

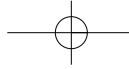
*Michel Thomas*<sup>®</sup> method

# Arabic

## Vocabulary Course

Jane Wightwick and  
Mahmoud Gaafar

 **HODDER**  
EDUCATION  
[www.michelthomas.co.uk](http://www.michelthomas.co.uk)



Succeed with the  
*Michel Thomas*<sup>method</sup>

**and learn another language the way you learnt your own**

Developed over 50 years, the amazing teaching method of the world's greatest language teacher completely takes the strain out of language learning. Michel Thomas' all-audio courses provide an accelerated method for learning that is truly revolutionary.

**To find out more, please get in touch with us**

**For general enquiries and for information about the Michel Thomas Method:**

Call: 020 7873 6354 Fax: 020 7873 6325

Email: [mtenquiries@hodder.co.uk](mailto:mtenquiries@hodder.co.uk)

**To place an order:**

Call: 01235 400414 Fax: 01235 400454 Email: [uk.orders@bookpoint.co.uk](mailto:uk.orders@bookpoint.co.uk)

[www.michelthomas.co.uk](http://www.michelthomas.co.uk)

**You can write to us at:**

Hodder Education, 338 Euston Road, London NW1 3BH

**Visit our forum at:**

[www.michelthomas.co.uk](http://www.michelthomas.co.uk)

**Unauthorized copying of this booklet or the accompanying audio material is prohibited, and may amount to a criminal offence punishable by a fine and/or imprisonment.**

First published in UK 2009 by Hodder Education, part of Hachette UK, 338 Euston Road, London NW1 3BH.

Copyright © 2009. In the methodology, Thomas Keymaster Languages LLC, all rights reserved.

In the content, Jane Wightwick and Mahmoud Gaafar.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher or under licence from the Copyright Licensing Agency Limited. Further details of such licences (for reprographic reproduction) may be obtained from the Copyright Licensing Agency Limited, Saffron House, 6–10 Kirby Street, London EC1N 8TS, UK.

Cover image © Tom McGahan / Alamy

Typeset by Transet Limited, Coventry, England.

Printed in Great Britain for Hodder Education, an Hachette UK company, 338 Euston Road, London NW1 3BH.

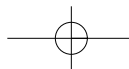
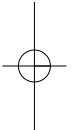
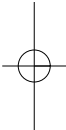
Impression 10 9 8 7 6 5 4 3 2 1

Year 2012 2011 2010 2009

ISBN 978 0340 98323 2

## Contents

Introduction	5
User guide	15
Track listing	15
English–Arabic glossary	33
Bonus words	39
Arabic signs	42



## ***Introduction***

5

Welcome, to those of you who have completed the **Michel Thomas Method Arabic courses** and to those of you who are about to experience a uniquely exciting way to learn and improve your Arabic!

My name is Rose Lee Hayden, and I had the distinct privilege of working closely with Michel Thomas for several decades, in particular, teaching what he referred to as his 'second phase' language courses. This 'second phase' built upon the structural knowledge of the language that Michel Thomas so brilliantly provided in his foundation courses. As Michel Thomas himself often said, 'I built the house, but it is up to you to decorate it!'

And decorate it we shall in this **Michel Thomas Method: Arabic Vocabulary Course** that reinforces and expands on what you have already learned having completed the **Michel Thomas Method Arabic courses**. And for those of you who have not done these courses, I urge you to do so. You will be surprised at how painlessly they will teach or reinforce your Arabic and will introduce you to a unique method of language learning.

At the outset, let me stress what this course does not attempt to do and how it may differ a little from your previous experiences with the **Michel Thomas Method Arabic courses**. First, this course does not and cannot re-teach the original courses, but rather builds directly on them. Therefore, you may wish to review and keep reviewing your **Michel Thomas Method Arabic courses** to re-familiarize yourself with structural items and basic vocabulary previously introduced by Jane Wightwick and Mahmoud Gaafar.

Second, it is important to state that learning vocabulary is not the same as learning structure, even though this course teaches vocabulary the Michel Thomas way. You may find it helpful to review course content more frequently. But let me reassure you that this more frequent review is no reflection on your ability, but rather relates to the fact that you have moved on to another level of instruction with vocabulary acquisition as its basic goal. Throughout his 'second phase' instruction, Michel Thomas frequently

6

asked his students to review and reinforce the basics before moving on. Because his methodology is cumulative, you must never rush ahead. Each building block in some way relates to previous content and uses it in a carefully constructed way.

Third, those of you who expect drills of each and every word in a category – family members, days of the week, and so on – don't! Michel Thomas actively discouraged memorization, rote learning, writing out lists and any and all related activities of this type. He knew that we do not learn this way, and that the stress generated by these means actually impedes learning. And while we would have liked to have been able to include more words in a category, space on audio recordings is limited, and we had to make hard choices with respect to what we could and could not include on the recording, and so we have included many 'bonus words' only in this User Guide. We did not want to waste valuable learning time at the expense of introducing more strategic content designed to help you create words, structures and habits of learning on your own.

I dedicate this course to the memory of Michel Thomas and to all of you who have chosen to build your Arabic vocabulary the Michel Thomas way.

*Dr Rose Lee Hayden  
Series Editor*

### Who was Michel Thomas?



Michel Thomas was head of the Michel Thomas Language Centers and taught languages for over 50 years, primarily in New York, Beverly Hills and London until his recent death, aged 90. A graduate of the Department of Philology at the University of Bordeaux and student of psychology at the Sorbonne, his harrowing wartime experiences escaping Hitler and fighting with the French Resistance made mastering languages a matter of survival for Michel Thomas.

7

Michel Thomas dedicated his long professional life to probing the learning process. He focused on the teaching and learning of foreign languages as a perfect test case for his revolutionary learning system, one that made him the world's foremost language teacher to the celebrities, diplomats, corporate executives as well as others seeking to acquire or enhance their proficiency in another language.

### What is the Michel Thomas Method?

The Michel Thomas Method is unlike anything you have ever experienced, especially when you compare it with how languages are traditionally taught in schools or universities. It produces startling results within a remarkably short period of time, all without the need for books, drills, memorizing, or homework. Michel Thomas believed that anyone can learn another language having learned their own, and he developed his unique methodology that proved this to be true for many thousands of students.

Learning a language the Michel Thomas way builds proficiency, self-confidence and engages you right from the start. The Michel Thomas Method breaks a language down to its component parts and presents these structures in carefully planned sets of exercises that enable you to reconstruct the language yourself, to form your own sentences that say what you want, when you want. Almost without you realizing it, you will retain and apply what you have learned and will be motivated to learn more. Without the stress of memorization, note taking and homework, you can relax and let language learning take place as nature intended.

But you have to experience the Michel Thomas Method to believe it. Within hours you will be creating sophisticated sentences in a wide variety of situations, as those of you know who have completed the **Michel Thomas language courses**. These courses provided you with functional proficiency in your chosen language and are the foundation upon which this **Michel Thomas Method: Vocabulary Course** series builds, phrase by phrase, the Michel Thomas way.

8

### How did we come to develop this *Michel Thomas Method: Vocabulary Course* series?

With nearly 1 million copies of **Michel Thomas language courses** sold in the UK alone, and with thousands of enthusiasts who never thought they could ever learn another language wanting 'more Michel', we at Hodder Education are particularly pleased to offer this new course series that preserves and extends the language teaching legacy of 'The Language Master', Michel Thomas. Working with us right up to the moment of his death aged 90, Michel Thomas was in the process of creating a series of vocabulary courses building on his very successful language courses. Reflecting his prior input, this series is the product of a new team of authors and presenters who have either taught for Michel Thomas, or have utilized his methodology in their own classrooms and professional courses.

With this series we hope to provide what Michel Thomas and his ever-expanding number of 'students' would expect of us, both as educational publishers and professionals who love languages, teaching them and learning them. We dedicate this series and others that we will be developing for schools, businesses and individuals from all walks of life to our much-esteemed and beloved 'Language Master', Michel Thomas.

### Who is this *Michel Thomas Method: Arabic Vocabulary Course* for?

#### People who have already learned Arabic with Michel Thomas

This **Michel Thomas Method: Arabic Vocabulary Course** does just what its name suggests: builds on the content Jane Wightwick and Mahmoud Gaafar presented in the **Michel Thomas Method Arabic Foundation and Advanced courses**. This course covers over 350 words and everyday phrases within the context of essential building blocks already presented by Jane Wightwick and Mahmoud Gaafar. You can both reinforce what you have already learned from your **Michel Thomas Method Arabic courses** and substantially increase your Arabic vocabulary the Michel Thomas way.

#### People who have learned Arabic using other methods

You may have learned Arabic before and want to brush up on it for a holiday or business trip. Perhaps you are looking for a new approach to

9

help you with revision or to re-motivate you to dust off your Arabic and improve your proficiency. Either way, the **Michel Thomas Method: Arabic Vocabulary Course** will introduce you to a unique way of acquiring language proficiency that will provide dozens of helpful ways to build on what you already know. You will be able to increase your vocabulary exponentially, will learn or review over 350 words and everyday expressions, and will significantly boost your confidence in your ability to speak, listen to and understand Arabic.

You may find that it takes a while to get used to the Michel Thomas way of teaching. It is innovative and quite unlike any other method you will have come across. But once you have experienced the excitement of painless learning the Michel Thomas way, you will be hooked!

### What does this pack contain?

The pack comprises over five hours of recorded material on CD, plus this User Guide that contains all the concepts, words and phrases presented in the course. In these recordings, Jane Wightwick and Mahmoud Gaafar will introduce concepts that you will be learning, one by one, and will present helpful hints and handy tools that you can then use to create your own phrases and increase your Arabic proficiency.

### How are the recordings best used?

- **Relax!** Make yourself comfortable before playing the recordings and try to let go of the tensions and anxieties traditionally associated with language learning.
- **Do not write or take any notes.** Remove notebooks, pens, dictionaries and anything else associated with traditional, school-based language learning.
- **Do not try to remember.** While participating in the recording and afterwards, it is important that you do not try to memorize specific words or expressions. It is a basic principle of the Michel Thomas Method that the responsibility for the student's learning lies with the teacher. Your learning is based on understanding, and what you understand you don't forget.
- **Interact fully with the recordings.** Use the pause button and respond out loud (or in a whisper, or in your head if you are in a public

10

place) before hearing the correct response. *This is essential.* You do not learn by repetition but by thinking out the answers to each question; it is by your own thought process that you truly learn and retain structure and vocabulary.

- **Give yourself time to think.** You have all the time you need to think through your response. Your pause button is the key to *your* learning! Be sure to use it. We have inserted standard-length pauses for your responses so as not to waste valuable recording time with long silences.
- **Start at the beginning of the course.** Whatever your existing knowledge of Arabic, it is important that you follow the way the Michel Thomas Method builds up your knowledge of the language. The methodology is cumulative and recursive so you must not rush ahead before you feel comfortable that you have mastered a concept, phrase or word. This vocabulary course also encourages you to take additional time to create similar examples of your own to reinforce what is being presented.
- **Do not get annoyed with yourself if you make a mistake.** Mistakes are part of the learning process; as long as you understand why you made the mistake and you have the 'aha' reaction – 'Yes, of course, I understand now' – you are doing just fine. If you made a mistake and you do not understand why, you may have been daydreaming for a few seconds. As noted, the course is structured so that you cannot go on unless you fully understand everything. So just go back a little and pick up where you left off.
- **Stop the recording whenever it suits you.** Breaks in the CD recordings reflect the numbering and content listings in this User Guide. This will help you locate items you wish to review and will enable you to locate where you left off and where you wish to begin once again.

### What can I expect to achieve?

The **Michel Thomas Method Arabic courses** provided you with a practical and functional use of the spoken language. Using the Michel Thomas Method, this **Arabic Vocabulary Course** introduces everyday conversational language that will improve your communication skills in a wide variety of situations, empowered by the ability to create your own

sentences and use the language naturally. With this additional practice and review, plus over 350 words covered and the tools to create hundreds more, your proficiency in Arabic will be reinforced and strengthened as will your self-confidence and desire to use your newly acquired Arabic.

11

### How can I go on to improve further?

Obviously, nothing compares with first-hand contact with native speakers. And while you may not think that this is possible for you, think again. There are most likely many Arabic speakers, Arabic language clubs and associations in your local area. You need not go to Egypt to find them. A simple advert in the local newspaper or on a relevant website offering to exchange English for Arabic instruction may locate someone you will enjoy knowing and practising with – but do think about your own safety before giving away any personal details. As Michel Thomas noted, we learn a lot more about our own language when we learn another.

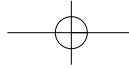
Michel Thomas also recommended a little daily practice – 10–15 minutes – and knew that this was worth more than several hours of cramming after a period of time has gone by.

One last suggestion here. For really authentic practice, try to listen to radio and television programmes that you may be able to receive if you live in a city or have satellite TV options. Relax and listen for gist, not word by word. You can do it! And little by little you will understand what is being said. We know that you will find it both rewarding and exciting to practise your ever-improving Arabic!

### What do Michel Thomas' students have to say?

Academy award winning director and actress, **Emma Thompson** (as quoted in *The Guardian*):

'The excitement of learning something new was overwhelming. Michel not only taught me Spanish, he opened my eyes to the possibilities of a completely different kind of learning. Michel takes the burden off the student and upon himself ... Learning Spanish with Michel was the most extraordinary learning experience of my life – it was unforgettable.'



12

Irish dance and music sensation, **Michael Flatley** (as quoted in *The Linguist*):

'He [Michel Thomas] was a genius ... a born teacher and thinker.'

### **Customer feedback on the Michel Thomas Method**

'I am writing to congratulate you on the highly original and successful language courses by Michel Thomas; I am currently working on German and French, while my daughter, at my suggestion, has bought the Italian course.'

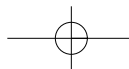
R. Harris

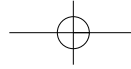
'I have now finished the eight cassette Italian course and would like to say how pleased I am with it. I am a scientist, with all my neurons in the side of my brain that deals with understanding, and next to none on the side that deals with memory. This has meant my ability to retain vocabulary and learn a language has been about as bad as it comes. Against all odds, the Michel Thomas course has left me with a real sense of achievement, and a tremendous basis for further progress in learning Italian.'

T. A. Whittingham

'He doesn't put words in your mouth, he makes you work out the words to say yourself.'

Angie Harper





# User guide

## Track listing

### Note about transliteration

This course teaches you Egyptian spoken Arabic. The Arabic words are transliterated in this track listing, so that you can read them even if you don't know the Arabic script. To show some sounds that don't exist in English we've had to use some extra symbols:

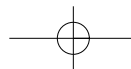
- ◌<sup>c</sup> This represents the sound called *ḥain*. It's like a deep "aah" sound, that comes from the stomach rather than the throat.
- ' This shows that a "q" sound has been omitted. It's like the sound a Cockney makes when s/he says "butter", leaving out the "tt": "bu'er."
- D, S, T We use these capital letters to represent the "back" versions of these sounds. Arabic distinguishes between pairs of sounds such as the English "s" of "sorry" and the "s" of "silly." The "s" of "sorry" is said at the back of the mouth, while the "s" of "silly" is said at the front. In English these don't represent separate letters but in Arabic they do, and in this track listing we show them by using the capital letters.
- H We use this capital letter to represent the "breathy" version of the "h" sound. Arabic distinguishes between the "h" sound as in the English "hotel" and a breathier version, a little like the sound made when you're breathing on glasses to clean them. In Arabic these are separate letters.

### CD 1, Track 1

Introduction

### CD 1, Track 2

Most Arabic words are based on three root sounds, always in the same order. Root carries fundamental meaning. Several ways to find the root.





16

First: take away vowel sounds to find the root.

*dars* "lesson": root = *d-r-s*.

*walad* "boy": root = *w-l-d*.

*kibeer* "big": root = *k-b-r*.

*faahim* "understanding": root = *f-h-m*.

*‘aarif* "knowing": root = *‘-r-f*.

*laazim* "necessary": root = *l-z-m*.

*shirib* "he drank": root = *sh-r-b*.

*shahr* "month": root = *sh-h-r*.

root *s-l-m* connected to "peace", "safety", "submission."

*is-salaamu* *‘alaykum* "peace on you."

*islaam* "Islam = submission to God."

Second: take away *-een/-aat* plurals, tags, verb flowers and tails to find the root.

*naDDaaraat* "pairs of glasses": root = *n-D-r*.

*sifaaraat* "embassies": root = *s-f-r*.

*yiktib* "he writes": root = *k-t-b*.

*tifhamee* "you (female) understand": root = *f-h-m*.

*sharibna* "we drank": root = *sh-r-b*.

*fallaaHeen* "farmers": root = *f-l-H*: root meaning "success/getting reward from land"; *faaliH* "successful person."

Third: take away other common additions, e.g. *ma/me*, to find the root.

*madrasa* "school": root = *d-r-s*.

*mektab* "office/desk": root = *k-t-b*.

*mashghool* "busy/occupied": root = *sh-gh-l*.

*mabsooT* "happy/pleased": root = *b-s-T*.

### CD 1, Track 3

Two things carry meaning: root = fundamental meaning; modified by pattern = specific meaning; plus general context.

Root order very important: *s-f-r* connected with "travelling"; *f-s-r* connected with "explaining"; *r-f-s* connected with "kicking."

One root can have many patterns, but not all roots have all patterns.

Familiar roots can be put into new patterns, and new roots into familiar patterns to expand vocabulary.

### CD 1, Track 4

Descriptive words: the *kareem* pattern.

Pattern = first root + *a/i* + second root + *ee* + third root.

*kibeer* "big"; *gameel* "beautiful"; *gideed* "new" (root = *g-d-d*).

*gidan* "very" (put after descriptive word): *gameel gidan* "very beautiful";

*kibeer gidan* "very large."

### CD 1, Track 5

Arabic words in *kareem* pattern that are also names: *gameel* "beautiful"; *fareed* "unique"; *shereef* "noble"; *ameen* "honest"; *sa‘eed* "happy/lucky"; *kareem* "generous."

Female equivalents: *gameela*, *fareeda*, *shereefa*, *ameena*, *sa‘eeda*, *kareema*.

*Taweel* "tall/long": root = *T-w-l*.

### CD 1, Track 6

*niDeef* "clean": root = *n-D-f*.

*fingaan* "cup": *il-fingaan dah mish niDeef* "This cup isn't clean."

### CD 1, Track 7

*‘adeem* "old."

First root is dropped *q*; original word *qadeem*; root = *q-d-m*.

*baab* "door/gate": *il-baab dah ‘adeem gidan* "This door is very old."

Cannot use *‘adeem* to refer to "old people"; *kibeer fis-sinn* "big in the tooth = old in age."

*‘adeem* applied to people = "old hand": *ena ‘adeem lu‘Sur* "I'm an old hand at Luxor = I know my way around Luxor."

### CD 1, Track 8

Descriptive words: the *kasbaan* pattern.

Pattern = first root + *a* + second root + third root + *aan*.

*ta‘baan* "tired"; *aTshaan* "thirsty"; *‘ayyaan* "ill/sick" (root = *‘-y-y*; second + third root the same = "double" root).

Pattern often connected to emotions/character attributes: *kaslaan* "lazy"; *za‘laan* "upset/angry"; *sarHaan* "dreaming/distracted"; *saHraan* "staying up late"; *kasbaan* "winning."

17

18

**CD 1, Track 9**

*kasbaan* "winning"; root = *k/s/b*. *ibnak kasbaan?* "Is your son winning?"; *il-bint(i) dee kasbaana* "That girl is winning."  
*kaslaan* "lazy"; root = *k-s-l*. *huwwa ameen giddan bass(i) kaslaan* "He's very honest but lazy."  
*za'laan* "upset/angry"; root = *z-ʿ-l*. *enti za'laana leh?* "Why are you upset? (to a female)."

**CD 1, Track 10**

Descriptive words: the *maHmood* pattern.

*mashghool* "busy/occupied"; *mabsoot* "happy/pleased."

Pattern = *ma* + first root + second root + *oo* + third root.

Equivalent of English "-ed" ("pleased") or "-en" ("broken").

*mashghool* "busy/occupied"; root = *sh-gh-l*.

*mabsoot* "happy/pleased"; root = *b-s-T*.

*sa'eed* "in luck/happy" similar meaning to *mabsoot*. *sa'eed* more formal and connected with luck: *ʿeed sa'eed* "happy Eid = happy holiday"/*HaZZ sa'eed* "good luck."

Arabic words in pattern that are also names: *maHfooZ* "protected," root = *H-f-Z* (famous Egyptian writer, Naguib Mahfouz); *manSoor* "victorious," root = *n-S-r*; *mas'ood* "lucky/charmed," root = *s-ʿ-d*; *maHmood* "praised," root = *H-m-d*.

*maktoob* "written"; root = *k-t-b*. *ismuh maktoob hina* "His name is written here."

*ʿala* "on"; *ʿala + il = ʿalal* "on the." *ism id-doktoor maktoob ʿalal baab* "The name of the doctor is written on the door."

*maktoob* also used to describe "destiny/fate": *maktoob ʿalal gibeen* "written on the forehead = destined to happen"; *maktoob kitaabee* "my book is written = officially married."

*mafhoom* "understood"; root = *f-h-m*. *aywah, mafhoom* "yes, understood = yes, I understand."

**CD 1, Track 11**

*maksoor* "broken"; root = *k-s-r* (connected with "breaking"). *il-baab*

*maksoor* "The door is broken."

*maHboob* "loved/popular"; root = *H-b-b* (*aHibb* "I like"). *H-b-b* is a

"double" root (second and third root sounds are the same).

*libnaan* "Lebanon"; *fayrooz maHbooba fi libnaan* "Fairuz is popular in Lebanon."

Can use pattern to work out meaning, for example *mafshoosha*, root = *f-sh-sh* "let out/vent"; *ʿajala mafshoosha* "flat tyre."

Descriptive words can also be used to mean "the thing or person that has the attribute": *il-mafhoom* "the thing that is understood = the concept"; *il-maktoob* "the thing that is written = destiny/letter (correspondence)"; *il-mashroob* "the thing that is drunk = the drink"; *il-kaslaan* "the lazy one/person = the sloth"; *il-maHboob* "the popular one/person."

**CD 1, Track 12**

Descriptive words: the Kuwaiti pattern.

Familiar from nationalities in English, for example "Kuwaiti, Yemeni, Saudi."

-ee ending can be used to turn wide range of words into descriptive words.

*il-kuwayt* "Kuwait"; *kuwaytee* "Kuwaiti."

Kuwaiti ending and -ee "my" tag sound similar but different meanings.

Context should make it clear.

Kuwaiti pattern often used for colours from natural features: *lamoona*

"lemon," *lamoonee* "lemon-coloured"; *mishmish* "apricot," *mishmishee*

"apricot-coloured"; *bunn* "coffee beans," *bunnee* "bean-coloured = brown."

*burTu'aan* "oranges." *burTu'aan* connected to *burTuqaal* "Portugal" called by early Arab sailors: *balad il-burTuqaal* "land of the oranges." *burTu'aanee*

"orange (-coloured)"; *il-burTu'aanee* "the orange one";

*it-teeshirt il-burTu'aanee* "the orange T-shirt."

Words for western items of clothing mainly adopted from European

languages. Egyptians use *short* "shorts"; *jaketta* "jacket"; *banTalohn*

"trousers/pants"; *teeshirt* "T-shirt"; *blooza* "blouse"; *boot* "boots"; *karavatta*

"tie." There are regional variations.

*ʿameeS* "shirt" (originally *qamees* and became "chemise"): *ʿameeS bunnee* "a brown shirt."

**CD 2, Track 1**

*bikaam* "how much?" (*kaam* "how many" + *bi* "by/with"): *bikaam il-ameeS*

*il-burTu'aanee?* "How much is the orange shirt?"

Kuwaiti pattern is one of most useful ways of instantly adding to vocabulary.

19

20

Can be done with most words of Arabic origin.

Compare to English "oil, oily"; "sugar, sugary." But Arabic -ee equivalent to many more English endings, for example, "-ic, -ian, -y, -al, -ese," etc. Colours ending with -ee do not generally add -a for feminine words: *il-blooza il-lamoonee* "the lemon-coloured blouse."

*arab, arabee* "Arab, Arabic": *il-kitaab il-arabee* "the Arabic book."

*islaam, islaamee* "Islam, Islamic": *bank islaamee* "an Islamic bank."

*bayt, baytee* "house/home, home(made)": *il-bizza dee baytee?* "Is this pizza homemade?"

Kuwaiti pattern can be used to make almost all nationalities from their countries: *is-soodaan, soodaanee* "Sudan, Sudanese."

*soodaanee* also means "peanuts."

*fallaaH, fallaaHee* "farmer, rustic": *bayt fallaaHee* "a rustic house."

### CD 2, Track 2

Kuwaiti pattern at end of female words, remove -a or -ya before adding -ee. *madrassa, madrasee* "school, scholastic/school": *il-yohm il-madrasee Taweel* "The school day is long."

*soorya, sooree* "Syria, Syrian": *enta sooree?* "Are you (male) Syrian?"

Nationalities need to add the feminine -a if describing a female: *enti sooreeya?* "Are you (female) Syrian?"

*asbanya, asbaanee* "Spain, Spanish": *film asbaanee* "a Spanish film."

*moosiqaa, mooseeqee* "music, musical." *moosiqaa* is one of a handful of words that do not drop the *q* in Egyptian spoken. Another is *qarya* "village."

Root *H-k-m* = "govern/rule"; *Hukooma* "government"; *Hukoomee* "governmental";

*mektab Hukoomee* "government(al) office."

### CD 2, Track 3

Comparing: the *ashraf* pattern.

In English we use "more/most" or "-er/-est" to make comparisons.

Arabic puts root into *ashraf* pattern: *a* + first root + second root + *a* + third root. *ashraf* means "most noble" (root = *sh-r-f*, as *shereef* "noble").

Other names in this pattern: *aHmad* "most praised" (root = *H-m-d*); *akram* "most generous" (root = *k-r-m*); *akmal* "most complete" (root = *k-m-l*);

*anwar* "most luminescent" (root = *n-w-r*); *amgad* "most glorious" (root =

21

*m-g-d*); *as'ad* "luckiest/happiest" (root = *s-c-d*).

*kibeer* "big/large"; *akbar* "bigger/biggest."

*ashraf* pattern words do not need to add the feminine -a: *il-blooza dee akbar* "This blouse is bigger"; *mafeesh Haaga akbar* "There isn't anything bigger."

*akbar min* "bigger/larger from = bigger/larger than": *baghdaad akbar min il-baSra* "Bahgdad is larger than Basra."

### CD 2, Track 4

*taani* "another/again"; *it-taani* "the other one": *il-maHall(i) dah akbar min it-taani* "This shop is bigger than the other one."

*akbar* also means "older" (*kibeer (fis-sinn)* "old"): *bintik akbar min ibnik?* "Is your daughter older than your son?" (to a woman).

Can use tags with *min*; *akbar minee* "older than me." *huwwa akbar minee* "He is older than me."

*ukht* "sister": *ana akbar min ukhtee* "I'm older than my sister."

For meaning of "the ...-est" ("oldest/biggest"), comparative word is put directly in front of what is being described: *akbar madrassa* "the biggest school"; *akbar maT'am* "the largest restaurant."

### CD 2, Track 5

More comparisons with *ashraf* pattern: *gameel* "beautiful", *agmal* "more beautiful"; *Taweel* "tall/long", *aTwal* "taller/longer"; *niDeef* "clean", *anDaf* "cleaner"; *gideed* "new", *agdad* "newer"; *sa'eed* "happy/lucky", *as'ad* "happier/luckier."

*'adeem* "old", *a'dam* "older"; *a'dam masjid* "the oldest mosque."

*kiteer* "many/a lot/often"; *aktar* "more/more often."

### CD 2, Track 6

*nahr* "river"; *nahr in-neel* "the river Nile."

*ifriqiya* "Africa." *in-neel aTwal nahr fi ifriqiya* "The Nile is the longest river in Africa."

*ifriqee* "African"; *nahree* = 'of the river' as description: *in-naql in-nahree* "river transport" (government body in Egypt); *rayyis nahree* "river chief" (specialist river guide).

22

**CD 2, Track 7**

Places: the *madrassa* pattern. Pattern for place where something happens. *mektab* "place of writing = office/study/desk" (root = *k-t-b*); *madrassa* "place of study = school" (root = *d-r-s*); *maT'am* "place of food = restaurant" (root = *T-ʿ-m*); *masgid* "place of prostration = mosque" (root = *s-g-d*).

Pattern = *me/ma* + first root + second root + *a/i* + third root.

Pattern sometimes masculine, sometimes feminine (with additional *-a*).

*maghrib* "place where sun sets = west" (root = *gh-r-b* "to set (sun)/go west/go away"). *il-maghrib* "Morocco" (sometimes called the "Maghreb" in English). Morocco is in the West of Arabic-speaking world. *il-maghrib il-ʿarabee* larger area stretching across North Africa (modern Morocco/Algeria/Tunisia).

*maghribee* "Moroccan."

*maHkama* "place of ruling/judgement = court(house)" (root = *H-k-m*); *a'dam maHkama* "the oldest court(house)."

*maHall* "shop" (doubled root = *H-l-l*). Not connected to *Halaal* "legitimate", as in *Halaal* meat. Sometimes roots have two separate meanings. *H-l-l* connected with slaughtering animals according to legitimate religious practice and also with arriving after travel.

**CD 2, Track 8**

Other places in the *madrassa* pattern:

*meTbakh* "place of cooking = kitchen" (root = *T-b-kh*); *il-meTbakh niDeef giddan* "The kitchen is very clean."

*meTbakh il-maT'am* "the kitchen (of) the restaurant." No equivalent of "of" and no *il-* on the first word when put directly together.

*metHaf* "place of precious things = museum" (root = *t-H-f*); *fayn il-metHaf il-islamnee?* "Where's the Islamic museum?"

**CD 2, Track 9**

*maFab* "playing place = court/pitch/playing field" (root = *l-ʿ-b*); present verb = *ʿab*: *biniʿab squash kull(i) yohm* "We play squash every day." *maFab tennis* "tennis court," *maFab golf* "golf range/course," *maFab il-madrassa* "school playground," *maFab awlaad* "children's playground," *maFab squash* "squash court." Many different words in English, all *maFab* in Arabic.

*maFab tennis* "a tennis court"; *maFab it-tennis* "the tennis court." *maFab awlaad* "a children's playground"; *maFab il-awlaad* "the children's playground."

23

**CD 2, Track 10**

Other interesting patterns exist, each with their own meaning indicators. *fallaaH* pattern = connected with professions or something you do habitually.

Pattern = first root + double second root + *aa* + final root.

*Tabbaakh* "someone who cooks for a living = chef/cook" (root = *T-b-kh* as *meTbakh* "kitchen").

*shaghghaal* "someone who works for a living = worker" (root = *sh-gh-l* as *mashghool* "busy/occupied"). Also used for "switched on/working."

*bawwaab* "doorman" (root = *b-w-b*; same root as *baab* "door" but middle root sometimes changes into vowel).

Other examples: *gammaal* "camel attendant/herder"; *wallaada* "mother of many children"; *zannaana* "whinger"; *ʿarraaf* "know-it-all."

**CD 2, Track 11**

Pattern connected with the "instrument" of an action.

Pattern = *mu-* + first root + second root + *aa* + final root.

*mufTaaH* "instrument of opening = a key" (root = *f/t/H* connected with opening);

*fayn mufTaaHee?* Where's my key? Also from same root *mafTooH* "opened": *il-maHall(i) mafTooH?* "Is this shop open?"; *fattaaHa* "(bottle/can) opener."

Other examples: *munshaar* "saw" (root = *n-sh-r*); *muzmaar* "flute" (root = *z-m-r*); *munfaakh* "pump" (root = *n-f-kh*).

**CD 2, Track 12**

Pattern connected with the "expert" of an action, doing something well.

Pattern = first root + *a* + double second root + *ee* + final root.

*kasseeb* "high-earner" (root = *k-s-b*); *shaghheel* "hard worker" (root = *sh-gh-l*); *laʿeeb* "(expert) player"; *sharreeb* "(expert) drinker"; *Habbeeb* "(expert) lover/Casanova". Important to pronounce double letter:

*Habbeeb, Habeeb* "Casanova, darling/loved one."

24

**CD 2, Track 13**

Speakers of a language have a plural antenna which responds to certain stimuli. English plural antenna will respond to "(e)s" on end of words, and respond to sounds such as "-ice" ("lice/mice/dice").

Arabic antenna responds to external plurals (-*een/-aat*), but also to certain word patterns which indicate plural. Native speaker will hear these patterns and plural antenna will respond.

-*een* plural only used with some words describing people, e.g. professions:

*fallaaH, fallaaHeen* "farmer, farmers"; *Tabbaakh, Tabbaakheen* "cook, cooks"; *mudeer, mudeereen* "manager, managers."

-*een* plural also used with words in *kasbaan* pattern: *humma za<sup>l</sup>laaneen* "They are upset."

**CD 3, Track 1**

Other words in *kasbaan* pattern can be made plural with -*een*:

*kaslaan* "lazy": *il-awlaad kaslaaneen* "The boys are lazy."

*ta<sup>l</sup>baan* "tired": *iHna ta<sup>l</sup>baan een* "We are tired."

Not all words referring to people are made plural with -*een*, e.g. *awlaad* "boys/children."

Other external plural is -*aat*; often used with longer words, e.g. *sandawitch, sandawitchaat* "sandwich, sandwiches"; *banTalohn, banTalohnaat* "pair of trousers, pairs of trousers"; *blooza, bloozaat* "blouse, blouses."

Need to take off feminine -*a* ending before adding plural -*aat*: *Hukooma, Hukoomaat* "government, governments"; *naDDaara, naDDaaraat* "pair of glasses, pairs of glasses"; *arabeyya, arabeyyaat* "car, cars."

**CD 3, Track 2**

-*aat* plural is used with many loan words:

*balkohna, bakhohnaat* "balcony, balconies"; *motosikl, motosiklaat* "motorbike, motorbikes"; *tilifizyon, tilifizyonaat* "television, televisions."

*Hammaam, Hammaamaat* "bathroom/restroom,

bathroom(s)/restroom(s)" (familiar as Turkish *Hammaamaat*):

*il-Hammaamaat fayn?* "Where are the restrooms?" Double sound important: *Hammaamaat* "bathrooms"; *Hamaamaat* "pigeons."

**CD 3, Track 3**

Shorter words "no frills" closer to 3-root pattern usually made plural using "internal" plurals.

Internal follow number of different root patterns. A dozen or so significant internal patterns. Five or six most common.

No automatic way of telling which word will use which pattern. But will start to hear similarities and develop an ear.

**CD 3, Track 4**

The *bunook* plural pattern, e.g. *bank, bunook* "bank, banks"; *bayt, buyoot* "house, houses."

Pattern = first root + *u* + second root + *oo* + third root.

*shaykh, shuyookh* "sheikh/elder, sheikhs" (root = *sh-y-kh* connected to age);

*mashyakha* "place where sheikh lives = sheikhdom"; *shaykh il-Haara* "old man of the valley = local government representative"; *shaykh il-balad* "old man of the village = government village representative";

*maglis ish-shuyookh* "council of sheikhs/senate" (*maglis* "sit down", root = *g-l-s*).

*dars, duroos* "lesson, lessons"; *duroos mooseeqa* "music lessons."

**CD 3, Track 5**

*shahr, shuhoor* "month, months"; *sitt shuhoor* "(for) six months."

*khamasa* "five"; shorter version is *khamas*: *khamas shuhoor* "(for) five months."

*malik, mulook* "king, kings." Root *m-l-k* connected with

"possessing/controlling". *m* can be root sound. *milk* "property"; *milk il-Hukooma* "property of the government = government-owned"; *milk khaaSS* "private property." *mamlook* "Mamlouk," medieval rulers of Egypt and Syria, originally slave soldiers. *mamlook* "possessed/controlled = enslaved."

*magnoon* "possessed by the *ginn* (Djinn) = mad."

**CD 3, Track 6**

*mamlaka* "place where king rules = kingdom": *il-mamlaka il-<sup>l</sup>arabiyya is-sa<sup>o</sup>odiyya* "Kingdom of Saudi Arabia"; *il-mamlaka il-mutaHida* "United Kingdom." *malika* "queen."

*il-urdunn* "Jordan": *malik il-urdunn* "The king of Jordan."

25

26

*malik walla kitaaba* "king or writing = heads or tails."

Short loan words with three consonants can be adopted into root system:  
*yakht, yukhoot* "yacht, yachts": *feeh yukhoot kiteer fil-mareena* "There are many yachts in the marina."

### CD 3, Track 7

The *ahraam* plural pattern, e.g. *walad, awlaad* "boy, boys/children";  
*haram, ahram* "pyramid, pyramids."

Pattern = *a* + first root + second root + *aa* + third root.

Other examples: *film, aflaam* "film, films"; *nahr, anhaar* "river, rivers."

### CD 3, Track 8

*SaaHib* "friend/owner" (root = *S-H-b* connected to "friendship/ownership").  
Arabic word came into English through India as "sahib" ("Mr/Sir"). *saHba*  
"female friend" (*i* drops out).

*SaaHib, aSHAab* "friend, friends": *andaha aSHAab fil-urdunn* "She has friends in Jordan."

Native speakers can work out meaning of unusual/unfamiliar word such as  
*afraash* "beds" from root (*f-r-sh* "spread out/lay out"), pattern (plural)  
and context.

### CD 3, Track 9

The *kutub* plural pattern, e.g. *kitaab, kutub* "book, books."

Pattern = first root + *u* + second root + *u* + third root.

Kuwaiti words (ending in *-ee*) often stay the same when describing  
feminine and plural words in spoken Arabic (although always add *-a*  
in more formal Arabic): *kutub ingleezee* "English books" (more formal  
equivalent = *kutub ingleezeeya*).

Other examples of *kutub* plural pattern: *madeena, mudun* "town, towns";  
*safeena, sufun* "ship, ships."

*meena* "port": *feeh sufun kibeera fil-meena* "There are some large ships in  
the port."

*gazeera* "island" (as in Al-Jazeera satellite TV).

Egyptians pronounce *j* as *g*: *gameel/jameel* "beautiful"; *gideed/jadeed*  
"new"; *gamal/jamal* "camel."

*gazeera, guzur* "island, islands": *zurna guzur kiteer* "We visited a lot of islands."

### CD 3, Track 10

The *gimaal* plural pattern, e.g. *gamal, gimaal* "camel, camels."

Pattern = first root + *i* + second root + *aa* + third root.

*saHara* "desert" (the "Sahara"): *shufna gimaal fiS-SaHara* "We saw camels  
in the desert."

*kelb, kilaab* "dog, dogs": *akhooya anduh talat kilaab* "My brother has  
three dogs."

*gabal* "mountain/large hill." *jabal Ali* = Mount Ali in Dubai; *jabal Tareq* =  
Gibraltar (Tareq ibn Zeyaad mountain); *jabal moosa* = Mount Moses in Sinai.

*gabal, gibaal* "mountain, mountains."

*sab'a* "seven" (short version *saba'*).

*Hawalayn* "around": *feeh saba' gibaal Hawalayn roma* "There are seven  
hills (mountains) around Rome."

*gibaal aTlas fil-maghreb* "The Atlas mountains are in Morocco."

### CD 3, Track 11

The *falaafil* pattern.

A few Arabic words have four root sounds: *sulTaan* "sultan" (root = *s-l-T-n*);  
*fingaan* "cup" (root = *f-n-g-n*).

Words with four roots are sometimes repeated pair: *filfila* "pepper" (root =  
*f-l-f-l*); *filfila, falaafil* "pepper, peppers."

*TamaaTim* "tomatoes"; *baTaatis* "potatoes"

Pattern = first root + *a* + second root + *aa* + third root + *i* + fourth root.

*fundu'* "hotel" (root = *f-n-d-q*, *q* dropped); *fundu', fanaadi'* "hotel, hotels."

Arabic can also impose root system on loan words with four consonants:

*futbul, fataabil* "football, footballs"; *tankir, tanaakir* "tanker, tankers."

### CD 3, Track 12

Words such as words of place made by patterns which add *m-*, also use the

*falaafil* plural, because now resemble words with four roots. Apply same

pattern: *madrasa, madaaris* "school, schools"; *maT'am, maTaa'im*

"restaurant, restaurants"; *methHaf, mataaHif* "museum, museums"; *maf'ab,*

*mala'ib* "court/pitch, courts/pitches"; *mektab, makaatib* "office, offices."

### CD 3, Track 13

Same words with four roots have final long vowel, e.g. *sulTaan* "sultan."

27

28

Emphasis also put on end of plural with longer -ee as final vowel: *sulTaan*, *salaatEen* "sultan, sultans"; *fiŋgaan*, *fanaageen* "cup, cups."  
Some words with additional *m-* also have final long vowel, e.g. *muftaaH* "key."  
*muftaaH*, *mafaateeh* "key, keys"; *mamlouk*, *mamaaleek* "Mamlouk, Mamlouks"; *mafhoom*, *mafaahmeem* "concept, concepts."

**CD 3, Track 14**

Many words for people can add -een for plural. But some have internal plural pattern.

Words with *kareem* pattern in singular, often have plural in "Oo la la!" pattern: *kareem* "generous person", *kurama* "generous people."

Pattern = first root + *u* + second root + *a* + third root + *a*.

*ameer* "prince/emir" (first root is 'half letter' *hamza* like a short pause), *umara* "princes/emirs."

*wazeer*, *wuzara* "minister, vizier, ministers/vizier."

Can learn to recognise plural patterns even when not sure of meaning, e.g. *bukhala* plural of *bakheel* "miser"; *suyooF* plural of *sayf* "sword."

Some singular patterns more likely to take a particular plural route:

*bayt*, *buyoot* "house, houses"; *sayf*, *suyooF* "sword, swords."

*madeena*, *mudun* "town, towns"; *gazeera*, *guzur* "island, islands"; *safeena*, *sufun* "ship, ships."

*wazeer*, *wuzara* "minister, ministers"; *kareem*, *kurama* "generous (person), generous people."

Arabic-speakers will generally try to work out meaning if you use the wrong plural pattern. If comes from another native speaker, would probably assume this is a regional difference.

**CD 4, Track 1**

Review of present verb 'vases' and stems.

Present stems already met: *shrab* "drink"; *fham* "understand"; *ktib* "write."

Hollow stems *rooH* "go" (root = *r-w-H*); *shooF* "see/look" (root = *sh-w-f*);

*zoor* "visit" (root = *z-w-r*).

New stem for present vase: *dris* "study" (root = *d-r-s*).

Suggestion = verb by itself: *tishrab shaay?* "Do you want to drink tea?" (to a male); *nidris 'arabee?* "Shall we study Arabic?"

New stem for present vase: *f'ab* "play" (root = *l-c-b*): *tiF'abee skwaash?*

"Do you want to play squash?" (to a female).

New stem for present vase *fath* "open" (root = *f-t-H*): *afthaH il-baab?* "Shall I open the door?"

*b-* added for routine: *b-ashrab shaay kull(i) yohm* "I drink tea every day.";

*b-yirooH il-maktab is-saa'a sab'a* "He goes to the office at 7 o'clock.";

*b-yiftaHoo l-maHall is-saa'a tis'a* "They open the shop at 9 o'clock";

*saa'aat b-tif'ab tennis ma'a abuhaa* "She sometimes plays tennis with her father."

(*yohm*) *is-sabt* "Saturday" (the "Sabbath"): *saa'aat b-af'ab skwaash yohm*

*is-sabt* "Sometimes I play squash on Saturday." (Don't need "on" for "on Saturday.")

**CD 4, Track 2**

Review of future: *H-* + present verb: *H-nirooH* (= *HanrooH*) *il-methHaf*

*bukra* "We'll go to the museum tomorrow."; *H-yishooF* (= *HayshooF*)

*id-doctor bukra* "He'll see the doctor tomorrow."

**CD 4, Track 3**

Review of past verb: *katab* "wrote"; *shirib* "drank." Hollow stems *zaar/zur*

"visited"; *shaaf/shuf* "saw"; *raaH/ruH* "went."

New stem for past vase: *li'ib* "played": *li'ibtu golf fi esbaanya?* "Did you play golf in Spain?" (to a group).

New stem for past vase: *daras* "studied." *darastee 'arabee fil-madrasa?*

"Did you study Arabic at school?" (to a female).

New stem for past vase: *fataH* "opened": *fataHt il-maHall is-saa'a sab'a wi-nuSS* "I opened the shop at seven thirty."

**CD 4, Track 4**

New stem for past and present vases connected with "cooking." Present

stem = *Tbukh* "cook." Flowers *yij'ti/ni* = *yu/nu/tu* if stem vowelled with *u*:

*nuTbukh ruzz?* "Shall we cook rice?"

Flower for "I" always *a-*: *b-aTbukh baTaaTis kull(i) yohm* "I cook potatoes every day."

Past stem = *Tabakh* "cooked": *Tabakhna falaafil imbaariH* "We cooked falafel yesterday."

29

30

**CD 4, Track 5**

Arabic verbs have "varieties," often called "forms." Forms have the same root but related, modified meanings.

Five or six common varieties in spoken Egyptian. Most verbs have some varieties. No verbs have all varieties.

**CD 4, Track 6**

One of most common form of verb = making middle root double, e.g. present stem *dris* "studies" becomes *darris* "cause someone to study = teach". Vowels on stem change slightly: *nidarris* "we teach"; *b-nidarris* 'arabee "We teach Arabic".

*fham* "understands" becomes *fahhim* "cause to understand = explains": *mumkin tifahhimnee?* "Can you explain (to) me?"

Past stem the same as present: *fahhim* "explained": *enta fahhimt(i)na* "You explained to us"; *enta mafahhimt(i)nash* "You didn't explain to us."

**CD 4, Track 7**

Root *k-b-r* connected with "largeness" can be made into verb. Present stem *kbar* "get bigger/grow": *ibnak b-yikbar kull(i) sana* "Your son gets bigger every year." Past stem *kibir* "got bigger/grown": *bintak kibrit* "Your daughter's grown." (to a female).

Can double middle root of *k-b-r* to make stem *kabbar* "make (something) big = enlarge": *mumkin tikabbar dah?* "Can you enlarge this?" (to a male).

*Soora* "picture": *mumkin tikabbaree iS-Soora dee?* "Can you enlarge this picture?" (to a female); *kabbaru iS-Soora* "They enlarged the picture."

*kabbar raasak* "make your head bigger = don't be so petty." *raas* "head/cape."

This verb pattern can also have meaning to do to someone else: *yiSabbih* "say 'good morning' to someone"; *yimasee* "say 'good evening' to someone"; *yi'ayyid* "to say 'eed mubaarak ('happy Eid') to someone."

**CD 4, Track 8**

Root *f-D-l* as in *min faDlak* "from your grace = please" connected with "favour/preference." *yifaDDal* "give favour to = prefer": *ena afaDDal il-mishmish* "I prefer apricots."; (*iHna*) *nifaDDal nirooH il-mataaHif* "We prefer to go to the museums."

*walla* "or": *tifaDDal shaay walla 'ahwa?* "Would you prefer tea or coffee?" (to a male).

*k/l/m* is the root to do with speaking/talking: *kilma* "word." *kallim* "speak to someone": *laazim akallim il-mudeer* "I must speak to the manager."

Arabic can absorb loan words and put them into word patterns to make new words, e.g. *yidallit* "delete"; *yisayyif* "save"; *yipaasi* "pass"; *yisarfis* "wait on"; *yitfabrik* "fabricate."

31

**CD 4, Track 9**

*it-* in front of past and present stem carries meaning of doing something yourself.

*itkallim* "speak or talk" (yourself rather than with or to someone else).

*yi-* + *it* = *yit*: *yitkallam* "he speaks"; *titkallam* "you (male) speak". *b-yitkallim* 'arabee "He speaks Arabic."

*a-* + *it* = *at*. Plus routine *b* = *bat*: *batkallim* 'arabee "I speak Arabic.;"

*b-titkallim ingleezee?* "Do you speak English?" (to a male).

*it* + *kabbar* = *itkabbar* "to be enlarged": *iS-Soora itkabbarit* "The picture was enlarged."

*mushkila* "problem": *il-mushkila itkabbarit* "The problem got bigger."

**CD 4, Track 10**

Root from *maksoor* "broken" is *k-s-r*. Present stem *ksar*/past stem *kasar* "break (something)": *kasart naDDartee* "I broke my glasses."

*it* + *kasar* = *itkasar* "to be/to get broken": *naDDartee itkasarit* "My glasses broke." *il-fanaageen ma itkasaritsh* "The cups didn't get broken."

**CD 4, Track 11**

There are other varieties which you can learn to recognize over time.

Pattern adding *in-* before root: *inbasat/yinbasat* "enjoy yourself" (same root as *mabsoot* "happy/pleased").

Pattern adding *ista-* before root: *istafhim/yistafhim* "seek to understand = to ask about/to enquire."

Verbal varieties have their own patterns for '-ing' words and descriptive words. Put *mu-* on stem for verbal varieties. Many familiar through Arabic names starting with *mu-*.

*muHammad* "praised" (middle root doubled).



32

*musharraf* "honoured" from *sharraf/yisharraf* "honour." *tasharrafna* "We have been honoured = pleased to meet you."  
*mubaarak* "blessed" (from root *b-r-k*). *ʿeed mubaarak* "blessed Eid"; *allah yibaarik feek* "May God bless you"; *mabrook* "Congratulations."  
*mustafa*, *mukhtaar* "chosen" also come from verbal varieties.  
 Most famous *mu-* word *muslim* from verbal variety *yuslim* "to submit yourself."  
*mu-* can sound like *mi-* in spoken Arabic.  
*mufaDDal* "preferred/favourite" from *yifaDDal* "prefer": *il-mashroob il-mufaDDal* "andee *ish-shaay* "My favourite drink is tea."

**CD 4, Track 12**

Some roots can be put into many patterns. Looking at two common roots will show how can many words can be weaved from three basic root sounds.

*r-k-b* the "riding" root.

*markib*, *maraakib* "place where riding happens = boat, boats."

*markoob* "ridden = mount" (archaic "shoes").

*raakib* "riding = passenger."

*rakkeeb* "expert rider."

*marakbi* "boatman."

*rikib/yirkab* "ride (bus/horse, etc.)"

*rakkib/yirakkib* "invite to ride, mount, fix," also "cheat at cards."

*itrakkib/yitrakkib* "be mounted/fixated."

**CD 4, Track 13**

*kh-r-g* the "exiting" root.

*makhrag* "place of exit = exit, way out."

*khaarig* "going out, exiting."

*kharag/yukhrug* "exit, go out."

*itkharrag/yitkharrag* "exit out of university = graduate."

*khirreeg* "graduate."

*istakhrag/yistakhrag* "seek to take out = extract."

*mustakhrig* "extractor."

*mukhriig* "director (of film)."

**CD 4, Track 14**

Conclusion.

**English–Arabic glossary**

33

(adj) = adjective; (n) = noun; (v) = verb

Africa *ifriqiya*

African *ifriqee*

again *taani*

angry *za'laan*

another *taani*

apricot *mishmish*

apricot-coloured *mishmishee*

Arab *ʿarab*,

Arabic *ʿarabee*

around *Hawalayn*

ask about *istafhim/yistafhim*

balcony, balconies *balkohna*,

*balkohnaat*

bank, banks *bank*, *bunook*

bathroom/restroom,

bathroom(s)/restroom(s)

*Hammaam*, *Hammaamaat*

beautiful *gameel*

beds *afraash*

big *kibeer*

bigger *akbar*

bigger than *akbar min*

biggest *akbar*

blessed *mubaarak*

blessed Eid *ʿeed mubaarak*

blouse, blouses *blooza*, *bloozaat*

boat, boats *markib*, *maraakib*

boatman *marakbi*

book, books *kitaab*, *kutub*

boots *boot*

boy *walad*

boy, boys *walad*, *awlaad*

break (something) *kasar*

broken *maksoor*

brown (bean-coloured) *bunnee*

busy *mashghool*

camel, camels *gamal*, *gimaal*

camel attendant/herder *gammaal*

cape *raas*

car, cars *ʿarabeyya*, *ʿarabeyyaat*

charmed *masʿood*

cheat at cards *rakkib/yirakkib*

chef, chefs *Tabbaakh*, *Tabbaakheen*

children *awlaad*

children's playground *malʿab awlaad*

chosen *mustafa*, *mukhtaar*

clean (adj) *niDeef*

cleaner *anDaf*

coffee beans *bunn*

concept, concepts *mafhoom*,

*mafaahem*

congratulations *mabrook*

cook, cooks (n) *Tabbaakh*,

*Tabbaakheen*

cook (v) *Tabakh/yuTbukh*

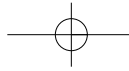
cooked *matbookh*

council of sheikhs/senate *maglis*

*ish-shuyookh*

court(house) *maHkama*

court, courts *malʿab*, *malaadib*



34

cup, cups *fingaan, fanaageen*

desert (n) *SaHara*  
 desk *mektab*  
 destiny *il-maktoob*  
 director (of film) *mukhrig*  
 distracted *sarHaan*  
 dog, dogs *kelb, kilaab*  
 door *baab*  
 doorman *bawwaab*  
 drank *shirib*  
 drink (n) *il-mashroob*  
 drink (v) *shirib/yishrab*  
 drinker (expert) *sharreeb*

embassy, embassies *sifaara, sifaaraat*

emir, emirs *ameer, umara*  
 enjoy yourself *inbasaT/yinbasaT*  
 enlarge *kabbar/yikabaar*  
 enquire *istafhim/yistafhim*  
 enslaved *mamlook*  
 exit (n) *makhrag*  
 exit (v) *kharag/yukhrug*  
 explain *yahhim/yifahhim*  
 extract (v) *istakhrag/yistakhrag*  
 extractor *mustakhrig*

farmer, farmers *fallaaH, fallaaHeen*  
 favourite *mufaDDal*  
 film, films *film, aflaam*  
 five *khamasa*  
 fix *rakkib/yirakkib*  
 flute *muzmaar*  
 football, footballs *futbul, fataabil*  
 friend, female *SaHba*

friend, friends *SaaHib, aSHAab*

gate *baab*  
 generous *kareem*  
 generous person, generous people  
*kareem, kurama*  
 get bigger *kibir/yikbar*  
 Gibraltar *jabal Tareq*  
 glasses, pair of, glasses, pairs of  
*naDDaara, naDDaaraat*  
 go out *kharag/yukhrug*  
 go *raaH/yirooH*  
 golf range/course *maFab golf*  
 good luck! *HaZZ sa'eed*  
 government *Hukooma*  
 government-owned *milk il-Hukooma*  
 government village representative  
*shaykh il-balad*  
 government, governments  
*Hukooma, Hukoomaat*  
 governmental *Hukoomee*  
 graduate (n) *khirreeg*  
 graduate (v) *itkharrag*  
 grow *kibir/yikbar*

happier *as'ad*  
 happiest *as'ad*  
 happy Eid 'eed *mubaarak; 'eed sa'eed*  
 happy *mabsooT; sa'eed*  
 hard worker *shaghgheel*  
 head (n) *raas*  
 heads or tails *malik walla kitaaba*  
 high-earner *kasseeb*  
 home *bayt*  
 homemade *baytee*

honest *ameen*  
 honour (v) *sharrarf/yisharrarf*  
 honoured *musharrarf*  
 hotel, hotels *fundu', fanaadi'*  
 house, houses *bayt, buyoot*  
 how much? *bikaam*

ill 'ayaan  
 invite to ride *rakkib/yirakkib*  
 Islam *islaam*  
 Islamic *islaamee*  
 island, islands *gazeera, guzur*

jacket *jaketta*  
 Jordan *il-urdunn*

key, keys *mufTaaH, mafaatTeeH*  
 king, kings *malik, mulook*  
 king of Jordan, the *malik il-urdunn*  
 kingdom *mamlaka*  
 Kingdom of Saudi Arabia *il-mamlaka il-'arabiyya is-sa'oodiyya*  
 kitchen *meTbakh*  
 knowing 'aarif  
 know-it-all 'arraaf  
 Kuwait *il-kuwayt*  
 Kuwaiti *kuwaytee*

large *kibeer*  
 larger than *akbar min*  
 lazy *kaslaan*  
 Lebanon *libnaan*  
 lemon *lamoona*  
 lemon-coloured *lamoonee*  
 lesson, lessons *dars, duroos*  
 like, I *aHibb*

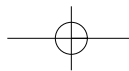
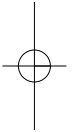
local government representative  
*shaykh il-Haara*  
 long *Taweel*  
 longer *aTwal*  
 look (v) *shaaf/yishoof*  
 lot, a *kiteer*  
 loved *maHboob*  
 lover/Casanova (expert) *Habbeeb*  
 luckier *as'ad*  
 luckiest *as'ad*  
 lucky *mas'ood; sa'eed*

mad *magnoon*  
 Mamlouk, Mamlouks *mamlook, mamaaleek*

manager, managers *mudeer, mudeereen*  
 many *kiteer*  
 may God bless you *allah yibaarik feek*

minister, ministers *wazeer, wuzara*  
 miser, misers *bakheel, bukhala*  
 month, months *shahr, shuhoor*  
 more *aktar*  
 more beautiful *agmal*  
 more often *aktar*  
 Moroccan *maghribee*  
 Morocco *il-maghrib*  
 mosque *masgid*  
 most complete *akmal*  
 most generous *akram*  
 most glorious *amgad*  
 most luminescent *anwar*  
 most noble *ashraf*  
 most praised *aHmad*  
 mother of many children *wallaada*

35



36

motorbike, motorbikes *motosikl*,  
*motosiklaat*  
mount (n) *markoob*  
mount (v) *rakkib/yirakkib*  
Mount Ali (in Dubai) *jabal Ali*  
Mount Moses (in Sinai) *jabal moosa*  
mountain, mountains *gabal*, *gibaal*  
mounted/fixed, be *itrakkib/yitrakkib*  
museum, museums *metHaf*,  
*mataaHif*  
music *moosiqaa*  
music lessons *duroos mooseeqa*  
musical *mooseeqee*

necessary *laazim*  
new *gideed*  
newer *aqdad*  
noble *shereef*

occupied *mashghool*  
office, offices *mektab*, *makaatib*  
often *kiteer*  
old *'adeem*  
old hand (applied to people) *'adeem*  
old in age ('big' in the tooth) *kibeer*  
*fis-sinn*  
older *a'dam*; *akbar*  
open *fataH/yiftaH*  
opened *mafTooH*  
opener, (bottle/can) *fattaaHa*  
orange (-coloured) *burTu'aanee*  
oranges *burTu'aan*  
other one, the *it-taani*  
owner *SaaHib*

pair of glasses, pairs of glasses

*naDDaara*, *naDDaaraat*  
pair of trousers, pairs of trousers  
*banTalohn*, *banTalohnaat*  
passenger *raakib*  
peace on you *is-salaamu 'alaykum*  
peanuts *soodaanee*  
pepper, peppers *filfila*, *falaafil*  
petty!, don't be so *kabbar raasak*  
picture *Soora*  
pigeons *Hamaamaat*  
pitch, pitches *maf'ab*, *malaaf'ib*  
play *f'ab*  
player (expert) *la'ceeb*  
playing field *maf'ab*  
please *min faDlak* (to a male); *min*  
*faDlik* (to a female)  
pleased *mabsooT*  
popular *maHboob*  
popular one/person, the *il-maHboob*  
port *meena*  
potatoes *baTaatis*  
praised *maHmood*; *muHammad*  
prefer *faDDa/yifaaDDa*  
preferred *mufaDDa*  
prince, princes *ameer*, *umara*  
private property *milk khaaS*  
problem *mushkila*  
property *milk*  
protected *maHfooZ*  
pump (n) *munfaakh*  
pyramid, pyramids *haram*, *ahram*

queen *malika*

restaurant, restaurants *maT'am*,  
*maTaa'im*

ride (a bus, horse, etc.) *rikib/yirkab*  
rider, (expert) *rakkeeb*  
river, rivers *nahr*, *anhaar*  
river, of the *nahree*  
river chief *rayyis nahree*  
the river Nile, the *nahr in-neel*  
river transport *in-naql in-nahree*  
rustic *fallaaHee*

sandwich, sandwiches *sandawitch*,  
*sandawitchaat*  
Saturday (*yohm*) *is-sabt*  
saw (n) *munshaar*  
saw (v) *shaaf/shuf*  
say 'good evening' to someone  
*yimassee*  
say 'good morning' to someone  
*yiSabbih*  
say 'eed mubaarak ('happy Eid') to  
someone *yi'ayyid*  
scholastic *madrasee*  
school, schools *madrasa*, *madaaris*  
school playground *maf'ab il-*  
*madrasa*  
see *yishoof*  
seven *sab'a*  
sheikh, sheikhs *shaykh*, *shuyookh*  
sheikhdom *mashyakha*  
ship, ships *safeena*, *sufun*  
shirt *'ameeS*  
shop *maHall*  
shorts *short*  
sick *'ayyaan*  
sister *ukht*  
Spain *asbanya*  
Spanish *asbaanee*

speak *itkallim/yitkallim*  
speak to someone *kallim/yikallim*  
squash court *maf'ab squash*  
study *daras/yidris*  
submit yourself *aslama/yuslim*  
successful person *faaliH*  
Sudan *is-soodaan*  
Sudanese *soodaanee*  
sultan, sultans *sulTaan*, *salaaTeen*  
switched on *shaghghaal*  
sword, swords *sayf*, *suyooF*  
Syria *soorya*  
Syrian *sooree*

talk *itkallim/yitkallim*  
tall *Taweel*  
taller *aTwal*  
tanker, tankers *tankir*, *tanaakir*  
teach *darris/yidarris*  
television, televisions *tilifizyon*,  
*tilifizyonaat*  
tennis court *maf'ab tennis*  
thirsty *'aTshaan*  
tie (n) *karavatta*  
tired *ta'baan*  
tomatoes *TamaaTim*  
town, towns *madeena*, *mudun*  
trousers/pants *banTalohn*  
T-shirt *teeshirt*

understand *fihim/yifham*  
understanding *faahim*  
understood *mafhoom*  
unique *fareed*  
United Kingdom *il-mamlaka*  
*il-mutaHida*

37

38

upset *za'laan*

very (after descriptive word) *giddan*  
 victorious *manSoor*  
 village *qarya*  
 visit *zaar/yizoor*  
 vizier, vizier *wazeer, wuzara*

way out *makhrag*  
 went *raaH/ruH*  
 west *maghrib*  
 whinger *zannaana*  
 word *kilma*  
 worker *shaghghaal*  
 write *yiktib*  
 written *maktoob*  
 wrote *katab*

yacht, yachts *yakht, yukhoot*

## Bonus words

39

The following sets of words will enable you to expand what you can say by varying slightly the structures you already know. Substitute similar words to create many more new sentences and questions.

### Numbers

- 1 *waaHid*
- 2 *itnayn*
- 3 *talata*
- 4 *arb'a*
- 5 *khamasa*
- 6 *sitta*
- 7 *sab'a*
- 8 *tamanya*
- 9 *tis'a*
- 10 *'ashra*
- 11 *hid'ashar*
- 12 *itn'ashar*
- 13 *talat'ashar*
- 14 *arb'at'ashar*
- 15 *khamast'ashar*
- 16 *sitt'ashar*
- 17 *saba't'ashar*
- 18 *tamant'ashar*
- 19 *tis't'ashar*
- 20 *'ishreen*
- 21 *waaHid w-'ishreen* ("one and twenty")
- 29 *tis'a w-'ishreen* ("nine and twenty")
- 30 *talateen*
- 31 *waaHid w-talateen* ("one and thirty")
- 36 *sitta w-talateen* ("six and thirty")
- 40 *arba'een*
- 41 *waaHid w-arba'een* ("one and forty")
- 45 *khamasa w-arba'een* ("five and forty")

40

- 50 *khamseen*
- 60 *sitteen*
- 70 *saba'een*
- 80 *tamaneen*
- 90 *tis'een*
- 100 *mia*
- 1000 *elf*

### Days of the week

- il-Had* "Sunday"
- il-itnayn* "Monday"
- it-talaat* "Tuesday"
- il-arb'a* "Wednesday"
- il-khamees* "Thursday"
- il-gum'a* "Friday"
- is-sabt* "Saturday"

### Months of the year

- yanaayir* "January"
- febraayir* "February"
- maaris* "March"
- abreel* "April"
- maayo* "May"
- yoonyo* "June"
- yoolyo* "July"
- aghusTus* "August"
- sebtembir* "September"
- oktobir* "October"
- nofembir* "November"
- deesembir* "December"

### Words for describing position

- fee* "in"
- 'ala* "on/on top of"
- taHt* "under"
- foh* "above"
- wara* "behind"
- bayn* "between"
- ganb* "next to"
- udaam* "opposite/in front of"
- Hawalayn* "around"

### Question words

- fayn?* "where?"
- eh?* "what?"
- imta?* "when?"
- meen?* "who?"
- izzay?* "how?"
- leh?* "why?"
- kaam?* "how many?"
- bikaam?* "how much?"

### Other useful verbs (present/past)

- yzil/nizil* "get off/go down" (root = *n-z-l*)
- yilbis/libis* "wear/put on" (root = *n-z-l*)
- yudkhul/dakhil* "enter/go in" (root = *d-kh-l*)
- yuTlub/Talab* "ask for" (root = *T-l-b*)
- y'amil/'amal* "do/make" (root = *'-m-l*)
- yidfa'/dafa'* "pay" (root = *d-f -'*)
- yishtiri/ishtara* "buy" (root = *sh-r -y*)
- yi'aabil/'aabil* "meet" (root = *q-b -l*)

41

42

## Arabic signs

toilets

دورات المياه

entry

دخول

exit

خروج

no entry

ممنوع الدخول

police

الشرطة

ambulance

سيارة الإسعاف

hospital

مستشفى

tickets

تذاكر

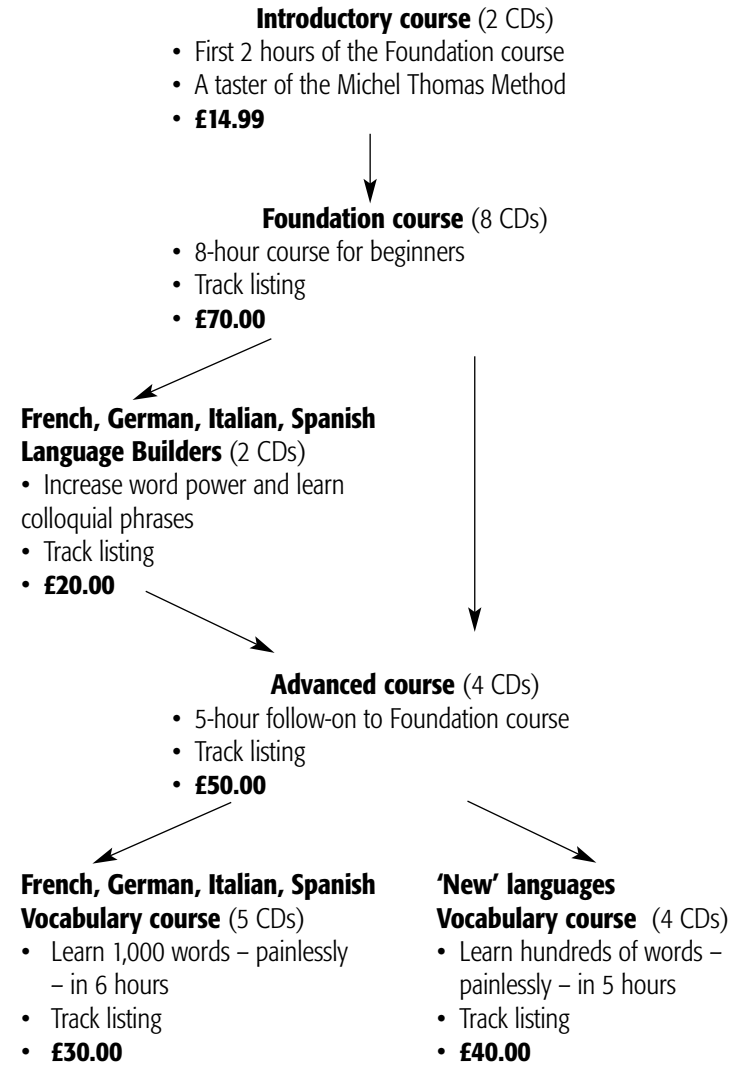
information

استعلامات

## Your guide to the Michel Thomas Method courses

- No books
- No writing
- Just confidence

43



## The Michel Thomas Method product range

### Introductory course (2 CDs\*) £14.99

Arabic	ISBN: 978 0340 95728 8
Dutch	ISBN: 978 0340 97170 3
French	ISBN: 978 0340 78064 0
German	ISBN: 978 0340 78066 4
Italian	ISBN: 978 0340 78070 1
Japanese	ISBN: 978 0340 97458 2
Mandarin	ISBN: 978 0340 95722 6
Polish	ISBN: 978 0340 97518 3
Portuguese	ISBN: 978 0340 97166 6
Russian	ISBN: 978 0340 94842 2
Spanish	ISBN: 978 0340 78068 8

\*These are the first 2 hours of the Foundation course.

### Foundation course (8 CDs) £70

Arabic	ISBN: 978 0340 95727 1
Dutch	ISBN: 978 0340 97169 7
French	ISBN: 978 0340 93891 1
German	ISBN: 978 0340 93892 8
Italian	ISBN: 978 0340 93894 2
Japanese	ISBN: 978 0340 97457 5
Mandarin	ISBN: 978 0340 95726 4
Polish	ISBN: 978 0340 97517 6
Portuguese	ISBN: 978 0340 97167 3
Russian	ISBN: 978 0340 94841 5
Spanish	ISBN: 978 0340 93893 5

### Advanced course (4 CDs) £50

Arabic	ISBN: 978 0340 95729 5
Dutch	ISBN: 978 0340 97171 0
French	ISBN: 978 0340 93898 0
German	ISBN: 978 0340 93913 0
Italian	ISBN: 978 0340 93900 0
Japanese	ISBN: 978 0340 97459 9
Mandarin	ISBN: 978 0340 95723 3
Polish	ISBN: 978 0340 97517 6
Portuguese	ISBN: 978 0340 97168 0
Russian	ISBN: 978 0340 94843 9
Spanish	ISBN: 978 0340 93899 7

The **Language Builders** take the form of a 'one-to-one' lecture with Michel Thomas, building on the words and phrases in the Foundation and Advanced courses. The courses provide confidence in pronunciation, increase your word-power and consolidate your knowledge in just two hours.

### Language Builders (2 CDs) £20

French	ISBN: 978 0 340 78969 8
German	ISBN: 978 0 340 78973 5
Italian	ISBN: 978 0 340 78975 9
Spanish	ISBN: 978 0 340 78971 1

The **Vocabulary courses** carry forward the Michel Thomas Method teaching tradition and faithfully follow this unique approach to foreign language learning, with the all-audio and 'building-block' approach.

### Vocabulary courses: French, German, Italian, Spanish (5 CDs) £30

French	ISBN: 978 0 340 93982 6
German	ISBN: 978 0 340 93984 0
Italian	ISBN: 978 0 340 93983 3
Spanish	ISBN: 978 0 340 93973 4

### Vocabulary courses: 'new' languages (4 CDs) £40

Arabic	ISBN: 978 0 340 98323 2
Mandarin	ISBN: 978 0 340 98358 4
Russian	ISBN: 978 0 340 98324 9

### Background reading

*The Test of Courage* is Michel Thomas's thrilling biography. Written by acclaimed journalist Christopher Robbins, it tells the story of the world's greatest language teacher and of how his experience at the hands of the Gestapo fuelled his passion for language teaching.

ISBN: 978 0340 81245 7; paperback; £9.99

In *The Learning Revolution* renowned instructional psychologist Dr Jonathan Solity draws on professional experience and lengthy discussions with Michel Thomas to explain how and why the Michel Thomas Method of language teaching works where so many others fail.

ISBN: 978 0340 92833 2; hardback; £19.99

46

These Michel Thomas Method products are available from all good bookshops and online booksellers.

**To find out more, please get in touch with us**

**For general enquiries and for information about the Michel Thomas Method:**

Call: 020 7873 6354 Fax: 020 7873 6325

Email: [mtenquiries@hodder.co.uk](mailto:mtenquiries@hodder.co.uk)

**To place an order:**

Call: 01235 400414 Fax: 01235 400454 Email: [uk.orders@bookpoint.co.uk](mailto:uk.orders@bookpoint.co.uk)

[www.michelthomas.co.uk](http://www.michelthomas.co.uk)

**You can write to us at:**

Hodder Education, 338 Euston Road, London NW1 3BH

**Visit our forum at:**

[www.michelthomas.co.uk](http://www.michelthomas.co.uk)

**Download and learn a new language anywhere**

Download the Michel Thomas language courses straight to your PC or Mac. Listen as you travel, while you drive, or any time your ears are free but your hands are busy.

For more information, visit [www.audible.co.uk/michelthomas](http://www.audible.co.uk/michelthomas)



**Have your say! Listener response form**

1. What is your name?
2. Are you  male or  female?
3. What is your age?
4. What is your occupation?
5. What is your address (email and/or postal)?
6. How did you hear about the Michel Thomas Method?
7. Why are you learning a language?
8. Which language are you studying?
9. Which of the Michel Thomas Method courses have you done?
10. Where did you buy/borrow them from?
11. Have you tried another method before? If so, which product?
12. What's the best thing about learning with the Michel Thomas Method?

Please send this form to our FREEPOST address:

Hodder Education Consumer Marketing, 338 Euston Road,  
FREEPOST NW6148, London NW1 3BH

If you would like to be put on the Michel Thomas Method mailing list to be kept up to date with the latest offers and new products, please tick the box

The Michel Thomas Method aims to offer a great learning experience. If you have any comments or suggestions please email us at [mtenquiries@hodder.co.uk](mailto:mtenquiries@hodder.co.uk)



*Michel Thomas*<sup>®</sup> method

Learn another language the way you learnt your own

### **Press reviews for the Michel Thomas Method language courses**

***The Times***

'the nearest thing to painless learning'

***The Daily Telegraph***

'works like a dream'

***Sunday Business***

'...ideal for any business traveller who needs to be able to get around confidently'

***Time Out***

'...five minutes into the first CD, you already feel like you're winning'

***Red***

'Hugely inspiring'

***Daily Star***

'Michel's methods will teach you effectively and easily'

***The Daily Telegraph***

'a great way to learn; it's fast and it lasts'

 **HODDER  
EDUCATION**  
www.michelthomas.co.uk