ALIF BAA

INTRODUCTION TO ARABIC LETTERS AND SOUNDS

ألف باع

مدخل الى حروف العربية وأصواتها

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PREFACE

TO THE STUDENT

Ahlan wa Sahlan! Welcome to Arabic! This textbook, Alif Baa, represents the first in a series of textbooks aimed at teaching Arabic to English-speaking students, followed by Al-Kitaab fii Ta^callum al-^cArabiyya I & II.

The present book aims to help you learn to produce Arabic sounds and write its letters, and to introduce to you a number of greetings, common phrases, and basic vocabulary, as well as aspects of Arab culture. The book is accompanied by a set of audio tapes for you to use outside of class and a video tape that you will watch in class with your teacher.

The book consists of an introduction, ten units, an appendix and an English-Arabic Glossary. The introduction provides a brief overview of some special characteristics of Arabic, and the ten units present the alphabet in groups following the modern Arabic order, with the exception that all of the long vowels are presented in the first unit. In describing the sounds, we have avoided technical descriptions, opting instead for a more practical approach involving tips and exercises that focus on the points of articulation of the sounds. Following the description of each sound, we have provided a brief explanation of the writing of the corresponding letter. Each unit contains a number of recorded listening exercises and drills on reading, writing, connecting letters, and dictation. We have used only meaningful words in these exercises, because word structure in Arabic is based on consonant-vowel patterns, and listening to a large number of words, even if you do not know their meaning, will help you begin internalizing these patterns and facilitate learning vocabulary. We have also included in this book examples of authentic or "real-life" Arabic from newspapers, books, and magazines. Finally, we have included short cultural notes explaining aspects of the situations that you will see on the accompanying video tape. The appendix provides the texts of all the dialogues on the video tape, and the glossary includes all the vocabulary items introduced in the book.

We believe that it is crucial for you to learn to recognize and produce Arabic sounds accurately from the outset, for several reasons. First, you must learn to pronounce Arabic correctly in order to communicate effectively with Arabic speakers. Arabic has its own unique beauty, and the extent to which you learn the sounds correctly reflects, among other things, the degree of respect you have for the language and its speakers. Second, Arabic sounds are not very difficult. Many non-native speakers have learned to pronounce Arabic sounds accurately, and there is no reason why you should not expect to do so as well. Third, it is important to learn the sounds correctly now when you have the time and energy to concentrate on them; later you will be concentrating on other aspects of the language, such as vocabulary and grammar. Fourth, the structure of the Arabic language is such that being able to

recognize sounds when you hear them will greatly enhance your ability to learn, understand, and remember vocabulary. Fifth, Arabic is largely phonetic, which means that if you learn the sounds correctly now, you will not suffer from spelling headaches. Finally, we do not agree with the commonly held assumption that Arabic is too difficult for non-native speakers to learn: all languages require a certain amount of exposure, time, and effort, and the ability to learn a foreign language is directly related to both the desire to do so and the belief that you can.

Tips for Using This Book:

- 1. Prepare for active participation in class. Listen to the tapes and prepare the lesson assigned beforehand, so that you will be ready to read and write. Class time should be spent practicing, not listening to lectures.
- 2. Once is not enough. Whether you are pronouncing new sounds, writing new letters, or studying vocabulary, you should repeat the activity as many times as you can. Repeat until you can produce a sound or write a letter easily. Remember that you are training your brain and your muscles to do new things, and this takes practice. Listen to the tapes as many times as you can, and go back over items that you missed on the homework. Although most of your studies are visually oriented, you learned your native language mainly through hearing and listening, and not through reading and writing. Rediscover your native ability to learn through listening by devoting as much time as you can while working through this book to the listening and dictation exercises.
- **3. Study out loud.** The only way to train your brain and your mouth to speak this language is by doing—thinking about it is not enough!
- **4. Study in groups.** You are much more likely to study actively when you study with others. Good group activities include quizzing and dictating to each other, and making up sentences and dialogues.
- **5. Review constantly.** Set aside part of your study time each day to go over old material and practice sounds and letters you learned previously. This investment will pay off in improved accuracy in listening, speaking, reading and writing.
- 6. Expect to feel tired occasionally. Being tired is a good sign—it means that you are concentrating, and that you are training your muscles to produce new sounds correctly. Remember that you will soon be able to do easily things that tire you at first.

We wish you a successful and enjoyable learning experience!

TO THE TEACHER

The philosophy behind this textbook represents a departure from that of previous alphabet textbooks in several ways. First, it is our belief that everyone can produce Arabic sounds accurately, and that it is necessary to encourage and expect accuracy from the outset. Not only is this the only opportunity you and the students will have to focus all of your attention on the phonetic aspects of Arabic, it is also better to form good habits from the start. Second, we believe that all language skills are important, and that they reinforce each other. The ability to hear the difference between, for example, \(\mu\) and \(\mu\), is a necessary prelude to being able to produce them, and the ability to do both will aid in mastering Arabic morphology, in writing, and in retaining vocabulary. Third, we believe that Arabic is one language, albeit one rich in varieties, and that each variety embraces its own level or part of the culture. In order to understand the language and the culture, students need to learn both formal and spoken varieties. It is the goal of this textbook series to provide a framework for introducing students to both varieties while focusing on the formal; the extent to which you emphasize each variety will depend on your program and the needs of your students. We have found through experience that this approach does not confuse students, as long as spoken variants are introduced as vocabulary items and expressions. On the contrary, it adds to their pool of vocabulary, and, more importantly, gives them the tools they need to begin communicating with native speakers they might meet or know in their immediate environment, who will not speak to them in formal Arabic.

The material in this textbook can be covered in twenty to twenty-five contact hours, depending on the amount of time devoted to the various activities, and assuming that the student will devote one to two hours a night to doing the drills. The book is designed so that the student can do much of his or her learning outside of class. Class time should be spent on practice rather than explanations. We believe that it is crucial for the students to learn the sounds correctly from the outset. In order to help them do so, spend as much class time as possible on activities involving listening, dictation, and reading aloud. Our approach stresses dictation because we believe that the mastery of sounds and the ability to relate sounds and writing must be developed early. Repeat sounds and words many times over, and have students repeat as a group to take the pressure off individual performance. It takes several repetitions of a new or unfamiliar sound in order to identify it, and several more to be able to produce it.

The accompanying video tape contains some basic dialogues that were filmed in Egypt in the Cairene dialect. Our decision to use colloquial Arabic was a natural consequence of our desire to include a cultural component in these materials, and to use language forms appropriate to that component. Many culturally important

expressions belong to the colloquial register, and introducing the students to them as they naturally occur helps them to feel that they are learning to communicate with Arabs. We decided to use the dialect of Cairo in this first edition of the materials because it is the most widely understood among Arabic speakers. However, it is not our desire to impose the teaching of the Egyptian dialect on anyone; if your own dialect differs, we encourage you to teach your students the forms with which you are comfortable. (We do not believe you will find the differences to be very great.)

We hope that you will make use of the accompanying video tape not only for its linguistic value but also for its visual and cultural content. You will need to use the tape in class in order to explain the content. We have distributed the eighteen dialogues over the first nine units. While we have included short cultural notes in the book meant to accompany the video scenes, we have not provided detailed lesson plans in order to give you the flexibility to proceed as you wish and focus on the aspects you deem important. Use the tape and cultural notes as starting points, encourage questions and discussion, and expand as you wish. We suggest that you have the students listen to each dialogue several times as follows: (1) Before explaining anything, have them watch for general content, then discuss, and see what they understood. (2) Have them watch again, as many times as necessary, to listen for individual words or expressions, followed by discussion and explanation of what they heard. (3) Have them watch a final time, after they have understood what is said, to focus on how it is said. After that, the students should be ready to try out the expressions themselves, so let them make up their own situations and act them out. Your own contribution will be vital to the success of these materials.

Do not worry about writing out the dialogues. It is good training for the students to develop confidence in their aural and oral skills at this stage, and they need to be encouraged to rely on their "phonographic" rather than their "photographic" memory. Everybody has natural aural and oral language learning skills, because nobody learned their native language through reading. As the students master the alphabet, they will be able to study from the transcribed texts in the appendix.

Of course, no textbook can take the place of a good teacher. It is our hope that these materials will help you to enrich your classroom and make learning Arabic an enjoyable experience for your students.

ACKNOWLEDGMENTS

We would like to express our deep gratitude to all the institutions and individuals who made the production of this book possible. The National Endowment for the Humanities provided the funding for the project through a grant to the School of Arabic at Middlebury College. Middlebury College provided matching funds and staff support. The Egyptian Union for Television and Radio graciously granted permission for us to use a number of its video materials and provided us with copies of a number of its programs.

We are grateful to the many people who have helped with different phases of the project. To mention just a few, Mary Nachtrieb and Hicham Hamdar helped with typing, editing, and scanning texts, as well as the preparation of the glossary and appendix. Michael Cooperson drew the pictures and made valuable suggestions after reading the first draft. Devin Stewart read the entire manuscript and gave valuable comments and suggestions. At Middlebury College, David Herren and his staff provided computer support and expertise, and Ernest Longie and his staff provided facilities and support for the recording of the audio tapes and duplication of the video tapes. John Samples, Director of Georgetown University Press, and Patricia Rayner, Production Manager, helped in preparing the final manuscript.

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INTRODUCTION

THE ARABIC ALPHABET

There are twenty-eight letters in the Arabic alphabet, and fourteen symbols that function as short vowels and pronunciation markers, or as markers of certain grammatical functions. Units One through Ten will introduce these letters and symbols individually. First, take a look at the alphabet as a whole. The following chart shows the twenty-eight letters. Starting in the upper right-hand corner, read across from right to left, which is the way Arabic is written and read. Listen to the tape as these sounds are pronounced.

(The tape symbol indicates that you should listen to the tape.)

ث	ت	·	1
د	خ	۲	<u>ت</u>
س	j)	ذ
ط	ض	ص	m
ف	ع	ع	4
م	J	ك	ق
ي	و	_&	ن

This chart shows the fourteen extra-alphabetical symbols and their names. They include short vowels, pronunciation symbols, grammatical endings, spelling variants, and a consonant that, for historical reasons, was not included with the letters of the alphabet. They will be introduced in Units One through Ten along with the letters of the alphabet.

9.	,
-	-
Damma	fatHa
	0
_	_
kasra	sukuun
W	
-	۶
shadda	hamza
~	
1	Š
madda	taa marbuuTa
-	Ĩ
dagger alif	waSla
,	ys.
_	_
tanwiin al-fatH	tanwiin aD-Damm
_	ی
,	
tanwiin al-kasr	alif maqSuura

SPECIAL CHARACTERISTICS OF THE ARABIC SCRIPT

The Arabic alphabet and writing system has four major characteristics that distinguish it from its European counterparts.

- 1. Arabic is written from right to left. One consequence of this ordering system is that books, newspapers, and magazines open and are read from right to left, rather than left to right.
- 2. Letters are connected in both print and handwriting, unlike those of the Latin alphabet, which are connected only in handwriting. The following are individual letters which are written one after the other in correct order, but which do not form a word written this way: الباب العالم المعالم المعالم

لذيذ السودان زين اسد مبارك

As you learn the alphabet, note which letters connect and which do not, and when you practice writing, do not lift the pen or pencil from the page until you get to a natural break with a nonconnecting letter.

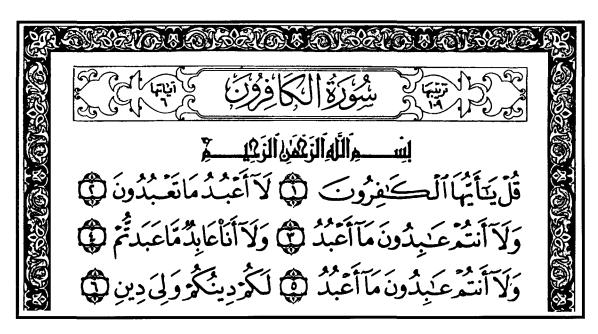
3. Letters have slightly different shapes depending on where they occur in a word. The chart on page 1 gives the forms of the letters when written independently; these forms vary when the letters are written in initial, medial, and final position. "Initial position" means not connected to a previous letter, "medial position" indicates that the letter is between two other letters, and "final position" means connected to the preceding letter. Most letters have a particularly distinct shape when they occur in final position, similar to the way English can have capital letters at the beginning of words. The chart on page 4 gives you an idea of the extent of this variation. You will see that each letter retains a basic shape throughout; this is the core of the letter. If the letter has dots, their number and position also remain the same. Note that the last three letters, which all connect, appear to have a "tail" in their independent and final forms which drops off when they are connected and is replaced by a connecting segment that rests on the line. Try to find the core shape of each letter, its dots, if any, the connecting segments, and the final tail in the following chart.

Final position	Medial Position	Initial Position	Independent
	L	1	1
ت	ت		ت
ح	جـ	<u>ج</u>	ح
ے	<u>۔</u>	عـ	ع

As you learn each letter of the alphabet, you will learn to read and write all its various shapes. You will be surprised how quickly you master them, with a little practice!

4. Arabic script consists of two separate "layers" of writing. The basic skeleton of a word is made up of the consonants and long vowels. Short vowels and other pronunciation and grammatical markers are separated from the consonant skeleton of the word. This second layer, called vocalization, is normally omitted in writing, and the reader recognizes words without it. Compare the following two versions of the same text, a line of poetry, the first of which represents the normal way of writing, without vocalization, and the second of which has all the pronunciation markers added:

Texts normally vocalized include elementary school textbooks, some editions of classical literary texts, and the Quran. In the Quran, the scripture of Islam, this precision has religious significance: the extra markings on the text leave no doubt as to the exact reading intended. Thus the text of the Quran shows full vocalization, as can be seen in the following excerpt.



من القرآن الكريم، سبورة "الكافرون"

In schoolbooks, vowel markings are used to introduce new vocabulary, and to enable the students to learn the correct pronunciation of formal Arabic, with all the correct grammatical endings. The following example is taken from a fourth-grade elementary reader.

كَرَمْ عَرَبِيٌ

في قَديم الزَّمانِ، مَرَّتْ بِالْجَزِيرَةِ الْعَرَبِيَّةِ سَنَةُ مَحْلِ قَاسِيَةٌ، فَلا مَطَرَ تَسْخُو بِهِ النَّاءُ، وَلا زَرْعَ تَجُودُ بِهِ الْأَرْضُ، فَعَمَّ البُؤْسُ، وَلا زَرْعَ تَجُودُ بِهِ الْأَرْضُ، فَعَمَّ البُؤْسُ، وَاشْتَدَّتِ الْحَاجَةُ إِلَى الطَّعامِ. كانَ كُرَماءُ الْعَرَبِ يُساعِدُونَ اللَّعَامِ عَاتِمٌ الطَّائِيُّ. المُحْتاجِينَ، وكانَ مِنْ أَكْرَمِهِمْ حَاتِمٌ الطَّائِيُّ.

من كتاب القراءة للصف الرابع الابتدائي ، ج. ٢، وزارة التربية السورية، ١٩٨٦

Thereafter, the students see the words in regular, unvocalized script. You will learn vocabulary the same way.

Most books, magazines, and newspapers are unvocalized, as the following newspaper article demonstrates.

محاكمة الجريدتين اللبنانيتين «السفير» و«نداء الوطن» بعد غد

بيروت: «الشرق الأوسط،

حددت محكمة المطبوعات اللبنانية بعد غد موعداً لمحاكمة جريدة داسفير، بتهمة نشرها دمعلومات يجب ان تبقى مكتومة حفاظا على سلامة الدولة، ويصادف هذا الموعد، موعد محاكمة جريدة دنداء الوطن، الموقوفة عن الصدور منذ بضعة اسابيع بتهمة اثارة النعرات الطائفية والمس بالوحدة الوطنية.

من جريدة الشرق الاوسط، ١٩٩٣/٥/١٨

In unvocalized texts, possible ambiguities in form occasionally arise; however, rarely does this result in ambiguous meaning.

In this textbook series, vocalization marks will be used when new vocabulary is introduced, but thereafter you will be expected to have memorized the pronunciation of the word, and these marks will be omitted. Since Arabic speakers normally read and write without vocalization, it is best to become accustomed to reading and writing that way from the beginning.

Pronunciation of Arabic

In addition to the characteristics of the Arabic script, you should also be aware of certain features of the sounds of Arabic.

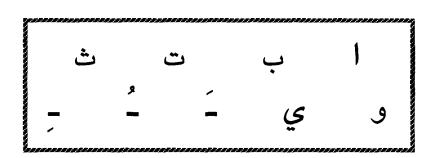
1. Arabic has a one-to-one correspondence between sound and letter, whereas English spelling often uses one letter or combination of letters to represent several different sounds. Consider the plural marker s in the words dogs and books, and note that the sound of the first is actually z, not s. Compare also the two different sounds spelled as th as in think and those. These are two distinct sounds, and Arabic has two different letters to represent them. American English speakers sometimes confuse pronunciation and spelling without realizing it. For example, think about the word television. This word has been adopted into Arabic and is pronounced something like televizyoon. It is also spelled with the Arabic letter that corresponds to the sound z, because that it the way it is pronounced. English spelling, on the other hand, requires an s, even though there is no s sound in the word. Pay attention to the sounds of the Arabic letters, and avoid associating English letters with them so that you will not confuse the two.

- 2. The Arabic writing system is regularly phonetic, which means that words are generally written as they are pronounced. Learn to recognize and pronounce the sounds correctly now, and not only will you avoid spelling problems, but you will also learn and retain vocabulary more easily.
- 3. In general, Arabic sounds use a wider range of mouth and throat positions than English. Be aware of what parts of the mouth you must use to produce these sounds properly from the beginning, when you are able to focus the most attention on them. You will learn to make new sounds, and to do so, you must become familiar with a set of muscles that you use to make sounds like gargling or coughing but not to speak English. Your muscles are capable of making all these sounds, but you must become conscious of what they are doing and you must practice. Just as you must train your arm to hit a tennis ball, you must train your throat to contract or tighten, and this takes constant repetition. You must keep your eye on the ball in tennis, and you must keep your mind on the sounds you are making at all times. With practice, you will gradually be able to do this with less and less effort.

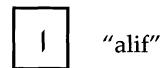
Units One through Ten

In Units One through Ten, you will learn the basics of reading, writing, and speaking Arabic. Listen to the tape as you read, make a habit of pronouncing *out loud* everything you write while you are writing it, and practice on your own in addition to doing the drills in the book. The more time you put in now, the less you will have to spend later!

الوحدة الاولى UNIT ONE



This unit will introduce you to the first four letters of the Arabic alphabet and to the long and short vowels.



The name of the first letter of the Arabic alphabet is *alif*. Alif has two main functions, the first of which will be introduced in this unit, and the second in Unit Three. Here we are concerned with its function as a long vowel, whose pronunciation resembles that of *a* in *bad* or in *father*. Say these two words aloud and notice the difference in the quality of the *a*: the former is pronounced in the front of the mouth, and the latter is deeper and farther back. The pronunciation of alif has this same range. Two factors influence the quality of alif: regional dialect and surrounding consonants. In the Gulf region (Saudi Arabia, Kuwait, Iraq, and neighboring countries), the sound is generally deeper, closer to *father*, while farther west, in the Mediterranean area, it is more frontal, closer to *bad*. In addition, certain "emphatic" consonant sounds that are pronounced farther back in the mouth can also deepen the sound of alif so that it resembles *father*. Learning to discern and produce the difference in vowel quality will help you understand, speak, and write Arabic accurately.

LISTENING EXERCISE 1.

To hear the two variants of alif, listen to the following pairs of words on tape. You should be able to distinguish between the frontal alif and the deep alif (remember that the words are read from right to left):

Notice that the first word in each pair above begins with a sound comparable to an English one, whereas the second word begins with a sound that resembles the former but is pronounced with the tongue lower and farther back in the mouth. These latter sounds are called "emphatic" consonants, and they affect the pronunciation of the alif. Listening for the difference between frontal and deep alif is the best way to distinguish between emphatic and nonemphatic consonants. We will discuss this point in more depth later when you begin learning the emphatic letters. In the meantime, pay attention to the quality of alif in the words you hear.

DRILL 1.

You will hear twelve words. For each, note whether the alif is frontal (F) or deep (D):

1	5	9
2	6	10
3	7	11
4	8	12

In addition to listening for vowel quality, you must also learn to recognize **vowel length.** Alif is a long vowel, which means that it must be distinguished from its short counterpart, the fatHa (short *a* vowel). The length of a long vowel should be **at least twice** that of a short vowel. Remember that English has no long vowels, so Arabic long vowels should sound and feel extra long to you. Do not worry about pronouncing a long vowel "too long"—stretch it out so that you can feel the difference.

LISTENING EXERCISE 2.

Listen to the differences in vowel **quality and length** in the following pairs of words. The first word in each pair contains an alif, and the second a fatHa. Notice that the alif ranges in sound from a in bad (frontal) to a in father (deep), while the fatHa ranges from e in bet (frontal) to u in but (deep):

,	•	,	,	
قال / قــُـل	بار / بـر	شاب/شب	ساد / سند	بات / بت

DRILL 2.

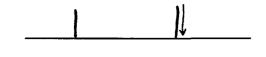
You will hear twelve words. Mark **A** if you hear alif, or **F** if you hear fatHa.

1	5	9
2	6	10
3	7	11
4	8	12

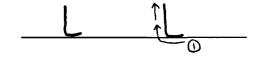




In this section you will learn to write the various shapes of the letter alif. The box above contains, reading right to left, the independent, initial, medial, and final shapes of this letter. Alone or at the beginning of a word, the alif is written as a single stroke, drawn from top to bottom, as the arrow in the example shows. Practice on the blank lines below, as shown in the example on the first line, pronouncing alif as you write it. Write the letter as many times as you can in the space provided:

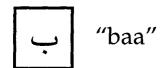


When the alif follows another letter, it is written from the bottom up. The previous letter will end in a connecting segment drawn on the line. Start with that segment, then draw the alif from the bottom up as shown:



In either case, the alif does not connect to what follows it. After writing the alif, pick your pen up from the page, and start the next letter as if it were the beginning of a new word.

Now practice reading all f by circling all of the alifs you can find in the following sentence (taken from 1001 Nights):



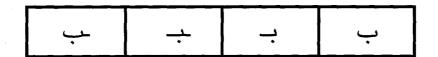
The second letter of the Arabic alphabet is pronounced like English *b*.

LISTENING EXERCISE 3.

Listen to and repeat the following words that contain the sound ::

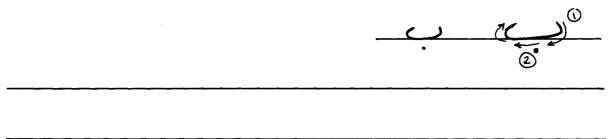
اء باب لبنان ليبيا بيت حب

WRITING



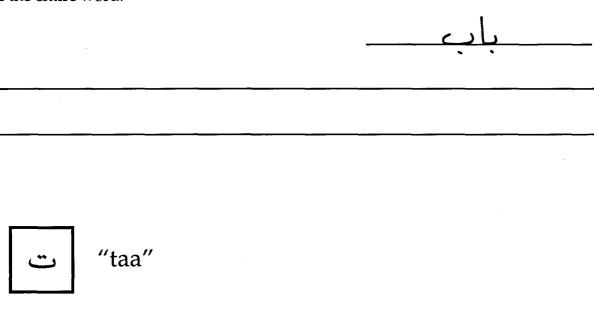
Unlike I, is a connecting letter, which means that it connects to the letter following it when it occurs at the beginning or in the middle of a word. The four shapes in the box above represent in independent, initial, medial, and final positions. Notice that the main parts of the letter, the initial tooth and the dot beneath the body, remain constant in all four shapes. Compare the independent and final shapes, and note that both end in a second tooth. Remember that many letters take a characteristic "tail" shape in independent and final positions. You can see that this second tooth is the tail of the independent in initial and medial positions because in connects to the following letter in those cases.

When written alone, this letter takes the shape shown at the far right above. Following the steps shown in the example on the first line below, trace the letter with your pencil a few times, then write it. First, write the body: from right to left, begin with a small hook, then continue straight along the line and end with another hook for the tail. After you have finished the body, place the dot underneath as shown.



When ن is followed by another letter, it co the final hook: The exact length of the bo handwriting or print font and may vary a little; cop in the example:	dy depends on	the style of the
	<u>.</u>	-©
You can now write the first two letters of th When writing words in Arabic, dots are written last the <i>t</i> when writing in cursive English. Copy the ex you write:	st, like dotting t	the i and crossing
	<u> </u>	<u></u>
When ب occurs in medial position, that is connecting letter, the connecting segment of that let beginning like this: بــــ . Copy the example:		
		<u>(2)</u>
Final ب resembles the independent form wit be illustrated by writing two ب 's together: بب. Co		
	_ ڔٮڔ	(3 °C)

Now you can write your first word in Arabic: باب door . Practice writing this word by copying the example shown below, pronouncing it out loud as you write. **Remember:** do not stop to dot the letters until you have finished the skeletal structure of the entire word.



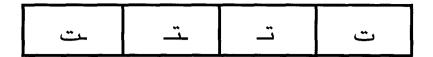
The third letter of the alphabet is pronounced like a clear, frontal English t. How many different ways do you pronounce t? Read the following list aloud the way you would normally pronounce the words when speaking: bottle, teeth, automatic. Of these words, most American speakers pronounce the t in teeth farther forward in the mouth, against the back of the teeth. This is the correct position of the tongue for the pronunciation of this Arabic sound; do not confuse it with the flap of the tongue you use to produce automatic. Arabic — must be pronounced with the tip of your tongue against your teeth, but without aspiration. Since — is a frontal letter, the vowel sounds surrounding it are frontal too; in particular, the alif and fatHa (short a) are pronounced like a in bad and e as in bet (not like a in father and u in but).

LISTENING EXERCISE 4.

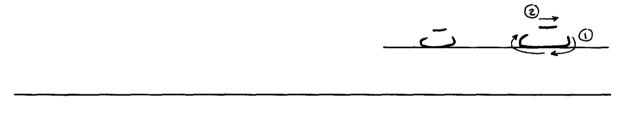
Listen to the letter in the following words and repeat. Pay attention to the position of your tongue as you do so and notice the frontal quality of the vowels:

تاء بات توت وتد بنت شتاء

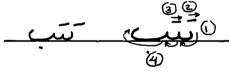
¹Aspiration refers to the breathy sound often heard with t, p, and k. Light a match, hold it in front of your mouth, and say, *Peter*, *Tom*, and *Kirk went to town*. The flame will flicker each time you pronounce one of these letters. Arabic sounds do not have aspiration, so practice saying t and t with a lit match in front of your mouth until you can pronounce them without making the flame flicker.



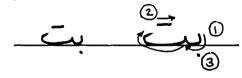
This letter has the same shape as the <code>.</code>, and is also a connector. Instead of one dot underneath, however, it is written with two dots above its body: <code>.</code>. It printed text, the two dots are separated, as you see. In handwriting, however, they are usually run together into a short horizontal bar. (Try to write two dots quickly and you will see how this handwriting form developed!) Practice writing the independent <code>.</code> by copying the example, pronouncing it as you write:



Now practice writing ت in initial and medial positions by copying the word تتب (tatub) as shown:



Practice writing ت in final position by copying the word بت (bit):



Drill 3. Dictation.	Write the s	ix words you	hear on tape	e. Listen to e	each word as
many times as nece		,	1		
1			4		
2			5		
3			6		
ث "tha	aa"	. •			
The next let this sound with the quite distinct sound that out loud sever represents the sour yourself that this pronouncing or rea	ne English lads, each of al times and in three, letter has	which has an a l compare the not the sound	use the Engli Arabic equiva way you prod I in <i>that</i> . Res	ish spelling re alent. Pronou nounce them. member this b	presents two nce <i>three</i> and The letter ث by reminding
Drill 4. Make sure y the following wor contain:		ne difference bo and group th			•
they	thumb	teeth	there	throb	thus
		through			
weather	bother	theft	then	depth	rather
three:					
that :					

ثابت تثبت

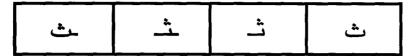
ثاء

اثاث

LISTENING EXERCISE 5.

مثال

W	/R	īт	IN	C
7 1	ĸ		IIV	١.



This letter is a connector, and is written just like — and — in all positions, except that it takes three dots above. In print, the three dots appear as you see above; in handwriting, the three dots are usually connected and written as a caret-shaped mark as shown in the example. Practice writing and saying independent —:

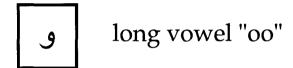
Copy and practice initial 🗅 in the male name	(Thaabit) ثابت e ثلبت): ② 🏠
Practice writing medial أن in the word ثبت	ت (tathbut):	(a)
Write final عث by copying the word تبث (ta	abuth):	@ A

Drill 5.

You will hear six words. Circle the word that you hear in each line:

- بات باب 4.
- 2. بتات باثث
 5. بتات باثث
- . تبت ثبت 6. تا*ب* ثاب 3.

برافو! (Bravo!) You have learned the first four letters of the Arabic alphabet. The next letters in sequence will be presented in Unit Two. Now we will skip ahead to the other two long vowels, and the symbols for the corresponding short vowels.



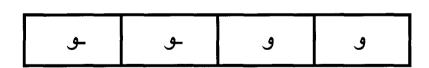
This letter represents the second of the three long vowels in Arabic. It is pronounced like the exclamation of delight: 00000! Practice saying this sound and stretch it out, just like you would the exclamation. Remember that the pronunciation of \mathfrak{g} , like that of alif, should be **twice as long** as normal English vowels.

LISTENING EXERCISE 6.

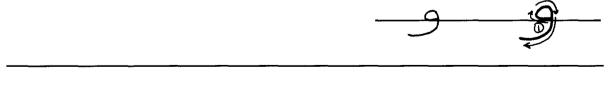
Listen to and repeat the following words containing \mathfrak{g} :

توت تابوت ثبوت تونس تحبو سورة

WRITING

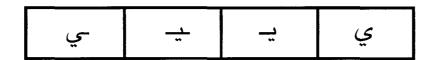


As you can see in the chart above, the shapes of ${\tt g}$ do not vary much. Like I, ${\tt g}$ does not connect to a following letter. To write independent or initial ${\tt g}$, start on the line, loop clockwise to the left and up, then swing down into the tail, which should dip well below the line. Copy the example:



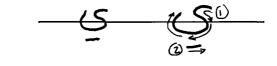
When writi				he joining seg	gment leads into
	·	.,		_و_	90
Now practi Copy the example		d pronound	cing some of	the words ye	ou heard above.
	ے کبوت	_ تابوت	تلبوت	ـ توت	توت
Drill 6. Dictation.	Write the wore	ds you hear	on tape.		
1			4		
2			5	•	
3			6		
lor	ng vowel	"ee"			
This letter is Remember that the hold <i>ee</i> in words li	is is a long vo	wel—hold t	_		und of ee in beep. ng as you would
Listening Exercise Listen to ar	7. 🙉 nd repeat the f	following w	ords contain	ing ي:	
.1 .	. •		1	 &	

WRITING

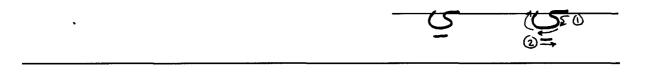


As you can see in the box, the independent and final forms of \underline{c} differ slightly from the initial and medial forms. Like \underline{c} , and \underline{c} , which it resembles in its initial and medial shapes, this letter is a connecting one. All shapes of \underline{c} retain the two dots below, but, in handwriting, the two dots underneath are usually drawn as a short horizontal bar, just like the dots on top of \underline{c} .

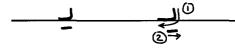
To write independent \mathfrak{z} , start above the line, and make the top half of an s down to the line. Continue below the line into a wide, flat curve as shown, making sure to bring the tail all the way back up over the line:



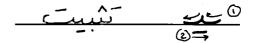
In final position, start from the connecting segment on the line, then make a small hook into the body. In this position, the letter is almost entirely below the line, and has only a small curved hook before dipping into the wide flat curve. Practice copying and pronouncing __ and bring the tail all the way back up over the line:



When ي occurs at the beginning or in the middle of a word, it takes the same shape as ت , except that its two dots are below the body of the letter. Copy the example of initial :



Now practice writing medial __ in the word تثبيت (tathbeet):





the short vowels

Each of the long vowels I, g, and g has a short vowel that corresponds to it. These short vowels may be indicated in Arabic script by markings written above or below the letter they follow. Remember that they are usually not written at all; you have been writing words without them so far. The length of the short vowels corresponds to the length of most English vowels, and the length of the long vowels should be at least double that. It is important to learn to distinguish between the two lengths in listening and in speaking, for that difference often marks a difference in meaning.

Drill 7.

Listen to the pairs of words and repeat. Circle the letter corresponding to the word that contains a long vowel.

1.	а	b	4.	a	b
2.	a	b	5.	a	b
3	2	h	6	а	h

Syllables in Arabic always begin with a consonant. By convention, short vowels are written above or below the consonant they follow. Writing vowels is the third and final step in writing a word—if they are written at all—after both the skeleton and the dots have been completed.

The names of the short vowels are fatHa, Damma, and kasra. They correspond to long vowels *aa*, *oo*, and *ee* respectively.

<u> </u>	"fatHa"

The short vowel that corresponds to alif is called fatHa. Like its long counterpart alif, fatHa ranges in quality from frontal to deep, depending on the quality of the consonants surrounding it. In its most frontal position, fatHa sounds like English e as in bed. Deep fatHa sounds like English u in but. Consonants u, u, and u are frontal ones, so they give fatHa a frontal quality, like e in bed.

LISTENING EXERCISE 8.

Listen to and repeat the following words that contain alif and fatHa. Pay special attention to the difference in vowel length.

ثابَت تأبَت تأبت ثُبات

FatHa is written as a small slanted dash above the consonant it follows, as in the example ثُبُتُ . Copy:

Drill 8.

Listen to the words on tape, and write _ where you hear it:

- 1. تثبیت
- ات 3.

ثبت 5.

- بتات 2.
- 4. ثبات
- ابت 6.



The short vowel that corresponds to \mathfrak{g} is called Damma, and is pronounced like oo as in booth when following frontal consonants. When it is affected by deep consonants, it is a little bit deeper, somewhat like oo in wool.

LISTENING EXE	RCISE 9.				
Listen	to and repeat th	ne following wo	ords containing	Damma:	
تَثبُت	مئب	حُبوب	ثُبوت	بُث	ب تـب
with English	a special effort o and u , which ble, u in words legamma.	represent many	different soun	ds, few of whic	h resemble
	na is written lik ractice writing _		on top of the	letter it follows و	s, as in the
The sh	kasra"	corresponds to	o is called ka	sra, and its pro	nunciation
ranges from fexact pronunc	frontal <i>ee</i> as in <i>k</i> ciation of kasra of give kasra a fro	<i>teep</i> to deep <i>i a</i> depends on sur	ıs in <i>bit</i> . As wi	th fatHa and D	amma, the
LISTENING EXER Listen	rcise 10. (19) to and repeat th	ne following wo	ords containing	kasra:	
كِتابي	تُحِب	طب	بت	تُثبِتي	ثب
Kasra : Copy the exa	is written as a s mple:	mall slanted da	ash under the le	etter it follows,	as in ٿِب.
				٠٠٠٠	

DRILL 9.

In the following schoolbook text, find five examples of each the short vowels and circle all the consonants you recognize.

كُرَةُ السَّلَّة

نَزَلَ التَّلاميذُ إلى مَلعَبِ المَدرَسَةِ فَرحينَ ، وَالْحَماسَةُ تَملأَ نُفُوسَهُم. فَدَرسُ الرِّياضَةِ اليَومَ مُباراة في كُرة السَّلَةِ ، بَينَ فَريق القُمصانِ الخَضراء .

من كتاب القراءة للصف الرابع الابتدائى ، ج. ٢، وزارة التربية السورية، ١٩٨٦

Drill 10.

You will hear twelve words. For each, mark L if you hear one of the long vowels (1, \mathfrak{g} , or \mathfrak{g}). Mark S if the word has only short vowels (fatHa, Damma, or kasra).

1. ____

5. ____

9. ____

2. ____

6. ____

10. _____

3. ____

7. ____

11. _____

4. _____

8. ____

12. _____

Drill 11.

Listen to the following words on tape and write the short vowels that you hear:

ثبتت 1.

3. تبیت

5. تثبت

2. تبت

تتوب .4

ثبوت .6

Drill 12.

Dictation. Write the words you hear on tape.

- 1. _____
- 5. _____
- 2. _____
- 6. _____
- 3. _____
- 7. _____

- 4. _____
- 8. _____

Drill 13.

Read the following words aloud:

بُث 1.

ثَبات .5

توبىي .9

بابي 2.

تُبات .6

تيتو .10

تُثبِت .3

تابا 7.

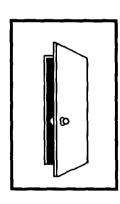
ثابُت 11.

4. شُت

اثابت .8

تُثبيت .12

Read and learn this word:



باب

Drill 14.

Connect the letters to form words, as shown in the example. Sound the words out as you write them.

Example: = + + + =

1. _____ = l+ = +l+=

2. ____ = (-1+-1+-1+-2)

3. _____ ≈ l+∪+l+∪

<u>ن</u> + ب + ت = (ت + ن + i = (i + i

5. _____ = \(\psi + \p

6. _____ = + + + 2 = ____

7. _____ = ´_+ + ´_

8. _____ = 1+ \(\psi + \psi +

تُ + ب + ي + ت = ت + ي + ت

ب + ي + ت + ي = ي = ب + ت + ي =

Culture (Line)



In this section you will learn greetings and frequently used phrases in the spoken Arabic of Cairo by watching a video tape with your teacher. The scenes you will watch were filmed in Cairo and are meant to provide an introduction to certain aspects of Arab culture. We have chosen the Cairene dialect because it is the most widely understood dialect in the Arab world, and because almost one in every three Arabs is Egyptian. A few of the words you will learn from the dialogues may vary slightly in other dialects, but the transition is not difficult to make. (If you have friends from other countries, you can ask them to teach you the varieties they use.)

Watch the scenes with your teacher, who will help you understand and learn the expressions. Watch each dialogue several times, first to understand what is being said, and then to concentrate on exactly **how** it is being said. Remember that you learned your native language by listening and imitating!

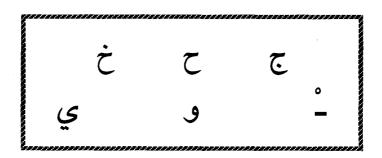


Watch Scenes 1 and 2 on the video tape with your teacher.

HaDritak / HaDritik

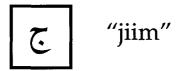
In Egypt, when meeting someone for the first time, or addressing someone senior to you in age or position, or someone you do not know well, it is impolite to address him or her as "you." Address men with the word HaDritak (literally your presence), and women with HaDritik, to show respect.

الوحدة الثانية UNIT TWO



In this unit you will learn three more consonants, more about the letters ${\tt y}$ and ${\tt y}$, and the symbol that indicates the absence of a short vowel. Two of the three consonant sounds have no English equivalent. Learn to pronounce them properly now, and practice to develop the muscles you use to pronounce these sounds. Try to spend five or ten minutes, three times a day, practicing these sounds with the tape.

The three consonants in the first line of the box above represent the next three letters in the alphabet after ث . Just as ث , and ث share the same skeletal shape and are distinguished by the number and position of the dots, so these three letters have the same basic shapes, but are distinguished by their dots.



This letter has three different pronunciations that vary according to region in the Arab world. In the Arabian Peninsula and the Gulf, it is pronounced like j in jack or dg in bridge. In most of the Levant and North Africa, it is pronounced like the French j in bonjour (a sound often represented in English by s as in pleasure or decision). In Cairo, it is pronounced like the hard g in game.

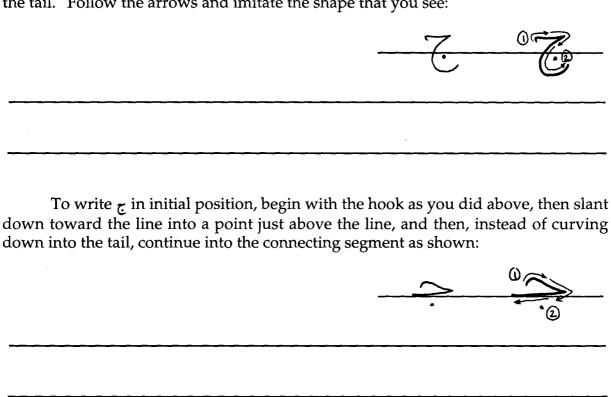
LISTENING EXERCISE 1.

Listen to the following words on tape as they are pronounced each way in turn:

It is important to learn to recognize all three pronunciations of ${\boldsymbol \xi}\,$, but choose one to use when speaking.

Writing				<u></u>
	ج-	÷	÷	E

As the initial and medial shapes of this letter suggest, $\mathfrak E$ is a connector. To write $\mathfrak E$ alone, start at a point well above the line, make a small hook, then draw a line straight across, then change direction and swing down well below the line into the tail. Follow the arrows and imitate the shape that you see:



Now practice writing the word جاب:

جاب___

When this letter is connected of printed text: — as in . How	vever, it is not written th	nis way by hand. To
write this letter in the middle of a word	-	~
segment lies well above the line, at the you need to end the previous letter a	-	
combination = is written by starting		0 1
into the ج. Copy the word جيب as i	_	,,
. 17		(E)
	C 4.	
,	, -	· (3)
In word-final position, a takes		
that, to reach the starting point of fina		
line up and then over as the example	e shows. Copy the word	as it is written بيج ا
here:		
	<u> </u>	
(A)		
Drill 1.		
Dictation.		
,		
1	4	
2	5	
,	<u> </u>	

6. _____

"Haa"

This letter represents a sound that is pronounced deep in the throat. It has no equivalent in English. First, take a few minutes to become better acquainted with some of your throat muscles that you use often, but not to speak English. The following exercises are designed to make you aware of what these muscles can already do, so that you can use them to speak Arabic. Practice them for a few minutes every day, as often as you can.

- Exercise 1. With your mouth closed, block off your windpipe at your throat. Put your hand on your throat at the Adam's apple and constrict the muscles on the inside. You should be able to feel the muscles contracting. Alternately tighten and relax them for a few minutes.
- **Exercise 2.** Repeat this with your mouth open. Try to breathe out through your mouth—if you can, you are not closing off the windpipe entirely.
- **Exercise 3**. Constrict those same muscles so that air can just barely squeeze through your throat. Imitate someone fogging a pair of glasses to clean them. By now, you should be aware of what your throat muscles are doing.
- **Exercise 4.** Bend your head down so that your chin rests on the top of your chest, and repeat Exercise 3. This position should make it easier for you to feel what you are doing.

Pronouncing τ takes practice, first to pronounce the letter alone, and then to pronounce it surrounded by other letters in a word. You must learn to pronounce it properly to be understood, and at first, this will take some concentration on your part. However, the more you practice now, the sooner you will be able to say it easily.

LISTENING EXERCISE 2.

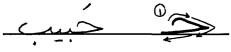
Listen to the sound of $\boldsymbol{\tau}$ in various positions and imitate:

حَبيب بَحث تُبوح حال حُدود منباح

WRITING

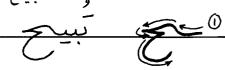
_ح	 	ح

Like ج , τ is a connector. It is written exactly like ج , except that it has no dot. Practice writing initial τ in the male name عُبيب :



Now practice writing and pronouncing medial __ in __ in __ (below). Remember to plan ahead and write the preceding letter above the line so that you can begin __ from above. Copy:

Final ح is written with the tail. Copy the word تُبيح:



Drill 2.

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

خ "khaa"

The sound of this letter is found in many European languages: the Russian x, the Scottish pronunciation of loch, and German ch as pronounced after a back vowel as in Bach. Some people use this sound to say yech! To pronounce $\dot{\tau}$, say k and pay attention to where the back of your tongue hits the back of the roof of your mouth and blocks your windpipe. Instead of closing off the windpipe with the back of your tongue completely, block it part way, and you will produce this sound.

Listening Exerc Listen to	cise 3.	ese words co	ntaining خ :		
فُرخ	تُختي	بَخت	باخ	بُخيل	خاب
Writing		<u> </u>			
	عج			2	
is a co that it takes on you write:				y as those of ج فاب the word	
		 			
Practice	writing and p	ronouncing m	فت in خ nedial	(luck): بُخــــ	② >

Now practice final $\dot{}$ by copying the word $\dot{}$:

DRILL 3.

You will hear twelve words, each containing $\, \, _{\zeta} \,$, or $\dot{\zeta} \,$. Write the letter you hear in each word:

1. ____

5. _____

9. ____

2. ____

6. ____

10. ____

3. ____

7. ____

11. ____

4. ____

8. ____

12. ____

Drill 4.

Connect the following letters to form words, then listen to the words on tape and mark in the short vowels where you hear them:

=

Drill 5. Dictation.

1

4. _____

2. _____

5. _____

3. _____

6. ______

Drill 6.

Read these words aloud (read across from right to left). Pay special attention to vowel length and the sounds τ and $\dot{\tau}$.

تُحتاج	<i>ج</i> اب <i>ي</i>	حَج
حرِجاب	, , جبب	حاج
جابت	خاب	حُب
باحث	تُجاب	بُح
جيبوتى	تُخوت	خوجا

sukuun"

This symbol is a pronunciation marker that indicates the absence of a short vowel. So far, you have learned to use fatHa, Damma, and kasra over consonants to indicate the short vowels, and consonants not followed by a vowel have been left "blank." In fully vowelled texts, however, all consonants have at least one marking, even if no vowel occurs, because there is a special symbol to indicate the absence of a vowel. This symbol is called *sukuun* (meaning *silence*).

Listen and repeat:

تكثاج

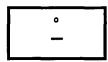
تَخْت

تَحْجُب

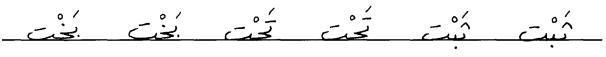
كنت

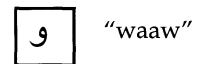
تَحْت

W	RIT	ΊN	G



Like the short vowel symbols, the sukuun is rarely used in unvowelled or partially vowelled texts. When it is written, it appears as a small open circle above a letter not followed by a vowel. In writing sukuun, make sure to draw a circle and not a Damma or a dot. Practice writing the sukuun by copying the examples:





In Unit One, you learned that \mathfrak{g} represents the long vowel sound "oo." It also has a second function, related to the first one: when preceded or followed by a long or short vowel, this letter is pronounced w as in well, or as in the name of the letter: "waaw." To understand how these two sounds are related, pronounce oo and hold it ooooooooo then go right into a. You will hear a w sound connecting the two vowels. At the beginning of a word, \mathfrak{g} will always be pronounced w, because Arabic words cannot begin with a vowel. **Remember:** any vowel, short or long, preceding or following \mathfrak{g} turns it into a consonant.

LISTENING EXERCISE 5.

Listen to and repeat the following words containing g as a consonant:

Just as w occurs in diphthongs¹ in English, so does $\mathfrak g$ in Arabic. However, Arabic has only one diphthong with $\mathfrak g$, which is $\mathfrak g$ preceded by a fatHa). The sound of this combination is similar to the sound spelled ow in mow or know (not the same as ow in crowd). Do not confuse pronunciation and spelling; there are several different diphthong sounds in English and their spellings overlap.

¹A diphthong is a combination of vowel and semi-vowel sounds, such as *ow* in *cow*, *ow* in *mow*, or *aw* in *saw*.

In unvowelled texts, this diphthong is usually not indicated; however, it may be indicated by a fatHa on the preceding letter **or** a sukuun on **or both**. The following are three different ways of vocalizing the word خوخ (peach):

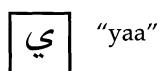
The sukuun alone can indicate this sound because it can only occur on consonants, so if you see عُن , you know that the letter is functioning as a consonant, and that a vowel precedes it. In such a case, the vowel must be a fatHa .

LISTENING EXERCISE 6.

Listen to the sound of the diphthong in the following words and repeat:

Drill 7.

Copy the following words, sounding them out as you write. Check your pronunciation against the tape.



The long vowel \underline{y} also functions as a consonant at the beginning of a word, or when preceded or followed by a vowel: it is pronounced like y in yes. Say eeeeeeee and go right into a and you will hear yourself say y.

LISTENING EXERCISE 7.

Practice reading the following words containing the consonant ي with the tape:

When ي is preceded by a fatHa and followed by sukuun, it forms a diphthong that is pronounced like ay as in say, or, if near emphatic letters, like i in ice. The sukuun alone may be written on ي to indicate this diphthong, or the fatHa may be used, or both sukuun and fatHa. The following are three different ways of vocalizing the word بيت (house):

بَيْت = بَيْت = بَيْت

The sukuun alone can indicate these diphthongs because it can only occur on consonants, so if you see $\dot{}$, you know that the letter is functioning as a consonant, and that a vowel precedes it. In this case, the vowel must be a fatHa .

LISTENING EXERCISE 8.

Listen to the sound of the diphthong ___ in these words and repeat:

حَيث خَير جَيب بَيت بَين

DRILL 8.

Copy the following words while sounding them out. Then check your pronunciation against the tape.

ثِيابِ حَياتي جُيوبي بيُوت يَحْجُب

DRILL 9. Read these words aloud (across from right to left):

 جُواب
 جُوابات
 بَحث واجبات

 حُبيبي
 حُبيبي
 حُبيبي

 حُبيب
 جُيث
 بيوت
 تُجيبي

 وجوب
 خاب
 بيتي
 جيوب

 چُثث
 تُبوحي
 يَخْت
 ثِيابي

Drill 10.

Connect the following letters to form words. Then listen to the words on tape and write in all the short vowels that you hear.

1.

=

ج + ا + ب + ت

2.

=

ح + ج + ب

3. _____

=

خ + و + خ

4. _____

=

ث + ي + ا + ب + ي

5. _____

=

ج + ى + ب + و + ت + ى

6. _____

=

ح + ب + ی + ب + ت + ی

7. _____

=

ب + ح + و + ث

8. _____

=

و + ا + ج + ب + ا + ت

9. _____

=

ب + ي + و + ت

10.

=

ج + ي + و + ب

Drill 11. Dictation.

1. ______

4.

2.

5. ______

3.

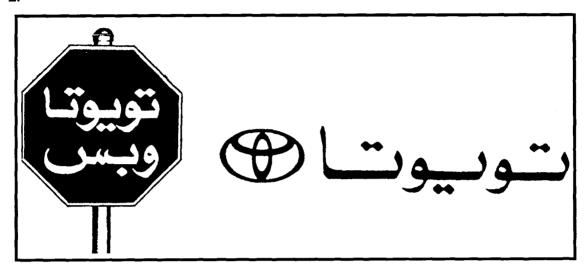
6.

Drill 12.

Read the following advertisements:



2.



3.



من جريدة الشرق الاوسط، ١٩٩٣

Culture الثقافة



Watch Scenes 3, 4, and 5 on the video tape with your teacher.

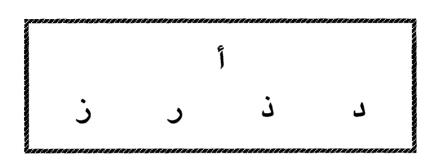
MEETING AND GREETING PEOPLE

In Arab culture, it is considered rude not to say good morning, good evening, or hello to someone you know, even casually, the first time you see them each day. In addition, when you enter a room, you should greet people already there whether or not you know them.

In social situations, it is polite to shake hands upon meeting or greeting another person, especially someone of the same gender. Some people do not shake hands with members of the opposite sex; this is a matter of personal preference or religious belief. Close friends of the same gender often greet each other by kissing on both cheeks.



الوحدة الثالثة UNIT THREE



In this unit you will learn about the second function of alif and the next four consonants in the alphabet.

hamza"

In Unit Two you saw that <code>__and</code> <code>____</code> sometimes function as consonants. Remember that they always function as consonants at the beginning of a word. The letter <code>|</code> can also represent a consonant sound when it occurs at the beginning of a word. The consonant that it stands for is called <code>hamza</code>; you can see its shape on top of the alif in the box above. Initial hamza is <code>often</code>, <code>but</code> not always, written on top of the alif that represents it. Thus, it may appear as <code>|</code> or as <code>|</code>. Remember: initial alif is always a seat for hamza, never a long vowel.

Hamza is a sound you make in English all the time—every time you say a word that begins with a vowel, in fact—but you do not recognize it as a consonant because English has no letter for it.¹ Say *uh-oh* several times and pay attention to the sound you make in between the two syllables. You make the same sound when you pronounce any word that begins with a vowel, such as *our*, *if*, *it*, *I*, *on*, *up*. Say these out loud, and pay attention to the "catch" in your throat as you pronounce the first vowel. This sound is not written out in English, which treats these words as if they began with a vowel. In Arabic, however, this sound is considered to be a consonant. Remember: in Arabic, no word or syllable begins with a vowel, short or long. The consonant hamza must precede all initial vowel sounds.

¹In linguistic terminology, this sound is called "glottal stop."

Hamza occurs not only at the beginning, but also in the middle or at the end of a word. Practice hamza by saying *uh-oh* until you can say it effortlessly, then do the following listening exercises on tape.

LISTENING EXERCISE 1.

Practice saying hamza by listening to and repeating these words:

أَخُوات أب سَبًا تَأتًا بأس

Hamza has no place of its own in the alphabet, for historical reasons that involve Quranic spelling. Tradition holds that the dialect of Mecca which the Prophet Muhammed spoke did not have this sound, and therefore it was not written when the Quran was first recorded in script. The symbol for the hamza was developed, along with the short vowel markings, at a later date. This is why hamza is treated as a pronunciation marker rather than as part of the alphabet, and why hamza has several different "spellings," depending on its position in the word and the vowel sounds surrounding it. In this unit you will learn the two most common spellings, if and a second common spellings, if and a second common spellings is a second common spellings.

At the beginning of a word hamza is represented by alif, either 1 or 1. The alif is considered to be the "seat" of the hamza in this case.

LISTENING EXERCISE 2.

Listen to initial hamza in following words on tape and repeat:

أب أتــُت أخ أخــُوات أثـاث

The words above all begin with hamza followed by the vowel fatHa. In addition, the other short vowels may appear in this position; that is, i serves as a seat for Damma and kasra as well. Note that when the initial vowel is kasra, the hamza is often written underneath the alif, as in: إثبات . Remember: while I and i can carry the kasra, I always indicates a kasra vowel.

LISTENING EXERCISE 3.

Listen to initial hamza with vowels Damma and kasra and repeat:

إِبْحار أُخْت إِثْبات أُخْرِجَ إِخْبار أُثبِتَ

In fully vocalized texts, the short vowel will be marked. In unvocalized texts, you will see only the consonant skeleton. To read an unvocalized word correctly, you need to know it, or make an educated guess based on knowledge of Arabic word patterns (this will become clear later on). Learn to associate the pronunciation of each new vocabulary item with its consonant frame, the same way you associate certain pronunciations in English with certain spellings (think of *neighbor* and *weigh*, *taught* and *caught*). In your native language, you read by word, not by syllable; it is important to develop this same skill in Arabic.

W	RI	TT	NG	•
* *	M	11.	INC	,



The actual shape of the hamza, shown above, is a small c-shape that continues into a line on the bottom. At the beginning of a word, it is always written on alif, or the alif alone may represent it. When it occurs in the middle of a word, it may be written on any one of the long vowels like this: 'i, 'b, or 'c, depending on the surrounding vowels. You will learn these other spellings of hamza later. When hamza occurs after a long vowel at the end of a word, it is usually written on the line, without a seat, in which case it is somewhat larger in size. Following the arrows, copy and practice the shape of independent hamza:

			\$	۶
-				
	cise 4. nes of many letters of etters you have learne	-	hamza. Listen to	and repea
خاء	حاء	ثاء	تاء	باء
ractice writii vrite:	ng final hamza by co	pying these name	s, pronouncing th	nem as yo
	actice writing the initi nd إثبات (<i>proof</i>):	·	opying the words	_
			1 ~ 1	اب

Drill 1.			
You will hear	twelve words. Write	for each word in	which you hear it:
1	E		0

1	5	9

Drill 2. Dictation.

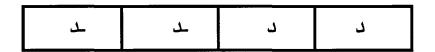
1	1	
L.	 4.	

"daal"

This consonant is pronounced like a clear, frontal d in English, as in the word dentist (**not** like the d sound in puddle). Pay particular attention to your pronunciation of medial and final ω , and to the surrounding vowel sounds, which should be frontal in quality (remember a in bad and e in bet).

Listening Exercise 5. Listen to and repeat the following words containing ω :

WRITING	;
---------	---



The letter $\mathfrak z$ is a nonconnector, so it does not connect to any letter that follows it. To write initial $\mathfrak z$, begin well above the line, and slant down as shown below. Just before hitting the line, angle sharply and finish along the line into a tiny hook. In handwriting, the exact shape and slant of this letter vary slightly according to individual style; the important components are the acute angle and that the body remain above the line. Copy, following the arrows:

		<u> </u>	$\mathcal{P}_{\mathcal{O}}$
•			
	.		

To write $\mathfrak J$ when it is connected to a previous letter in medial or final position, begin from the connecting segment, draw the top half of the letter from the line up, then trace your line back down, make a sharp angle as before, and finish. When connected from the previous letter, the top half of the angle tends to have a slightly different shape because of the connecting segment. Copy:

		مالان
Now practice by copying the words رُجاج (chicken) a	nd جُديد (<i>new</i>):	

3	"dhaal"
---	---------

In Unit One, you learned to distinguish between the sound *th* in *three*, represented in Arabic by the letter $\dot{\omega}$, and the sound *th* in the word *other*. The letter $\dot{\omega}$ represents the *other* sound (pun intended—remember it this way!).

Listening Exerc Listen at	cise 6.				
تَذبْذُب	حدار	خُذ	بَذَرَ	ذات	ذُباب
Writing	ن	ن	ذ	ذ	
single dot abov	ve. Like 1, it o ndependent a	does not conn	ect to a follow	ving letter, an	ot that it takes and has only two dependent form
Practice	writing the mo	edial/final for	rm by copying	غُذ (take!): غُذ	(2) - 1/2-0
	py and read al غُذُ	oud these wo: جَذّاب	 rds: رات	ذُو	ذات

DRILL 3.

You will hear twelve words on tape, each containing either خ or $\dot{\omega}$. Circle the sound you hear in each word:

- ذ ث 1.
- د ث غ
- د ث غ

- د ث غ
- د ث غ
- ذ ث 10.

- ذ ث ن
- 7. ث غ
- ذ ث :

- ذ ث غ
- د ث غ
- ذ ث :

DRILL 4.

Read the following words aloud, paying particular attention to the pronunciation of \dot{a} and \dot{a} .

ذاب َ

ثَواب 5.

ثاب (2.

ذُه ات 6.

ذُباب 3.

7. ثُثُث

ثبات 4.

جاذب 8.

Drill 5.

You will hear eight words. For each, write the missing letter in the blank:

تــوب 1.

___وبى 5.

خُـق ___ خُـ

3. ات

أ____ أ

خــٰ ــــي 8.

raa" ر

This is the name of the Arabic r. It is a flap, like the Spanish or Italian r. You already know how to make this sound: it is the sound American English speakers make saying *gotta* as in *gotta go*. Say *gotta* several times in a row very quickly and pay attention to what your tongue is doing. You should feel it flapping against the roof of your mouth behind your teeth. Now pronounce the sound alone. Another good exercise is to practice making a whirring sound: rrrrrrrrrr. Do these exercises daily until you have mastered this sound.

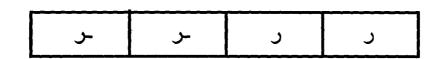
LISTENING EXERCISE	7.	88
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Practice saying $\ \$ by repeating the following words. Notice that $\ \$ usually deepens the quality of alif and fatHa so that they sound deep like $\ a$ in $\$ father $\ \$.

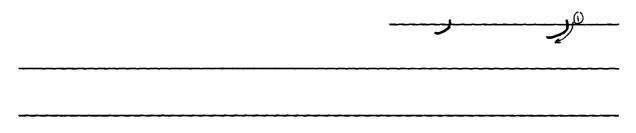
خُراج تَبْرير جار وُرود

رُباب رُدود

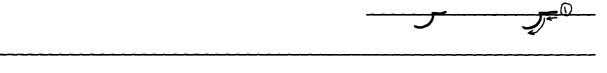
WRITING



This letter is a nonconnector, and is written almost entirely below the line. You will see that the exact angle and shape of the <code>J</code> vary somewhat in handwriting and print styles, but it may be distinguished from <code>J</code> by its wide angle and its long tail that dips well below the line (remember that <code>J</code> rests on the line). To write initial <code>J</code>, begin on the line and curve downwards below it. Imitate the shape in the example:



To write _ connected from a previous letter, start from the connecting segment on the line, then curve down. Copy:



DRILL 6.

Copy and sound out the following words:

يُروح	جورج	تُحرير	بارد	راجي	خُروج	بَرْد
						

"zaay"

This consonant corresponds to the English sound *z* in *zebra*.

LISTENING EXERCISE 8.

Read the following words containing the sound 3 along with the tape:

جُواز

زُجاج يــَزور

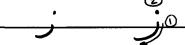
أحزاب

زَوْج

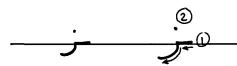
WRITING



The letter ; is a nonconnector, and has the same shape as , , except that it takes one dot above. Using the same techniques you used for , practice writing and reading initial/independent; by copying:



Copy ن in medial and final position:



Now copy and sound out the following female and male names:

تاج

♀ وُداد

Drill 7.

Connect the letters to form words, then listen to them on tape and write in the short vowels as you hear them:

$$t + t + t + t$$

Drill 8.	Drill	8.	⊗ ⊗
----------	-------	----	------------

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Drill 9.

Read the following words aloud:

حزْب ورَد بَيْروت إِخْبار يَجري تَأْثير تَخْدير دُوات تَحْدير بير زَيْت بارد بير زَيْت وَحيد زَيْت وَحيد أَخُوات تَأْر يُدور بَحْري يُدور بَحْري

دار واحد زُيوت أُزرار زُجاج أبي تَثاءَبَ خَرَز دُجاج بازار دُجاج بازار

أحاداب أحاداب

جرير وُزَراء

DRILL 10.

Read aloud the following advertisements:

1.

حودج Dodge حودج

من جريدة الشرق الاوسط، ١٩٩٣



من جريدة الشرق الاوسط، ١٩٩٢

.ε



۱۴۴۸ (آذار) ١٤٩٤ ، "نامد يعه طلياء نبه







VIDEO

Watch Scenes 6 and 7 on video with your teacher.

AL-HAMDU LILLAAH

Literally *Praise be to God*, or *Thank God*, this is one of the most widely used phrases in Arabic by people of all religious backgrounds. Its most common uses are (a) in response to *How are you?* whether or not one is well, because God is to be thanked at all times, (b) upon finishing a meal, to signal that one has had enough, and (c) upon successfully completing a task or learning of a positive outcome.

ARABIC DIALECTS

Every language has some differences between its written and spoken forms. Pronunciation usually varies from region to region, and some vocabulary differs; occasionally there are differences in grammar as well. For example, *I dunno* is rarely written, except for special effect, and *I do not know* is rarely used in speech. *Hoagie, submarine, sub, wedge,* and *hero* all refer to the same sandwich, and American southerners often distinguish between singular *you* and plural *y'all*. Americans, Britons, and Australians learn to understand each other's accents merely by being exposed to them.

The Arabic language also varies in these ways, although the differences are sometimes greater than those found among varieties of English. Names for the different varieties of Arabic include Modern Standard, colloquial, and Classical Arabic. In this book, the terms "formal" and "spoken" will be used to differentiate between written and spoken forms of the language. All varieties of Arabic share the same basic grammar and most vocabulary. The greatest differences lie in the areas of accent and daily-life vocabulary. For some examples of these differences, listen to a few expressions from four regions:



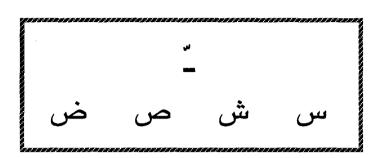
	Cairo	Beirut	Fez	Baghdad
Good morning!	SabaaH ilkheer	SabaaH lkheer	SbaH lkher	SbaaH lkheer
How are you?	izzayyak? (m)	kiifak? (m)	laa baas?	shloonak? (m)
What's your name?	ismak ee? (m)	shuu ismak? (m)	shnu smiitk?	sh- ismak? (m)
Milk	laban	Haliib	Hliib	Haliib

As you can see and hear, the accents are different and some of the expressions differ, although they are all related to formal Arabic. Notice, for example, the consistent use of ak or k for your. The more formal Arabic you know, the easier it is to recognize the dialect forms that are derived from it.

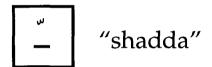
In this book, you will concentrate on learning to read and write modern formal Arabic. You will also learn to speak in formal Arabic, while being introduced to common expressions used in daily life in Egypt through the video tape. The Egyptian dialect is widely understood throughout the Arab world, thanks to the popularity of Egyptian films and television shows. You will notice some differences in pronunciation and vocabulary between formal Arabic and the Egyptian dialect; for example, it was noted above—and you can hear on the tape—that the letter ε is pronounced g in Egypt. You will learn other differences as they arise.

To be fluent in Arabic, you must have control of both the formal and colloquial registers. It is quite natural to mix the two, and this is a skill that native speakers develop over the course of their formal and social education. You will develop this skill too; after all, you already shift from one level to another naturally in your native language. The more Arabic you learn, the easier it will become to recognize, understand and use the different varieties of Arabic.

الوحدة الرابعة UNIT FOUR



In this unit, you will learn the symbol for doubling consonants, and the next four letters of the alphabet in sequence.



This symbol, called *shadda*, is a pronunciation marker whose function is to double the length of a consonant in pronunciation. **Do not** associate the shadda with two identical, consecutive consonants in English, as in the word *little*; in English, doubling is merely a spelling convention that may affect the vowel sound, but not the pronunciation of the consonant itself. In Arabic, doubling **changes the pronunciation** of the consonant over which it is written, and **affects the meaning** of any word in which it occurs. Like other vocalization marks, shadda is usually omitted in unvowelled texts, except where ambiguity might arise without it. In general, the reader is expected to know which words take shadda, and to use context, if necessary, to guess.

Any consonant may be doubled as long as it does not begin a word. The difference between a single consonant and a doubled one is one of length: a doubled consonant is pronounced and held for **twice as long** as a single one. This is easy to do with fluid sounds, like \div , \div , \div , \div , \div , \div , and \div . To double the sounds \div , and \div , you must begin to say them and pause in the middle of pronouncing them for a second. Practice this by doing the following exercise.

LISTENING EXERCISE 1.

Listen to the difference in pronunciation between the first and second word in each pair and repeat:

Drill 1.

You will hear twelve words. Mark X if you hear a shadda:

1. _____

5. _____

9. ____

2. ____

6. ____

10. ____

3. ____

7. ____

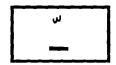
11. ____

4. ____

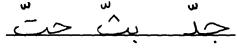
8. ____

12. _____

WRITING



Shadda is written like a tiny, rounded \mathbf{w} on top of the consonant that it doubles. Practice by copying the examples:



Now practice writing and reading shadda in these words:

When kasra and shadda occur together on the same consonant, they may be written in their normal positions, as in (1) below, **or** the kasra may be written just below the shadda, above the letter, as in (2):

You will see both variants, so learn to recognize them.

Be aware that you must listen carefully to distinguish between a long vowel sound and a shadda in the middle of a word. Practice listening for and pronouncing this difference in the next exercise.

LISTENING EXERCISE 2.

Compare the following pairs of words, the first of which has a long vowel and the second a shadda. Listen and repeat out loud several times:

راجَعَ / رَجَّعَ جاوَزَ / جَوَّزَ تَزاوَجَ / تَزَوَّجَ دارِس / دَرِّس دوري / دُرِّي

Drill 2.

You will hear twelve words, each containing either a shadda or a long vowel. Indicate which words contain long vowels, and which shadda by writing either the long vowel you hear or shadda:

- 1. _____ 5. _____
 - 10. _____
- 2. _____ 6. ____
- 11. _____

9. _____

7. ____ 4. _____ 8. _____

12. _____

DRILL 3. Dictation.

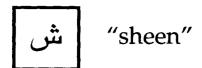
3. ____

"seen"

Seen is the name of the Arabic letter corresponding to English s as in the word seen. Be careful not to confuse pronunciation and spelling in this case, for s is used to spell several different sounds in English, such as z as in easy or zh as in treasure. is a frontal consonant, which means that you must pay attention to the quality of the vowels surrounding it. In particular, when alif and fatHa occur before or after س , they are frontal, as in bad and bet.

LISTENING EXERCISE 3. Repeat, paying particular attention to the vowel sounds:						
وُستُواس	سُبات	بـَسّ	مُساء	سادات		
				Ī		
ـسـ	<u> </u>	ســ	س			
is a connecting letter that is distinguished in print by its three "teeth." In handwriting, however, س is usually written without its teeth, as a long straight line. In either case, it takes a tail when written independently or in final position. Compare the printed and handwritten forms of the following:						
	مسب	x	ب	سبد		
	ب		<u> </u>			
You will quickly become accustomed to reading with its teeth in print. Learn to write it without them. To write independent, begin on the line and draw a very small hook, just enough to indicate the beginning of a letter. Continue into the long, flat body, then dip below the line into the tail, making sure that it comes all the way back up to the line in a full semicircle. Copy:						
				0		
Initial سن is written just like independent س but without the tail. The body of connected سس merges into the connecting segment so that the two are indistinguishable, so make sure to lengthen the body of the letter. Copy the word سنب (reason):						
	onnecting lettowever, is takes a tail will handwritten all hook, just flat body, the way back up to a serges into the	onnecting letter that is dist owever, is usually written in handwritten forms of the finall hook, just enough to inflat body, then dip below way back up to the line in a is written just like independences into the connecting second	paying particular attention to the vowel s بس سبات وسواس onnecting letter that is distinguished in owever, نه is usually written without its takes a tail when written independently is handwritten forms of the following:	paying particular attention to the vowel sounds: مساء بُسُ سُبَات وَسُواس onnecting letter that is distinguished in print by its the owever, س is usually written without its teeth, as a long takes a tail when written independently or in final post I handwritten forms of the following: I quickly become accustomed to reading with its it without them. To write independent without them, and hook, just enough to indicate the beginning of a leftlat body, then dip below the line into the tail, making way back up to the line in a full semicircle. Copy:		

When is connected from a gennecting segment and the hody of t		
connecting segment and the body of thook on the beginning, so that it look		
must be long enough to distinguish		_
when reading handwriting that a long	-	•
this medial handwritten form in the w		1
	•	^
	باب	<u> </u>
		•
is written with its tail, عس	which must come all the	way back up to the
line (lest it be mistaken for هر). Copy	in the colloquial ـس	word بنسٌ (that's all,
enough):		
	ني	, .
	-()-	· (0) 0
·		
DRILL 4.		
Dictation.		•
1	4	
2	5	
<u> </u>	J	
3	6	



This letter corresponds to the sound *sh* in *shoe*.

LISTENING EXERCISE 4.

Listen to $\dot{\omega}$ in these words and repeat:

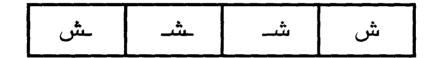
حُشيش رُشاًش

بر باث

شبر

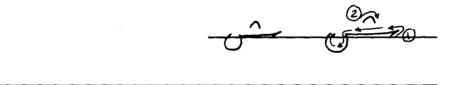
شَـُمْس

WRITING

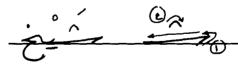


The letter $\dot{\omega}$ is a connector, and its shapes match those of ω , except that this letter takes three dots above. In handwriting, $\dot{\omega}$ is written without it teeth (like ω) and the three dots are connected in a caret (just like those of $\dot{\omega}$).

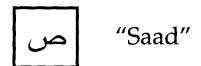
Practice writing independent ش by copying the example:



Now practice initial شـ by copying شــ (shaykh):



Copy medial an	صُفِيش in شـ d final	△ (grass):	^^
			_
Now copy and s	sound out the follow	ving names:	
ريتًا	ڎؙڒۘۑٵ	سـُراب	♀ سَمَر
وَحيد	رَشيد	بـُشيـر	السَيْدُ ♂ً
ILL 5. 🐿 Dictation.			
1		4	
2		E	



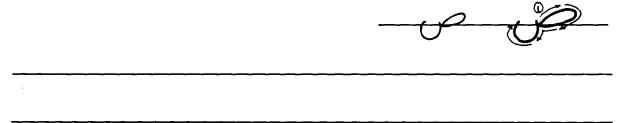
aloud, and note the position of your tongue. It should be toward the front of the mouth and high, close to the roof. Now, starting at the back of your teeth, move your tongue back along the roof of your mouth. You will find a bony ridge just behind the teeth, before the upward curve of the roof. Put your tongue against this ridge. The rest of your tongue will drop lower inside your mouth. The emphatic or velarized consonants in Arabic are pronounced by placing the tip of your tongue in this spot and dropping the rest of the tongue as low as you can. **Remember:** this and other emphatic consonants deepen the sound of surrounding vowels, most noticeably alif and fatHa, which sound like a in father and u in but. Pay attention to the sound of all vowels near these emphatic letters, because the quality of the vowels gives the clearest indication of emphatic consonants.

LISTENING EXERCISE 5.

Listen to these words containing $_{\infty}$ and repeat, paying particular attention to the surrounding vowels:



The letter $_{\infty}$ is a connector, and it retains the same basic shape in both print and handwriting. There are two essential points to keep in mind when writing $_{\infty}$: (a) the loop must be big and oval-shaped, and (b) there must be a small "tooth" after the loop. To write independent $_{\infty}$, start on the line and make a big loop up and back to your right, then swing down and close it. Without stopping, make the tooth and then drop well below the line to make the tail. The tail of $_{\infty}$ is the same shape as that of $_{\infty}$ and must come all the way back up to the line. Copy:



Initial is written the same way, with continue on to the connecting segment. Copy	
	71.0
To write connected from a previou to the starting point of the loop, the same position, then follow the same steps as above.	point at which you started in initial
Practice by copying the word تَصنُوير (pi	hotography):
	<u> رسوبر</u>
Final عص is connected the same way as the same shape as the tail of س . Practice by co	

LISTENING EXERCISE 6.

. ص and repeat the following pairs of words contrasting س and . Notice that the emphatic quality of o deepens the sound of surrounding vowels. .ص and س Listening to vowel quality is the easiest way to distinguish between

Drill 6.

Read these words aloud with the tape, paying attention to the difference : ص and س between

- مار (b) سار (a) مسار

- 4. (a) سَبْر (b) مَبْر

- باص (b) باس (2. (a)

- أصير (b) أسير (a. أ

- مَـدَّت (b) سَـدَّت (6. (a)

DRILL 7.

Listen to the words on tape and write the letter you hear in the blank. Remember . ص and س and من to listen for vowel quality to help you distinguish between

- 1. ابح
- 3. ______

- ندر عدر 5. لــــ أ
- ___وثتى 6.
- أ ــ بنح أ
- 8. 2-2

DRILL 8.

You will hear twelve words; each has either س or ص . Write the letter that corresponds to the sound you hear:

1. ____

5. ____

9. ____

2. ____

6. ____

10. ____

3. ____

7. ____

11.

4. ____

8. ____

12. ____

DRILL 9.

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



"Daad"

This letter represents the emphatic counterpart of ι . To pronounce ι , place your tongue in the same position as you did to say ι and try to say ι ; the result will be ι . Remember that ι is an emphatic consonant that deepens the quality of surrounding vowels, especially alif and fatHa.

LISTENING EXERCISE 7.

in these words and repeat:

رياض

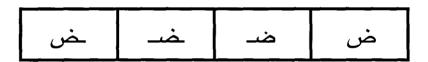
حَضَر

خضٌ

ضباب

ضباد

WRITING



ف is a connector, and is written just like ص except that it takes one dot above. Follow the same steps you did for ص. Practice writing the independent form:



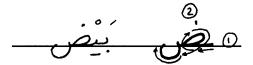
Practice initial خــ by copying the name of the letter, ضاد

فياد	
	(2)

Now practice medial ف by copying أَخْضُرُ (green):



Practice final نے in بَیْض (eggs):



LISTENING EXERCISE 8.

Listen to and repeat the following pairs of words contrasting عن and ض :

Drill 10.

Mark X for each word in which you hear ض:

1. _____

5. _____

9. ____

2. ____

6. ____

10. _____

3. _____

7. ____

11. _____

4. ____

8. _____

12. _____

Drill 11.

Read the following pairs of words aloud with the tape, paying particular attention to the difference between ع and ف :

- رَفُّ (b) رَدُّ (1. (a)
- ضَرْبِي (b) دَرْبِي (5. (a)

- 2. (a) يُدُرُّ (b) يُضُرُّ
- ضَجَر (b) دَجَر (6. (a)

- تَحَضَّرُت (b) تَحَدُّرُت (a) تَحَدُّرُت
- حَرَّضَت (b) حَرَّدَت (7. (a)

- 4. (a) بيد (b) بيض
- دُرَّس (a) دُر
- ضَرَّس (b)

Drill 12.

You will hear twelve words, each containing either عن or ض . Write the letter that corresponds to the sound you hear:

1. ____

5. _____

9. ____

2. ____

6. ____

10. _____

3. _____

7. ____

11. _____

4. ____

8. _____

12. _____

Drill 13.

Listen to the words on tape and write the letter you hear in the blank:

- 1. باب
- أ__رب 4.
- تَ ــ ريس 7.

- تَحْري ـــ .2
- أ___رار 8.

- 3. <u>___</u>:
- تـــاريس .9

Drill 14.

Connect the letters to form words. Then listen to the words on tape and write in the short vowels you hear.

13. =
$$- + \dot{\omega} + c + \dot{\omega} + c + c + c$$

DRILL 15. Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4.

9. _____

5. _____

10._____

Drill 16.

Read the following words aloud:

أَ خُ ضُر	خُضُراء	أبْيَض	ر ُصاص
أسىوك	تُسيير	شراب	شاي
شُجُر	شتاء	صراخ	تُشْريح
سَبْت	منباح	مَـُوْت	صُواب
ماحب	حُواجِزِ	ضُحايا	إخراج
أصحاب	منحيح	ضـُوْء	تَدْريس
ذُباب	حساب	حُجُج	زيارات

Drill 17.

Read the following advertisements, then create five of your own and share with the class.

1.





3.



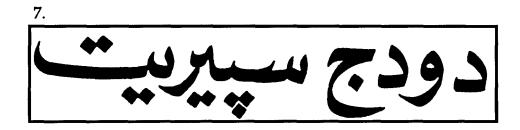
4.



5.







من جريدة الشرق الاوسط، ١٩٩٢

Draw your advertisements here:

1.

2.

3.

4.

Culture الثقافة





Video

Watch Scene 8 with your teacher.

FORMS OF ADDRESS

You have learned to use HaDritak (حَضَرتك) and HaDritik (حَضرتك) for polite you. In addition, various titles are often used to address people politely. Some of the titles commonly used in Arabic are:

دُكتورة / دُكتور duktuur duktuura (Dr.), used to address or refer to medical and academic professionals (whether or not they have a Ph.D.).

أستاذة / أستاذا / أس

منيِّت sayyid (Mr.), used in formal situations and correspondence to refer to or introduce people who have no professional title.

مَدام sayyida (Mrs.), and مَدام madaam, used to address or refer to older and/or married women.

aanisa (Miss), used to address or refer to a young, unmarried woman.

These titles are followed by the person's first or full name (and not by the last name alone). When addressing someone directly, these titles are preceded by *yaa* (پیا) (no English equivalent):

 yaa duktuur / yaa duktuura
 پا دکتور / پا دکتور ة

 yaa ustaadh Amin
 پaa ustaadha Zeinab

 يا استاذة زَيْنْب
 yaa aanisa Samia

¹Note that these two titles have two common pronunciations: (1) as written above, in formal Arabic, and (2) *ustaaza* in spoken Arabic, as you have heard on the video.

GENDER

In the video scenes, you have heard people address and refer to men and women differently: a male professor is addressed or referred to as *duktuur* and a female as *duktuura*. In Arabic, all nouns are either masculine or feminine. That means there is no word for *it* in Arabic, so you must use *he* or *she* depending on what you are talking about. Start practicing this now by thinking of the nouns you learn as *huwa* (he) or *hiya* (she).

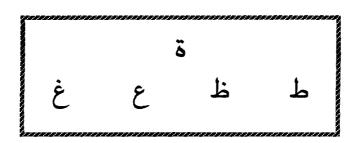
Within the category of people, masculine nouns refer to males. To refer to females, these masculine nouns take a feminine ending pronounced *a*. For example, masculine *ustaadh* becomes feminine *ustaadha*. Within the category of inanimate beings or things, each noun has its own gender, which does not change. Masculine words usually end in a consonant, and feminine nouns almost always end in the feminine *a*. There are a few exceptions whose gender must be memorized, but in most cases, you can tell by hearing or reading a word what its gender is.

Drill	18.	⊗⊗
DRILL.	Ið.	

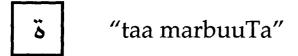
Listen to the words on tape. Mark F if you hear the feminine a and M for masculine if you do not:

1 _	5
	<u> </u>
2	6
3	7
4	8

الوحدة الخامسة UNIT FIVE



In this unit you will learn the feminine ending $\ddot{\mathfrak{s}}$ and the next four consonants in the alphabet.



This symbol is not considered a part of the Arabic alphabet, because its function is primarily grammatical. It can only occur at the end of a word. This letter is called taa marbuuTa, meaning the tied , and it almost always indicates feminine gender (the rare exceptions to this rule will be noted as they arise). As its name and form indicate, is related to the letter , and sometimes it is pronounced as ; (you will learn this rule later). At other times it is not pronounced as , but the fatHa vowel that always precedes is always pronounced. In spoken Arabic, a fatHa at the end of a word will almost always indicate is.

Listening Exercise 1.

Listen to the following on tape and repeat:

مُورِدة وُردة زُوجة شُجَرة صورة

Remember: when you hear a noun that ends with a fatHa sound, you can usually assume that it is feminine, and spelled with a 3.

Drill 1.

Mark X for each word you hear that ends in 3:

1. _____

4. _____

7. _____

2. _____

5. _____

8. ____

3. _____

6. _____

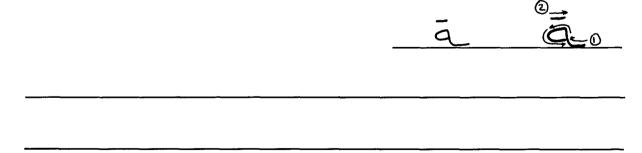
9. _____

WRITING



Since 3 only occurs in word-final position, it has only two shapes: one that follows connecting letters and one that follows nonconnectors. In print, the two dots appear separately, as you can see, but in handwriting, they are usually drawn together as a short horizontal bar (just like the dots of _ and _ and _ after a nonconnecting letter, start above the line at the top of the letter and draw the loop down to your right and back up. Copy the example:

To write s connected to a previous letter, start at the connecting segment, draw the right side of the loop up into a point, then swing back down to your left to close the loop. The shape of this loop is usually lopsided and not as round as when s is written alone, and individual handwriting styles vary. Copy the example:



Now copy and sound out the following words containing 3:

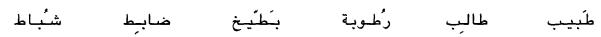
خارجِيّة	زُوجة	جَريدة	سَيِّدة	دراسة	أستاذة
					



This letter represents the emphatic counterpart of \Box . To pronounce it, put the tip of your tongue up against the bony ridge behind your teeth on the roof of your mouth, the same position used for $\dot{\Box}$, and drop your tongue low in your mouth. Try to say t holding this position—the result will be $\dot{\Box}$. The difference in pronunciation between $\dot{\Box}$ and $\dot{\Box}$ is the same as the difference between $\dot{\Box}$ and $\dot{\Box}$. Remember: $\dot{\Box}$ is an emphatic sound that deepens the quality of surrounding vowels.

LISTENING EXERCISE 2.

Listen to these words containing \bot and repeat:



Writing b b

 \bot is a connector, and is written in two separate steps. The loop that forms the body is written in one motion, connected to the rest of the word, and the vertical line is written afterwards, much like crossing the t in English. To write \bot independently, start on the line and make the loop first. It should be large and oblong, as in the examples below. The last step in writing \bot is the downstroke. After forming the loop, pick up your pen and draw this stroke as you do the alif, from the top down. It does not need to be exactly at the end of the loop.

Write independent	ط , copying the exar	nple: —–	لط	0)
To write a word i continue on into a connect not have a tooth betwee مربيب (doctor):		t stopping.	ص Unlike	does ط رض and
When writing الم in along the line, and without again to continue on to the you have finished writing in English script, this is (line):	the next letter. Do n g the body of the wo	op backwa ot stop to rd. Like do	ords and arowrite the do otting the i	und to the line wnstroke until or crossing the t
		. ,		
Now copy the follo خُـطٌ (handwriting)	owing words contain: يُطير (he flies)	Ŭ	وي (rinarian	طبيب بيط
			_ 	

Remember that, since \bot is an emphatic letter, it affects the quality of surrounding vowels, so that alif and fatHa sound like a in *father* and u in but.

LISTENING EXERCISE 3.

Listen to the following pairs of words contrasting علا and الله عند الله ع

تاب/طاب شَتّ/شَطّ رَتَّبَ/رَطَّبَ سَتْر/سَطْر حَتّ/حَطّ

Drill 2.

Listen to the pairs of words on tape. Circle the letter of the word in each pair that contains \bot :

1. **a b** 6. **a b**

2. a b 7. a b

3. a b 8. a b

3. a b 8. a b 4. a b

5. **a b** 10. **a b**

DRILL 3.

Mark X for each word in which you hear ▲:

1. ____

2. ____ 7. ____

3. ____

4. ____ 9. ___

5. ____

Drill 4.

Read the following pairs of words with the tape, paying special attention to \Box and \bot and the quality of the surrounding vowels:

وَطَدَّ (b) وَتَّرَ (a) 5. (a) أُوْطار (b) أُوْتار (a) 1.

2. (a) رَحْب (b) رَطيب (b) أَتْرُحُ (6. (a) أَتْرُحُ (b) أَتْرُحُ

عَلَيًار (b) تَيًار (7. (a) وَطُواط (b) وَتُوات (a) عَلَيًار

طوب (b) بَت (b) عَب 8. (a) عَب طوب (b) عَب مُ

Drill 5.

Listen to the words on tape and write the letter you hear in the blank:

- دُســـــور 7.

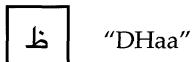
- **--** بشورة .5

- سـُـــور 6.

Drill 6. Dictation.

1. _____

2. _____



Place your tongue in the . This letter represents the emphatic counterpart of 3. Place your tongue in the same position as you did for \bot , and try to say \circlearrowleft . The tip of your tongue should be between your teeth, but the rest of your tongue should remain in the same position as for \bot , low in the mouth. Remember: \bot is an emphatic sound that deepens the quality of surrounding vowels.

LISTENING EXERCISE 4.

Listen to the words on tape and repeat, paying attention to the vowel quality around غ:

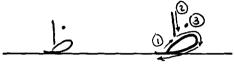
ظُهور

أبوظبي ظالِم

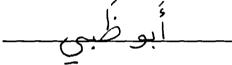
WRITING

ےظ	ظـ	ظـ	ظ
	1		

is a connector, and is written like \bot in all positions, with the addition of one dot above the body of the letter. Follow the arrows to write independent \Rightarrow :



When writing initial and medial غل , do not stop to "cross" and dot غد until you have finished writing the skeleton of the word. Copy the name of the Arab Emirate, أبو نطنبي , as shown:



Copy and sound out the following words containing :

حَظٌ (luck)

روظة (ice cream)

ظَبى (gazelle)

LISTENING EXERCISE 5.

Listen to the contrast between 3 and 4 in the following pairs of words:

ذال / ظاء ذَنَب / ظَنَّ حَذَر / حَظَر ذَلٌ / ظَلٌ نَذَر / نَظَر

⊗ Drill 7.

Listen to the pairs of words on tape. For each pair, circle the letter of the word that contains ڬ:

- 1. b
- 2. b
- 3. b
- 4. b
- 5. b

- 6. b
- 7. b
- 8. b
- 9. b
- 10. b

LISTENING EXERCISE 6.

Recognition of غر, نه, and خا. Listen to the following words on tape to review these sounds:

- ظَبِی (a) 1.
- ذابنت (c) ضابِط (b)
- ثابت (d)

- حَظر (a)
- حَذَر (c) حَضَر (b)
- (d)

- 3. (a)
- بَضٌ (b)
- بِذَ (c)
- (d)

Drill 8.

You will hear ten words. For each, circle the sound you hear:

1.

- 6.
- 2. ظ ذ
- 7. ظ ذ
- 3. ظ ض
- 8. ۻ į
- 4. ظ
- 9. ظ ۻ
- 5. ظ ذ ۻ
- 10. ظ ذ ۻ ث

Drill 9.

Read the following aloud with the tape, paying attention to غ , and غ :

- 1. (a)
- (b)
- (c)

2. (a)

- (b)
- (c)

- 3. (a)
- (b)
- (c)

4. (a) (b)

(c)

Drill 10.

Listen to the words on tape and write the letter you hear in the blank:

- ــــبى 1.
- أ_رياء 5.
- 9. بُط

- تُحْــير .2
- 6. بنت ___
- جُــوة .10

- 3.
- 7. اء ___
- حَـــيّة .11

- أ__واب .4
- إ_بات .8
- بـُــور .12

Drill 11. Dictation.

1. _____

5. ______

2. _____

6. _____

3. _____

7. _____

4. ______

8. _____

Drill 12.

Read the following pairs of nouns aloud:

دار دور

حاج حُجاج

ضرورة ضرورات

حارة حارات

حزْب أحزاب

أستاذة أستاذات

صورة صُور

طُبيبة طُبيبات

طَبيب أطباء

طنير طئيور

أستاذ أساتذة

سنيارة سنيارات

جُثّة جُثَث

يَخْت يُخوت

شَيْخ شُيوخ

ظَبْية ظباء

واجب واجبات

ضابط ضباط

What can you guess about the relationship between each pair of nouns?

" cayn"

We now come to one of the most distinctive sounds in Arabic: ξ . When pronounced correctly, ξ has its own unique beauty and can be a very expressive sound. The degree to which ξ is emphasized differs slightly from one dialect area to another; in the Gulf and some areas of North Africa, it is pronounced with a greater constricting of the muscles and has a more powerful sound. It is not difficult to pronounce, but you need to exercise your throat muscles, the same ones that you use to pronounce τ . You should still be doing the exercises you learned above for τ , in which you constrict your throat muscles as if you were blocking off the air passage from the inside. You can feel this by putting your hand on your throat. Say τ , and feel the muscles contract. Now pronounce the same sound and voice it, that is, instead of a breathy sound, make a deep, throaty sound. Keep your hand on your throat so that you can feel your muscles contracting. Also, if you bend your head down so that your chin rests on your chest, you will be able to feel and hear what you are doing more easily.

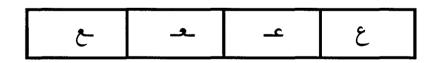
LISTENING EXERCISE 7.

Listen to φ in the following words and repeat several times:

عُرَبِي عَيْبِ عاد يَعود ساعة رَعْي دُع

It is helpful to put your hand to your throat or bend your head down and put your chin on your chest so that you can feel the muscles contract every time you say ε for a while, until you can say it easily. ε is a very important sound in Arabic, and you must learn to say it properly in order to be understood. The more you practice now, the sooner ε will become natural for you.

WRITING

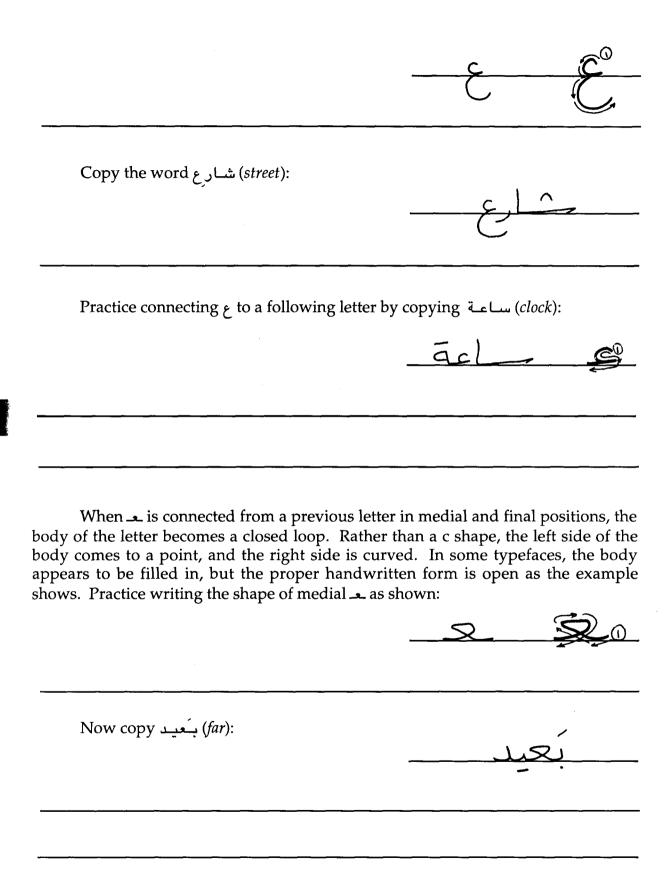


ن is a connecting letter whose shape varies somewhat depending on its position. In independent and initial positions, the common element is a c-shape that rests on the line. As an independent letter, it takes a tail, when connected to a following letter, it leads into a connecting segment as shown. Practice writing and pronouncing independent و as shown:

Drili

Dri

Di



In final position, ع reassumes its tail. Practice by copying أربَع (four):

, '\$	
	\$2. 0
.,	

LISTENING EXERCISE 8.

Listen to the following pairs of words and repeat, paying attention to the pronunciation of , and . Remember that , is a sound you produce naturally, without effort. Say uh-oh before pronouncing , , and put your hand on your throat . ، when pronouncing

وَأَدَ/وَعَدَ تَأَثَّرَ/تَعَثَّرَ أَسير/عَسير أَبد/عَبُد أَطَّر/عَطَّر

Drill 13.

Read the following words aloud with the tape, paying special attention to the difference between \$\rhi\$ and \$\rhi\$:

- 1.
- (a) أَيَّدُت (b) عَيْدَت
- a) أزيز (b) عُزيز

- عبرة (b) إبرة (a) 2.
- 7. (a) أَجَأْجَ (b) عَجْعُجَ

- تَأَطَّرُ (b) تَعَطَّرَ (a) تَعَطَّرَ

- شاعُ (b) شاءُ (8. (a)

- رَعْي (b) رَأْي (a.
- 9. (a) أَعَدُوْ (b) مِندُأَ

- 5. (a) تأد (b) تأد الله عنه ا
- أَجْزَعَت (b) أَجْزَأت (a) أَجْزَأت اللهِ

Drill 14.

Circle the sound you hear:

1.

- 2.

- 3.

6.

Drill 15.	n tape and write the letter y	ou hear in the blank:
ـــطر 1.	4. حب ــــ	مــُــب 7.
رُـــد 2.	ودي 5.	شــري 8.
شارِ ــ 3.	دُ ــوات .6	تُســـير .9
DRILL 16. Dictation.		
1	5	

	-			
عَبّاس	ساطيع	ميند	أسعد	∂ سعید
			· · · · · · · · · · · · · · · · · · ·	

"ghayn"

This letter is pronounced like a voiced $\dot{\tau}$. Think of the correspondence between the sounds k (kite) and g (game): k is unvoiced and g is voiced. Pronounce k and g several times, paying attention to how your voice changes when you say g. Now say $\dot{\tau}$ several times, then voice it. Alternatively, you may think of $\dot{\tau}$ as similar to the sound you make when gargling. Gargle for a minute and pay attention to the muscles that you use. $\dot{\tau}$ is pronounced using these same muscles in similar fashion.

Listening Exerc Listen to	ISE 9. ම in these wo	rds and repea	nt:		
غُربة		طاغي	صنَفير	بنغداد	غُريب
Writing	ـغ	غ	- è	غ	
					takes a single aloud as you
Now wr	piaste: صاغ	r, Egyptian co	oin roughly eq	uivalent to a p	penny):
					·

pronouncing the word غنبي (stupid). Do not stop to dot until you have finished writing the entire word: : بُـفداد Copy and pronounce عـ is written just like medial . Final غـ assumes the long tail. Practice by copying and saying تَبِغ (tobacco): LISTENING EXERCISE 10. Compare the following pairs of words on tape, paying particular attention to the difference between ¿ and ¿: يُغيب/يَخيب غُضٌ/خَضٌ يُغَرِّب/يُخَرِّب

Initial i connects to a following letter as shown. Practice writing and

Drill 17.

You will hear nine words. Circle the letter corresponding to the sound you hear:

- غ خ 1.
- غ خ 4.
- ^{7.} خ خ

- ع. خ خ
- غ خ 5.
- غ خ 8.

- غ خ 3.
- غ خ 6.
- 9. ÷

DRILL 18.

Read the following pairs of words aloud with the tape, paying close attention to \dot{z} and \dot{z} :

1. (a) تَخريب (b) تُغريب

رَغُوة (b) رَخُوة (6. (a)

يَشْغُر (b) يَشْخُر (a. (a)

غُرير (b) خُرير (7.

غَيْري (b) خَيْري (a. (a)

8. (a) تُخُطُّ (b) تُخُطُّ

4. (a) بُخْت (b) بُغْت

9. (a) غُبِّط (b) غُبِّط

غَيْبة (b) خَيْبة

10. (a) خُضير (b) غُضير

Drill 19.

Listen to the words on tape and write the letter you hear in the blank:

- سـُـــرية .7

- ___ياطة 5.
- تَ ـــرُجي .8

- 3. نة
- طا ــية .6
- ضـــــط 9.

Drill 20.

Read the following words aloud:

عُشاء	طاسات	عَصَبِيّة	صراخ
طازة	غاضبة	أبو ظُلبي	خُطيبُتي
ذَوْد	تُسريحة	طُبِّشُورة	أعداء
شعراء	ار تباطات	تَصدير	بُذور

Drill 21.

Connect the letters to form words and sound them out.

1. =
$$-\infty + (+1 + 5 + 5)$$

2. =
$$= + i + j + c + l + c$$

6. = =
$$d^2 + c + e + c + 2$$

8. =
$$\frac{1}{3} + (1 + y + y)^2 + 6$$

14. =
$$\dot{v} + \dot{w} + \dot{s}$$

Drill 22.

You will hear ten words. Circle the word you hear in each row:

غُرب 1.

خَرَّب

جرَب

کرب حکرب

2.

ء _س

دُرُز

َ رَ دُرُس

3.

أسبح

طْبَع

إصْبَع

أصبح

4.

ذاع

صاع

ضاع

شاع

5.

صُغير

۔ سربر مَر بر

شرٌير

6.

و ر حث

جرِصُ

حبِصُ

حـِسْ

7.

فَرّخ

فرخ

فأزع

فرع

8.

حَذُر

حُصَر

حُظُر

حضر

9.

ضَيي

سُبي

صبي

ظَبي

10.

غَــُرٌ

عير

عَبْر

أبَرٌ

Drill 23. Dictation.

1. _____

6. _____

2. _____

7. _____

3. ______

8. _____

4. _____

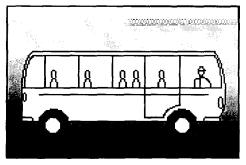
9. _____

5. _____

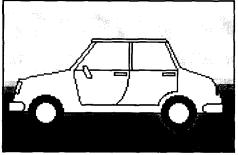
10. _____

Read and learn these words:

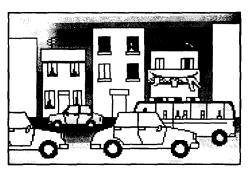


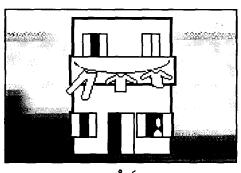


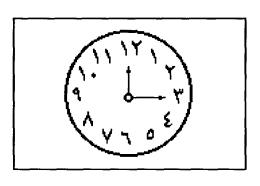
أوتوبيس



سُيّارة







ساعة



أستاذ

wide, spacious small

واسبِع / ـة

hard, difficult

صَغير/ة صُعْب/ة lesson

Arab (person), Arabic

new

جديد /ة

Drill 24.

Read each of the following phrases aloud, then write its meaning in the blank.

1.	an Arab teacher (professor)	أُستاذ عَرَبي
2.		أُستاذة عَرَبِيّة
3.	· · · · · · · · · · · · · · · · · · ·	دَرْس صَعْب
4.	7 444	شارع صنغير ـ
5.		سُيّارة جَديدة
6.		سيّارة صغيرة
<i>7</i> .		أوتوبيس جديد
8.		أوتوبيس صعير ـــ
9.		أستاذ صعب
10.		بَيْت جديد
11.		بُيت واسع
12.		بیت صغیر ۔
13.		شارع واسع
14.		ساعـة صغيرة
15.		درس جدید
16.		أستاذة جديدة
1 7 .		بيت عرب <i>ي</i> -
18.		ساعة جديدة

Culture الثقافة





VIDEO

Watch Scenes 9, 10, and 11 with your teacher.

TAKING LEAVE

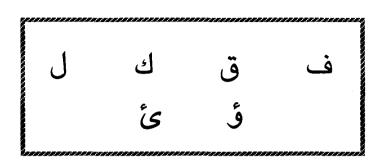
Just as greeting people when you first see them is essential to courteous behavior, taking leave is also expected. Whether sitting at a meal or just standing around chatting, you must excuse yourself before leaving. People usually say:

which means with your permission, and the usual response is:

which means please, go ahead. You have also heard itfaDDal/i used to mean please, come in / sit down, and it can also mean please, help yourself (for example, to food).

¹Remember that in Egypt, 3 is often pronounced z.

الوحدة السادسة UNIT SIX



In this unit you will learn four new consonants and two new seats for hamza.

"faa"

This letter is pronounced like English *f* as in *feather*.

Listening Exercise 1.

Listen and repeat:

فُريد دَفْتُر سَفي عَفاف صُفوف

Writing

is a connecting letter with a relatively stable shape. Its independent and final forms have a tail that is unusual in that it remains on the line rather than dipping below. To write independent i, begin above the line and draw a small flat loop around to your left, up, and down around. Keep the loop of is small and just above the line, resting on a short "neck." Continue along the line into a small hook to finish the tail as shown in the example below.

ف

		(E)
	ف	(O)
		
To write ف in initial position, begin the same فـُريد gment into the next letter. Copy the name	•	with a connecting
The loop of medial is small and oval (for at of in , and has a different shape). Start from to your left and back around to the line and ir ample shows:	the connecting	segment and loo
at of 上, and has a different shape). Start from to your left and back around to the line and ir	the connecting	segment and loo

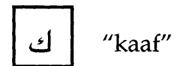
Copy and sound out the following names:

صَفِيّة	صَفاء	وُفاء	فَريدة	فكرح	عُفاف	Ç
ر ف عت	فـــُوْز <i>ي</i>	فايرِ	فَتُحي	عُفيف	فُريد	♂
Drill 1. @6 Dictat						
1				4		-
2				5		_
3				6		-
ق ا	"gaaf"					

This letter represents a new sound, the emphatic counterpart to k. Like the other emphatic sounds, it is pronounced with the tongue low in the mouth. It differs from them in that it is pronounced farther back in the throat, at the very back of the tongue. Take a minute to become more familiar with your throat muscles. Open your mouth and say aah, as if you were at the doctor's. Your tongue should be flat in your mouth. Without raising your tongue, pull it back so that the base of your tongue closes off air by pulling back against the throat. At this point, you should not be able to breathe through your mouth, although it is wide open. Practice doing this first without making a sound. After performing this exercise several times, make a sound by releasing the air forcefully. The result will be the sound $\frac{1}{3}$.

Listening Exerc Listen to		wing words a	nd repeat:		
فراق	بُرقوق	شُفيق	دُقيقة	ارب	قاف ق
Drill 2. Mark X	for each word	in which you	hear ق:		
		4		7	
2	· · · · · · · · · · · · · · · · · · ·	5	 	8	
3		6		9	
TATE OF THE STATE					_
W riting	_ق	ـقـ	قــ	ق	
takes tw ق takes tw and ص . T those of ت. T	o dots above a The two dots to write indep e line to drav	and a deep tai above ق are ۱ endent ق , ma v the tail and	l that drops w usually run to ake the same	rell below the ogether in ha loop you ma	e line like that of andwriting (like ade for a then tail all the way
آسا Initial the example:	is written jus	st like initial_	, but with tv	wo dots run	together. Copy

Practice by writing قريب (near). Do not s	stop to dot until y	ou have finished
writing the word:		/
		م بت
		• -
Medial قد has the same shape and size as i	and is عند medial	connected in the
same way. Practice by writing دُقيقة (minute):	,	
, , , , , , , , , , , , , , , , , , , ,		
-		<u> </u>
takes a tail that d ـق Unlike final ـف	lrops well below	the line, just like
that of Make sure to bring it all the way back	up to the line:	<u>(a)</u>
	_	
	- 9-	(3)
	_	
(plum): بُرقوق by writing ق Practice final		
		/
		برقوق
Drill 3.		
Dictation.		
1	4	
2	5	
6.	J	



This letter corresponds to English k as in *likewise*.¹

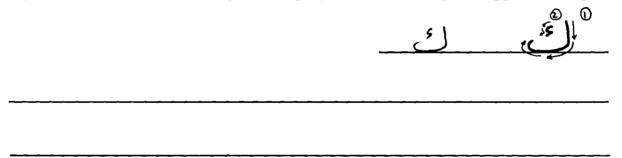
LISTENING EXERCISE 3.

Listen to \(\mathcal{D}\) in the following words and repeat:

يتاب دُكتور حكاية أكيد شُكوك ركيك

WRITING

ن is a connecting letter that has two distinct shapes, one in independent and final positions, and one in initial and medial positions. To write independent ك, start above the line at the top of the letter, draw straight down to the line, then curve and follow the line. Make a tiny hook at the end, then pick up your pen and draw a little hamza-like figure inside the angle. The shape of this mark, which may have originated as a miniature ∠, may vary slightly in different scripts. Copy the example:



When \preceq is connected to a following letter, it has a cross bar on the top; however, this is written last, like the vertical bar of \bot and \bot . To write initial \preceq , start as you do the independent form, drawing down to the line, then make a right angle and draw along it into a connecting segment. Note that the body of initial \preceq is not exactly perpendicular to the line on the paper—it may be slightly slanted or even curved, depending on individual style. After you finish writing the skeleton of the word, go back and "cross" the \preceq as shown (it does not matter if the bar is not

¹ Note that Arabic ك is never aspirated, that is , it has no "breathy" sound like that of *k* in *kite*.

exactly lined up, but keep it as close as possible). arrows:	Copy init	ial ∠, foll	owing the
Now practice writing initial کَبیر (big):			
Medial ∠ is written like initial ∠, except that segment on the line and draw up, then trace the sa body does not have to be exactly perpendicular to vary somewhat.) Wait until you finish writing to Copy:	me line bac the line, and	k down. (d its exact	Again, the angle may
Practice writing medial کنة (idea):			
In certain artistic scripts and fonts, ∠ takes a in each of these words:	slightly dif	ferent sha	pe. Find ∠
ور اسكندرية اسكندرية	دکتو	هکتور	دهتور
Be prepared to recognize ∠ when written this way.			

0 سالي ف

Practice final ك by writing شيك (check):

represents a familiar sound that takes no extra effort on your part. Take care to distinguish between it and ق , which is pronounced deep in the throat and which you must **practice**. **Remember:** ق is an emphatic letter that deepens the quality of surrounding vowels, whereas vowels surrounding \(\) are frontal.

LISTENING EXERCISE 4.

Listen to the difference between $\ensuremath{\boldsymbol{\omega}}$ and $\ensuremath{\boldsymbol{\sigma}}$ in the following pairs of words and repeat:

قَدُّس/كَدُّس رَقيق/رَكيك قابوس/كابوس باقر/باكِر شــُقّ/شــُكّ

Drill 4.

You will hear twelve words. Circle the sound you hear in each:

1. ك ق 5. ك ق 9.

ك ق .6 ك ق .6 ك ق

ك ق 7. ك ق 11.

ك ق .12 ك ق .8 ك ق

DRILL 5.

Read these words aloud with the tape, paying special attention to ن and ق and the quality of the surrounding vowels:

- 1. (a)
- کاد
- قاد (b)
- 6. **(a)**
- ىكر
- (b)
- بَقَرَ

- شكوك (a) 2.
- شُقوق (b)
- صندٌّك 7. (a)
- (b)

- كُسُوة (a) 3.
- (b)
- (b) اكتفاء 8. **(a)**

- 4. (a) كُدُّر
- قدر (b)
- عراك (a) 9.
- عراق (b)

- 5. (a) عُبِك
- (b)
- كُروش (a) كُروش
- (b)

Drill 6.

Write the letter that you hear in each blank:

- 4. ____
- 7. ________

- استشرا ___ .5 بطا ___ ـ . 2.
- ف____رة .8

- مـــور 3.
- را ____ م

Drill 7.

Dictation.

5. _____

6. _____

7. ____

8. _____

Read and copy these names:

- وكفاء

َّ شُوكَت طارِق **شُكري** تُوفيق شُفيق زُكَريِّا

"laam"

This letter represents the sound of the Spanish or French l, that is, a frontal l in which the front part of the tongue is against the back of the teeth, and the tongue is high in the mouth. Americans tend to pronounce l with the tongue farther back and lower down in the mouth, resulting in a more emphatic sound than Arabic J. Say the word terrible aloud, and pay attention to the position of your tongue when you say ble. It is similar to the position your tongue holds when you say terrible and terrible. To pronounce Arabic terrible, hold the tip of your tongue against the back of your teeth at the roof of your mouth and keep your tongue as high and frontal as you can. Practice this position while imitating the words you hear on tape.

LISTENING EXERCISE 5.

Listen to and repeat the following words containing the sound ${\sf J}$, paying particular attention to the **frontal** quality of the surrounding vowels:

As you may have noticed listening to the words مُلْكُ and صُلُيب in the above exercise, J can take on an emphatic quality when it occurs near emphatic consonants. To pronounce emphatic J , keep the front part of your tongue pressed against the back of your teeth, and drop the rest of your tongue low in your mouth. Repeat Listening Exercise 5, paying attention to the pronunciation of J in its different environments. Only one word in Arabic has a J emphatic in quality without outside influence, and that is the word for God, Allaah. (In some cases, this word is pronounced with a regular J —you will learn this rule later.) Listening Exercise 6 introduces you to some common expressions that include the word Allaah.

LISTENING EXERCISE 6.

Listen to these expressions containing the word *Allaah*:

(expresses admiration or delight)	Allaah!	الله!
GOD WILLING	in shaa'Allaah	إن شاءً الله
(used when praising or admiring)	maa shaa'Allaah	ما شاءً الله!
There is no god but God (said upon hearing bad news)	laa ilaaha illa Allaah	गा र्रा गां र
May Godhave mercy on him (=May he rest in peace)	Allaah yirHamuh	الله پرِحَمُه
In the name of God (said upon beginning something)	bismillaah	بيسم الله

WRITING



 \cup is a connecting letter. The shapes of \cup are similar to those of \cup except that \cup has no cross bar and has a narrower and deeper tail that dips below the line in its independent and final positions. Note how similar the shapes of medial \cup (alif) and \cup appear: the only difference is that \cup connects, while alif does not.

To write independent \cup , start at the top and draw straight down, continuing below the line into the tail, which should be approximately the same shape as the tail of \cup , but a little narrower. The tail must come all the way back up above the line. Copy:

Initial \square is begun the same way, down to the line. Rather than drawing the tail, continue into the connecting segment along the line:

Practice writing initial اليبيا:
To write medial \bot , start from the connecting segment, draw up and then trace backdown to the line into the next connecting segment as shown:
Practice ⊥ by copying بـُـلَـد (country):
Follow the same procedure to write final \downarrow , but finish with the tail:
Practice by writing طـــويــل (long):

¥

"laam alif"

The distinct shape of the combination of I+J (laam followed by alif) is not part of the Arabic alphabet, but must be used to join these letters wherever they occur in this order in the same word. This shape varies slightly in print and handwriting styles. The form you see in the box above is the one you will see in print. Some people write it this way by hand as well, in one stroke (your teacher can show you how). In most handwriting styles, the laam and alif retain the angles you see above, but the two letters are written in two separate strokes. To produce \mathbf{Y} in this handwritten form, start as you would connected \mathbf{J} , but instead of drawing the body straight down, draw it slanting down to the left. When you reach the line, pick up your pen and make a slanted alif stroke into the corner of \mathbf{J} as the example shows. Write the word \mathbf{Y} , which means no:

			et connect to a co			
Read :	aloud and cop خـُـلـود	y the followin دُلال	ng names: مىالىحة	عـُـلْيا	داليا	Q
جَعْفَر	جُـلال	خالِد	لبيب	مالع	عُـلي	♂ ~

Drill 8.

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

DRILL 9.

You will hear ten words. Circle the word you hear in each row:

			,	-
1.	كَلب	قلُب	كـِلاب	قَـلْب
2.	أضل	أظـلٌ	أطل	أذل
3.	عاقلِ	عِقال	أكل	عُقل
4.	فِقرة	فكرّ	فكر	فُقر
5.	تــُكلٌ	شـککل	ثكك	صَـقـَل

شَـرُف صَرُف ظـرف شــرُف عَـرُف .7.

درف صرف طرف سرف ٪

تَقدير تَكدير تَكرير تَقرير 8.

 مُزْي
 خُزْي
 حوذي
 خِزي
 9.

 مُلْء
 مُلُغ
 مِلُغ
 مِلُغ
 مِلُغ

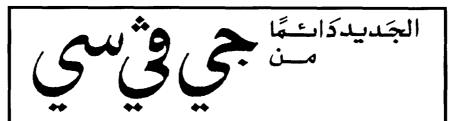
 علیم
 میلیم
 میلیم
 میلیم

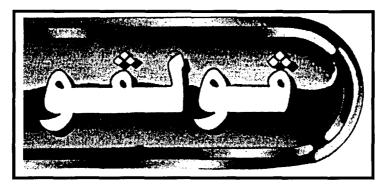
DRILL 10.

Read the following advertisements. You will see a variation of $\dot{\omega}$: $\dot{\omega}$, which is sometimes used to indicate a v sound (Arabic has no letter for this sound).

1.









5.





معرض لاكوست

9.



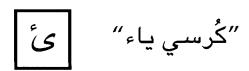
10.



من جريدة الشرق الاوسط، ١٩٩٢

ے "hamza"

Thus far, you have seen hamza written on top of alif, i, at the beginning of a word, and below alif, i, when the initial vowel is kasra. You have also seen hamza written with no seat, c, when it occurs at the end of a word after a long vowel. When hamza occurs in the middle of a word, it may be written on top of alif or rest on the line, as in the box above, or it may be written on one of the other long vowels: or c, depending on the surrounding long and short vowels. You will now learn the g and c seats for the hamza.



When hamza in the middle of a word is **preceded or followed by a kasra or long vowel** ي , it is written on a ي seat (كُرسي ياء). Notice that **when** serves as a seat for hamza, it takes no dots.

LISTENING EXERCISE 7.

Listen to the following words containing in and repeat. Pay attention to the seat of the hamza and the vowels surrounding it:

طائرة عائشة خائب قائل أسئلة قارئ طوارئ

Practice writing and reading is by copying and sounding out these words:

ثائر سُئِلَ طائِرات قَبائِل شاطِئ

"كُرس*ي* واو" وَ

When hamza occurs in a word either preceded or followed by a Damma or long vowel و , it is written on a و seat (کُرسي واو) as long as there is no kasra (remember that, when preceded or followed by a kasra, hamza must be written as above, on ئـ اد.

LISTENING EXERCISE 8.

Listen to the following words containing 5 and repeat. Notice the seat of hamza and the vowels surrounding it:

فــــُـواد ســــوال رووس رووف بــوس يـــوســـ

Practice writing and reading 5 by copying and sounding out these words:

تَفَاؤُلُ عَشَاؤُكَ أَصْدِقَاؤُكَ يُوَثَّر

In other cases, that is, when medial hamza has only fatHa, alif, and/or sukuun, it is written on alif, as you learned earlier. The rules for writing hamza are rather complicated, so for now concentrate on recognizing these five seats of hamza when you see them. The best way to learn to write hamza correctly is to learn the spelling of words containing hamza one by one.

Drill 11. (28)

You will hear one word of the three in each row. Circle the one you hear:

1.

زأر

زار

ذعر

2.

فرع

قرع

فزع

3.

غلاب

کلاب

قلاب

4.

صورة

سورة

ثورة

5.

عرف

عرك

عرق

6.

خائب

غائب

عائب

7.

تفاؤل

تفاعل

تفاءل

8.

سعل

سال

شعل

9.

قباب

كباب

ضباب

10.

سائر

ثائر

شاعر

11.

سر

صر

زر

12.

قبس

کبس

جبس

Drill 12.

Fill in the long and short vowels and any shaddas that you hear:

1.

ز __ق__ق

9.

2.

10.

ك_ت_ب

3.

قــو ــل

11.

ثـــغــر

4.

ط _____

12.

ضـــر ــر ــ

5.

شــر ــب

13.

6.

مـــفـــف

14.

شــر __ ع

7.

<u>ـــکـــبــر</u>

15.

ر __ ق __ ب

8.

ضــــــع

16.

Drill 13.

Fill in the consonant that you hear in each of the following:

تــــــقيد 1.

8.

صـــــير

2.

___رْفـة

9.

___ديق

3.

__يف

10.

شَخْ ___ يّة

4.

. فــــور

11.

___ريف

5.

___قارب

12.

ـــحکنت

6.

تُ ــــ ليل

13.

تَـــبُل

7.

___ابق

14.

ـــجر

Drill 14.

Read these phrases aloud:

عكازات طببية

وظيفة ثابتة

طُبُحْ طازُج

طائرات حديثة

رَغْبة قُويّة

ضُباب شُديد

تراجع وتخاذل

رَجُل جَزائِرِيِّ

قواعد صعبة

أحصنة سريعة

عِلاج طَبيعِيٌ

أسْئِلة ذَكِيّة

أُخْبار غُير سارّة

حكاية قـُصيرة

لا يا سَعْدِيّة !

سفارات عَرَبِيّة

تَفارُّل كَبير

تُذاكِر غالِية

كتاب "ألْف لَيْلة وَلَيْلة"

فكصل طكويل

رَأْي قاطع

Drill 15.

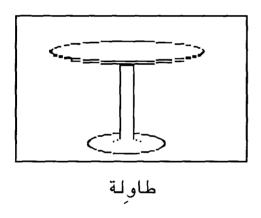
Connect the letters to form words, then listen to them on tape and write in the short vowels you hear:

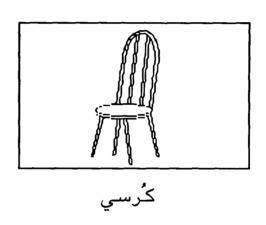
Drill 16. Dictation.

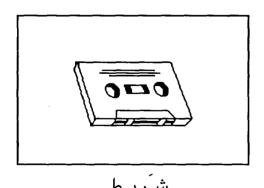
Read and learn these **nouns**:

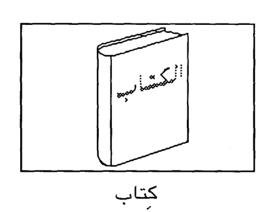


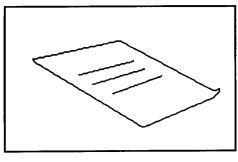




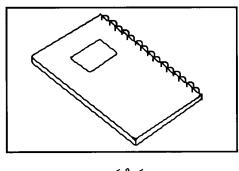


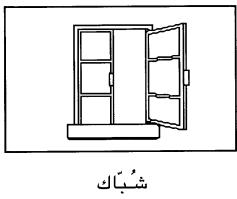


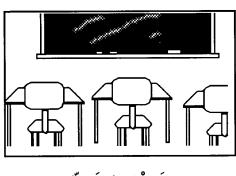




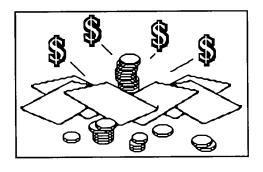
وُرَقة



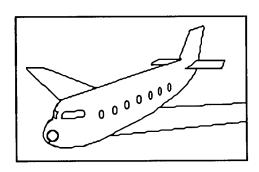




فَصْل (صَفٌ)

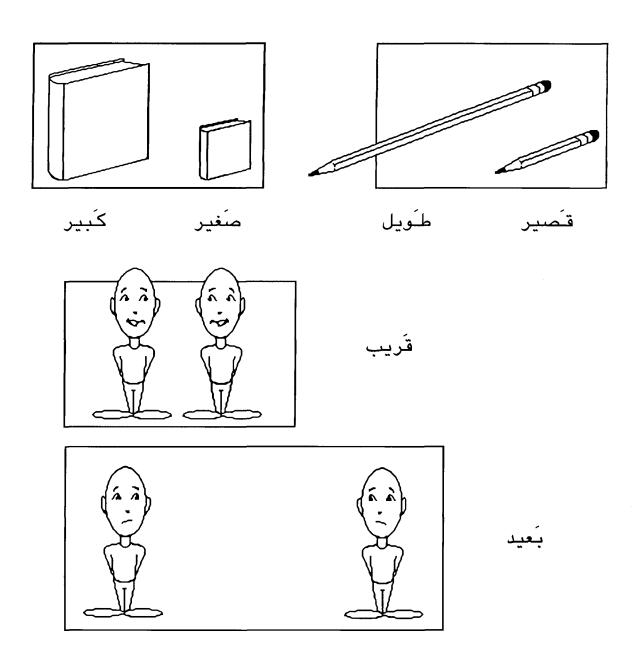


فألوس



طائرة

Now read and learn the following adjectives:



Drill 18. How many phrases can you form with the words you know? Write them out.

Culture الثقافة





VIDEO

Watch Scenes 12 and 13 with your teacher.

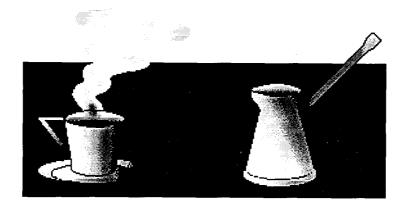
Coffee

Coffee and tea are the most popular social drinks in the Arab world. They are served to visitors at home and in the workplace, and men gather to drink them in coffeehouses. The choice between coffee and tea is partly a matter of local custom and supply, and partly a matter of personal taste. In much of North Africa, tea is more common, and is often made with loose green tea and mint, and drunk very sweet. In restaurants, coffee is usually served European style.

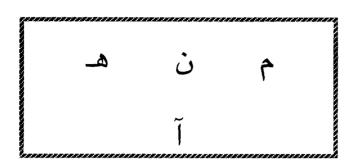
In Egypt and the Levant, Arabic coffee (also called Turkish coffee) is a strong drink made from very finely ground, dark beans, boiled in a little pot, and often served in demitasse cups or glasses. In Egypt, unless you request otherwise, coffee will be served to you *maZbuuT*, which means *just right*, referring to the amount of sugar (about one teaspoon per small cup). Tea is also popular, and served sweet.

In the Arabian Peninsula, another kind of Arabic coffee is served. The coffee beans are roasted in a different manner, and the coffee itself is almost clear in color and has a unique flavor. It is served in tiny cups without handles, and the cup is refilled by the host until the guest signals that he or she has had enough by tilting it from side to side several times.

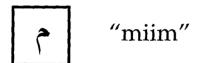
Coffeehouses are popular meeting places, although by custom, they are frequented more by men than women in most Arab countries (women tend to socialize in their houses for privacy). In addition to coffee, tea, and other hot drinks, games such as chess and backgammon are available.



الوحدة السابعة UNIT SEVEN



In this unit, you will learn the last three letters of the alphabet and the symbol *madda*.



This letter corresponds to English m as in may.

Listening Exercise 1. Listen and repeat:



is a connecting letter whose basic shape is easily identifiable: a small round loop. You can see from the words above that the printed forms do not vary much; however, the way the loop is drawn and connected to other letters varies in handwriting. It is important that you practice the direction of the loop in each position until you can write it easily, without having to stop and check.

To write independent , begin on the line and around to the right, continue along the line a sh and draw the tail straight down well below the line.	ort distance,	
	٩	<u>0.0</u>
Practice by copying the word اليـُـوم (today):		
There are two common styles of writing initiover, just like independent , or looped from under Once you have closed the loop, continue on into a practice both examples, then choose one form to use	rneath, in the connecting s	e opposite direction.
Now write the Arabic name for Egypt, مِصْن	:	
When writing initial هـ followed by ج , ح , or well above the line so that you can continue direct name مُجِيد :		

						-(0)
Copy and	l sound out thes					
ضمّام	_ کُلام_	و کر	يعمل	<u>وح</u> /	جا	ال

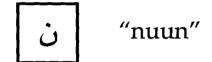
	ypefaces and ha ما					
, ش , ي , and	as shown: بم wn:	aı, يم , تم , aı	ر Coj م	py the exa		
	as shown: بم wn:		ر Coj م	py the exa		
, ئے, and	as shown: بم wn:	aı, يم , تم , aı	ر Coj م	py the exa		
, ئے, and	as shown: بم wn:	aı, يم , تم , aı	ر Coj م	py the exa		
anc, يــ, ثــ, do م op the	as shown: بم wn:	aı, يم , تم , aı	ر Coj م	py the exa		
anc, يــ, شر, do م op the	as shown: ج wn:	aı, يم , تم , aı	ر Coj م	py the exa		

Medial _ should always loop down from the connecting segment, which

,		nnected J, it is us	=	in the corner formed
Be on the l	ookout for this	s ⊥ combination in	print. Copy a	nd sound out:
اَلمَغرِب	ألماس	اَ ل َ كَسيك	<u>^</u>	ู่ นุ
nnecting segm	ent, continue	into the loop, the	en circle dowr	op. Starting from the and around to the arrows and practice
Read and	сору:	_		- 1
سالِم	حُليم	کُریم	ختخ	ميم
ILL 1. Dictation.				
1			5	
2			6	

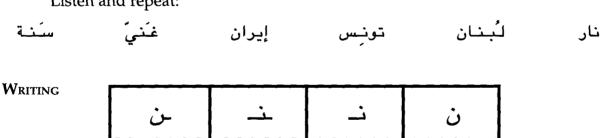
Copy and read aloud the following names:

كُريمة	ميُ	جُميلة	حُميدة	ماجدة	۞ أمَـل
عِصام	مُعروف	عِماد	مُحمود	أحمد	" سامر



This letter represents the sound n as in noon.

Listen and repeat:



1

ن is a connecting letter whose shape resembles that of ب in initial and medial positions, except for the placement of the dot. It differs from ب in that the independent and final forms of ن take a characteristic "tail" shape that dips well below the line. Practice drawing the shape of independent ن , making sure to bring the tail back up across the line:

	beginning or the		e of a word, w y: —	rite i as you v	write ب , bu	t dot ②
Read a عندي	loud and copy		يل	نَب	نَبِي	
	ا ـن ,l position e. Bring the ta		tooth and the	n dips immed	diately into a	tail
Read a وُطَـن	nd copy:	أيْمـَن	نان	<u>.</u> ,'J	نون	
Now r	ead aloud and	copy the fol	lowing names:			
أماني	حُنان	نَجاة	نَفيسة	إيمان	زَيْنَب	Q
ر َمَنضان	عُدنان	مـُنــذِر	جُبران	ناجي	أمين	 ♂
	<u> </u>		· · · · · · · · · · · · · · · · · · ·			

Drill 2.

Read aloud these names of countries and cities:

عـُمـّان	نيويورك	فرَنْسا	باريس
كولومبيا	بكفداد	<u>بَنغلاديش</u>	كندا
ألمانيا	موسكو	إفريقيا	أمْريكا
سوريا	دِمَـشـق	بَيْروت	لنُدرُن
طــُرابُـلُس	أوسنتراليا	باكستان	قككر
أفعانستان	بريطانيا	موريتانيا	صننعاء

DRILL 3. Dictation.

- 1. _____
- 2
- 3. _____
- 4. _____
- 5. _____

- 6. _____
- 7
- 8. _____
- 9. _____
- 10. _____

"haa"

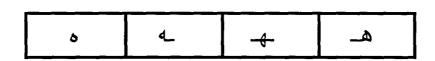
This letter represents a familiar sound, the one spelled in English by h as in house. Unlike English h, which can be silent, as in hour, $_$ is always pronounced. Moreover, the English h sound tends to occur at the beginning of a word or syllable, whereas Arabic $_$ can occur in any position. Say a house, then say the two words as if they were a single word. This is how $_$ sounds in the middle of a word. Now say her, then say it backwards, pronouncing the h. This is how $_$ sounds at the end of a word.

LISTENING EXERCISE 3.

Listen to the words on tape and repeat, paying attention to the a sound.

عَمْزة ذَهَب ظُهُر نهَر يَتيه بَناه

WRITING



The forms of this connecting letter vary more than those of any other. In addition, individual style may affect its shape in initial and medial forms. The shape is the form this letter takes independently and at the beginning of a word. To write this shape, begin slightly above the line, and draw a large loop sloping first upward and then downward to your right and back up. This outer loop should be large; its exact shape can vary according to individual style and print type from a more pointed to a more rounded oval. When you reach the beginning of the loop, continue on, making a small loop inside the big one, then continue on down to the line into the connecting segment. Copy the example:

In medial position, has two main variations. The first is more common in print: (look also at the printed form of the words in Listening Exercise 3 above); it consists of two vertical loops, one above and one below the line. The second is more commonly found in handwriting, and is written in one stroke as a (more or less) pointed dip below the line. Copy the example:



Copy and sour	ad out the name عُـها :		
with a previous lette between these two le	he same shape as L (3 r, except that it has n tters: while L is generated for write unconnected for you drew 3:	o dots. It is importa ally a feminine marker	nt to distinguish , ∟ often indicates
segment and draw a s	connected with a preshort line up, then loop ording to individual sty	around into a flat ova	l. The exact shape
To practice wri شــُريـطـُهُ	and ه, copy and ه ting ه	l sound out: بُناهُ	یُتیه
Now copy and پُر زُهْـرة	sound out the followir سُهَيْـلة سـُهُـ	ng names: هــِيـام	♀ هناء

DRILL 4.

Listen to the words on tape, decide whether the final letter you hear is a or a, and write it in the blank. Also write in all the short vowels that you hear:

> أبا ____ 1.

در اســــــــــ 5.

2. ___ ايم

دكتورا ____ 6.

في بيت___ في

كتى___

Remember that _a is very different from _ . _a is a sound that exists in English, and is very easy for English speakers to pronounce, while τ is pronounced deep in the throat, and has a slightly raspy sound. You can say a without thinking about your throat muscles, but you must concentrate to say τ . It is very important to distinguish between these two sounds, so practice until you can do so.

LISTENING EXERCISE 4.

Listen to the contrast between \triangle and τ in the following pairs of words:

Drill 5.

You will hear twelve words . For each, circle the sound you hear:

- 1. ۲
- ۲
- 9. **_a** ۲

- 6. **_a** ۲
- ھـ .10

- 11. 🛋 ۲

- 12. 🛋

Drill 6.

Read the following aloud with the tape, paying particular attention to τ and : هـ

- حُول 1. **(a)**
- هُول (b)
- أحرَق (a) أحرَق
- أهركق (b)

- حَمَد 2. **(a)**
- هُمَد (b)
- 8. (a) مُبحر
- (b)

- 3. (a) شُخْم (b) شُخْم
- ناحية (a) 9.
- ناهیة (b)

- 4. (a) جُحود (b) جُمود
- استهلال (b) استحلال (10. (a)

- هافى (b) حافى 5. (a)
- إفحام (a) إ
- (b) إفهام

- 6. (a) طَحَل (b) طَهَا
- أصحَرَ (a) أصحَر
 - أصهر (b)

Drill 7.

Write the letter that you hear in each blank:

- رُـــبة
- 5. الــــاف
- أ____م 9.

- ف____يم 2.
- ظـــُــــور 6.
- 10. ____ثالة

- جُبُ ـــات
- ___ريّة 7.
- مشـــور .11

- 4.
- مدَ___له 8. ضا___ك
- 12. مام

Drill 8.

Dictation.

Ĩ	"أَلف مَدّة"

The symbol that you see above the alif in the box is called madda, مَدُة , which means lengthening. It can only occur on alif, and when it does, the alif is called alif madda, الف مَدُة . The alif madda represents the combination of either i + i or I + i . These two combinations are never written separately, for the same historical reason that hamza is written on different seats: when Arabic was first written, hamza was not yet a part of the script. Only later was a symbol developed for hamza. The madda was also added to the alphabet with the other extra-alphabetical markings to indicate the two combinations above.

So far, you have learned five ways of writing hamza, depending on its position in a word and the vowels around it. Whenever two hamzas occur together, or hamza is followed by long vowel alif (as opposed to hamza followed by a short vowel), rather than writing ii or ii, the combination is written as i. This is pronounced as a hamza followed by alif. Remember: Like medial and final hamza, the madda sign must be written wherever it occurs.

	ercise 5. and repeat:				
مرآة	الآن	القُرآن	آکُل	آمين	آن
	sign writt ppy the example	en above the غناء:	II is written as	a slightly wavy	line just
Pract	ice writing mad	ٍ the (القُرآن da in)	Quran):		
		-			

DRILL 9.

Connect the following letters to form words, then listen to them on tape and write in the vowels you hear:

1. _____ =

أ + ن + هـ + ا + ر

2. ____ =

ك + ر + ى + م

3. _____ =

م + ذ + ا + هـ + ب

4. _____ =

ط + م + ا + ط + م

5. _____ =

ن + هـ + ا + ي + ا + ت

6. _____ =

ك + ل + ا + م + هـ

7. _____ =

أ + أ + ك + ل + هـ + ا

8. _____ =

ك + هـ + ر + ب + ا + ء

9. _____ =

ت + ع + ظ + ي + م

10._____ =

غ + ف + ر + ا + ن

11 =

أ + س + ئ + ل + ة

Drill 10.

A. Read aloud these names of Middle Eastern foods:

بابا غنتوج

تُبِّولة

أُمّ عُلى

فكلافيل

ورَق عِنب

فُتَّوش

ه َ ت َّة

ء ۽ حمص

لَبَن زَبادي

كُباب

کُ ــّة

م د ش م

مُقْلوبة

کُسٹکسو

امْسة

ملوخية

طحينة

نَسْب سة

<u>ب</u>َـقـُلاوة

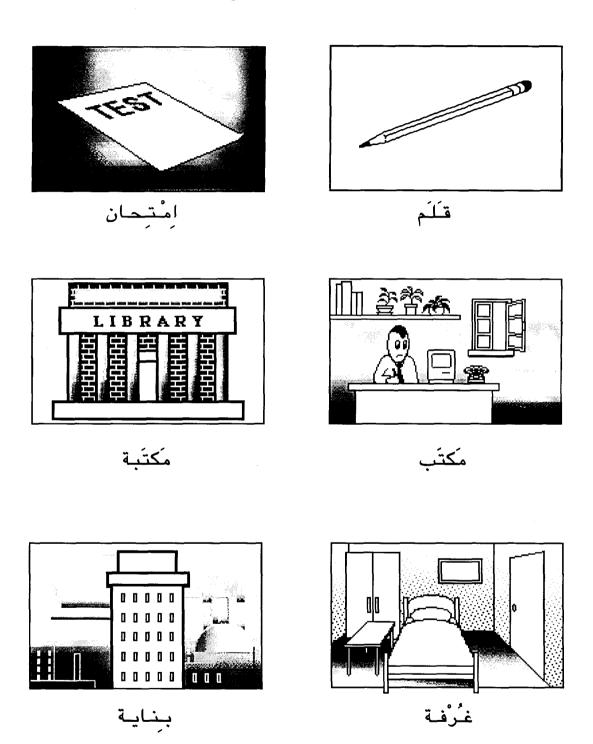
كُنافة

B. Now read and learn the names of some other foods:



Drill 11.

Read and learn the following words:



DRILL 12.

You are now ready to play your first Arabic word game, taken from an Arabic newspaper. In the box below, look for the words listed in the two columns to the right, running in any direction. Once you find the word, circle it or draw a line through it. After you have found all the words, write out the remaining unused letters. They will spell the name of a famous Biblical/Quranic prophet.

	. ,				<u>.</u>					
زيادة	عصفور	١	ے	م	٥٠	-	ص	و،	ن	3
بايسة	عبون		ع	ي	ش	7	ف	<u>ن</u>	w	e.
۔ . ضعدف	انبوب	ن	- 1	ص	۲	٣	و	9	ع	1
•		,	Ċ	ي	ف		}	વ	ي	و.
سامح	زناد	3	J.		به	و	3	٩	2	4
كعك	رنق	J •	و	٠٢	ي	و،	7	ö	7	ع
حاجة	كوكب	5	·Ĺ	m	و	ن	غ	ي	वं	4
نقصيان	جوف	9	9	õ	ن	J	9	ي	ع	ض
ں غیظ	جفاف	길	m		ن	ö	J	1	ي	ن.
شان	شرف		≈ 8 ~ .	de d	11.1 x 2/					
سعيد	عم	من الانبياء صنافير								

من جريدة الشرق الاوسط ، ١٩٩٢

Drill 13.

Read and learn the following words that express how you feel:

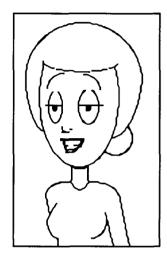
إزّيّك؟ / كنيف الحال؟



عندي صُداع



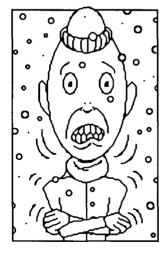
زَعُلانة



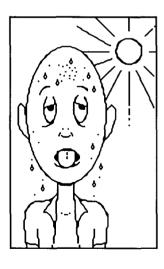
كوريِّسة ، الحَمْدُ للِّه



غَضْبان



بَرُدان

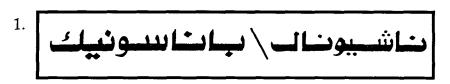


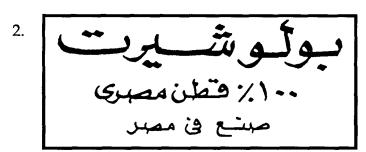
حَرّان



DRILL 14.

Read the following advertisements and write them out in your own handwriting:









ال ام ۔ الامریک کے

الرياض المسية تنرياد



12.



13.

قولكس واجس

14.

مرسيدس 230 E

المنافر ومنتس إنسائر ومنتس

من جريدة الشرق الاوسط، ١٩٩٢

Culture الثقافة



VIDEO

Watch Scene 14 on the video with your teacher.

"مَعْلِهْش"

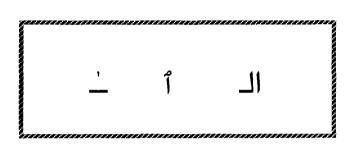
The colloquial expression "مُعَلَيْش (also spelled مُعَلِيش) has a wide range of usages. It is used to say never mind, don't worry about it, it doesn't matter, in some cases, to say is it okay (if I...)?, and, finally, to console someone who is upset or angry about something.

Some kinds of behavior that many Americans may see as interfering or speaking out of turn are quite acceptable in Arab culture. For example, when a person sees that someone is upset, he or she will probably try to find out what the problem is, and say صعلهش —even if he or she does not know the person well.

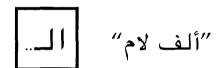


معلهش!

الوحدة الثامنة UNIT EIGHT



In this unit, you will learn about the definite article, more about initial hamza, and an old spelling for alif that still survives in a few words. You will also learn the numbers zero through ten.



Called in Arabic الف لام after the names of the letters, the segment represents the definite article in Arabic, comparable to *the* in English. Compare the following pairs of nouns:

the book	الكتاب	a book	كتاب
the teacher	الاستاذ	a teacher	استاذ

You can see in these examples that I makes an indefinite noun definite. Of course, the usage of Arabic I is not exactly equivalent to that of English *the*. For example, you have already learned how to say:

The University of Cairo

is definite although it does not have الإين (you will learn more about this soon). Proper nouns are definite whether or not they begin with ; for example, (Egypt) is definite. There is no rule that determines whether or not a proper noun takes !!; each one must be memorized (especially the names of Arab countries and cities). In general, however, foreign names and names of people do not usually take !! You will learn more about these differences over the next few weeks; in the meantime, remember that a word modified by !! is definite.

LISTENING EXERCISE 1.

Read and listen to the following examples of words with and without JI.

بيت ⇒ البيت 1.

أستاذة => الأستاذة .4

2. القلم ⇒ القلم

مكتبة => المكتبة .5

مكتب ⇒ المكتب .3

6. ⇒ الكرسنى 6.

Pronunciation of 11

انه not pronounced as انه المناس الم

LISTENING EXERCISE 2.

Listen to the following examples of sun and moon letters and repeat. Pay close attention to the pronunciation of JI:

The following chart lists the letters in their proper classes. As a rule of thumb, note that الحروف الشمسية —the letters that swallow the \bot —are the ones whose tongue position is close to that of \bot . This rule will help you **memorize** which group each letter belongs to so that you can speak and read Arabic correctly:

الـ + الحُروف الشَمسيّة والحُروف القَمَريّة

الحروف القمرية	الحروف الشمسية
i	ت
ب	ث
ح	د
۲	ذ
ت خ ف ف	J
ع	ن
غ	س
	m
ق	ص
ك	<u>ض</u> '
٢	ط ن
_ &	ظ
و	J
ي	ن

Drill 1.

Make these indefinite words definite by adding الـ , write مُسدة on those that begin with حروف شمسية , and read aloud:

عامعة1.	:	8	سلام
سم	.l	9	مدينة
الب	a	10	أستاذة
سريط4.	<u>ئ</u>	11	كتاب
مىل	ف	12	صباح
هوة6.	ق	13	در س
رقة	و	14	باب

Drill 2.

سكون in the following words, and write حروف شمسية on the شدة on the on the مسكون as in the examples. Then read the words aloud.

	الرّاديو	الْقُران	Examples:	
الدكتور	البيت	المدينة	الطائرة	الشارع
الكَعبة	الصيف	الديمُقراطي	القرآن	السيارة
اللوح	العَيْن	الغراال	السؤال	النهر
الظألام	الإسلام	الحِزب	الخُير	الثُقافة

Drill 3.

Circle the word you hear in each row. Pay special attention to the first syllable in each word and listen for the presence or absence of shadda on sun letters.

1.	أسلم	إسلام	السلام
2.	صف ً	الصف	أصف
3.	أعمل	عمل	العمل
4.	أنهاية	نهاية	النهاية
5.	أقلام	قلم	القلم
6.	صوم	أصوم	الصوم
7.	أصبح	الصباح	صباح
8.	الظلام	أظلم	ظلام
9.	ثاني	أثاني	الثاني
10.	نور	النور	أنور

Drill 4.

You will hear twelve words. Write \square I for each word that contains it and \varnothing for each word that does not.

- 1. _____
- 4. _____
- 7. _____
- 10. _____

- 2. _____
- 5. _____
- 8. _____
- 11. _____

- 3. _____
- 6. _____
- 9. _____
- 12. _____

Drill 5.

You will hear eight phrases. Determine whether the **second** word in each is definite or indefinite, and write \square I for those that are definite and \varnothing for those that are indefinite:

- 1. _____
- 3. _____
- 5. _____
- 7. _____

- 2. _____
- 4. _____
- 6. ____
- 8. _____

Drill 6.

Read aloud the following words:

البَحْرَين	الطَّالِب	اللّيلة	الخاصّ	الزِّيارة
الكُويت	الإمارات	النّيل	الدّار	الوكد
الضبّباب	الأُردُن	الحَليب	الفار	المغرب
الخَرْطوم	الستّودان	الدُّوحة	الثّاني	الشُّبّاك
الغالي	الظُّلام	الذَّهاب	اليكمكن	الرُباط
الجَزائِر	التّونِسي	القلم	العراق	الصنّومال

Drill 7.

Dictation. Remember that you will not hear الـ on words that begin with حروف شمسية — listen for shadda!

- 1. _____
- 5. _____
- 9. _____

- 2. _____
- 6. _____
- 10. _____

- 3. _____
- 7. _____
- 11. _____

- 4. _____
- 8. _____
- 12. _____

"هُمْزة الوَصل"

LISTENING EXERCISE 3.

Listen carefully to $\square I$ in the second word of each phrase. You will not hear the I of the $\square I$ because it is swallowed by the final vowel of the preceding word:

في ألجامعة	في ألبيت	أمريكا أللاتينية	أبي ألعزيز
كرسى ألطالب	والدا ألينت	مدرسو ألجامعة	بيتى ألجديد

WRITING

The symbol for فصنة , called فصنة , is not normally written except in completely vowelled texts. It can only occur at the beginning of a word, and the overwhelming majority of cases occur on الـ Practice writing it by copying the example:

DRILL 8.

Listen as the following phrases are read aloud. Some will contain regular and some will contain همزة عمرة الوصل according to what you hear:

- أينُ البيت ؟ 6. ما اسمك ؟
- 2.
 والدي استاذ
 7.
- فى المدينة 8. عندي الم
- لى اسنان
 لى اسنان
- أنا الاستاذ 10. مديقي الفرنسي

dagger alif

This symbol is often called *dagger alif* because its shape resembles a small dagger. It represents an old spelling of alif from early Quranic writing that survives today in a few common words and names. It is pronounced exactly like the long vowel alif.

LISTENING EXERCISE 4.

Listen to these words containing dagger alif and repeat:

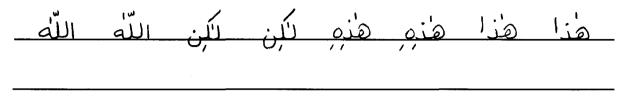
Learn the following words:

but	لـٰكِن	this (masculine)	هندا
God	الگ	this (feminine)	هنده

These are most of the commonly used words that are spelled with dagger alif. It is almost never written, except in fully vowelled texts, but is important to learn the words that are spelled with it and remember to pronounce this as a long vowel—it is equivalent to alif.

WRITING

The dagger alif is drawn as a short vertical stroke above the consonant it follows. Make sure it is precisely vertical, so that it may be distinguished easily from the slanted fatHa. Copying the examples, practice writing and pronouncing the words you have just learned:



DRILL 9.

A. Read the following phrases aloud, paying special attention to همزة الوصل and الحروف الشمسية والقمرية :

مَعَ الخُبِرَ	مِنَ المَغرِب	في الشاي
في هذا الشا رع	أمام الطاولة	مِنُ المكتبة
أمامَ الشبّاك	وراء الباب	في هـٰـٰذِهِ الجامعة
في هـٰذهِ البناية	في هـٰذا البيت	أمام الفصل
وُراءُ الجامعة	مِنَ الكتاب	مَعَ القهوة
في السيارة	هذا الأوتوبيس	وراء البناية

B. Use the following prepositions to figure out the meanings of the phrases:

DRILL 10.

Read the following passage, first to yourself, for meaning, then aloud. What does it seem to be talking about? How much can you understand?

اسمي علي مُحمَّد عبد السّلام. أنا عراقي من مدينة بغداد وأنا طالب في جامعة بغداد. أنا ساكن في شارع البّصرة. أبي أستاذ في الجامعة واسمه محمد وأمي دكتورة واسمها عائشة. عندي خمسة إخوة: ابْراهيم وخَليل وحامد وماجدة وسامية.

DRILL **11.**Read the sentences below and learn the new words:



Drill 12.

Match the nouns and adjectives given below to form sentences using هذه and . Remember that all the words in a sentence must have the same gender, either masculine or feminine.

Adjectives	Nouns
قصير/قصيرة ≠ طويل/طويلة	قلم كتاب
صغیر/صغیرة ≠ کبیر/کبیرة	رجل طاولة
جدید / جدیدة ≠ قدیم/قدیمة	اِمرأة شُبّاك
قریب / قریبة ≠ بعید/بعیدة	بنت سيّارة
صعب/صعبة ≠ سُهل/سهلة	ولد أوتوبيس
جميل/جميلة	قهوة طائرة
عربي / عربيّة	شاي صنف
أمريكي / أمريكيّة	مكتب جامعة
واسع / واسعة	غرفة مكتبة
جَيِّد / جَيِّدة (good)	بناية امتحان
tasty (food), good (person) طَيِّب / طَيِّبة	شارع استاذ/ة
Example: هـذه سـيّــارة جديــدة	
1.	9
2	10.
3	11
4	12
5	13.
6	14
7	15.
8.	16

ARABIC NUMERALS AND NUMBERS

9	8	7	6	5	4	3	2	1	0
٩	٨	٧	٦	٥	٤	٣	۲	١	•

The chart above shows two sets of numerals. Both are used in the Arab world: the set in the top row is used in the Arab west (Morocco, Algeria, and Tunisia), while the one in the bottom row is prevalent in the other Arab countries. The numerals used in the Arab west were introduced into Europe from Islamic lands in the Middle Ages—hence our name for them, Arabic numerals. We know that the Arabs adapted their numerals from India, but we do not know the exact history of the development of the two sets. One of the great Islamic contributions to mathematics was the introduction of zero, attributed to the great mathematician and astronomer al-Khawarizmi (d. A.D. 849), from whose name the word *logarithm* comes.

The numerals used in the Arab east are shown along with the Arabic names for numbers in the following table. Read and learn:



Counting Numbers from 0 to 10				
صيفر	•			
صيفر واحد	١			
1 اِثنان / اِثنیْن	۲			
ثُلاثة	٣			
أَرْبُعة	٤			
خُمْسة	٥			
ستّة	٦			
سبعة	٧			
ثمانية	٨			
تسعة	. 4			
عُشُرة	١.			
i				

are variants; learn to recognize both. اثنَيْن is more commonly used in spoken اثنَيْن Arabic.

Most Arabic numerals appear in handwriting much the same way they appear in print, with the exception of Υ and Υ . In print, they appear as shown: Υ , Υ . In handwriting, however, they take on slightly different forms. Study the examples:

$$\frac{\mathcal{L}}{\mathcal{L}} = \mathcal{L}$$

You can see that the numeral Υ in print closely resembles the numeral Υ when written by hand, except that the hook at the top of handwritten Υ is usually deeper. To avoid confusion, always write these numerals as shown in the handwritten example above, and when reading, remember to differentiate between printed and handwritten forms.

Now practice writing the numerals by copying the examples:

	9	Λ	V	7	٥	4	_٢_		 _ •
								•	
				<u> </u>	<u></u>	-			
1					····	<u>-</u>			

Drill 13.

Quiz! Prepare five arithmetic problems for your classmates using the numbers 0 to 10. You can use the following expressions:

Drill 14.

Get the names and phone numbers of your classmates (in Arabic!) and write them below:

Telephone	التلفون	Address	العنوان	Name	الاسم
-					
					
		· <u> </u>			
				i	
···					
			·		
- <u> </u>					

Culture الثقافة



VIDEO

Watch Scenes 15 and 16 with your teacher.

SAYING HELLO

You have learned that polite behavior requires you to say hello to anyone in a room you enter. The same principle also applies to a loosely defined "space" that someone regularly occupies, such as an outdoor work area, or a guard's position outside a building.

The following list includes the most frequently used greetings. Add them to your list of active vocabulary, and use them often:

to welcome someone to one's home or workplace

أهلاً (وسَهلاً) (ahlan wa sahlan)

to reply:

أهلاً بك

in the morning, until lunch time

to reply:

منباح الخُير

صُباح النُّور

in the late afternoon or evening

to reply:

مُساء الخُير

مُساء النُّور

common in Lebanon, Syria, Palestine, Jordan

to reply:

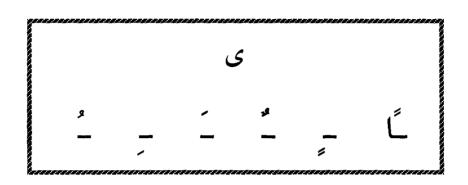
مُرحَبا / مَرحَبًا (marHaban) أهلاً / مرحبتين

"Islamic" in connotation

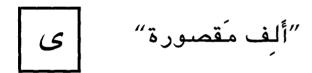
to reply:

السَّلامُ عَلَيْكُم وَعَلَيْكُمُ السَّلام

الوحدة التاسعة UNIT NINE



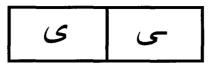
In this unit you will learn the third spelling of alif, and the symbols that represent grammatical endings. All of these symbols can occur only at the end of a word.



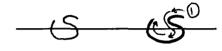
Alif maqSuura, also called ألف بصورة الياء , alif in the shape of yaa', is a variant spelling of alif that can only occur at the end of a word. This shape of alif is a spelling convention that dates back to the writing of the Quran. It is pronounced just like the regular alif. When the long vowel alif occurs at the end of a word, it is often spelled with alif maqSuura, unless the word is a proper noun, in which case it is usually written with a regular alif.

LISTENING EXERCISE 1.

Listen to the following examples of words ending in ألف مقصورة and repeat:



is a connector, and since it only occurs in final position, it has only the two shapes you see above. It is written exactly like final , except that it has no dots. In other words, final and are distinguished by the two dots of the accept in Egypt, where both are usually written without dots. Copy the example:



Copy and read aloud the following female names that end in ::

نكوي

DRILL 1. Read the following phrases aloud. Remember to elide the همزة الوصل:



$$\stackrel{*}{-}$$
 (pronounced un) $\stackrel{*}{-}$ (pronounced in)

The n sound is represented in writing by the doubling of the short vowel symbol. In formal Arabic, these endings occur on **indefinite** nouns and adjectives, and they indicate certain grammatical functions of words in a sentence. Except in very formal situations, such as public addresses, they are rarely used in speaking, and are only written in vowelled texts. They are for the most part superfluous to comprehension, since speech and normal prose rely on other grammatical devices, such as word order, to convey meaning. For the time being, you need not worry about their meanings; you are expected to recognize them simply as "grammatical endings" when you hear them.

Note that the is taa marbuuTa is pronounced is before tanwiin, as you will hear in the following exercise.

LISTENING EXERCISE 2.

Listen to the following words being read with each tanwiin ending.

Whether you hear *an*, *in*, or *un*, the meaning of each of these words remains the same: *a car*, *a man*, and *a woman*, respectively. We will now take a brief look at each of these endings in turn.

This ending, pronounced *an*, may be found on indefinite nouns and adjectives. Of the three tanwiin endings, it is the only one you will see in unvowelled texts, and the only one used in everyday speech. You have already learned several words that end in تنوين الفتح.

LISTENING EXERCISE 3.

Read these familiar words that end in تنوين الفــــــ and repeat, noting the spelling:

سُكِرًا عَفَوًا مَرحَبًا أَهلاً أَهلاً وسهلاً

WRITING



As you can see in the box above, تنوين الفتح has two different written forms. The form on the right, a double fatHa, is used on words that end in and اء (alif followed by hamza). The form on the left, in which تنوين الفتح rests on an alif seat, is used in most other cases. Compare the spelling of the words in row A to that of the words in B:

A ساعةً استاذةً مساءً سماءً B شُكرًا عَفوًا جِدّاً أهلاً

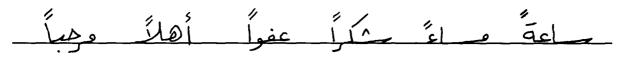
Like other short vowel markings, the double fatHa in تنوين الفتح is not normally written in unvocalized texts. However, the alif seat that represents تنوين الفتح is always written where required, which means that alif at the end of a word usually represents تنوين الفتح rather than a long vowel. Compare the vocalized words in row B above to the same words, unvocalized this time, in row C below:

C شكرا عفوا جدا اهلا

The function of final alif as a seat for تنوين الفتح may be easily distinguished from the vowel alif because, as we noted above, Arabic words do not usually end in alif: the usual spelling for final long vowel alif is عن . Therefore, when you see a word that ends in alif (such as شكرا), consider the possibility that the alif represents . تنوين الفتح

Remember that alif at the end of a word probably means one of two things: (a) the word is a proper noun, or (b) the word has the ending تنوين الفتح . Also, the sound *an* at the end of a word usually indicates تنوين الفتح .

In fully vowelled texts, تنوين الفتح is written as a double fatHa when it occurs on a or final اء. When it occurs on other letters, it is written as an alif with a double fatHa, which can rest either on top of or slightly in front of the alif, depending on the script or font used. Practice writing تنوين الفتح by copying the examples:





This symbol is called تنوين الضَّم and is pronounced *un*. It represents a certain grammatical ending on indefinite nouns and adjectives. You will see or hear it only in fully vowelled texts and formal speeches.

LISTENING EXERCISE 4.

and repeat: تنوين الضُّم and repeat:

كتابٌ استاذةٌ قلمٌ ساعةٌ طالبٌ

WRITING

When تنوين الضم is written, it has two main variants, both of which are commonly used and signify the same sound and meaning. These variants are:

We will not be using تنوين الضم for some time, but you may see or hear it, so learn to recognize these as variants of this grammatical ending. Practice writing it by copying the examples:

كتاب أستاذة قلم ساعة طالب

"تنوين الكسر"

This symbol is called تنوين الكسير and is pronounced *in*. It represents the third and final grammatical ending that can occur on indefinite nouns and adjectives. Like تنوين الضم , it only appears in fully vocalized texts and formal contexts.

LISTENING EXERCISE 5.

Listen to the following examples of تنوين الكسر and repeat:

كتابٍ استاذةٍ قلمٍ ساعةٍ طالبٍ

WRITING

When it is written in vowelled texts, تنوین الکسر is always written the same way: two kasras. Practice writing it by copying the examples:

كتاب أستاذة على ساعة طالبي

You will learn more about تنوين الكسر and تنوين الكسر later, when you begin studying the Quran and classical texts. For now, we will not use them, because they are not used in everyday speech, and informal Arabic does not rely on them to convey meaning. You are only expected to recognize them as "grammatical endings" when you see or hear them.

These three endings, الكسر , and الضم, تنوين الفتح, مصر , and الكسر , and الكسرة , and الكسرة , and الكسرة . Like the indefinite تنوين endings, these grammatical endings are only used in formal situations and are only written in vocalized texts. Thus, in a formal context, الكسرة might be pronounced or marked: الكالب or الكالب , depending on the grammatical role of الكالب in the sentence. However, since the grammatical role of the noun in question will be clear from other sentence clues, these endings are usually superfluous to meaning. The important thing for you to remember is that all three of these mean the student.

LISTENING EXERCISE 6.

Listen to the following words and phrases read with grammatical endings ضَمَة , فَتُحة ;

الطالب	الطالب	١۔ الطالبُ
الاستاذة	الاستاذة	٢_ الاستاذة ُ
مدينة نيويورك	مدينةً نيويورك	٣۔ مدینة ُنیویورك

You will only see these endings in fully vocalized texts, and only hear them in very formal contexts. We will return to their meanings later; for now, just recognize them as "grammatical endings" when you hear them.

Drill 2.

Read aloud the following phrases, written in formal Arabic and vocalized:

٦ـ هي في مدينة القاهرة . ١٢ اشترى الاستاذ الكتاب من المكتبة .

How many of these can you understand? Can you guess any new words from context?

DRILL 3.

The following passage is extracted from a children's story written in formal Arabic. Notice that it is fully vowelled, to help school-age children learn the correct pronunciation of words, and also to expose them to the grammatical endings of formal Arabic. First, pick out several examples of Damma, fatHa, and kasra as grammatical endings on definite nouns. Then circle all instances of tanwiin endings.

الكنز المكذفؤن

كَانَ مَا كَانَ فِي قَدِيْمِ الزَّمَانِ، كَانَ فِي إِحْدَى المُدُنِ مَلكُ لاَ يُحَقِّقُ لاَيْ إِنْسَانٍ طَلَباً إلاَّ إذَا حَكَى لَهُ حِكَايةً مُمْتِعَةً وَمُسَلِّيَةً.

دَخَلَ عَلَيْهِ ذَاتَ يَوْمٍ رَجُلٌ يُرِيْدُ

مِنْهُ عَطَاءً، فَقَالَ لَهُ الملِكُ:

لاَ أَعْطِيكَ مَطْلُوبَكَ أَيُّهَا الرَّجُلُ اللَّهِ الرَّجُلُ اللَّهِ الرَّجُلُ اللَّهِ اللَّهُ الللَّهُ اللَّهُ الللَّهُ اللَّهُ اللللْمُولِمُ الللللِّهُ اللللْمُولِمُ الللللْمُولِمُ اللللْمُلِمُ اللَّلِمُ اللللْمُلِمُ اللللِّلْمُلْمُ الللْمُلْمُ اللْمُلْمُ الللْمُلْمُ اللْمُلْمُ الللْمُلْمُ اللَّلِمُ اللْمُلْمُ الللْمُلْمُ اللَّهُ اللْمُلْمُ اللَّهُ الْمُلْمُ اللَّهُ اللَّهُ الللِّهُ اللَّلِمُ الللِّلْمُلِمُ الللْمُلْمُ اللْمُلْمُ الللِّل

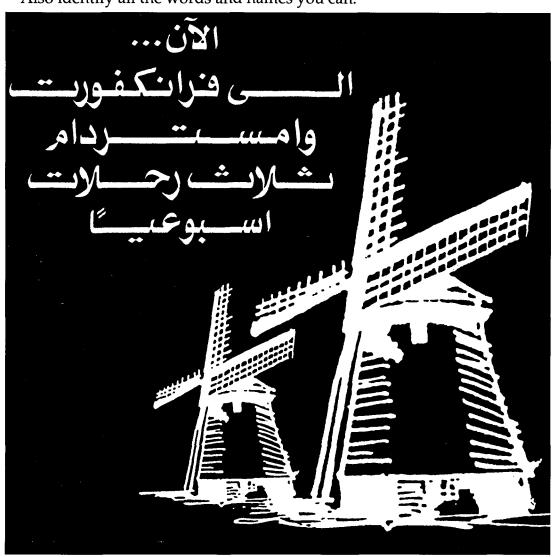
فَأَجَابَهُ الرَّجُلُ قَائِلاً:

سَمْعاً وَطَاعَةً، ثُمَّ إِنَّهُ تَنَحْنَحَ وَقَالَ:

آعْلَمْ يَا سَيِّدَ آلمُلُوكِ أَننَا كُنَّا ثَلاَثَةَ أَخْوَةٍ عِنْدَمَا مَاتَ وَالِدُنَا وَتَرَكَ لَنَا ثَرُوةً مُؤَلِّفَةً مِنْ ثَلاَثَةِ آلافِ دِيْنَارِ،

من قصة "الكنز المسحور"، دار المقاصد للتأليف والطباعة والنشر، بيروت ١٩٩٠

Drill 4. Circle all occurrences of $\square I$ and the ending ι' in the following advertisement. Also identify all the words and names you can:



الآن، طيران الخليج توفر لكم ثلاث رحلات اسبوعياً الى فرانكفورت وامستردام كل يوم اثنين وجمعة مروراً بالبحرين، وكل سبت مروراً بالدوحة. المسافرين من السعوبية يمكنهم السفر على هذه الرحلات بتحويلات مريحة ومناسبة. تصل هذه الرحلات الى فرانكفورت الساعة ٥٠٠، ميباحاً وامستردام الساعة ٥٠،٠٥ صباحاً.

طيران الخليج

وسدواء اخترت السفر على الدرجة الأولى، أو درجة رجال الأعمال، أو الدرجة السياحية، فإنك ستسافر في جو من الراحة والرفاهية حيث تستمتع بكرم ضيافتنا الأصيلة.

كل هددا جدره من تجربة الطيران، بأسلوب طيران الخليج الرفيع.

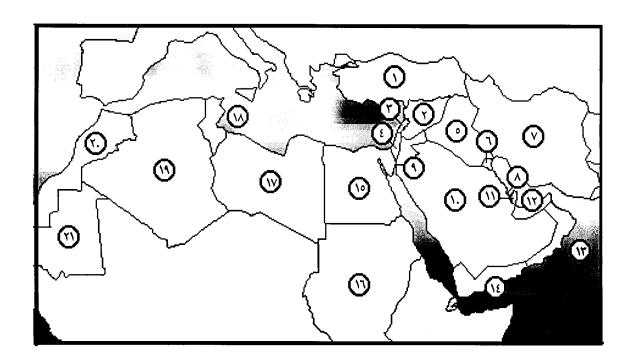
GULF AIR

من جريدة الشرق الاوسط ، ١٩٩٢

DRILL 5.

Read the following names of Arab and other Middle Eastern countries aloud, then identify their location on the map and write the number that corresponds to the location of each.

مِصْل ـــــ	الجَزائِر ــــــ	عُمان
سوریا ـــــ	العراق	تونِس
الستّودان	الأُردُن	لُبنان ــــ
اليَّمَٰن ـــــ	قُـطُر	المغرب
السُّعودِيّة ـــــ	الإمارات	البَحْرَيْن
ليبيا	الكُورَيْت	إسرائيل وفلِسُطين
إيران	تُركيًا ـــــ	موريتانيا ـــــ



Drill 6.

Following is a list of top business schools.

- 1. Find out:
 - (a) whether your school is listed among them.
 - (b) the top three schools.
 - (c) the top three schools in your geographical area.
- 2. To which five schools you would apply if you were thinking of business school?
- 3. Guess the meaning of:
 - (a) کلیة _____
 - _____ معهد (b)

افضل كليات التجارة وادارة الاعمال				
المكانة العلمية	مجموع النقاط	درجة التصنيف / الجامعة		
*****************	1 4V.4 4Y.V 41.1 A4.A A7 A0.5 A0.5 A0.7 A1.1 VA.8 VY.5 VY.7	۱- جامعة هارفارد ۲- جامعة ستانفورد ٣- جامعة بنسلفانيا (معهد وارتون) ٣- جامعة نورثويسترن (كيلوج) ٥- معهد ماساتشوستس للتكنولوجيا (سلون) ٢- جامعة شيكاجو ٨-كلية دارتموث (تك)، ٨-كلية دارتموث (تك)، ١- جامعة فيرجينا (داردن) ١١-جامعة كولومبيا ٢١-جامعة كولومبيا ٢١-جامعة كارنيجي ميلون ٢١-جامعة كارنيجي ميلون ٢١-جامعة كاليفورنيا في بيركلي (هاس) ٢١-جامعة انديانا في بيركلي (هاس) ٢١-جامعة انديانا في بوس انجليس (اندرسون) ٢١-جامعة انديانا في اوستن ٢١-جامعة انديانا في الوس انجليس (اندرسون) ٢١-جامعة بيردو في انديانا (كرانرت) ٢١-جامعة بيردو في انديانا (كرانرت) ٢١-جامعة بيردو في انديانا (كرانرت) ٢١-جامعة ماريلاند في كوليج بارك		

من مجلة المجلة، أيار (مايو) ١٩٩١

Drill 7.

Read the names of these cars. What do you notice about the spelling of foreign letters and sounds in Arabic?



من جريدة الشرق الاوسط، ١٩٩٣

DRILL 8.

Skim through the following ad and sound out the words. What is being advertised here?



من جريدة الشرق الاوسط، ١٩٩٢

DRILL 9.

Find a copy of an Arabic newspaper (there may be one in your university library, or in a foreign bookstore or newsstand). Look for words you recognize, such as names, and write out ten. Hint: good places to look are on the front page for names of people and places in the news, and in advertisements, such as the ones you have seen in previous units.

Culture الثقافة





Video

Watch Scenes 17 and 18 with your teacher.

VISITING

Every culture has its own set of expectations and behaviors involving visiting. In Arab culture, hospitality is a highly prized virtue, and when you visit people at their home or workplace, they will generally insist that you at least have something to drink. The most common items offered are coffee, tea, and soft drinks. If you are invited for a meal, expect lots of food, for the hosts will go out of their way to serve you the most lavish meal they can. They will also keep piling food on your plate and insisting that you eat more! When you have had enough to eat, say .

You noticed in the video scenes that when the hostess first offered a drink, the guest refused. The initial offer and refusal are somewhat formulaic in Arab culture, and are basically expressions of politeness on both sides. The guest refuses at first because he or she does not want to put the host out, and to show that he or she has not come just to have something to drink. A guest will often refuse several times before accepting.

When you are offered something, it is your responsibility as "offeree" not to impose too greatly. The offerer will go out of his or her way to be generous, but that is not an invitation for you to take advantage of the hospitality. Likewise, when you are entertaining, remember to fulfill your role as host by insisting.

الوحدة العاشرة UNIT TEN

برافو! You have now learned all of the symbols used in writing Arabic. The following chart reviews the letters and their names in modern alphabetical order:

Connector?	Final	Medial	Initial	الاسم	الحرف
×	L	L	1	الف	1
\checkmark	<u></u>	<u></u>		باء	ں ا
\checkmark	ت_	<u>:</u>	<u>.</u>	تاء	ت
V	ے	<u>*</u>		ثاء	ث
×	<i>7</i> —			حدم	7
\checkmark	~		·	حاء	7
V	ر *ــ	_ خ _	_ _	خاء	÷
×	٦	<u>ـ</u> د	د	دال	د
×	i i	ن	ذ	ذال	ذ
×	ر	ــر	ر	راء	ر
×	_ز	_ز	ز	زا <i>ي</i>	ز
\checkmark				سين	- س
√	<u>ش</u>		شـــ	شين	m
× × √ √ √ √	_ص		مب	صياد	ص
\checkmark	_ض	<u>ـ</u> ـــــــــــــــــــــــــــــــــــ	ضـــ	خياد	ض
\checkmark	_ط		طــ	طاء	ط
\checkmark	ـظ	_ظ_	ظــ	ظاء	ظ
\checkmark	_ع		عــ	عين	ع
\checkmark	_غ	_ف_	_ ċ	نيـذ	غ
\checkmark	ف	<u> </u>	_ i	فاء	ف
$\sqrt{}$	ــق	ـقــ	ق_	قاف	ق
$\sqrt{}$	ـك		کـ	كاف	ك
√ √ √ √	<u>ا</u>			لام	J
√,	_م			ميم	۴
$\sqrt{}$	_ن	<u> </u>	نا	نو <i>ن</i>	ن
√	-	-4-	 a	ھاء	هــ
× √	وا له لا به له	— 十十十 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1.114445544665446654	الم الم الله الم الله الله الله الله الل	ان و اله در حود ال العرب الله الله الله الله الله الله الله الل
√	_ي			ياء	ي

This alphabetical order is used in modern dictionaries; you **must** know it to look up words. Start memorizing now, a few letters at a time.

The next chart reviews the extra-alphabetical symbols that you have learned:

الاسم	symbol	الاستم	symbol
وُصلة	Ĩ	فُتحة	-
ألِف مُدّة	Ĩ	هنَمَّة	<i>9</i> ••
dagger alif	<u>.</u>	كَسرة	-
ألف مُقصورة	ی	سكون	•
تُنوين الفتح	ڑ	هُمزة	٤
تُنوين الضَمّ	-	شُدَّة	<u>.</u>
تنوين الكسر	•	تاء مُربوطة	ö

LISTENING EXERCISE 1. Surprise! Listen to the tape.

Drill 1.

Listed below are names of some Arab authors you need to include in a bibliography. Alphabetize them according to the Arabic alphabet. Disregard JI.

-	•		~
غُريَّب	الخور <i>ي</i>	بساط	عُوَض
مُطران	مُهَنّا	وَهبَه	عبد الرّازق
الغانم	نادر	العنداري	جُفًّال
صابر	السُّنهور <i>ي</i>	الخُليـل	الخالدي
منَفيّ الدّين	القاسيم	دُرويش	الكَيّالي
الدسوقي	القُبَّان <i>ي</i>	السئمّان	الشيخ

```
A CONTRACT
```

DRILL 3.

Not all occurrences of word-initial , , , , or is are occurrences of these particles, but many are, and so you should be on the lookout for them. For practice, skim the text and circle all words that look like they begin with it.

يدعم كل برامج MS-DOS الشائعة (نافذة، مساعد العربي، أراب وورد، أي بي إم ان ال اس، بلال الغ)، ويسمح باستخدام ميزتي القص واللصق بينها، حيث تتم عملية الترجمة تلقائيا.

يوفر الاحرف المطبعية TrueType العربية بالاضافة الى جميع رموز التشكيل، والتغيير تلقائيا في المقاسات لكل الاحجام على كافة الطابعات التي معتمدها Microsoft Windows 3.1.

مزود ببرنامج Write لتنسيق النصوص المعرب تعريبا كاملا، بالاضافة الى التطبيقات الاخرى مثل التقويم الذي يعتمد النظامين الهجرى والميلادى،

Microsoft Windows 3.1 بدعم للغة العربية غير مؤمن ولا يتطلب أية أجهزة أو برامج أخرى لتشغيله

يبلغ سعر Microsoft Windows 3.1 بدعم للغة العربية ١٤٩ دولاراً فقط، واذا ابتعت البرنامج الآن ستصلك النسخة العربية الكاملة التي ستصدر في نوف مبر مجانبا* واذا كان لديك حاليا النسخة الانكليزية من كان لديك حاليا النسخة الانكليزية من الي النسخة العربية مقابل ٧٥ دولاراً فقط

Microsoft Windows 3.1 بدعم للغة العربية لاتقبل بديلا له

مايلروسوات

* لانشمل البريد والتغليف

للحصول على نسختك من Microsoft Windows 3.1 بدعم للغة العربية، يرجى الاتصال باقرب موزع معتمد او اكمل هذه القسيمة وارسلها الى:

مايكروسوفت الشرق الاوسط (Microsoft Middle East) ص. ب: ١٤١٢٥ ببي -الإمارات العربية المتحدة

الرجاء إضافة ٢٠ دولار تكاليف الشحن والتغليف، وعدم إرسال عملات نقدية. الكمبيوتر العربي يواكب آخر تطورات العصر

ويقسدم

Microsoft Windows 3.1

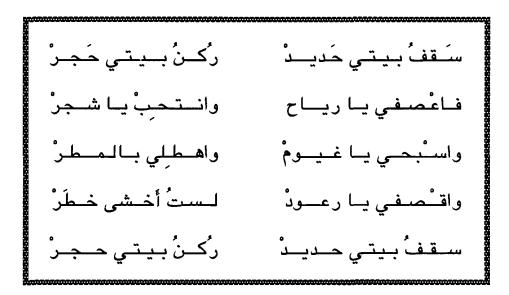
بدعم للفة العربية

من جريدة الشرق الاوسط ، ١٩٩٢

JUSTIFICATION OF MARGINS

In type or print, margins may be justified or evened by lengthening the connecting segment between letters. This may be done between any two connecting letters; it does not affect the reading of the word at all. For example, الكتاب may be written: الكتاب or الكتاب. Do not confuse this lengthening, which occurs only in print, with that of toothless _____(____), which occurs only in handwriting.

Drill 4. Circle all examples of margin justification you can find in the following poem:



من قصيدة " الطمأنينة " لميخائيل نعيمة

DRILL 5.

The following is the solution to an Arabic crossword puzzle. Connect the letters in this puzzle to form words (ignore single letters):

<u>Y.</u>	19	١٨	17	17	10	18	14	17	11	1.	9	λ	γ	٦	0	٤	٣	۲	1	
1		C.	•	ف	?	ع	ડુ		Ċ	1	上	ر	گ	J	1	ر	1	د	٢	١
3		ب	1	ق	J		د	ي	C	(:		Ċ	ي	C	9	ر	ن	ي	Ċ	۲
C	١	ر		٦	ي	ق	J		ر ې	9	1	Ü	ف		1		ي	ပ	٠	٣
ب	ပ	ر	-		-	ر		A	ノ	١	٣	ट		-	ن	1		1	9	٤
ر	ي		J	١	ŗ	ي	ن	١	Ø		: 1	ပ်	١	J		Ü	ي	ص	J	0
	ن	ي	٢	w		B	ې	1	١	2	ر		ب	١		ف	٣	9	ي	٦
ھ		N	ي	ت	1		1	ب)	1		ر	ي	ښ	1	د	ر	١	٧

Horizontal

<u> </u>	: (two words	·	—
		· · · · · · · · · · · · · · · · · · ·	
	<u> </u>		
	:	· ·	_
	Vertica	al	
			_
:			_
	١٤		_
		•	_
			_
		<u> </u>	

Drill 6.

Read and learn the following expressions that we will be using in class:

homework	واجب
drill	تَمْري <i>ن</i>
lesson	دُر <i>س</i>
text	نُصُ
page	منفحة
word	كَلِمة
I have a question	عندي سنُوال
	يا استاذ! عند <i>ي</i> سؤال.
I did not understand	ما فنَهِمنْت
	ما فهمت هذه الكلمة!
I don't know	لا أُعرِف
	لا أعرف هذه الكلمة .
How do we say?	كَيف نَقول؟
	كيف نقول "I forgot" بالعربية؟
Thank you—You're wel	شكرًا — عَفوًا come
Please	من فضلك

A second time, once more

(to request repetition)

مرّة ثانية ، من فضلك!

HANDWRITING

As you have been learning throughout this workbook, Arabic handwriting exhibits some variations from the printed form. In addition, handwriting itself varies according to individual style. With practice, you will gradually learn to recognize various handwriting styles and conventions.

Drill 7.

Read as much as you can of the following handwriting samples. Look for familiar words and try to guess new ones from context. What observations can you make about the variation of letters in handwriting styles? After reading, write a similar passage providing information about yourself.

Sample I:

اهلا وسيلا! اسعي غادة عبدالكريم وانا مه مدينة حلب يغسورا وبيتي في ساع الجلاء. انا استاذة في جامعة حلب.

Sample II:

اهلاً وسهلاً! اسعى عبد الحيد بوملاس وإنا من مدينة طرابلس في ليبيا وبيتي مي سشارع الثورة. انا طالب في جامعة طرابلس.

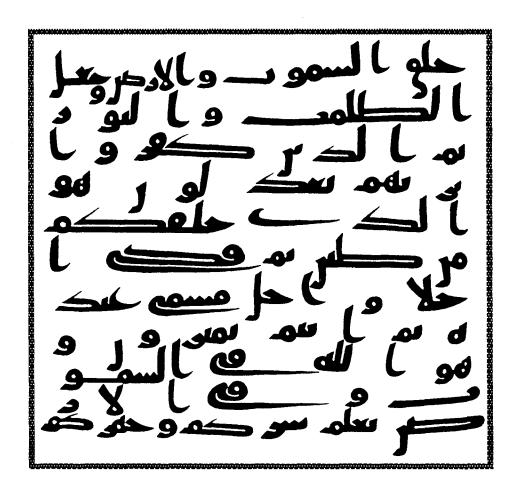
Sample III:

اصلا وسهلا! إسى سنى الله عبر الدور وأمّا مرم مرينة الهنصورة في مصر وبيئ في أرع جمال عبد الناصر .. أنا أستاذ في جامعة المستصورة.

Culture الثقافة

DEVELOPMENT OF THE ARABIC WRITING SYSTEM

The Arabic writing system is believed to have evolved from the Aramaic script through the Nabateans, Arab tribes living to the north of the Arabian Peninsula (present-day Jordan) in pre-Islamic times. This early version of Arabic script survives in inscriptions dating back to the third and fourth centuries A.D., which represent the earliest known of many stages of development. Although writing was known in the Arabian Peninsula before Islam, it was the early Muslims who developed the script that we know today, in order to preserve the text of the Quran by putting it down in writing. Tradition holds that the first compilation of the Quran was recorded during the reign of Uthman (عُمُنُ مُنْ اللهُ), the third Caliph (d. A.D. 656). Even then, though, the script was not complete, for surviving fragments show text devoid of short vowel markings and dots, as the following sample shows:



[.] روح الخط العربي، تأليف كامل البابا، دار العلم للملايين، بيروت ١٩٨٨ The examples in this section are taken from

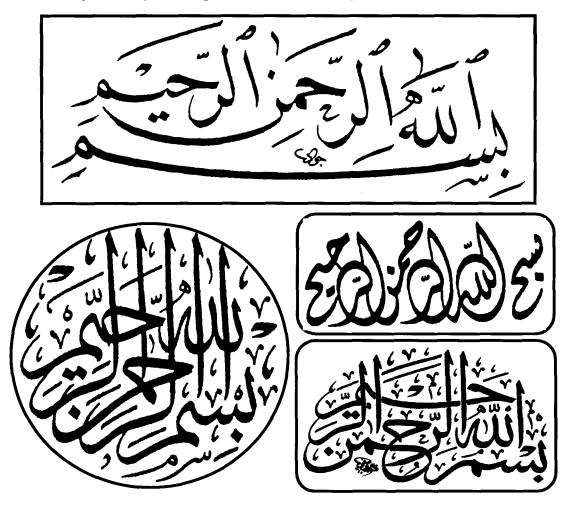
The addition of short vowel markings began during the reign of Ali (علي), the fourth Caliph (d. A.D. 661), and the dots that distinguish between letters of similar shape were added during Umayyad rule, around the end of the seventh century. Further development of the individual shapes of letters occurred at the beginning of the Abbasid period (from A.D. 750).

CALLIGRAPHY

Calligraphy is a highly developed art form. Since the time of the earliest script form you saw above, called Kufic, artists have continuously developed new styles and designs. Quranic verses, poetry, and proverbs written in intricate scripts often adorn books, monuments, and public buildings. Professional calligraphers combine form and meaning by working Quranic verses into pictures such that the letters and dots form a design. Below are four artistic renderings of the phrase

(In the Name of God the Merciful and Compassionate) بسم الله الرّحمن الرّحيم

See how many letters you can pick out in each sample:



Following are names and examples of well-known calligraphic scripts:



النسنح

لاتَنْظَ إِنْ اللَّهُ عَلَا لَهُ فَحُ كَا إِنْ فَاللَّهُ إِلَّهُ اللَّهُ إِلَّا اللَّهُ إِلَّا اللَّهُ اللَّهُ اللَّهُ عَلَيْ عَلَا اللَّهُ اللَّلْمُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ اللَّهُ

الثليخت

الْفِينَا إِذَا أَنْجَرُ فَ مِنْ الْمُؤْلِقُ لِلْمُؤْلِقِ اللّهِ اللّهُ اللّ

الفاريجت

رُب يوم بكيت مِن فلمّا صِرْت في غيره بكيت عليب

القعوس

خَيْلِكِرَوا ُن يَوْتَ فِي بَيل فِكرَيْمِن أَن يَعِيثَ طُولَ الدَهْزِجَبَا فَاعَن نَصِرَةِ وَطَلِيْه

المديوالخ

العمرانير لل كان تعبيراً في العبرال والعمر الآخريك المائم عن - في ال

الإجانة

الذالقبالالجنائ المتيالك المجنب كالحاب والمالالك المتعالف المتعالف

الدبواني الجلي

Drill 8.

Following are advertisements in different script styles. Copy them out in your own handwriting:







4.



5.



6.



بنك القاهرة السعودي

مشروع الرّيو الصرف



★ تم بحمد الله ★

APPENDIX

نصوص الحوارات بالعامية المصرية المسجلة على شريط الفيديو المصاحب للكتاب

TEXTS OF THE EGYPTIAN COLLOQUIAL DIALOGUES ON THE ACCOMPANYING VIDEO TAPE

المشهد الأول Scene One المشهد الأول

- أَهْلاً !
- + أهلاً بيك ،
- اسمي أحمد واسم حضرتك ؟
 - + اسمي نيللي .
 - تَشْرَفْنا ،
 - + تشرّفنا بيك .

المشهد الثاني Scene Two اسمي محمود أهلاً وسنَهْلاً .. اسمي مَحْمود البَطَل ، أنا مِن مَدينة بَيْروت في لُبنان .

المشهد الثالث Scene Three المشهد الثالث من مصر ؟

- أهلاً وسنهلاً ،
- + أهلاً وسنهلاً بيك .
- اسمي خالد ، واسم حضرتك ؟
 - + اسمي سامية ،
- تشرّفنا ... حضرتك من مصر ؟
 - + أَيُّوه من مصر .
 - أهلاً وسنهلاً .
 - + أهلاً بيك ، وحضرتك ؟
 - أنا من اسْكِنْدريّة .
 - + أهلاً وسنهلاً .
 - أهلاً بيك .

المشهد الرابع Scene Four المشهد الرابع

- صنباح الخيريا دُكْتور عَبّاس.
- + أهلاً .. صباح النّوريا دكتور أحمد .. إزَّيَّك ؟
 - الحَمْدُ لله ، وازيك انْتَ ؟
 - + الحمد لله ، وإزّى المدام ؟
 - كويِّسة ، الحمد لله .
 - + الحمد لله .

المشهد الخامس Scene Five المشهد الخامس المشهد الخير

- مُساء الخيريا لَمْيا.
- + مساء الخير يا مدام هدى .. اِتْفَضّلي .
 - وازًّي حضرتِك ؟
 - الحمد لله ... إزّيك انت ؟
 - + الحمد لله .. وازَّى الدُّكتور أمين ؟
 - كويس، الحمد لله.

المشهد السادس Scene Six إزيدك ؟

- أهلاً يادكتور أحمد .
- + أهلاً يا على .. اتفضَّل .
- أهلاً يادكتور أحمد .. إزّيَّك ؟
 - الحمد لله ، وازّيك إنت ؟
- + الحمد لله ... ابْراهيم صاحبي .. طالِب في جامعة القاهرة .
 - تشرُّفنا ،
 - × تشرُّفنا بيك .

المشهد السابع Scene Seven الحمد لله!

- أهلاً وسنهلاً .
- + أهلاً ياسامية.
- إزّيك يا لَميا ؟
 - الحمد لله .
 - أهلاً .
- × أهلاً وسنهلاً بيك .
- اتفضلُوا ... أهالًا وسهالًا .
 - + أهلاً بيك .
 - إزّيك ؟
 - + الحمد لله .. إزّيك انت ؟
- + الحمد لله .. سامية صاحبتي ... طالبة في جامعة اسْكِنْدريّة ،
 - أهلاً وسنهلاً .
 - × أهلاً وسنهلاً بيكِ .

المشهد الثامن Scene Eight المشهد الثامن تشرقنا إ

- مساء الخيريا دكتور عبّاس.
- + مساء النور يا دكتورمحمود .. إِزَّيُّك ؟
 - الحمد لله .. إزيك انت ؟
 - + الحمد لله .
- الدُّكتور أحمد سلامة ... الدكتور محمود البطل .
 - × أهلاً وسنهلاً .
 - أهلاً وسهلاً بيك .. تشرَّفنا .
 - × تشرَّفنا بيك .
 - + اتفضَّل يا دكتور .
 - + شكراً .. شكراً .

- × حضرتك استاذ في الجامعة الأمريكيّة ؟
- + لا .. في الحقيقة أنا أستاذ في جامعة إيموري في مدينة أطلانطا في أمريكا .
 - × أهلاً وسهلاً .. تشرفنا.
 - + أهلاً وسهلاً بيك .. وحضرتك ؟
 - × أنا أستاذ في جامعة القاهرة .
 - + أهلاً وسنهلاً .
 - × أهلاً بيك ،
 - + أهلاً .

المشهد التاسع Scene Nine مَع السّلامة !

... يَللا ياولاد .. مَعَ أَلْف سَلامة .. رَبِّنا مَعاك!

- × مَعَ السَّلامة ياجابِر !
- × مَعَ السَّلامة ياجابِر .
 - .. مع السلّامة!

من فيلم " إحنا بتوع الاوتوبيس "

المشهد العاشر Scene Ten انت رايحة فين ؟

- صباح الخير يا لَمْيا .
- + صباح النّور يا سامية .
 - إنت رايحة فين ؟
 - + عندي فَصْل ،
- طَيِّب .. اتفضَّلي ، مع السَّلامة .
 - + الله يسلِّمك .

المشهد الحادي عشر Scene Eleven المشهد الحادي عشر طيب ، اتفضّلي !

- مساء الخير يا لميا .
- + مساء النور يا دكتور .
 - إزيّك ؟
- + الحمد لله .. وازَّي حضرتك ؟
 - الحمد لله .
 - + وازي الدُّكتورة ؟
 - كويّسة .. الحمد لله .
- + طَب عَن إِذْنَك .. عندي فَصلْ .
 - طَيّب .. انقضلَّى .

المشهد الثاني عشر Scene Twelve النت ساكن فين ؟

- مساء الخير ... مساء الخير ياعباس .
- + مساء النور يا عَبْد الحكيم ... إزّيك ؟
 - الحمد لله .. إزّيك إنتُ ؟
 - + كويس .. الحمد الله .
 - تشرب قهوة ؟
 - + فين ؟
 - هنا .. في البيت عندي .
 - + إنت ساكن فين ؟
 - في شارع مُراد .
 - + والله !! ... طيب يللا بينا .
 - يللا بينا ،

المشهد الثالث عشر Scene Thirteen السم الكريم إيه ؟

- أهلاً .. أهلاً .. تَحْت أَمْرَك ياشيخ ... إسم الكَريم إيه ؟
 - + عبيد
 - تشرّفنا يا شيخ عبيد .. أنا اسمي حُسنني .
 - + أهلاً .. أهلاً .
 - إنت رايح فين ؟
 - + رايح شارع مُراد .
- شارع مراد .. شارع مراد .. أيوه ، يبقى من هنا .. أيوه ، تَعالَ أَوَصلَكَ .
 - + جَزاك الله كُل خير ياأستاذ حسنى .
 - العَفْو يا شيخ عبيد ،، على إيه ياراجِل ؟!.. كُلِّنا إِخُوة ،

من فيلم " الكيت كات "

Scene Fourteen المشهد الرابع عشر آلو!

- آلق
- + آلو .. حضرتك الدكتورة زَيْنُب طه ؟
 - لا .. النِّمْرة غَلَط .
 - + أه ، طب أسفة .
 - مَعْليشٌ .

المشهد الخامس عشر Scene Fifteen السلام عليكم

- السَّلامُ عَلَيْكُم .
- + وَعَلَيْكُمُ السَّلام .
- من فَضْلُك ، مَكْتَب الدكتور عادل مُصْطفى فين ؟
 - + الباب دا .. تالت مكتب على اليمين .

- شكراً . + عَفْواً .

المشهد السادس عشر المشهد السينما ريفولي فين ؟

- من فضلك !
 - + أيوه ،
- سينما ريڤولي فين ؟
- + أُدخُل يمِين وبَعْدين أوّل شمِال على طول .
 - -- شُكراً .
 - + بالسُّلامة .

المشهد السابع عشر Scene Seventeen للزم تشربي حاجة

- مساء الخير يا مدام هدى .
- + مساء النور .. أهلاً وسهلاً .. اتفضَّلي .
 - شكراً ...
 - إزَّي حضرتِك ؟
 - + الحمد لله .. إِزَّيِّك انت ؟
 - الحمد لله .
 - + تشربي إيه ؟
 - لا .. وُلا حاجة .
 - + لا ... لازِم تشربي حاجة .
 - والله ولا حاجة .
 - + شاي وَلا قهوة ؟
 - طيّب ... شاي .

المشهد الثامن عشر الشهد الثامن عشر لا حصولا المسهد الثامن عشر المسهد الثامن عشر المسهد الثامن عشر عشر عشر المسهد الثامن عشر عشر المسهد الثامن عشر المسهد الم

- مساء الخير يا مدام هدى .
- + مساء النوريا دكتور عَبد الحكيم .. أهلاً وسهلاً .
 - أهلاً بيكِ يا افَنْدِم .
 - + إتفضُّل .
 - شكراً يا افندم .
 - و ازَّي حضرتك ؟
 - + الحمد لله .. أِزيَّك إنتُ ؟
 - الحمد لله .
 - + وازَّي المدام ؟
 - كويّسة ، الحمد لله .
 - + تشرب قهوة ؟
 - لا .. لا .. شكراً ،
 - + تشرب إيه ؟
 - لا .. لا .. ولا حاجة .
 - + لا !.. لازم تشرب حاجة .
 - طيّب ، قهوة .
 - × اتفضَّل .
 - شكراً .
 - × اتفضًّلي .
 - + شكراً .

قاموس إنجاليزي- عربي

English-Arabic Glossary



عُنْوان address airplane and غَضْبان / غضبانة angry عَرَبِي /عَرَبِيّة Arab, Arabic В جُميل/ جُميلة beautiful behind کُبیر / کُبیرۃ big book bookstore boy bread خُبْز عَرَبِي pita bread building أوتوبيس bus لـٰکِن but car سیر شریط کُرس*ي* مُدینة cassette tape chair

city

class / classroom

clock / watch	ساعة
close	قَريب/قَريبة
coffee	قَهْوة
Arabic coffee	قَهُوة عَرَبيّة
American coffee	قَهْوة أَمْريكيَّة
cold (a cold)	بَرْد
cold (feeling cold)	بَرْدان / بَرْدانة
D	
difficult / hard	مَعْب
door	صعب باب
doctor (M.D., Ph.D.)	دُكْتور / دُكْتورة
drill	تَمْرين
E	
easy	سَهُل / سَهُلة
Egypt	مَصْر
examination / test	إمْتِحان
excuse me	عُن اِذنَك — تفَضّل / تفَضّلي (reply)
exercise	تُمْرين
evening	مُساء
F	
far	بَعيد / بَعيدة
fine / good	بَعید / بَعیدة کویِّس / کویِّسة صاحب / صاحبة
friend	ماحب/صاحبة
from	مِن
	•



girl God ما شاءً الله! expression used when praising someone انْ شاءَ اللّه God willing بِسْمِ اللّه in the name of God اللّه يرْحَمُه may God have mercy on him لا إله إلاّ الله there is no god but God جَيِّد / جَيِّدة ؛ كويِّس / كويِّسة good / fine طُيِّب / طَيِّبة good hearted (for people) / tasty (for food) مساء الخير - مساء النور (reply) good evening منباح الخير — منباح النور (reply) good morning مَعَ السّلامة — الله يسلّمك (reply) good bye H

hard / difficult have: I have he headache أَهْلاً (وَسَهْلاً) — أَهْلاً بِك (reply) hello السَّلامُ عَلَيْكُم - وَعلَيْكُمُ السَّلام (reply) مرحبًا - أهلاً / مررحبت ين (reply)

homework حَرَّان / حَرَّانة hot (feeling hot) house / home

how?	كَيْفَ ؟
how are you?	اِزَّيِّك ؟ / كَيْفَ الحال ؟
hungry	جُوْعان / جَوْعانة
I	ئا
in	في
in front of	في أمام
	(K)
know: I know	أعرف
I don't know	أعْرِف لا أعْرِف
	L
lesson	دَر ْ سُ
library / bookstore	مَكْتَبة
	M
madam	مُدام
man	رَ جُلُ
milk	حَليب (لَبَن)
miss	انسة
Mr.	سَيَّدُ
Mrs.	مَدام رَجُلُ حَلیب (لَبَن) آنسة سَیِّد سَیِّدة / مَدام فَلُوس مَباح
money	فُلُوس
morning	منباح



name		اسم
never mind , that's OK		مُعْلِهِش (مُعْلیش) جَدید / جَدیدة
new		جَديد / جَديدة
no		¥
notebook		دُفْتَر
numbers		أرْقام
zero		(\cdot) ميفر
one		واحد (۱)
two		اِثْنان (۲)
three		ثُلاثة (٣)
four		أَرْبُعة (٤)
five		خُمْسة (٥)
six		ستّة (٦)
seven		سنبعة (٧)
eight		ثُمانِية (٨)
nine		تسْعة (٩) عُشُرة (١٠)
ten		عُشُرة (۱۰)
	(0)	
office	-	مَكْتَب
old		مَكْتَب قَديم/ قَديمة
	P	
page		مَفْحة
paper		وَرُقة

pen / pencil مِنْ فَضْلِك تَفَضَّل / تَفَضَّلي please please (come in / go ahead / sit down) أستاذ/ أستاذة professor O ستوال question R room زُعُلان / زُعُلانة sad, upset نُقول say: we say كَيْفَ نَقول ؟ how do we say? she قُصير / قُصيرة short مريض/مريضة sick صُغير / صُغيرة small واسع / واسعة spacious / wide شارع street طالِب / طالِبة سُكَّر student sugar table طاولة طويل / طويلة tall

tape (audio, video)	شُريط
tea	شاي
teacher	أُسْتَاذ / أُسْتَاذة
telephone	تليفون
test / examination	ا مُتحان نُصٌ
text	نُصٌ
thank you	شُكُرًا — عَفْوًا (reply)
thanks be to God	المَمْدُ لِلّه
thirsty	عُطْشان / عُطْشانة
this	هذا / هذه
tired	تَعْبان / تَعْبانة
understand: I understood I didn't understand	فَهِمْتُ مَا فَهِمْتُ مَا فَهِمْتُ اللَّهِ
watch / clock	ساعة
water	ماء
welcome	أَهْلاً وَسَهْلاً - أَهْلاً وَسَهْلاً بِك (reply)
wide / spacious	واسبِع / واسبِعة
window	شُبّاك
with	شُبَّاك مَع امْرَأة
woman	اِمْرَأَة
word	كُلمة



yes

you

you (polite)

نَعَمْ / أَيْوه أَنْتَ / أَنْتِ حَضْرتَك

COMPONENTS OF THE AL-KITAAB LANGUAGE PROGRAM

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