars in this fictional menu.
2. No later than five p.m.
3. No. You can set a polite boundary.

Review 5 • Work together and plan ahead

1. Yes; use only permitted materials.
2. How you feel and when it started.
3. The school counselor, with the relevant school staff.

Review 6 • Take part with confidence

1. The appropriate parent or guardian, following the school's process.
2. Follow the supervision plan and ask identified venue staff to contact your group.
3. What happened, where it happened, or when it happened.

Support participation, then independence

دليل المعلم والأسرة

A 40-minute lesson

5 minutes: show the situation and introduce four useful words.

5 minutes: listen for who, where, and the main need.

8 minutes: read and notice one language pattern.

10 minutes: rehearse, switch roles, then close the transcript.

8 minutes: change the situation and complete the task.

4 minutes: answer the check and choose a next step.

Make the task fit the learner

More support: preview in Arabic; use pictures, sentence starters, or a partner model; allow planning time. More challenge: add a follow-up question, a changed time, or an unexpected problem. Do not confuse limited English with limited subject knowledge.

Listening routine

First listen: hide the transcript and identify the situation.

Second listen: read and note one useful phrase.

Third listen: pause after each turn and repeat.

Fourth listen: play at normal speed and role-play from memory.

Use a slower setting when helpful; do not make speed the goal.

Culture without stereotypes

Invite comparisons without asking one learner to speak for a nation or religion. Ask: What might vary? What should Ali check? What would help your family? Let learners choose how much personal information to share.

Assessment evidence

Use the six reviews as performance checkpoints. Collect a school-day paragraph, a group-project plan, a fictional help request, and a final school-day role-play. Give feedback on meaning, strategies, and participation before small grammar errors.

My first independent school day

مشروع الختامي

In pairs or a small group, complete a five-scene role-play. Use a fictional schedule, menu, assignment card, and museum-trip sheet. Change at least one detail from the printed dialogues.

1. Introduce yourself and find your first class.
2. Ask for clarification in a subject lesson and explain one idea.
3. Ask about lunch ingredients and join a conversation.
4. Clarify a deadline, club arrangement, or field-trip form.
5. Explain a problem to a trusted adult and agree on a next step.

Simple scoring guide · 0-3 in each area

Task completion: Communicates the main need and reaches a useful next step.

Interaction: Responds, asks a follow-up question, and takes turns.

Clarity: Uses understandable words, thought groups, numbers, and negatives.

Repair and awareness: Asks for clarification and checks relevant school procedures respectfully.

3 = independently and consistently · 2 = with occasional prompts · 1 = with frequent modeling · 0 = not yet demonstrated. Total: 12. Use the profile to plan practice; this is a classroom rubric, not a standardized proficiency score.

My next step

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You belong before you are fluent.

مكانك بيننا لا ينتظر إتقانك للإنجليزية

Ali is not just learning classroom words. He is figuring out where to sit, how to join in, when to speak up, and how to be himself. Feeling confident one day and quiet the next is part of his story.

The hallway lens

Belonging

Look for one shared interest, not instant popularity. A familiar face and a second conversation can be a beginning.

Independence

Ask questions, track your own deadlines, and take a fair share of the work. Asking for help can be an independent decision.

Identity

Keep your language, food, faith, interests, and family connections. You can explore something new without changing everything about yourself.

Voice

A useful question, a sketch, a quiet suggestion, and a spoken answer are all ways to contribute.

Respect

Friends can disagree. A friendly no, permission before posting, and credit for someone else's work help build trust.

ابدأ بخطوة صغيرة: تحية، سؤال، مشاركة فكرة، أو دعوة زميل للجلوس. لا تحتاج إلى تقليد الآخرين حتى تنتمي.

Try the eleven bonus scenes on the next pages. Listen online, choose a response, and explain your reasoning. These scenes are more open-ended than the core encounters.

The empty seat

المقعد الخالي

Ali carries his lunch past a busy table. He wants company, but he cannot tell whether the empty chair is taken.

Ali: Hey, is anyone sitting here?

Maya: No. Go ahead. How was your art class?

Ali: Good. We're designing a school mural.

Jordan: That sounds cool. Can we see your sketch?

Ali: Sure. It's not finished yet.

Maya: I like the different languages around the edge.

Ali: Thanks. I wanted it to feel like all of us.

Jordan: You should show it to the art club.

Read the room

An open seat is a chance to ask, not a promise of friendship. Shared interests make a conversation easier. If a seat is saved, ask another table or a trusted adult for help finding a welcoming space.

اسأل ببساطة، ثم ابحث عن اهتمام مشترك. الرفض لمقعد واحد لا يعني رفضك أنت.

What would you say?

A student says, "Sorry, this seat is saved." What is a useful next move?

- A. "No problem. I'll check over there."
- B. "Nobody wants me here."
- C. Sit down without asking again.

Talk it through

A is the strongest response here. A short answer about a chair is not enough evidence to judge a whole friendship. Repeated exclusion is a different situation and deserves support.

Make it yours

Invite a partner into a conversation using a shared interest. Ask two follow-up questions without turning it into an interview.

Useful expression: "Go ahead" here means "Yes, you may." "That sounds cool" means it sounds interesting; it is casual peer language.

Listen and try the interactive scene online →

Spirit week, your way

أسبوع الروح المدرسية بطريقتك

Cass Tech announces school-color day and a pep rally. Ali likes the energy but does not know the traditions.

Jordan: Are you wearing our school colors on Friday?

Ali: Maybe. What's a pep rally?

Jordan: A school gathering to cheer for our teams and clubs.

Ali: Do I have to buy a special shirt?

Maya: Let's ask. I'm wearing something green and white.

Ali: Could I bring my mural design for the club display?

Jordan: Ask the art adviser. That would be a great way to join in.

Ali: I'd like that. I'm more into drawing than cheering.

Read the room

School spirit can mean art, music, volunteering, robotics, sports, or encouraging someone. Ask about participation, cost, noise, clothing expectations, and alternatives. Traditions vary; nobody has to enjoy them in the same way.

المشاركة ليست شكلا واحدا. اسأل عن النشاط، واختر طريقة تناسب اهتماماتك وظروفك.

What would you say?

You want to join school-color day but cannot buy a shirt. What could you ask?

A. "Can I wear something I already have in the school colors?"

B. "I must buy the same shirt as everyone else."

C. "Only athletes belong at school events."

Talk it through

A asks before assuming. You might also ask the adviser about a club display, a quiet option, or another activity.

Make it yours

Design a school-spirit poster with three ways to join in that do not require buying anything. Explain how a new student could participate.

Useful expression: "I'm into drawing" means "I'm interested in drawing." Use it with peers; "I'm interested in..." fits a more formal conversation.

Listen and try the interactive scene online →

The group-chat screenshot

لقطة شاشة من محادثة المجموعة

Ali has decided to join a class group chat. A funny photo from art class appears. He is tempted to repost it.

Ali: This photo is hilarious. Can I post it?

Maya: Please ask Jordan first. He's in the picture.

Ali: Jordan, are you okay with me sharing it?

Jordan: Actually, I'd rather you didn't.

Ali: No problem. I won't post it.

Maya: We could share the mural instead, without people in it.

Jordan: That works. Ask the teacher about the class display, too.

Ali: Good idea. I'll check before I share.

Read the room

Being in a group chat is not permission to repost its messages or pictures. A joke can land differently outside the group. Friendship includes accepting a no without demanding a reason.

وجود الصورة في مجموعة لا يعني السماح بنشرها. احترم الرفض دون إخراج صاحب الصورة.

What would you say?

Jordan has said no. Which reply respects his choice?

- A. "But it's funny, so I'll post it anyway."
- B. "Okay. I won't share it."
- C. "I'll send it privately to just one person."

Talk it through

B respects the boundary. If an image is used to target someone, stop spreading it and ask a trusted adult how to report it. Keep your own passwords private.

Make it yours

Write a four-line group-chat agreement: ask before posting, keep private information private, disagree respectfully, and identify how to ask for help.

Useful expression: "Are you okay with...?" asks permission. A real question allows a real no.

Listen and try the interactive scene online →

“Just send me your answers”

«ابعت لي الإجابات وخلص»

A classmate messages Ali before an individual assignment is due. Ali wants to be helpful and worries about sounding unfriendly.

Jordan: Can you send me your answers? I'm running out of time.

Ali: I can explain how I solved the first problem.

Jordan: Couldn't I just copy yours this once?

Ali: I'm not comfortable with that. We need our own work.

Jordan: Okay. Can you explain the first step?

Ali: Sure. First, check what the question is asking.

Maya: We should also check what help the teacher allows.

Ali: Right. Let's ask before we use any online tools.

Read the room

A friendly boundary can protect both the work and the friendship. Collaboration rules can differ by assignment. Ask what help, translation, AI, notes, and shared resources are permitted; give credit when required.

يمكنك مساعدة زميلك على الفهم دون إعطائه عملك لينسخه. اسأل المعلم عن حدود المساعدة المسموح بها.

What would you say?

A friend pressures you to share an individual answer sheet. Which response helps without agreeing to copying?

- A. “Fine, but don't tell anyone.”
- B. “You're a terrible student.”
- C. “I can explain a step, if that kind of help is allowed.”

Talk it through

C separates helping someone understand from giving them work to submit as their own. If you are unsure, ask the teacher before sharing.

Make it yours

Role-play a respectful refusal, one permitted alternative, and a question to the teacher about collaboration.

Useful expression: “I'm not comfortable with that” is a calm boundary. “I'm running out of time” means there is little time left.

Listen and try the interactive scene online →

The presentation butterflies

رهبة العرض أمام الفصل

Ali has drawn the group's mural plan. Now he wants to explain it aloud, but his stomach feels jumpy.

Ali: I know my part, but I'm nervous about speaking.

Maya: Want to practice the first two sentences with me?

Ali: Yes. I keep thinking everyone will notice my accent.

Maya: Let's focus on your idea. Your sketch helps explain it.

Ali: Our mural shows the languages in our school.

Jordan: Nice. Pause there, then point to the border.

Ali: If I forget a word, can I look at my note card?

Maya: Let's check the presentation rules with the teacher.

Read the room

Confidence can grow through preparation, a supportive partner, and a manageable first step. A noticeable accent can still be clear. Focus on meaning, pause, and ask about the supports allowed for this task.

وجود لكنة لا يمنع وضوح الفكرة. تدرب على البداية، وخذ وقفة، واستخدم ما يسمح به المعلم من دعم.

What would you say?

Ali forgets a word during his talk. What could he say?

- A. "Let me say that another way."
- B. "My English is bad. I should stop."
- C. Say nothing and hope the class guesses.

Talk it through

A is a useful repair. He can also say, "The word I mean is..." or point to the relevant part of his drawing. The goal is communication.

Make it yours

Give a 30-second explanation of a drawing. Include an opening, two details, and a closing. Your partner responds to the idea before commenting on language.

Useful expression: "Butterflies in my stomach" is an idiom for nervous feelings. It does not mean actual butterflies.

Listen and try the interactive scene online →

An invitation and a real-life limit

دعوة وحدود الحياة اليومية

Friends invite Ali to an after-school game. He is interested, but he helps at home and his usual bus leaves early.

Maya: We're going to the game after school. Want to come?

Ali: I'd like to, but I need to check with my family.

Jordan: Can't you just stay this once?

Ali: I help at home, and I need a ride back.

Maya: Thanks for telling us. Maybe another time?

Ali: How about working on the mural during lunch tomorrow?

Jordan: That works for me. Meet by the art room?

Ali: Sounds good. I'll check when the room is open.

Read the room

Students have different family responsibilities, budgets, interests, and transport. An invitation is not a test of loyalty. You can decline, explain as much as you choose, and suggest another way to connect.

الاعتذار عن دعوة لا يعني رفض الصداقة. قدم بديلا يناسبك، دون أن تكشف تفاصيل لا تريد مشاركتها.

What would you say?

You cannot stay after school. Which answer keeps both your boundary and the connection?

- A. "I'll stay without checking how to get home."
- B. "I can't today. Want to sit together at lunch tomorrow?"
- C. "You should know why without asking me."

Talk it through

B offers a real next step. Respect also means accepting a friend's no without repeated pressure. If the activity matters to you, ask family and staff about workable arrangements.

Make it yours

Plan an inclusive club meeting: one no-cost activity, a clear end time, a transport question, and a way for someone absent to contribute.

Useful expression: "That works for me" means the plan is suitable. "Maybe another time?" leaves the possibility open; it is not a confirmed plan.

Listen and try the interactive scene online →

Hamza finds his team

حمزة يجد فريقه

Hamza loves soccer, but he is new to the school. Ali walks with him to ask about the team rather than guessing how tryouts work.

Hamza: Hey, Ali. Do you know how to join the soccer team?

Ali: Not yet. Let's ask the coach together.

Hamza: Coach, I'm interested in trying out. What do I need to do?

Coach: Let's check the information sheet and participation requirements.

Hamza: I take the bus. Who can help me plan a ride home?

Coach: Check with your family and the school office before staying late.

Ali: Want to practice passing during lunch if the field is open?

Hamza: Absolutely. You can show me your drawing afterward.

Read the room

Joining a team starts with questions about its own process, equipment, costs, and transport. A shared interest can open a friendship without requiring you to be the best player.

اسأل عن خطوات الانضمام والعودة إلى المنزل. الاهتمام المشترك بداية لل صداقة، وليس اختبارا لشهرتك أو مهارتك.

What would you say?

Tryouts end after your usual bus leaves. What should Hamza do first?

- A. Assume a teammate will drive him home.
- B. Ask about transport and confirm the plan with his family.
- C. Say he cannot join anything at school.

Talk it through

B is the useful first step. The coach can explain participation, while family and staff can help clarify a workable transport plan.

Make it yours

Be Hamza and invite a newcomer to try an activity. Ask about experience, timing, and one practical need without making assumptions.

Useful expression: "Try out" means take part in a selection activity. "Absolutely" is an enthusiastic yes.

Listen and try the interactive scene online →

Sarah gets a turn

سارة تشارك بفكرتها

At Cass Tech, Sarah imagines a water-saving model for an Engineering Club project. Faster speakers keep moving on before she can explain it.

Sarah: Can I jump in for a second? I have an idea for our model.

Jordan: Sure. What are you thinking?

Sarah: We could test how much water each design uses.

Ali: I can draw the results. Could you show us your plan?

Sarah: Yes. I made a sketch, but I need a moment to explain it.

Jordan: Take your time. Let's hear the whole idea first.

Sarah: Thanks. Then we can decide how to divide the work.

Ali: Let's make sure everyone gets a turn.

Read the room

The fastest speaker does not always have the strongest idea. Ask for a turn, give others thinking time, and respond to the contribution. Confidence can be quiet and prepared.

سرعة الكلام ليست مقياسا لجودة الفكرة. اطلب دورك، وامنح الآخرين وقتا للتفكير، وأنصت إلى مضمون ما يقولون.

What would you say?

Sarah starts explaining, but someone interrupts. What can a teammate say?

- A. "Let's let Sarah finish, then we'll hear your idea."
- B. "We should only listen to people who speak quickly."
- C. Finish every sentence for Sarah.

Talk it through

A supports fair participation. A sketch, a short pause, or a practice round can help a speaker explain without someone taking over.

Make it yours

Plan a three-person science-fair pitch. Each person explains one part; listeners wait, then ask a question about the idea.

Useful expression: "Can I jump in?" means "May I join this conversation?" It is casual language for peers.

Listen and try the interactive scene online →

Yaseen behind the microphone

ياسين خلف الميكروفون

At Cass Tech, Yaseen imagines a welcome podcast as a media project. He invites Ali to share one thing he wishes he had known on his first day.

Yaseen: Hi, I'm Yaseen. Would you like to be on our welcome podcast?

Ali: Maybe. What would we talk about?

Yaseen: One tip for a new student. We can practice before recording.

Ali: Can I hear the recording before you share it?

Yaseen: Yes. We'll also follow the school's recording and permission rules.

Ali: My tip is to ask someone how to pronounce their name.

Yaseen: Great. Please teach me how you say Algohary.

Ali: Thanks for asking. Let's practice it together.

Read the room

An invitation to speak should include a clear purpose and a real choice. Ask about recording, editing, permission, and sharing. Saying a name carefully communicates respect.

قبل التسجيل، وضّح الهدف وطريقة النشر واطلب الإذن. تعلم نطق الاسم رسالة احترام، وليس تفصيلاً صغيراً.

What would you say?

A classmate wants to help with the podcast but does not want their voice recorded. What can Yaseen offer?

- A. Record them without telling them.
- B. Tell them only confident speakers can contribute.
- C. Invite them to write a tip or help plan, if they want.

Talk it through

C makes participation flexible. A student can write questions, design artwork, check a script, or choose not to participate.

Make it yours

Create a 30-second welcome segment with a partner. Ask permission before recording; practicing live is also a complete option.

Useful expression: "Behind the microphone" describes a recording role. "Would you like to...?" is an invitation, not an obligation.

Listen and try the interactive scene online →

Ahmad after the final whistle

أحمد بعد صافرة النهاية

Ahmad's team loses a lunchtime game. One player blames a teammate. Ahmad wants everyone to be able to play again tomorrow.

Student: We lost because you missed that pass.

Ahmad: We all made mistakes. Let's talk about the next play.

Hamza: I rushed the pass. What could I try next time?

Ahmad: Look up first. I'll move into space so you have an option.

Ali: Can I join tomorrow? I'm still learning the rules.

Ahmad: Of course. We can explain them before we start.

Hamza: Let's make the teams fair, too.

Ahmad: Good plan. A close game is more fun for everyone.

Read the room

Competition can include strong feelings without personal blame. Specific feedback gives someone a next step. A welcoming game makes room for different skill levels.

يمكن أن تنافس بحماس دون لوم أو إهانة. قدم ملاحظة محددة تساعد على التحسن، وافصح مكانا لمن يتعلم.

What would you say?

A beginner makes a mistake. What feedback could Ahmad give?

A. "You always ruin everything."

B. "Next time, look up before you pass. Let's practice once."

C. "You can never play with us again."

Talk it through

B turns frustration into a useful next step. If a game becomes unsafe or repeatedly hostile, ask the supervising adult for support.

Make it yours

Give a partner one specific tip about a harmless game or classroom task. Invite them to try again and notice one improvement.

Useful expression: "Look up" here means raise your eyes to see the field. "Good game" can show respect even after a loss.

Listen and try the interactive scene online →

Mohamed brings a story to the table

محمد يشارك حكاية على المائدة

Inspired by Cass Tech's Tasty Society, the friends imagine a recipe-story display. Mohamed wants to contribute without speaking for an entire culture.

Mohamed: I could bring a recipe card for a dish my family enjoys.

Sarah: That sounds great. What story would you like to share?

Mohamed: We sometimes make it together on weekends. Every family does it differently.

Ali: I can draw the ingredients for the display.

Mohamed: Thanks. Can we include ingredient labels and ask about school food rules?

Sarah: Yes. We can use recipe cards even if we don't serve food.

Yaseen: Could I interview you for the podcast?

Mohamed: Maybe later. I'd like to start with the written story.

Read the room

A personal story is one perspective, not a description of every family or country. Participation can be written, spoken, artistic, or practical. Check school food arrangements before bringing anything to share.

حكايتك تمثل تجربتك، لا جميع الأسر أو البلدان. اختر شكل المشاركة الذي يناسبك، واسأل عن قواعد الطعام قبل إحضاره.

What would you say?

Someone asks Mohamed, "Do all families from your culture eat this?" What could he say?

A. "This is one example from my family. Other families may do things differently."

B. "Yes, everyone is exactly the same."

C. "You should already know everything about my family."

Talk it through

A shares a story without turning Mohamed into a spokesperson for everyone. He can also choose which parts of the story to keep private.

Make it yours

Make a recipe-story card using a real or imaginary family: title, three ingredients, one memory, and one question for the school organizer.

Useful expression: "Every family does it differently" makes room for variation. "I'd like to start with..." sets a comfortable first step.

Listen and try the interactive scene online →

Small wins count.

خطوات صغيرة تصنع فرقا

Use fictional details if you prefer. Keep your notes private, or share only what you choose.

Monday • One brave sentence

Write a greeting, question, or idea you tried even though you felt nervous.

Tuesday • Someone I noticed

Who helped someone feel included? Describe the action, not a private story.

Wednesday • My voice

What could you contribute through art, sport, science, language, or another interest?

Thursday • A boundary I can say

Write a respectful no and one alternative you would feel comfortable offering.

Friday • More than my English

Name one strength you brought to school and one next step for next week.

Find your words. Find your way.

A school day is full of small conversations that make a big difference.

Join teenage Ali Algohary as he rides the bus, finds his classes, asks questions, shares lunch, makes friends, and takes part in school life. Thirty short encounters turn everyday challenges into practical English practice.

لغة للحياة المدرسية، وثقة في المشاركة، واحترام للاختلاف.

Inside: 30 everyday encounters + 11 teen-life scenes · Arabic support · 41 American English MP3s online · Role-plays · Six reviews · Reflection journal · Answer keys · Teacher and family guidance

About Dr. Wagih Elgohary

Dr. Wagih Elgohary holds a Ph.D. in Organization & Management and an Ed.D. in Instructional Leadership. His work connects language learning, art, cultural understanding, and education through World Cultures & Education.



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