

ALIF BAA

INTRODUCTION TO ARABIC LETTERS
AND SOUNDS

أَلْفٌ بَاءٌ

مدخل الى حروف العربية وأصواتها

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محمود البطل

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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'allum al-'Arabiyya 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, *ك* and *ق*, 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.

A special acknowledgment is due al-Ustaaaz Abd el-Hakim El-Tonsi, director of the video scenes accompanying this book, and his staff for their dedicated and highly professional work in producing the video tape. The extra time and effort they put into filming and editing enabled us to complete the project on schedule.

Finally, we would like to express our thanks to the students of Arabic at Emory University, The College of William and Mary, and Middlebury College, who put up with the difficulties of working with very rough drafts of this book in 1992 and 1993, and to our colleagues who took on the challenge of working with new materials while under development. Their patience, encouragement, and enthusiasm have been inspirational.

ALIF BAA

INTRODUCTION TO ARABIC LETTERS
AND SOUNDS

أَلْفٌ بَاءٌ

مُدْخَلُ إِلَى حُرُوفِ الْعَرَبِيَّةِ وَأَصْوَاتِهَا

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	ب	ا
د	خ	ح	ج
س	ز	ر	ذ
ط	ض	ص	ش
ف	غ	ع	ظ
م	ل	ك	ق
ي	و	هـ	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.

	
-	-
Damma	fatHa
	
-	-
kasra	sukuun
	
-	-
shadda	hamza
	
-	-
madda	taa marbuuTa
	
-	-
dagger alif	waSla
	
-	-
tanwiin al-fatH	tanwiin aD-Damm
	
-	-
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: ب ا ل ب ا . When they are connected, however, they do spell a word: الباب ("al-baab" *the door*). Notice that not all the letters in this word connect to the following letter. This is a characteristic of some of the letters; you will learn these rules as you learn to write each letter. In the following words, try to identify the nonconnecting letters:

مبارك

اسد

زين

السودان

لذيد

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.

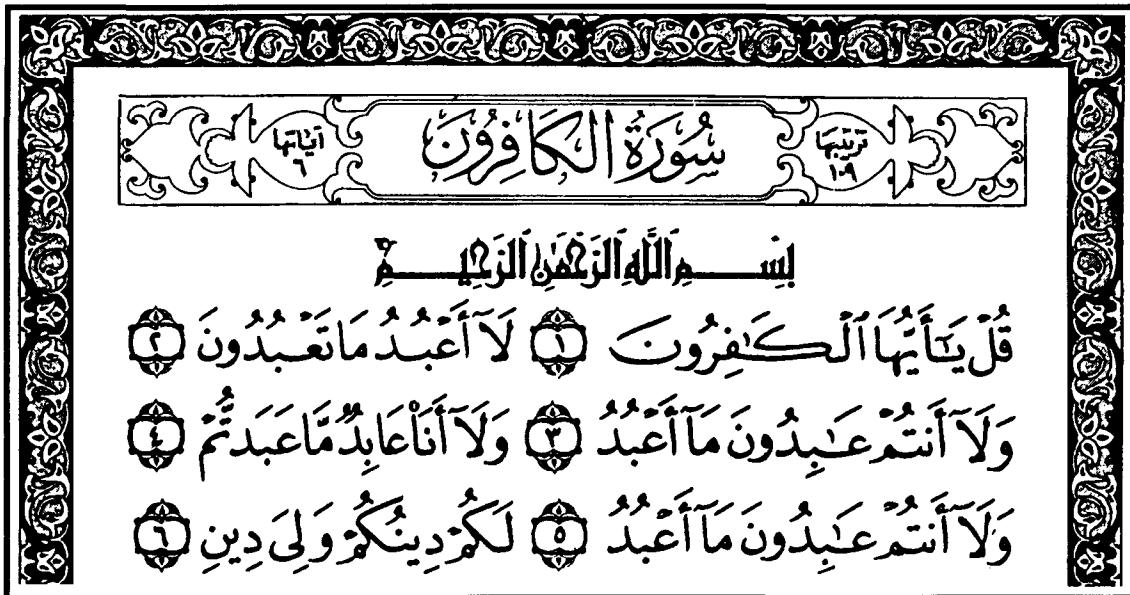
Final position	Medial Position	Initial Position	Independent
ل	ل	ل	ل
ت	ت	ت	ت
ج	ج	ج	ج
ع	ع	ع	ع

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:

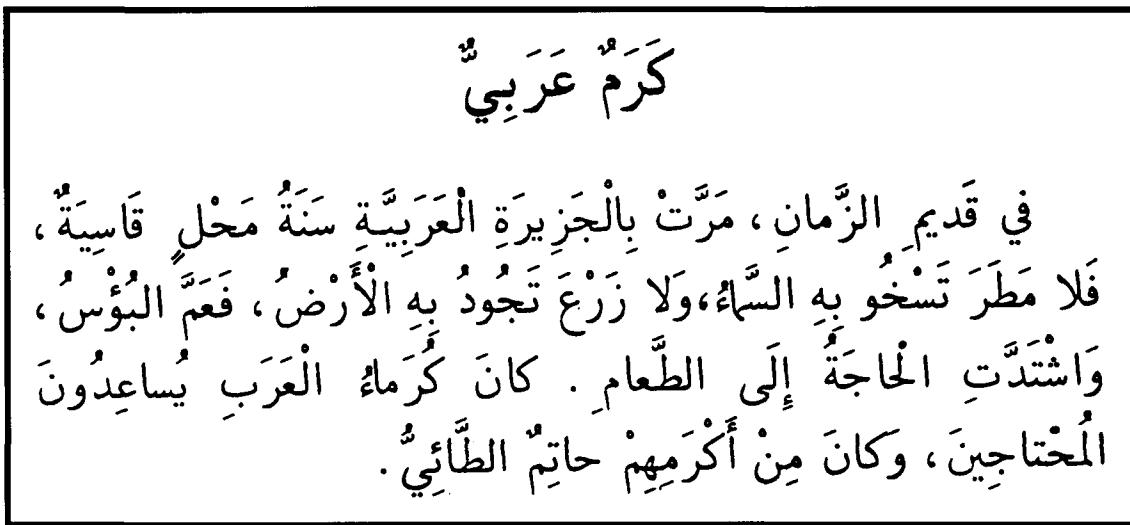
بسقط اللوى بين الدخول فحومل	قفـا نـبـكـ من ذـكـرـى حـبـيـبـ وـمـنـزـلـ
بسـقطـ لـلـوـىـ بـيـنـ الدـخـوـلـ فـحـوـمـلـ	قـفـاـ نـبـكـ مـنـ ذـكـرـىـ حـبـيـبـ وـمـنـزـلـ
من معلقة امرئ القيس	

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، سورة "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.



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.

محاكمات الجنديين اللبنانيين
«السفير» و«نداء الوطن» بعد غد

بيروت: «الشرق الأوسط»

حددت محكمة المطبوعات اللبنانية بعد غد موعداً لمحاكمة جريدة «السفير» بتهمة نشرها «معلومات يجب أن تبقى مكتوبة حفاظاً على سلامة الدولة». ويصادف هذا الموعد، موعد محاكمة جريدة «نداء الوطن» الموقوفة عن الصدور منذ بضعة أسابيع بتهمة إثارة النعرات الطائفية والمس بالوحدة الوطنية.

من جريدة الشرق الأوسط ، 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 is 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.

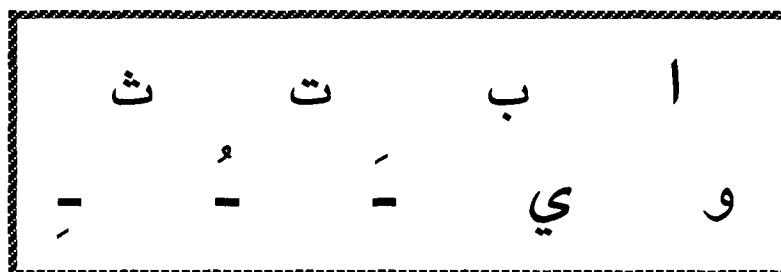
3. In general, Arabic sounds use a wider range of mouth and throat positions than English. Be aware of what parts of the mouth you must use to produce these sounds properly from the beginning, when you are able to focus the most attention on them. You will learn to make new sounds, and to do so, you 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

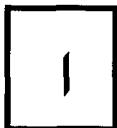
In Units One through Ten, you will learn the basics of reading, writing, and speaking Arabic. Listen to the tape as you read, make a habit of pronouncing *out loud* everything you write while you are writing it, and practice on your own in addition to doing the drills in the book. The more time you put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

الوحدة الأولى

UNIT ONE



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



“alif”

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):

ذال / ظالم

دانی / ضانی

ساح / صاح

تاب / طاب

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 / قَل

بار / بَر

شاب / شَاب

ساد / سَد

بات / بَت

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. _____

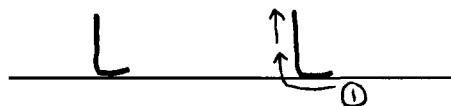
WRITING



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 alif by circling all of the alifs you can find in the following sentence (taken from *1001 Nights*):

كان يا ما كان في قديم الزمان، كان تاجر كثير المال والاعمال ...



“baa”

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 ب :

حَبْ

بَيْت

لِيبِيا

لِبَنَان

بَاب

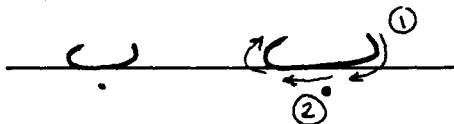
بَاء

WRITING



Unlike ل , ب 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 ب 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 ب . It is not written in initial and medial positions because ب connects to the following letter in those cases.

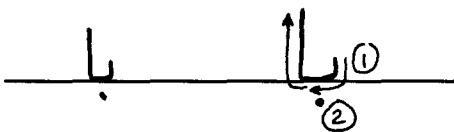
When written alone, this letter takes the shape shown at the far right above. Following the steps shown in the example on the first line below, trace the letter with your pencil a few times, then write it. First, write the body: from right to left, begin with a small hook, then continue straight along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



When ب is followed by another letter, it connects to that letter by dropping the final hook: بـ . The exact length of the body depends on the style of the handwriting or print font and may vary a little; copy the size and proportion shown in the example:



You can now write the first two letters of the alphabet joined together: بـ . When writing words in Arabic, dots are written last, like dotting the i and crossing the t when writing in cursive English. Copy the example, pronouncing it each time you write:



When ب occurs in medial position, that is, when connected بـ follows a connecting letter, the connecting segment of that letter connects into the hook at the beginning like this: بــ . Copy the example:



Final ب resembles the independent form with the final hook. This form may be illustrated by writing two بـ 's together: بـــ . Copy the example:



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.

بَاب

ت

"taa"

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 ت must be pronounced with the tip of your tongue against your teeth, but without aspiration.¹ Since ت 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 ت 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:

شتاء

بنت

وتد

توت

بات

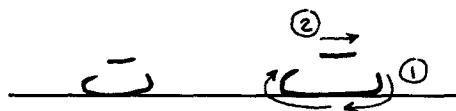
تاء

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 *k* with a lit match in front of your mouth until you can pronounce them without making the flame flicker.

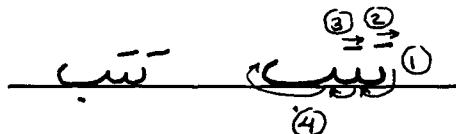
WRITING



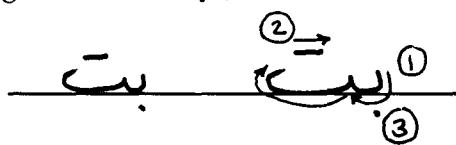
This letter has the same shape as the ب , and is also a connector. Instead of one dot underneath, however, it is written with two dots above its body: ت . In printed text, the two dots are separated, as you see. In handwriting, however, they are usually run together into a short horizontal bar. (Try to write two dots quickly and you will see how this handwriting form developed!) Practice writing the independent ت 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 six words you hear on tape. Listen to each word as many times as necessary.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



“thaa”

The next letter is pronounced like the first sound in *three*. **Do not** associate this sound with the English letters *th*, because the English spelling represents two quite distinct sounds, each of which has an Arabic equivalent. Pronounce *three* and *that* out loud several times and compare the way you pronounce them. The letter ش represents the sound in *three*, **not** the sound in *that*. Remember this by reminding yourself that this letter has *three* dots. If necessary, say *three* out loud before pronouncing or reading ش.

DRILL 4.

Make sure you know the difference between the sounds in *three* and *that*. Say the following words out loud and group them below according to the sound they contain:

<i>they</i>	<i>thumb</i>	<i>teeth</i>	<i>there</i>	<i>throb</i>	<i>thus</i>
<i>although</i>	<i>think</i>	<i>through</i>	<i>brother</i>	<i>together</i>	<i>thought</i>
<i>weather</i>	<i>bother</i>	<i>theft</i>	<i>then</i>	<i>depth</i>	<i>rather</i>

three : _____

that : _____

LISTENING EXERCISE 5. 

Listen to the letter ش in these words and repeat:

مثال

بـث

اـثـاث

تـثـبـت

ثـابـت

ـثـاءـ

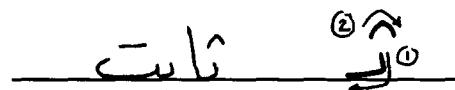
WRITING



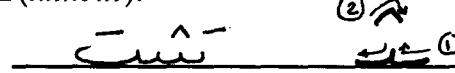
This letter is a connector, and is written just like ب and ت in all positions, except that it takes three dots above. In print, the three dots appear as you see above; in handwriting, the three dots are usually connected and written as a caret-shaped mark as shown in the example. Practice writing and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



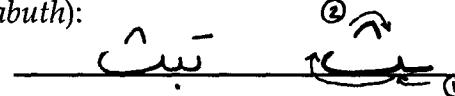
Copy and practice initial ث in the male name ثابت (Thaabit):



Practice writing medial ث in the word تثبت (tathbut):



Write final ث by copying the word تبث (tabuth):



DRILL 5.

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

- | | | | |
|---------|------|---------|------|
| 1. باب | بات | 4. تب | بث |
| 2. ثبات | بتات | 5. بايث | ثابت |
| 3. ثاب | تاب | 6. ثبت | تبت |

Bravo! (برافو!) 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.

long vowel "oo"

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

LISTENING EXERCISE 6.

Listen to and repeat the following words containing و:

سورة تحبو تونس ثبوت تابوت توت

WRITING

As you can see in the chart above, the shapes of و do not vary much. Like ا, و does not connect to a following letter. To write independent or initial و, 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 writing و connected to a previous letter, the joining segment leads into the beginning point of the loop. Copy the example:



Now practice writing and pronouncing some of the words you heard above. Copy the examples:

توت تَوْتَ تَابُوتَ تَبُوتَ ثُبُوتَ

DRILL 6.

Dictation. Write the words you hear on tape.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

ي

long vowel "ee"

This letter represents the last of the three long vowels, the sound of *ee* in *beep*. Remember that this is a long vowel—hold this sound for **twice as long** as you would hold *ee* in words like *beep*, *street*, etc.

LISTENING EXERCISE 7.

Listen to and repeat the following words containing ي:

ديك

دين

ثبتتي

لنبي

ثثبيت

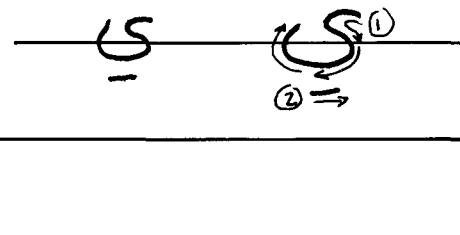
توبى

WRITING

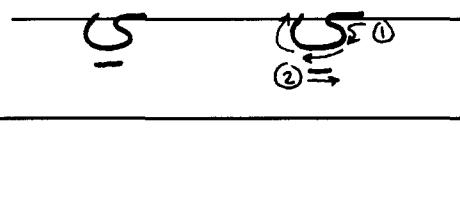
ي	ي	ي	ي
---	---	---	---

As you can see in the box, the independent and final forms of ي differ slightly from the initial and medial forms. Like ب, ت, and ث, which it resembles in its initial and medial shapes, this letter is a connecting one. All shapes of ي 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 ت.

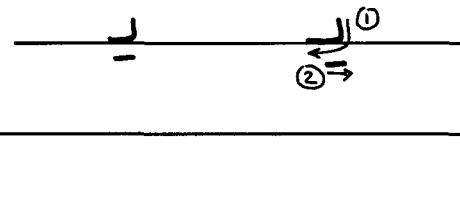
To write independent ي, start above the line, and make the top half of an s down to the line. Continue below the line into a wide, flat curve as shown, **making sure to bring the tail all the way back up over the line:**



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 ي and bring the tail all the way back up over the line:

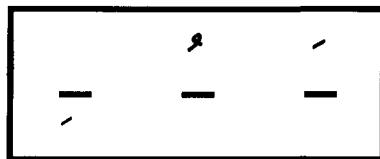


When ي occurs at the beginning or in the middle of a word, it takes the same shape as ت, except that its two dots are below the body of the letter. Copy the example of initial ي:



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

تثبيت ^١ تثبيت ^٢ ⇒



the short vowels

Each of the long vowels *ا*, *و*, and *ي* 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. a b

4. a b

2. a b

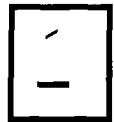
5. a b

3. a b

6. a b

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.



“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 ت , ب , ث , and ش 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.

ثبات

تابت

باتت

تاب

ثابت

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

ثبٰت

DRILL 8.

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

1. ثبٰيت

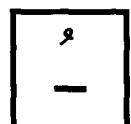
3. بات

5. ثبت

2. بٰبات

4. ثبات

6. ثٰبات



“Damma”

The short vowel that corresponds to و 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 EXERCISE 9.



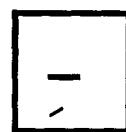
Listen to and repeat the following words containing Damma:

ثَبَتْ ثَبَتْ صَبْ حُبُوبْ ثُبُوتْ بُثْ ثُبْ

Make a special effort to pronounce this vowel clearly, and do not confuse it with English *o* and *u*, which represent many different sounds, few of which resemble . For example, *u* in words like *but* and *gum* actually represents the sound of a deep fatHa, not a Damma.

Damma is written like a miniature و on top of the letter it follows, as in the word ثُبْ. Practice writing - as shown:

و
ثُبْ



"kasra"

The short vowel that corresponds to ي is called kasra, and its pronunciation ranges from frontal *ee* as in *keep* to deep *i* as in *bit*. As with fatHa and Damma, the exact pronunciation of kasra depends on surrounding consonants. Frontal consonants like ت and ث give kasra a frontal quality.

LISTENING EXERCISE 10.



Listen to and repeat the following words containing kasra:

كِتابِي تُحِبْ طِبْ بِتْ تُثِبِّتِي ثِبْ

Kasra is written as a small slanted dash under the letter it follows, as in ثِبْ. Copy the example:

ثِبْ

DRILL 9.

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

كُرَةُ السَّلَةِ

نَزَلَ التَّلَامِيذُ إِلَى مَلَعَبِ الْمَدْرَسَةِ فَرَحِينَ ، وَالْحَمَاسَةُ تَمَلأُ
نُفُوسَهُمْ . فَدَرَسُ الرِّيَاضَةِ الْيَوْمَ مُبَارَأَةً فِي كُرَةِ السَّلَةِ ، بَيْنَ فَرِيقِ
الْقُمْصَانِ الْحَمَراءِ ، وَفَرِيقِ الْقُمْصَانِ الْخَضْرَاءِ .

من كتاب القراءة للصف الرابع الابتدائي ، 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 (ي, و, ا). 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:

1. ثبتت

3. تبيت

5. تثبتت

2. تبت

4. تتبوب

6. ثبوت

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:

1. بَث

5. ثَبَات

9. تَوْبِي

2. بَابِي

6. تَبَات

10. تَيْتُو

3. تُثِبِّت

7. تَابَا

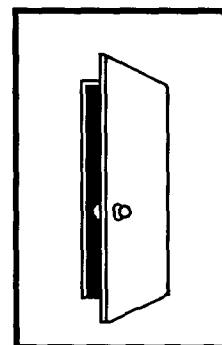
11. ثَبَت

4. ثُب

8. ثَابِت

12. تَثِبِّت

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: تَاب = ت + ا + ب

1. _____ = ب + ا + ت

2. _____ = ث + ب + ا + ت + ي

3. _____ = ب + ا + ب + ا

4. _____ = ث + ب + ت

5. _____ = ب + ا + ب + ي

6. _____ = ت + و + ب + ي

7. _____ = ت + ب + ت

8. _____ = ت + و + ب + ا

9. _____ = ت + ث + ب + ت + ي

10. _____ = ت + ب + ي + ت

11. _____ = ب + ي + ت + ي

CULTURE الثقافة



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!



VIDEO

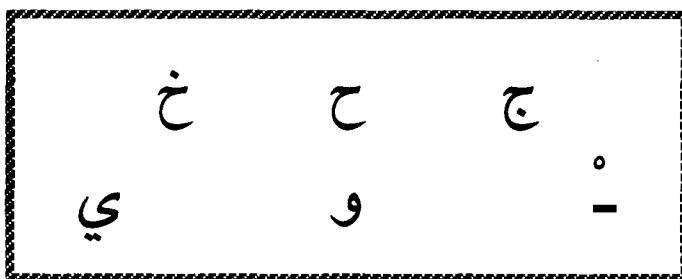
Watch Scenes 1 and 2 on the video tape with your teacher.

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.

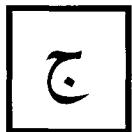
الوحدة الثانية

UNIT TWO



In this unit you will learn three more consonants, more about the letters و and ي, 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 ب, ت, 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.



“jiim”

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:

نجيب

دجاج

جب

تاج

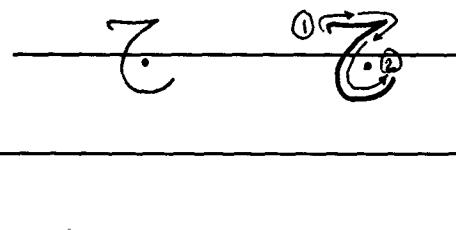
جابر

It is important to learn to recognize all three pronunciations of *ç*, but choose one to use when speaking.

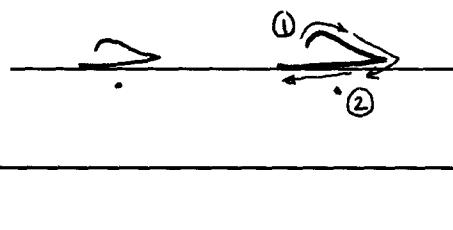
WRITING



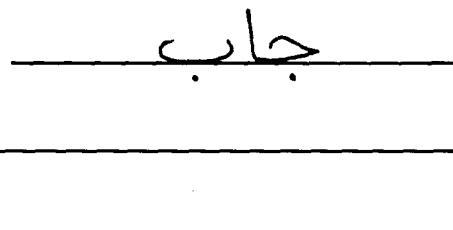
As the initial and medial shapes of this letter suggest, ζ is a connector. To write ζ alone, start at a point well above the line, make a small hook, then draw a line straight across, then change direction and swing down well below the line into the tail. Follow the arrows and imitate the shape that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

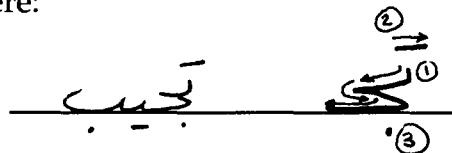


To write *ç* in initial position, begin with the hook as you did above, then slant down toward the line into a point just above the line, and then, instead of curving down into the tail, continue into the connecting segment as shown:

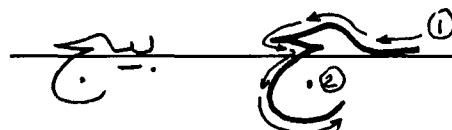


Now practice writing the word جاپ:





In word-final position, ح takes the same tail it has independently. Notice that, to reach the starting point of final ح, a connecting segment is drawn from the line up and then over as the example shows. Copy the word بِحَاجَةٍ as it is written here:



DRILL 1.

Dictation.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

ح

"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 ح 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 ح in various positions and imitate:

صباح

حدود

حال

تبوح

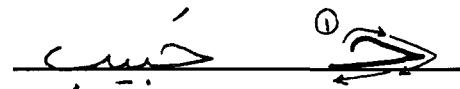
بحث

حبيب

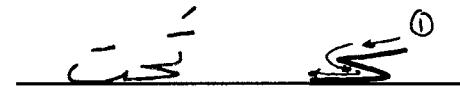
WRITING



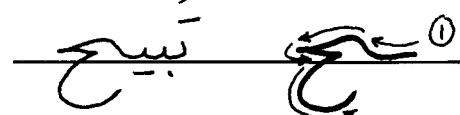
Like ج , ح is a connector. It is written exactly like ج , except that it has no dot. Practice writing initial ح in the male name حبيب :



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



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



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 خ, 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 EXERCISE 3. 

Listen to and repeat these words containing خ :

فرخ

تخني

بخت

باغ

بخيل

خاب

WRITING



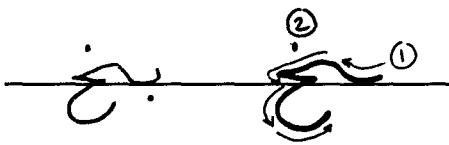
خ is a connector, and its shapes are written exactly as those of ج and ح, except that it takes one dot above. Practice writing initial خ in the word خاب, saying it as you write:

خاب

Practice writing and pronouncing medial خ in بخت (luck):

بخت

Now practice final خ by copying the word بَخْ :



DRILL 3.

You will hear twelve words, each containing ج , ح , or خ . 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:

1. _____

= خ + ا + ب + ت

2. _____

= ح + ا + ب + ج

3. _____

= ح + ب + ي + ب

4. _____

= ت + خ + و + ت

5. _____

= ت + ج + و + ب

6. _____

= ب + ح + و + ث

7. _____

= ت + ب + و + ح + ي

8. _____

= ح + ج + ب + ت

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 ح and خ.

حَجَّ

جَابِيٌّ

تَحْتَاجٌ

حَاجَ

جُبَّبٌ

حِجابٌ

حُبَّ

خَابٌ

جَابَتٌ

بُحَّ

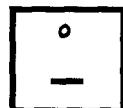
تُجَابٌ

بَاحِثٌ

خُوْجاً

تُخُوتٌ

جِيبُوتِيٌّ



“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*).

LISTENING EXERCISE 4. 

Listen and repeat:

تَحْتَاجٌ

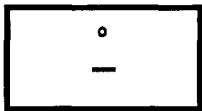
تَخْتَ

تَحْجَبٌ

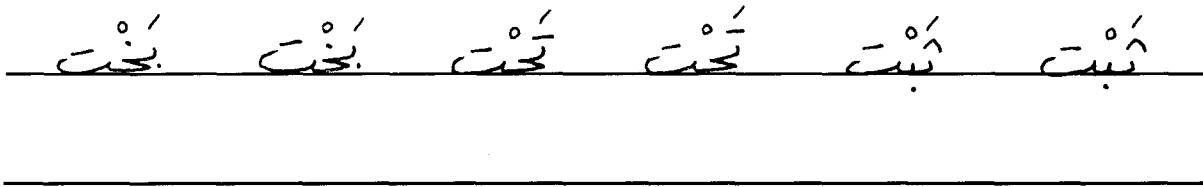
بَخْتٌ

تَخْتٌ

WRITING



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:



و

"waaw"

In Unit One, you learned that و 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: و او "waaw." To understand how these two sounds are related, pronounce *oo* and hold it *oooooooooooo* then go right into *a*. You will hear a *w* sound connecting the two vowels. At the beginning of a word, و will always be pronounced *w*, because Arabic words cannot begin with a vowel. **Remember:** any vowel, short or long, preceding or following و turns it into a consonant.

LISTENING EXERCISE 5.

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

خاوي خوار جواب زواج واجب وشب

Just as *w* occurs in diphthongs¹ in English, so does و in Arabic. However, Arabic has only one diphthong with و, which is و او (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 و or both. The following are three different ways of vocalizing the word خوخ (peach):

خوخ = خوخ = خوخ

The sukuun alone can indicate this sound because it can only occur on consonants, so if you see و, 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 و in the following words and repeat:

خوف حول خوخ توبين زوج ثوب

DRILL 7. 

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

زوج ثواب تحتاج تبوييب خوخ خاب



“yaa”

The long vowel ي 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 *eeeeeee* 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:

يثوب يحب جيوب ثياب بيوت

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 = بِيْت = بِيْت

The sukuun alone can indicate these diphthongs because it can only occur on consonants, so if you see ي, 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 ي in these words and repeat:

بَيْن بَيْت جَيْب خَيْر حَيْث

DRILL 8.

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

يَحْجُب بُيُوت جِيُوبِي حَيَاتِي شِيَاب

DRILL 9.

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

وَاجِبات	بَحْث	جَوَابات	جَواب
جَيْبِي	ثَواب	حَبِيبَتِي	حَبِيبِي
تُجِيبِي	بُيُوت	حَيْث	يَجِب
جِيُوب	بَيْتِي	خَاب	وُجُوب
شِيَابِي	يَخْت	تَبَوْحِي	جُثَّث

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 + ي + ب + و + ت + ي
6. _____ = ح + ب + ي + ب + ت + ي
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.

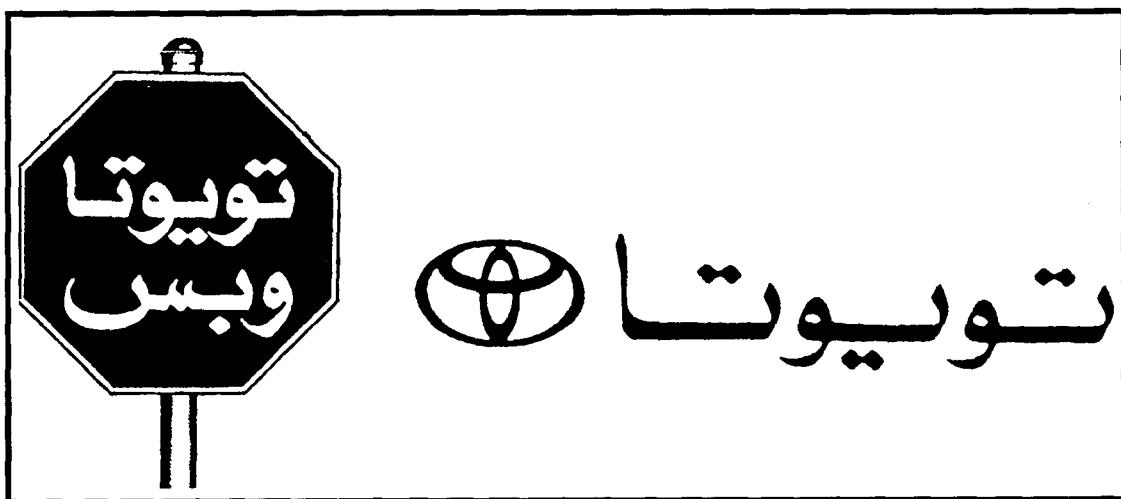
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

DRILL 12.

Read the following advertisements:



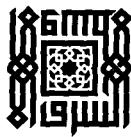
2.



3.



من جريدة الشرق الأوسط، ١٩٩٣



VIDEO

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

MEETING AND GREETING PEOPLE

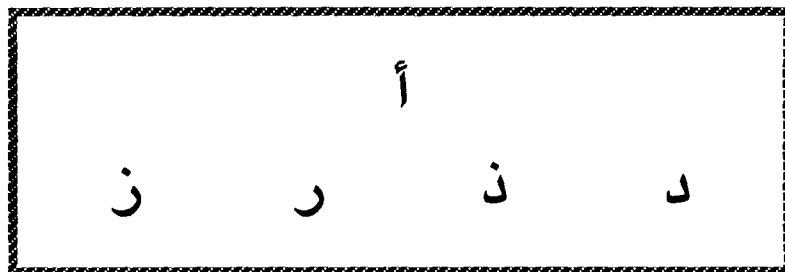
In Arab culture, it is considered rude not to say good morning, good evening, or hello to someone you know, even casually, the first time you see them each day. In addition, when you enter a room, you should greet people already there whether or not you know them.

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 و and ي sometimes function as consonants. Remember that they always function as consonants at the beginning of a word. The letter ئ can also represent a consonant sound when it occurs at the beginning of a word. The consonant that it stands for is called *hamza*; you can see its shape on top of the alif in the box above. Initial hamza is often, but not always, written on top of the alif that represents it. Thus, it may appear as ئ or as ء. **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:

بَأْسٌ

ثَائِتٌ

سَبَّ

أَبٌ

أَخْوَاتٌ

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, *أ* and *ء*.

At the beginning of a word hamza is represented by alif, either *أ* or *إ*. 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:

أَثَاثٌ

أَخْوَاتٌ

أَنْ

أَتَتْ

أَبٌ

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, *إ* 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: *إِثْبَاتٌ*. Remember: while *أ* and *إ* can carry the kasra, *إ* always indicates a kasra vowel.

LISTENING EXERCISE 3. 

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

أَثْبِتْ

إِخْبَارٌ

أُخْرِجَ

إِثْبَاتٌ

أَخْتَ

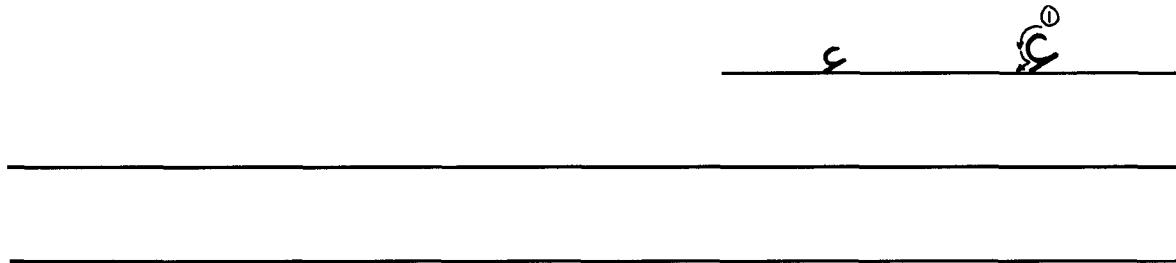
إِبْحَارٌ

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.

WRITING



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: أ, ئ, ئى, or ؤ, 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:



LISTENING EXERCISE 4.

The names of many letters of the alphabet end in hamza. Listen to and repeat the names of letters you have learned:

خاء

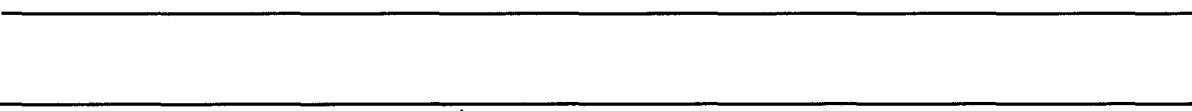
حاء

ثاء

تاء

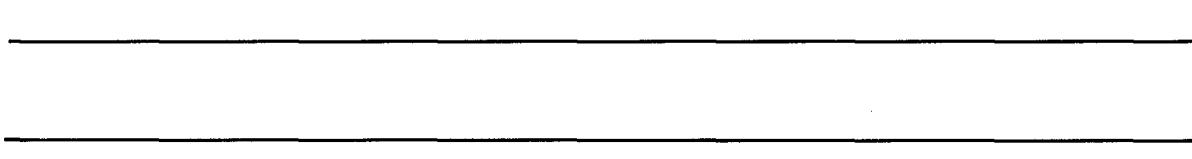
باء

Practice writing final hamza by copying these names, pronouncing them as you write:



Now practice writing the initial hamza on alif by copying the words أخ (brother), اخت (sister), and إثبات (proof):

أخ اخت إثبات



DRILL 1. 

You will hear twelve words. Write **✓** for each word in which you hear it:

1. _____

5. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

12. _____

DRILL 2. 

Dictation.

1. _____

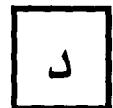
4. _____

2. _____

5. _____

3. _____

6. _____



“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 **د**, 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 **د**:

أَحْدَاث

أَدَب

جَدِيد

حُدُود

خُدُود

نَجَاج

WRITING



The letter س is a nonconnector, so it does not connect to any letter that follows it. To write initial س, 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:



To write س 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:



Now practice by copying the words دجاج (chicken) and جديد (new):

٣

“dhaal”

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

LISTENING EXERCISE 6.

Listen and repeat:

ذات بَذَرْ خُذْ حَذَار تَذَبَّذُب ذُبَاب

WRITING



The letter **ڏ** is a nonconnector, and is written just like **ڏ**, except that it takes a single dot above. Like **ڏ**, it does not connect to a following letter, and has only two forms, initial/independent and medial/final. Practice the initial/independent form by copying ڏياب (flies):

ذیاب

Practice writing the medial/final form by copying **خذ** (*take!*):

خُذْ (take!): ②

Now copy and read aloud these words:

أَخْذَ

جَذَاب

ذوات

ذات

DRILL 3.

You will hear twelve words on tape, each containing either ذ or ث . Circle the sound you hear in each word:

- | | | |
|----------|----------|-----------|
| 1. ث ث ذ | 5. ث ذ ذ | 9. ث ذ ذ |
| 2. ث ث ذ | 6. ث ث ذ | 10. ث ذ ذ |
| 3. ث ث ذ | 7. ث ذ ذ | 11. ث ذ ذ |
| 4. ث ث ذ | 8. ث ذ ذ | 12. ث ذ ذ |

DRILL 4.

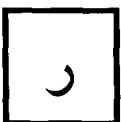
Read the following words aloud, paying particular attention to the pronunciation of ث and ذ .

- | | |
|---------|---------|
| 1. ذاب | 5. ثواب |
| 2. ثاب | 6. ذوات |
| 3. ذباب | 7. جثث |
| 4. ثبات | 8. جاذب |

DRILL 5.

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

- | | |
|----------|---------|
| 1. ت—وب | 5. وبي— |
| 2. خو— | 6. ج—ب |
| 3. ات— | 7. ا—ا |
| 4. ا—واب | 8. خ—ي |



"raa"

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: *rrrrrrrrrrr*. Do these exercises daily until you have mastered this sound.

LISTENING EXERCISE 7. 

Practice saying ر by repeating the following words. Notice that ر usually deepens the quality of alif and fatHa so that they sound deep like *a* in *father*.

ورود

جار

تَبْرِير

خُراج

رُدُود

رَبَاب

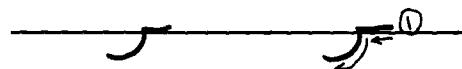
WRITING



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



To write ر 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:

يَرْوَح

جُورْج

تَحْرِير

بَارِد

رَاجِي

خُرْوَج

بَرْد

ز

"zaay"

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

LISTENING EXERCISE 8. 

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

تَزِيد

جَواز

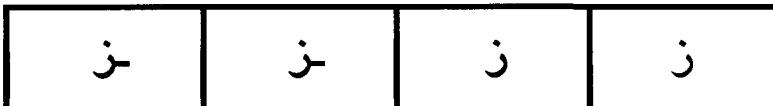
يَزُور

زُجَاج

أَحْزَاب

زَفْج

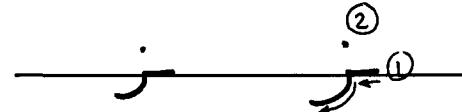
WRITING



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



Copy ز in medial and final position:



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

رجاء

تاج

رَبَاب

بُدور

وَداد ♀

دَيْب

حَارِث

زَايِد

بَدر

♂ زَيد

DRILL 7. 

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

1. _____ = ر + ذ + ا + ذ
2. _____ = خ + ا + د + ر
3. _____ = ز + ر + د
4. _____ = ح + ر + و + ب
5. _____ = ر + ج + ا
6. _____ = ب + ح + ا + ر
7. _____ = ا + ز + و + ا + ج
8. _____ = ح + د + و + د
9. _____ = ر + د + و + د
10. _____ = ت + ح + ذ + ي + ر
11. _____ = ا + د + و + ا + ر
12. _____ = ي + خ + ر + ج
13. _____ = ت + ج + ا + ر + ب
14. _____ = ذ + ب + ح + ت

DRILL 8. 

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

DRILL 9.

Read the following words aloud:

وَرْد	حِزْب	وَاحِد	دَار
إِخْبَار	بَيْرُوت	أَزْرَار	زُبُوت
تَأثِير	يَجْرِي	أَبِي	زُجَاج
تَحْذِير	ذَوَات	خَرَز	تَشَاءَب
بَارِد	بَيْرَ زَيْت	بَازار	دَجَاج
وَحِيد	زَيْت	حُرُوب	أَخْت
ثَأْر	أَخْوات	أَحْزَاب	جَرِير
بَحْرِي	يَدُور	ثُور	وُزَراء

DRILL 10.

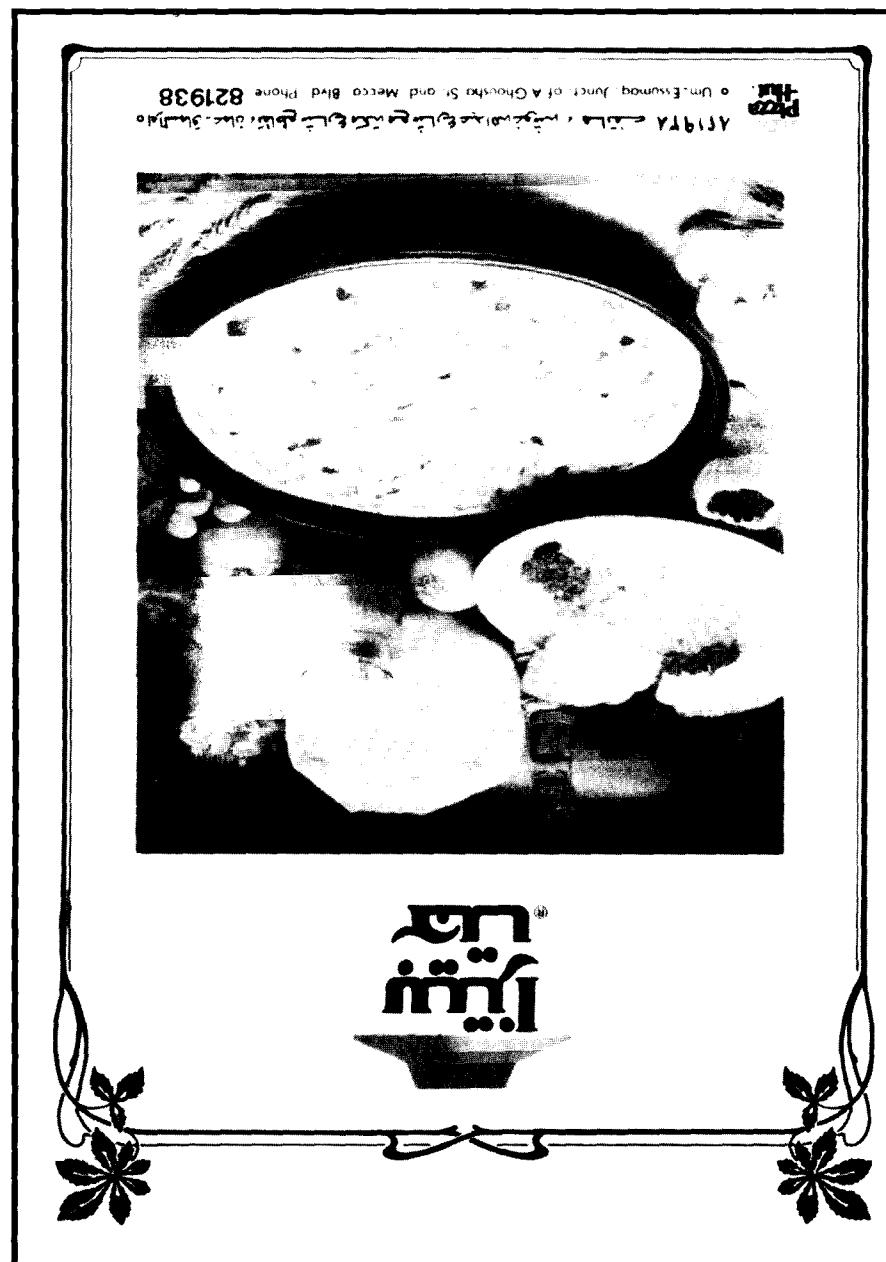
Read aloud the following advertisements:

1.



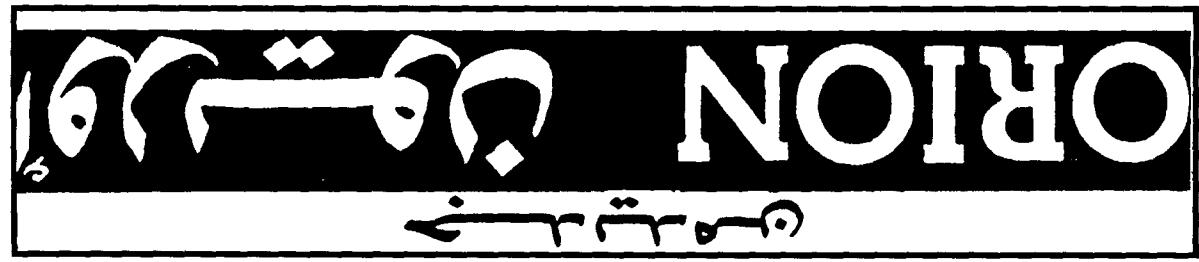
من جريدة الشرق الأوسط، ١٩٩٣

١٩٦٣ (ج) ٢٧٦ ، جـ ٤٣ ، ٢٠



٣.

١٩٦٣ (ج) ٢٧٦ ، جـ ٤٣ ، ٢٠



٢.



VIDEO

Watch Scenes 6 and 7 on video with your teacher.

AL-HAMDU LILLAHH

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!	<i>SabaaH ilkheer</i>	<i>SabaaH lkheer</i>	<i>SbaH lkher</i>	<i>SbaaH lkheer</i>
How are you?	<i>izzayyak? (m)</i>	<i>kiifik? (m)</i>	<i>laa baas?</i>	<i>shloonak? (m)</i>
What's your name?	<i>ismak ee? (m)</i>	<i>shuu ismak? (m)</i>	<i>shnu smiitk?</i>	<i>sh- ismak? (m)</i>
Milk	<i>laban</i>	<i>Haliib</i>	<i>Hliib</i>	<i>Haliib</i>

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 *ȝ* is pronounced *g* in Egypt. You will learn other differences as they arise.

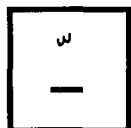
To be fluent in Arabic, you must have control of both the formal and colloquial registers. It is quite natural to mix the two, and this is a skill that native speakers develop over the course of their formal and social education. You will develop this skill too; after all, you already shift from one 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

س ش ص ض

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



“shadda”

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 ر, خ, ح, ذ, ث, ز. To double the sounds ت, ب, د, ج, ش, ض, 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:

تَجِيدُ / تَجِدُ دَرَسَ / دَرَسْ حَاجَةً / حَاجَةٌ شَابٌ / شَابَ خَرَجَ / خَرَّجَ

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 **W** on top of the consonant that it doubles. Practice by copying the examples:

جَدَّ بَتَ حَتَّ

Now practice writing and reading shadda in these words:

جَبَّور

خَبَاز

حَاجَ

يُدَرِّبَ

يَتَزَوْجَ

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):

(2) يُدَرِّبَ = (1) يَدَرِّبَ

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:

راجع / رجع  جاوز / جوز دارس / درس تزاوج / تزوج دوری / دری

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. _____

9. _____

2. _____

6. _____

10. _____

3. _____

7. _____

11. _____

4. _____

8. _____

12. _____

DRILL 3. 

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

س

"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*. س 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:

حَسَدٌ

وَسْوَاسٌ

سُبَّاتٌ

بَسْنٌ

مَسَاءٌ

سَادَاتٌ

WRITING

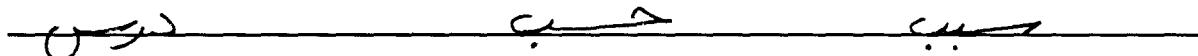


س is a connecting letter that is distinguished in print by its three “teeth.” In handwriting, however, س is usually written without its teeth, as a long straight line. In either case, it takes a tail when written independently or in final position. Compare the printed and handwritten forms of the following:

درس

حسب

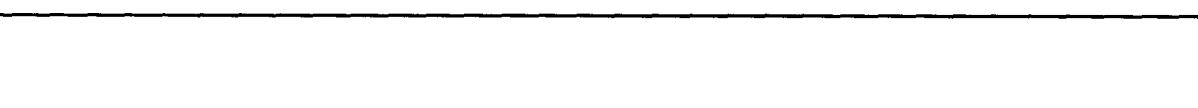
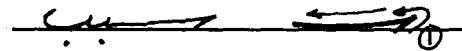
سبب



You will quickly become accustomed to reading س with its teeth in print. **Learn to write it without them.** To write independent س, 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:



Initial س is written just like independent س but without the tail. The body of connected س merges into the connecting segment so that the two are indistinguishable, so make sure to **lengthen** the body of the letter. Copy the word سبب (reason):



When س is connected from a previous letter in medial or final position, the connecting segment and the body of the letter are indistinguishable and there is no hook on the beginning, so that it looks like this: س . The body of this toothless س must be long enough to distinguishing it from a connecting segment. Remember when reading handwriting that a long flat line like this: س represents س . Copy this medial handwritten form in the word حساب (arithmetic):



Final س is written with its tail, which must come all the way back up to the line (lest it be mistaken for ر). Copy final س in the colloquial word بس (that's all, enough):



DRILL 4.

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

ش

"sheen"

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

LISTENING EXERCISE 4.

Listen to ش in these words and repeat:

رشاش

حشيش

باشا

بشير

شبر

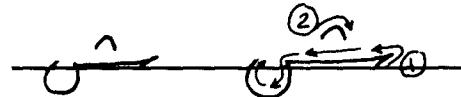
شمس

WRITING

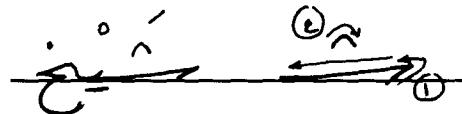


The letter ش is a connector, and its shapes match those of س , except that this letter takes three dots above. In handwriting, ش is written without its teeth (like س) and the three dots are connected in a caret (just like those of ث).

Practice writing independent ش by copying the example:



Now practice initial ش by copying شيخ (shaykh):



Copy medial and final ش in حَشِيش (grass):

حَشِيش

Now copy and sound out the following names:

ريتا

ثُرَيَا

سَرَاب

سَحْر ♀

وَحِيد

رَشِيد

بَشِير

سَيِّد ♂

DRILL 5. 

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

ص

"Saad"

This letter represents the emphatic counterpart of س . Pronounce س 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 ص and repeat, paying particular attention to the surrounding vowels:

لصوص

حصة

صور

صباح

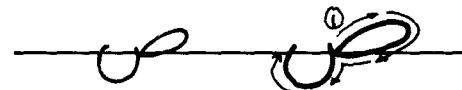
صار

صاد

WRITING



The letter ص 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 ص : (a) the loop must be big and oval-shaped, and (b) there must be a small "tooth" after the loop. To write independent ص , 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 ص is the same shape as that of س and **must come all the way back up to the line.** Copy:



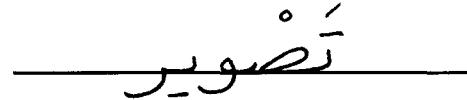
Initial ص is written the same way, without the tail. After making the tooth, continue on to the connecting segment. Copy صباج (*morning*):



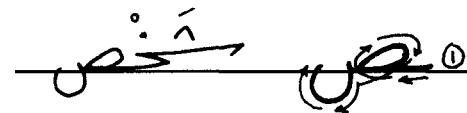
To write ص connected from a previous letter, draw the connecting segment to the starting point of the loop, the same point at which you started in initial position, then follow the same steps as above. Copy, following the arrows:



Practice by copying the word تصوير (*photography*):



Final ص is connected the same way as medial ص and ends with a final tail the same shape as the tail of س. Practice by copying شخص (*person*):



LISTENING EXERCISE 6.

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

أَصْبَح / أَسْبَح صَاح / سَاح صُور / سُور حَسَد / حَسَد

DRILL 6.

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

- | | | | |
|----------------|-------------|---------------|------------|
| 1. (a) سَار | (b) صَار | 4. (a) سَبَر | (b) صَبَر |
| 2. (a) بَاس | (b) بَاش | 5. (a) خَسَ | (b) خَصَّ |
| 3. (a) أَسْيَر | (b) أَصْيَر | 6. (a) سَدَّت | (b) صَدَّت |

DRILL 7.

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

- | | |
|---------|------------|
| 1. —بِح | 5. يَدِر — |
| 2. ب—ير | 6. وُتِي |
| 3. ب— | 7. أ—بَح |
| 4. ت—در | 8. ح—د |

DRILL 8.

You will hear twelve words; each has either ص or س . 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. _____

ض

“Daad”

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

LISTENING EXERCISE 7.

Listen to ض in these words and repeat:

رِيَاض

حَضَر

خَضُّ

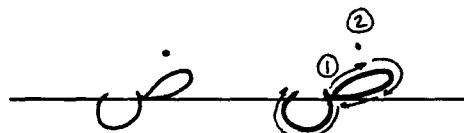
ضَبَاب

ضَاد

WRITING

ض	ض	ض	ض
---	---	---	---

ض 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 ض by copying the name of the letter, ضاد :

ضاد

Now practice medial خ by copying أَخْضَر (green):

أَخْضَر

Practice final خ in بِيْض (eggs):

بِيْض

LISTENING EXERCISE 8.

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

دَال / ضَال رِيَادَة / رِيَاضَة دَرْب / ضَرْب خَدَّ / خَضَّ دَبَّ / ضَبَّ

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 د and ض :

- | | | | |
|--------------------|-----------------|-----------------|--------------|
| 1. (a) رَدَّ | (b) رَضَّ | 5. (a) دَرْبِي | (b) ضَرْبِي |
| 2. (a) يَدُرُّ | (b) يَضُرُّ | 6. (a) دَجَرَ | (b) ضَجَرَ |
| 3. (a) تَحَدَّرَتْ | (b) تَحَضَّرَتْ | 7. (a) حَرَدَتْ | (b) حَرَضَتْ |
| 4. (a) بَيَّدَ | (b) بَيَّضَ | 8. (a) دَرَسَ | (b) ضَرَسَ |

DRILL 12

You will hear twelve words, each containing either **د** 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. —بَاب | 4. أ—رَب | 7. ت—رِيس |
| 2. تَحْرِيـ | 5. حـ—ر | 8. أ—رَار |
| 3. ثُبـيـ | 6. سـرـي | تـ—أـرـيـس |

DRILL 14. 

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

1. _____ = ص + ب + و + ر
2. _____ = ش + ب + ا + ب + ي
3. _____ = ا + س + ر + ا + ر
4. _____ = ت + ص + د + ي + ر
5. _____ = ا + س + ت + ي + ر + ا + د
6. _____ = ص + و + ا + ر + ي + خ
7. _____ = خ + ض + ر + و + ا + ت
8. _____ = ش + و + ا + ر + ب
9. _____ = ا + ش + ا + ر + ا + ت
10. _____ = ص + ب + ا + ح
11. _____ = ص + و + ر + ي
12. _____ = ص + ر + ا + ص + ي + ر
13. _____ = ت + ر + ض + ر + ض + ت
14. _____ = ت + خ + ص + ا + ت

DRILL 15.

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

DRILL 16.

Read the following words aloud:

رَصَاص

أَبْيَض

خَضْراء

أَخْضر

شَاي

شَرَاب

تَسْبِير

أَسْوَد

تَشْرِيف

صُرَاخ

شِتَاء

شَجَر

صَوَاب

صَوْت

صَبَاح

سَبْت

إِخْرَاج

ضَحَّا يَا

حَوَاجِز

صَاحِب

تَدْرِيس

ضَوءٌ

صَحِيحٌ

أَصْنَاب

زِيَارات

حُجَّج

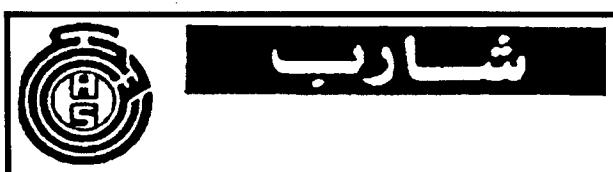
حِسابٌ

ذُباب

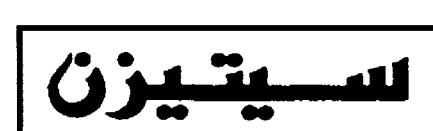
DRILL 17.

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

1.



2.



3.



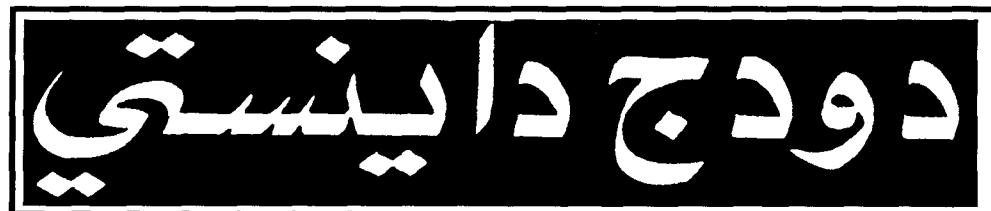
4.



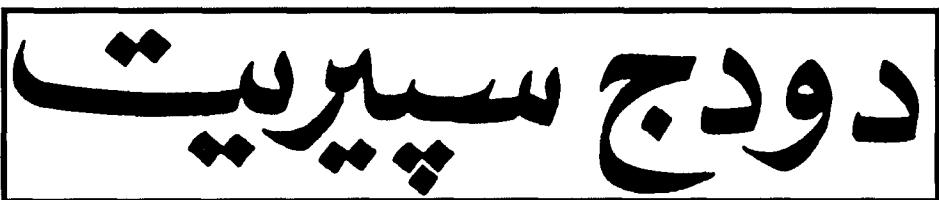
5.



6.



7.



من جريدة الشرق الأوسط ، ١٩٩٢

Draw your advertisements here:

1.

2.

3.

4.

5.



VIDEO

Watch Scene 8 with your teacher.

FORMS OF ADDRESS

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

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

أستاذ / أستاذة^١ *ustaadh / ustaadha* (literally, *teacher, professor*), used to address or refer to an educated person, white-collar employee, schoolteacher, etc.

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

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

أنسية *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* (يَا) (no English equivalent):

yaa duktuur / yaa duktuura

يَا دَكْتُور / يَا دَكْتُوْرَة

yaa ustaadh Amin

يَا أَسْتَاذ / أَمِين

yaa ustaadha Zeinab

يَا أَسْتَاذَة زَيْنَب

yaa aanisa Samia

يَا أَنْسَة سَامِيَة

^١Note that these two titles have two common pronunciations: (1) as written above, in formal Arabic, and (2) *ustaaaz / ustaaaza* 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.

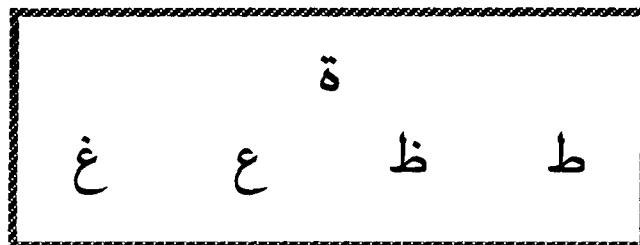
DRILL 18.

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

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

الوحدة الخامسة

UNIT FIVE



In this unit you will learn the feminine ending **ă** and the next four consonants in the alphabet.



“taa marbuuTa”

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* ة , 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, ة is related to the letter ئ , and sometimes it is pronounced as ئ (you will learn this rule later). At other times it is not pronounced as ئ , but the **fatHa vowel that always precedes ة is always pronounced**. In spoken Arabic, a fatHa at the end of a word will almost always indicate ة .

LISTENING EXERCISE 1.

Listen to the following on tape and repeat:

صورة

شَهْرَة

زوجة

وردة

الستانية

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

DRILL 1. 

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

1. _____

4. _____

7. _____

2. _____

5. _____

8. _____

3. _____

6. _____

9. _____

WRITING

Since ة 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 ئ and ئى). To write ة 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 ة 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 ة is written alone, and individual handwriting styles vary. Copy the example:



Now copy and sound out the following words containing ة :

خارجية

زوجة

جريدة

سيدة

دراسة

أستاذة

ط

"Taa"

This letter represents the emphatic counterpart of ت . 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 ض , and drop your tongue low in your mouth. Try to say t holding this position—the result will be ط . The difference in pronunciation between ض and ط is the same as the difference between ط and ت . Remember: ط is an emphatic sound that deepens the quality of surrounding vowels.

LISTENING EXERCISE 2. (CD)

Listen to these words containing ط and repeat:

شباط

ضابط

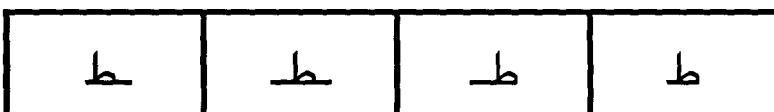
بطيخ

رطوبة

طالب

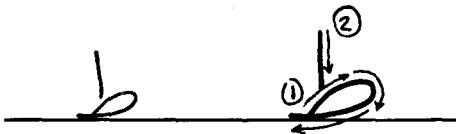
طبيب

WRITING

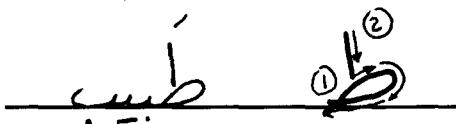


ط is a connector, and is written in two separate steps. The loop that forms the body is written in one motion, connected to the rest of the word, and the vertical line is written afterwards, much like crossing the t in English. To write ط independently, start on the line and make the loop first. It should be large and oblong, as in the examples below. The last step in writing ط 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.

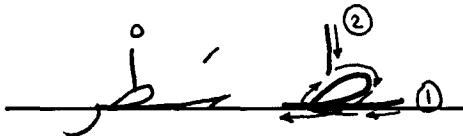
Write independent ط , copying the example:



To write a word beginning with ط, begin exactly as you did above, and continue on into a connecting segment without stopping. Unlike ض and ط, ط does not have a tooth between the loop and the connecting segment. Copy the word طبیب (doctor):



When writing ط in medial position, start from the connecting segment, continue along the line, and without lifting the pen, loop backwards and around to the line again to continue on to the next letter. Do not stop to write the downstroke until you have finished writing the body of the word. Like dotting the i or crossing the t in English script, this is done at the end, as the example shows. Copy the word سطّر (line):



Now copy the following words containing ط :

(handwriting) خط

(he flies) يطير

(veterinarian) طبیب بینظري

Remember that, since ط 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 ت and ط :

تاب / طاب شَتَّ / شَطَّ سَطْرٌ / سَطْبٌ رَتَبٌ / رَطَبٌ حَتٌّ / حَطٌّ

DRILL 2. 

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

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

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

DRILL 3. 

Mark X for each word in which you hear ط :

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

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

DRILL 4. 

Read the following pairs of words with the tape, paying special attention to ت and ط and the quality of the surrounding vowels:

- | | | | |
|-----------------|--------------|----------------|-------------|
| 1. (a) أوْتار | (b) أُوتار | 5. (a) وَتَرَ | (b) وَطَرَ |
| 2. (a) رَطِيب | (b) رَطِيْب | 6. (a) أَتْرَح | (b) أَطْرَح |
| 3. (a) وَتْوَاط | (b) وَطْوَاط | 7. (a) تَيَار | (b) طَيَار |
| 4. (a) بَتَّ | (b) بَطَّ | 8. (a) توب | (b) طوب |

DRILL 5.

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

- | | | |
|------------|-------------|-----------|
| 1. حــب | 4. خــ | 7. دــور |
| 2. رــة | 5. بــشورـة | 8. شــاء |
| 3. زــخــر | 6. ســور | 9. بــحــ |

DRILL 6

Dictation

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |



“DHaa”

This letter represents the emphatic counterpart of *ɔ*. Place your tongue in the same position as you did for *ʌ*, and try to say *ɔ*. The tip of your tongue should be between your teeth, but the rest of your tongue should remain in the same position as for *ʌ*, low in the mouth. **Remember:** *ʌ* 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 **ʌ**:

ظهور

٦٣

شَظِيّة

ظالم

أبو ظبي

WRITING

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



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

أبو ظبّي

Copy and sound out the following words containing ظ :

luck (luck)

ice cream (بوظة)

gazelle (ظبّي)

LISTENING EXERCISE 5.


Listen to the contrast between ذ and ظ in the following pairs of words:

ذَر / نَذَر

ذَلُّ / ظَلُّ

حَذَر / حَظَر

ذَنْب / ظَنْب

ذَال / ظَاء

DRILL 7. 

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

- | | |
|--------|---------|
| 1. a b | 6. a b |
| 2. a b | 7. a b |
| 3. a b | 8. a b |
| 4. a b | 9. a b |
| 5. a b | 10. a b |

LISTENING EXERCISE 6. 

Recognition of ض, ذ, ث, and ظ. Listen to the following words on tape to review these sounds:

- | | | | |
|----------------|-------------|-------------|-------------|
| 1. (a) ظَبِيٌّ | (b) ضَابِطٌ | (c) ذَابِتٌ | (d) ثَابِتٌ |
| 2. (a) حَظَرٌ | (b) حَضَرٌ | (c) حَذَرٌ | (d) حَثٌ |
| 3. (a) بَظَّ | (b) بَضَّ | (c) بَذَّ | (d) بَثٌ |

DRILL 8. 

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

- | | |
|------------|-------------|
| 1. ظ ض ذ ث | 6. ظ ض ذ ث |
| 2. ظ ض ذ ث | 7. ظ ض ذ ث |
| 3. ظ ض ذ ث | 8. ظ ض ذ ث |
| 4. ظ ض ذ ث | 9. ظ ض ذ ث |
| 5. ظ ض ذ ث | 10. ظ ض ذ ث |

DRILL 9. 

Read the following aloud with the tape, paying attention to ث , ذ , and ظ :

- | | | |
|-----------------|-------------|--------------|
| 1. (a) ثَبَتَ | (b) ذُبَابٌ | (c) ظَبْيَةٌ |
| 2. (a) حَثَّيَ | (b) حَوْنَى | (c) حَظَّيَ |
| 3. (a) يَحْثُثُ | (b) يَحْذُو | (c) يَحْظُو |
| 4. (a) أَثْرَ | (b) حَذَرَ | (c) حَظَرَ |

DRILL 10. 

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

1. —بِي

5. أ—رِياءُ

9. ب—طِ

2. تَخْ—ير

6. ب—نْتٌ

10. ج—وَةٌ

3. ح—

7. ح—اءُ

11. ح—يَةٌ

4. أ—وَابٌ

8. إ—بَاتٌ

12. ب—ورٌ

DRILL 11. 

Dictation.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

DRILL 12. 

Read the following pairs of nouns aloud:

دار دور

حاج حجّاج

ضرورة ضرورات

حارة حارات

حزب أحزاب

أستاذة أستاذات

صورة صور

طبيبة طبيبات

طبيب أطباء

طير طيور

أسنان أسنان

سيارة سيارات

جنة جنث

يخت يخوت

شيخ شيوخ

ظبية ظباء

واجب واجبات

ضابط ضباط

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



" 'ayn"

We now come to one of the most distinctive sounds in Arabic: ع . When pronounced correctly, ع has its own unique beauty and can be a very expressive sound. The degree to which ع 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 ح . You should still be doing the exercises you learned above for ح , 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 ح , 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 ع in the following words and repeat several times:

دَعْ دُعَى رَغْيٌ سَاعَةٌ يَعْوِدُ عَادَ عَنْبَ عَرَبِيٌّ

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 ع for a while, until you can say it easily. ع 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 ع will become natural for you.

WRITING



ع 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 ع as shown:

ع س

Copy the word شارع (street):

شارع

Practice connecting ع to a following letter by copying ساعة (clock):

ساعة

When س is connected from a previous letter in medial and final positions, the body of the letter becomes a closed loop. Rather than a c shape, the left side of the body comes to a point, and the right side is curved. In some typefaces, the body appears to be filled in, but the proper handwritten form is open as the example shows. Practice writing the shape of medial س as shown:

س س

Now copy بعيد (far):

بعيد

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

أربع

LISTENING EXERCISE 8. (⊗⊗)

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

وَادَ / وَعَدَ تَأْثِيرٌ / تَعْثِيرٌ أَطْرَارٌ / عَطَّارٌ أَبْدٌ / عَبْدٌ أَسْيِرٌ / عَسِيرٌ

DRILL 13. (⊗⊗)

Read the following words aloud with the tape, paying special attention to the difference between ع and ء:

- | | | | |
|------------------|---------------|--------------------|----------------|
| 1. (a) أَيْدِت | (b) عَيْدَتْ | 6. (a) أَزِيز | (b) عَزِيز |
| 2. (a) إِبْرَة | (b) عِبْرَة | 7. (a) جَاجَّا | (b) جَعْجَع |
| 3. (a) تَأْطِيرٌ | (b) تَعْطِيرٌ | 8. (a) شَاءَ | (b) شَاعَ |
| 4. (a) رَأْيٍ | (b) رَعْنَى | 9. (a) صَدَّا | (b) صَدَّعَ |
| 5. (a) جاءَتْ | (b) جَاءَتْ | 10. (a) أَجْزَأَتْ | (b) أَجْزَعَتْ |

DRILL 14. (⊗⊗)

Circle the sound you hear:

- | | | |
|----------|----------|----------|
| 1. ع ع ء | 4. ع ع ء | 7. ع ع ء |
| 2. ع ع ء | 5. ع ع ء | 8. ع ع ء |
| 3. ع ع ء | 6. ع ع ء | 9. ع ع ء |

DRILL 15. 

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

1. طـرـ

4. حـبـ

7. صـبـ

2. رـدـ

5. وـديـ

8. ثـريـ

3. شـارـ

6. دـوـاتـ

9. تـسـيرـ

DRILL 16. 

Dictation.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Copy and sound out the following names:

عـبـيرـ

عـطـيـاتـ

دـعـدـ

سـعـدـيـةـ

سـعـادـ

♀

عـبـاسـ

سـاطـعـ

عـبـيـذـ

أـسـعـدـ

سـعـيدـ

♂

غ

"ghayn"

This letter is pronounced like a voiced خ. 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 خ several times, then voice it. Alternatively, you may think of غ as similar to the sound you make when gargling. Gargle for a minute and pay attention to the muscles that you use. غ is pronounced using these same muscles in similar fashion.

LISTENING EXERCISE 9. 

Listen to غ in these words and repeat:

غُربة

تَبْغَ

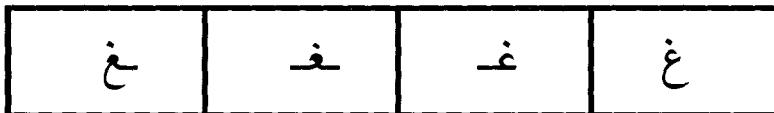
طَاغِي

صَغِيرٌ

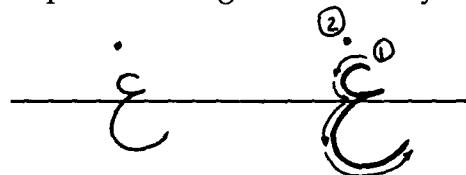
بَغْدَاد

غَرِيبٌ

WRITING



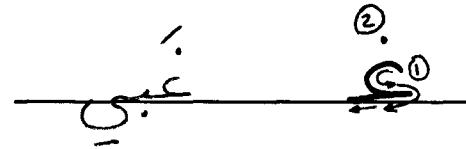
غ is a connector, and has the same shapes as ع, except that it takes a single dot above. First, practice independent غ as shown, pronouncing it aloud as you write:



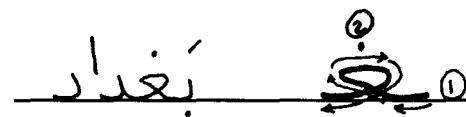
Now write صاغ (piaster, Egyptian coin roughly equivalent to a penny):



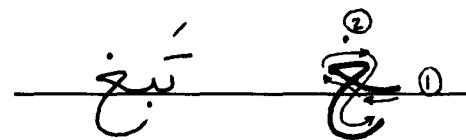
Initial غ connects to a following letter as shown. Practice writing and pronouncing the word غبی (stupid). Do not stop to dot until you have finished writing the entire word:



Medial غ is written just like medial م. Copy and pronounce: بغداد



Final غ assumes the long tail. Practice by copying and saying تبغ (tobacco):



LISTENING EXERCISE 10.

Compare the following pairs of words on tape, paying particular attention to the difference between غ and خ:

يغريب / يخرب غضن / خضرن غيب / يخيب

DRILL 17.

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

1. خ غ
2. خ غ
3. خ غ

4. خ غ
5. خ غ
6. خ غ

7. خ غ
8. خ غ
9. خ غ

DRILL 18.

Read the following pairs of words aloud with the tape, paying close attention to خ and غ :

- | | |
|------------------------------|--------------------------|
| 1. تَغْرِيب (a) تَخْرِيب (b) | رَغْوَة (a) رَخْوَة (b) |
| 2. يَشْفَرُ (a) يَشْخَرُ (b) | غَرِير (a) خَرِير (b) |
| 3. غَيْرِي (a) خَيْرِي (b) | ثَغْطَة (a) تَخْطَّة (b) |
| 4. بَغْتَة (a) بَخْتَة (b) | غَبْطَة (a) خَبْطَة (b) |
| 5. خَيْبَة (a) غَيْبَة (b) | غَضِير (a) خَضِير (b) |

DRILL 19.

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

- | | | |
|-----------|-----------|-------------|
| 1. صَ—ير | 4. شَ—ب | 7. سُ—رية |
| 2. تَ—يُر | 5. يَاطَة | 8. تَ—رُجِي |
| 3. زَ—ة | 6. طَ—يَة | 9. ضَ—ط |

DRILL 20.

Read the following words aloud:

- | | | | | | |
|---------|---------------|------------|------------|-------------|-----------|
| عشاء | طاسات | عصَبَيَّة | صُرَاخ | طِرَاز | عُصُور |
| طازة | غاضِبة | أبو ظَبَي | خَطِيبَتِي | جُبَّة | تَبْشِير |
| ذُود | تَسْرِيحة | طَبَشُورَة | أعْدَاء | صُرُوح | يُدَّثَّر |
| شُعَراء | إِرْتِبَاطَات | تَصْدِير | بُذُور | إِشْعَارَات | غَداء |

DRILL 21.

Connect the letters to form words and sound them out.

1. _____ = صَ + رَ + ا + ح + ة
2. _____ = تَ + غَ + يُ + رَ + ت
3. _____ = بَ + عَ + يِ + د
4. _____ = شَ + خَ + صِ + يِ + ة
5. _____ = تَ + صْ + غَ + يِ + ر
6. _____ = طُ + رَ + وَ + دَ + ي
7. _____ = اِ + عْ + تِ + رَ + ا + ض
8. _____ = غَ + رْ + بِ + يِ + ة
9. _____ = اُ + طِ + بَ + ء + ا + طِ
10. _____ = شَ + ظَ + ا + يِ + ا
11. _____ = ضَ + وَ + ا + ح + ي
12. _____ = اِ + سْ + تَ + غَ + رَ + بَ
13. _____ = تَ + خَ + صُ + ص
14. _____ = رُ + سْ + غ

DRILL 22.

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

1.	غَرْب	خَرَبْ	جَرَبْ	حَرَبْ
2.	ضَرَسْ	دَرَسْ	دَرَزْ	دَرَسْ
3.	أَسْبَحْ	إِطْبَعْ	إِصْبَعْ	أَصْبَحْ
4.	ذَاعْ	صَاعْ	ضَاعْ	شَاعْ
5.	صَفِيرْ	سَرِيرْ	صَرِيرْ	شِرِيرْ
6.	حُثْ	جِصْ	حِصْ	حِسْ
7.	فَرَخْ	فَرْخْ	فَزَعْ	فَرْعْ
8.	حَذَرْ	حَمَرْ	حَظَرْ	حَضَرْ
9.	ضَبَّيْ	سَبَّيْ	صَبَّيْ	ظَبَّيْ
10.	غَبَّرْ	عَبَّرْ	عَبَّرْ	أَبَرْ

DRILL 23.

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

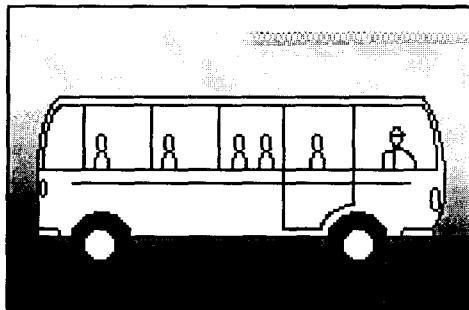
4. _____

9. _____

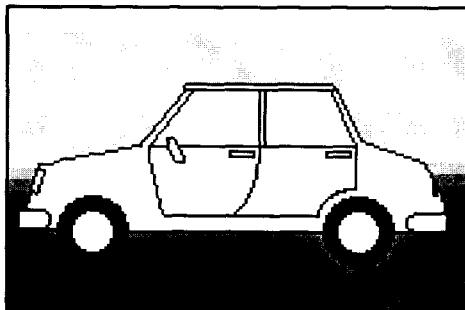
5. _____

10. _____

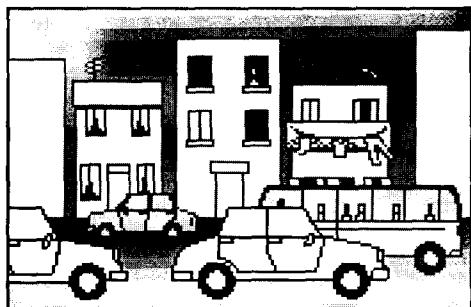
Read and learn these words:



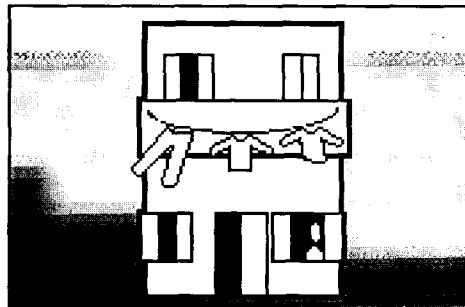
أُوتوبِيس



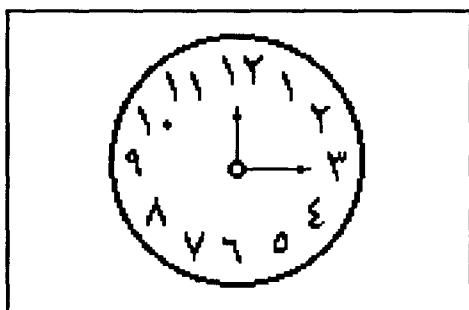
سَيَّارَة



شَارِع



بَيْت



سَاعَة



أَسْتَاذ

wide, spacious

واسِع / ة

small

صَغِير / ة

hard, difficult

صَفْب / ة

lesson

دَرْس

Arab (person), Arabic

عَرَبِي / ة

new

جَدِيد / ة

DRILL 24.

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

- | | |
|---|-------------------------|
| 1. <u>an Arab teacher (professor)</u> _____ | أَسْتَاذُ عَرَبِيٌّ |
| 2. _____ | أَسْتَاذَةُ عَرَبِيَّةٌ |
| 3. _____ | دَرْسٌ صَعِبٌ |
| 4. _____ | شَارِعٌ صَغِيرٌ |
| 5. _____ | سَيَّارَةٌ جَدِيدَةٌ |
| 6. _____ | سَيَّارَةٌ صَغِيرَةٌ |
| 7. _____ | أُوتُوبُوِسٌ جَدِيدٌ |
| 8. _____ | أُوتُوبُوِسٌ صَغِيرٌ |
| 9. _____ | أَسْتَاذٌ صَعِبٌ |
| 10. _____ | بَيْتٌ جَدِيدٌ |
| 11. _____ | بَيْتٌ وَاسِعٌ |
| 12. _____ | بَيْتٌ صَغِيرٌ |
| 13. _____ | شَارِعٌ وَاسِعٌ |
| 14. _____ | سَاعَةٌ صَغِيرَةٌ |
| 15. _____ | دَرْسٌ جَدِيدٌ |
| 16. _____ | أَسْتَاذَةٌ جَدِيدَةٌ |
| 17. _____ | بَيْتٌ عَرَبِيٌّ |
| 18. _____ | سَاعَةٌ جَدِيدَةٌ |



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:

'an iznak / 'an iznik¹ عن إذنك / عن إذنك

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

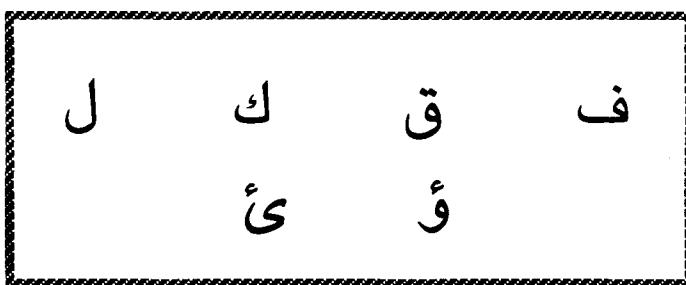
itfaDDal / itfaDDali اتفضل / اتفضلي

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, *z* is often pronounced *z*.

الوحدة السادسة

UNIT SIX



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



“faa”

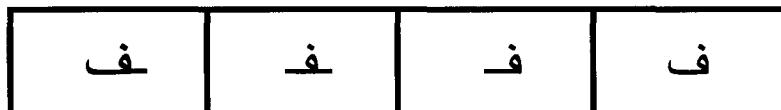
This letter is pronounced like English *f* as in *feather*.

LISTENING EXERCISE 1.

Listen and repeat:

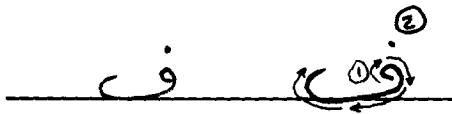
صُفوف عَفاف سَفِير دَفْنَر فَرِيد فَرَح

WRITING

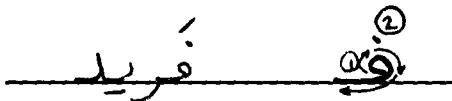


ف is a connecting letter with a relatively stable shape. Its independent and final forms have a tail that is unusual in that it remains on the line rather than dipping below. To write independent ف, begin above the line and draw a small flat loop around to your left, up, and down around. Keep the loop of ف 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.

Practice writing independent ف :



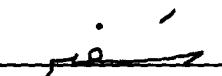
To write ف in initial position, begin the same way and finish with a connecting segment into the next letter. Copy the name فريد:



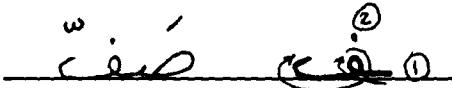
The loop of medial ه is small and oval (for example, it is much smaller than that of ط, and has a different shape). Start from the connecting segment and loop up to your left and back around to the line and into the connecting segment, as the example shows:



Now write سفير (ambassador):



Final ف combines the shape of the medial position with the tail of the independent ف. Copy صفت (class):



Copy and sound out the following names:

صفية صفاء وفاء فريدة فرح عفاف ♀

رفعت فوزي فائز فتحي عفيف فريد ♂

DRILL 1. 

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



“qaaf”

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 **ق**.

LISTENING EXERCISE 2. (2)

Listen to ق in the following words and repeat:

فِرَاق

بَرْقُوق

شَفِيق

دَقِيقَة

قَارِبٌ

قَافٌ

DRILL 2. (2)

Mark X for each word in which you hear ق :

1. _____

4. _____

7. _____

2. _____

5. _____

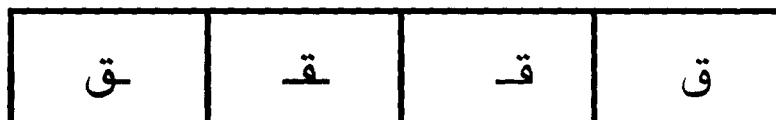
8. _____

3. _____

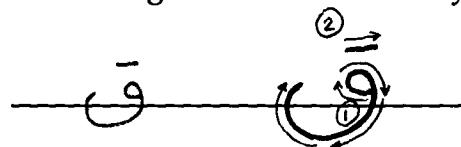
6. _____

9. _____

WRITING



ق is a connector, and its shape is similar to that of ف in all positions, except that ق takes two dots above and a deep tail that drops well below the line like that of س and ص . The two dots above ق are usually run together in handwriting (like those of ت). To write independent ق , make the same loop you made for ف , then drop below the line to draw the tail and **make sure to bring the tail all the way back up to the line**. Copy the example:



Initial ق is written just like initial ف , but with two dots run together. Copy the example:



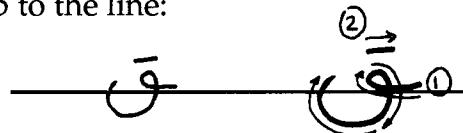
Practice by writing قَرِيب (near). Do not stop to dot until you have finished writing the word:

قرِيب

Medial ق has the same shape and size as medial ف , and is connected in the same way. Practice by writing دَقِيقَة (minute):

دَقِيقَة

Unlike final ف , final ق takes a tail that drops well below the line, just like that of س . Make sure to bring it all the way back up to the line:



Practice final ق by writing بُرْقُوق (plum):

بُرْقُوق

DRILL 3.

Dictation.

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____



"kaaf"

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

LISTENING EXERCISE 3.

Listen to ك in the following words and repeat:

ركيـك

شـوكـوـك

أـكـيدـ

حـكاـيـةـ

دـكـتـورـ

كـتـابـ

WRITING



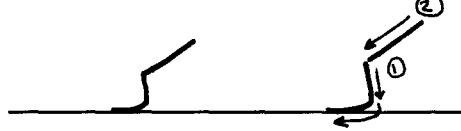
ك is a connecting letter that has two distinct shapes, one in independent and final positions, and one in initial and medial positions. To write independent ك, start above the line at the top of the letter, draw straight down to the line, then curve and follow the line. Make a tiny hook at the end, then 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 ل, may vary slightly in different scripts. Copy the example:



When ل is connected to a following letter, it has a cross bar on the top; however, this is written last, like the vertical bar of ل and ط. To write initial ل, 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 ل 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 ل as shown (it does not matter if the bar is not

¹ Note that Arabic ل 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). Copy initial ك, following the arrows:



Now practice writing initial ك in كَبِير (big):

Medial ك is written like initial ك, except that you must start from a connecting segment on the line and draw up, then trace the same line back down. (Again, the body does not have to be exactly perpendicular to the line, and its exact angle may vary somewhat.) Wait until you finish writing the word to draw the cross bar. Copy:



Practice writing medial ك in فِكْرَة (idea):

In certain artistic scripts and fonts, ك takes a slightly different shape. Find ك in each of these words:

دَكْتُور دَكْتُور اسْكَنْدُرِيَّة اسْكَنْدُرِيَّة اسْكَنْدُرِيَّة

Be prepared to recognize ك when written this way.

Final ك is similar in shape to independent ك except that it is connected to the previous letter. Start from the connecting segment, draw a line up, roughly perpendicular to the line, then trace it back down, and give it a flat tail along the line (the same tail you draw for ف). When you have finished writing, give it the little hamza-like mark as in the example:



Practice final ك by writing شيك (check):

ك 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 ك are frontal.

LISTENING EXERCISE 4.

Listen to the difference between ك and ق in the following pairs of words and repeat:

شقّ/شكّ باقِر/باكر قابوس/كابوس رَقِيق/رَكِيك قدس/كَدَس

DRILL 4.

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

- | | | |
|--------------|--------------|---------------|
| 1. ق ك | 5. ق ك | 9. ق ك |
| 2. ق ك | 6. ق ك | 10. ق ك |
| 3. ق ك | 7. ق ك | 11. ق ك |
| 4. ق ك | 8. ق ك | 12. ق ك |

DRILL 5. 

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

- | | | | |
|-----------------|--------------|------------------|---------------|
| 1. (a) كَادَ | (b) قَادَ | 6. (a) بَكَرَ | (b) بَقَرَ |
| 2. (a) شُكُوكٌ | (b) شُقُوقٌ | 7. (a) صَدَّاكَ | (b) صَدَّاقَ |
| 3. (a) كَسْوَةٌ | (b) قَسْوَةٌ | 8. (a) اِكتِفاءٌ | (b) اِقتِداءٌ |
| 4. (a) كَدْرٌ | (b) قَدْرٌ | 9. (a) عِراكٌ | (b) عِراقٌ |
| 5. (a) حَبَكَ | (b) حَبَقَ | 10. (a) كُروشٌ | (b) قُروشٌ |

DRILL 6. 

Write the letter that you hear in each blank:

- | | | |
|-----------|------------|----------|
| 1. رِيب | 4. ضَيْفٌ | 7. حَظٌ |
| 2. بِطاقة | 5. اِستشرا | 8. فِرَة |
| 3. صَور | 6. رَا | 9. سُور |

DRILL 7. 

Dictation.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Read and copy these names:

وفاء وَفَاء فَيْروز شَفِيقَة كَوَثَر شَرِيفَة رُقَيَّة رُقَيَّة ♀

زَكَرِيَاً شَفِيقٌ تَوْفِيقٌ شُكْرِيٌ طَارِقٌ شَوَّكَتٌ ○

ل

“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 ل. 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 ض, ص, and ط. To pronounce Arabic ل, 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 ل, paying particular attention to the **frontal** quality of the surrounding vowels:

لَبَّيْكَ طَلَّعَ حَلِيبٌ عَالِيَّةٌ حَلَّوْلٌ طَوِيلٌ صَلَيْبٌ طَلَعَ

As you may have noticed listening to the words صَلَيْبٌ and طَلَعَ in the above exercise, ل can take on an emphatic quality when it occurs near emphatic consonants. To pronounce emphatic ل, 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 ل in its different environments. Only one word in Arabic has a ل emphatic in quality without outside influence, and that is the word for God, *Allaah*. (In some cases, this word is pronounced with a regular ل —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*:

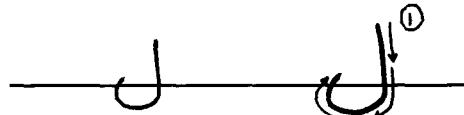
(expresses admiration or delight)	<i>Allaah!</i>	الله!
GOD WILLING	<i>in shaa' Allaah</i>	إِن شَاءَ اللَّهُ
(used when praising or admiring)	<i>maa shaa' Allaah</i>	مَا شَاءَ اللَّهُ!
THERE IS NO GOD BUT GOD (said upon hearing bad news)	<i>laa ilaaha illa Allaah</i>	لَا إِلَهَ إِلَّا اللَّهُ
MAY GOD HAVE MERCY ON HIM (=May he rest in peace)	<i>Allaah yirHamuh</i>	الله يَرْحَمُهُ
IN THE NAME OF GOD (said upon beginning something)	<i>bismillaah</i>	بِسْمِ اللَّهِ

WRITING



ج is a connecting letter. The shapes of ج are similar to those of ك except that ج 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 ل (alif) and ت appear: the only difference is that ت connects, while alif does not.

To write independent ج, 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 س, but a little narrower. **The tail must come all the way back up above the line.** Copy:



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



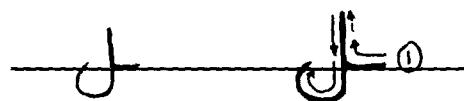
Practice writing initial ل in لبیا:

To write medial ل , start from the connecting segment, draw up and then trace back down to the line into the next connecting segment as shown:



Practice ل by copying دل (country):

Follow the same procedure to write final ل , but finish with the tail:



Practice by writing طویل (long):

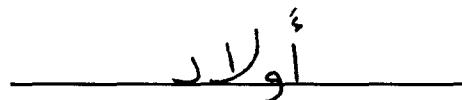
ل

"laam alif"

The distinct shape of the combination of ل+أ (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 ل in this handwritten form, start as you would connected ل, 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 ل as the example shows. Write the word لا, which means *no*:



Remember that the alif does not connect to a following letter, therefore, لا does not connect to anything following it. Copy and pronounce the word أولاد (children):



Read aloud and copy the following names:

جَلِيلَة خُلُود دَلَال صَالِحة عَلْيَا دَالِيَا ♀

جَعْفَر جَلَال خَالِد لَبِيب صَالِح عَلِي ♂

DRILL 8.

Dictation.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____

DRILL 9.

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

1.	كَلْب	قَلْب	كِلَاب	قَلْب
2.	أَضْلَلْ	أَظْلَلْ	أَطْلَلْ	أَذْلَلْ
3.	عَاقِلْ	عِقَالْ	أَكْل	عَقْل
4.	فِقْرَة	فِكَرْ	فِكَرْ	فَقَرْ
5.	تَكَلْ	شَكَلْ	ثَكَلْ	صَقَلْ
6.	رَكَلْ	رَفَسْ	رَكَضْ	رَقَصْ
7.	شَرَافْ	ظَرَفْ	صَرَفْ	ذَرَفْ
8.	تَقْرِيرْ	تَكْرِيرْ	تَكْدِيرْ	تَقْدِيرْ
9.	خِزِي	حُوذِي	خُذِي	حُزِي
10.	بَلَاجْ	بَلَاعْ	بَلَاجْ	بَلَاغْ

DRILL 10.

Read the following advertisements. You will see a variation of ف : ڦ , which is sometimes used to indicate a *v* sound (Arabic has no letter for this sound).

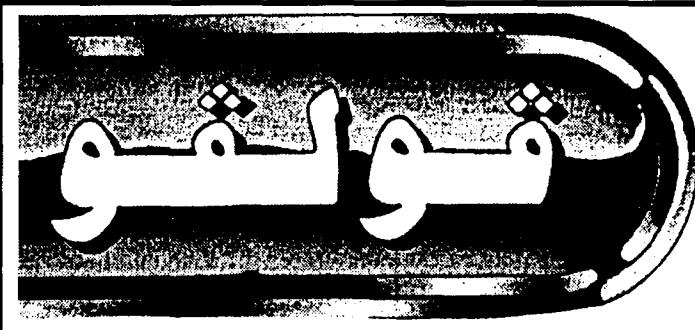
1.

لصقة سـالـونـبـاس أـكـوا - بـاتـش

2.

الجَدِيدَاءِمًا
منْ جِي فِي سِي

3.



4.



5.

بَارِكِلِي أَلْتَرا لَيْتِس
مَتْعَةٌ مُتَزاِدَةٌ ... وَخَفِيفَةٌ، خَفِيفَةٌ!

6.

كوداك

7.

إنتاج: انكلومن ش.م.م.
صنع في مصر*

١٢ احتجة لبنان

تشيكليس

* بترخيص من شركة وريلر - لمبرت الولايات المتحدة

نكة النعسان

تحتوي على: مادة لدننة، سكر، جلوكوز، نشا، وعطور طبيعية وصناعية

8.

محرض لا كوسا

9.

لاكج ستواريوك

10.

كريستال

من جريدة الشرق الأوسط ، ١٩٩٢

ء

“hamza”

Thus far, you have seen hamza written on top of alif, ՚ , at the beginning of a word, and below alif, ՚ , when the initial vowel is kasra. You have also seen hamza written with no seat, ء , 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: ئ or ؤ , depending on the surrounding long and short vowels. You will now learn the و and ئ seats for the hamza.

ئ

“کُرسی یاءٍ”

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

LISTENING EXERCISE 7.

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

طائِرة عائِشة خائِب قائِل أَسْئَلة قارِئ طوارِئ

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

شاطِئ قَبَائِل طائِرات سُئِل ثائِر



”کُرسیٰ واو“ و

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

LISTENING EXERCISE 8.

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

فُؤاد سُؤال رُؤوس رَوْف بُؤس يُؤسف

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

تَفَاقُل عَشَاؤُك أَصْدِقَاؤُك يُؤثِر

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.

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 | كلا布 | قلاب |
| 4. | صورة | سورة | ثورة |
| 5. | عرف | عرك | عرق |
| 6. | خائب | غائب | عائب |
| 7. | تفاول | تفاعل | تفاءل |
| 8. | سعل | سائل | شعيل |
| 9. | قباب | كتاب | ضباب |
| 10. | سائر | ثائر | شاعر |
| 11. | سر | صر | ذر |
| 12. | قبس | كبس | جبس |

DRILL 12.

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

- | | | | |
|----|---------|-----|----------|
| 1. | ز—ق—ق | 9. | س—ع—د |
| 2. | ق—ب—س | 10. | ك—ت—ب |
| 3. | ق—و—ل | 11. | ث—ف—ر |
| 4. | ط—ي—ر | 12. | ض—ر—ر— |
| 5. | ش—ر—ب | 13. | ي—ش—ت—ر— |
| 6. | ص—ف—ف | 14. | ش—ر—ع |
| 7. | ي—ك—ب—ر | 15. | ر—ق—ب |
| 8. | ض—ي—ع | 16. | ص—ع—ب |

DRILL 13.



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

DBILL 14



Read these phrases aloud:

طَبِيعَةٌ طَازَجٌ	وَظِيفَةٌ ثَابِتَةٌ	عُكَازَاتٌ طِبِّيَّةٌ
ضَبَابٌ شَدِيدٌ	رَغْبَةٌ قَوِيَّةٌ	طَائِراتٌ حَدِيثَةٌ
قَوَاعِدٌ صَعْبَةٌ	رَجُلٌ جَزَائِريٌّ	تَرَاجُّعٌ وَتَخَاذُلٌ
أَسْئِلَةٌ ذَكِيَّةٌ	عِلاجٌ طَبَيِّعِيٌّ	أَحْصِنَةٌ سَرِيعَةٌ
لَا يَا سَعْدِيَّةٌ !	حِكايةٌ قَصِيرَةٌ	أَخْبَارٌ غَيْرٌ سَارَّةٌ
تَذَاكِرٌ غَالِيَّةٌ	تَفَاؤلٌ كَبِيرٌ	سِفَاراتٌ عَرَبِيَّةٌ
رَأْيٌ قَاطِعٌ	فَصْلٌ طَوِيلٌ	كِتابٌ "أَلْفُ لَيْلَةٍ وَلَيْلَةٍ"

DRILL 15. 

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

1. _____ = ت + س + ا + ئ + ل
2. _____ = ظ + ر + و + ف + ي
3. _____ = و + ظ + ي + ف + ة
4. _____ = ا + ك + ل + ا + ت
5. _____ = غ + ر + ا + ئ + ب
6. _____ = ج + ح + ا + ف + ل
7. _____ = ف + و + ا + ئ + د
8. _____ = ا + ف + ر + ي + ق + ي + ا
9. _____ = خ + ل + ي + ف + ة
10. _____ = ض + ر + و + ر + ا + ت
11. _____ = ا + ظ + ا + ف + ر + ي

DRILL 16. 

Dictation.

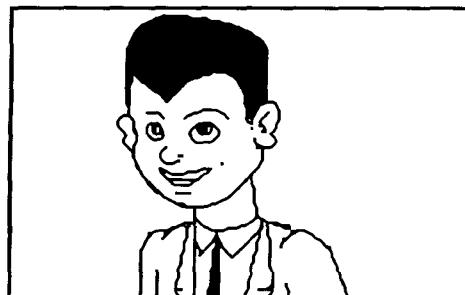
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DRILL 17. 

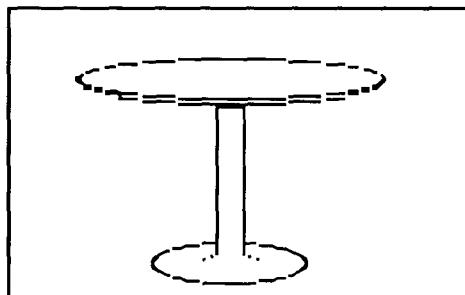
Read and learn these nouns:



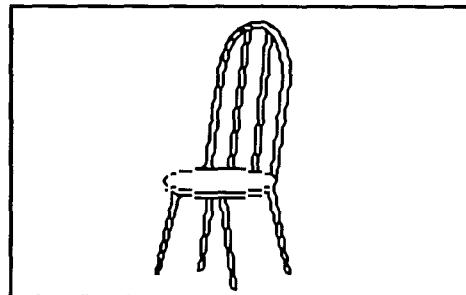
طالبة



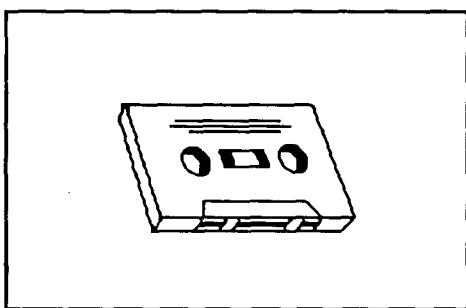
طالب



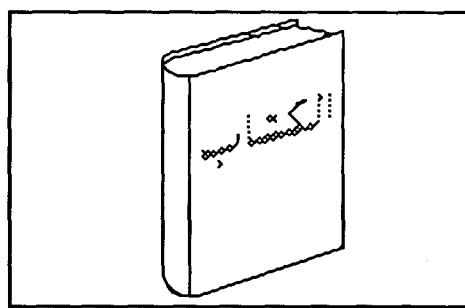
طاولة



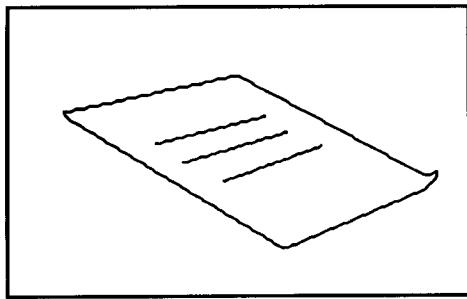
كرسي



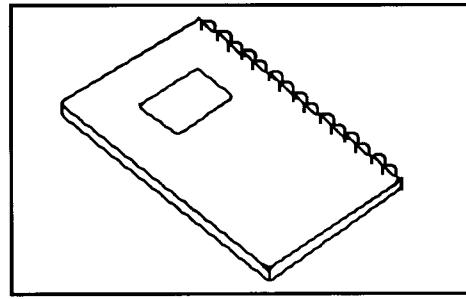
شريط



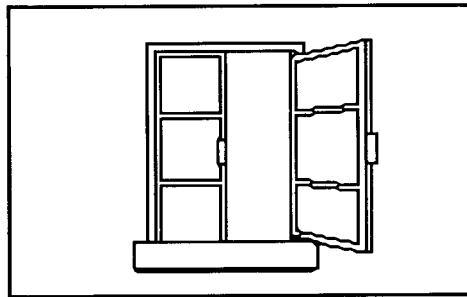
كتاب



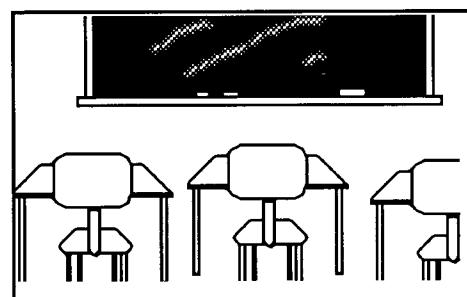
ورقة



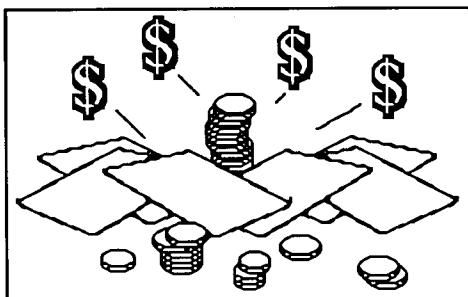
دفتر



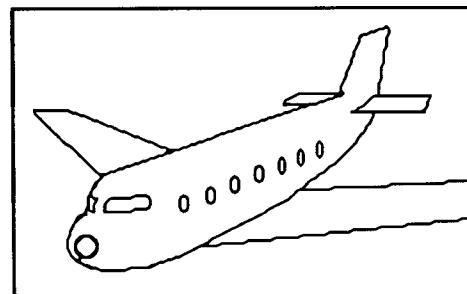
شباك



فصل (صف)

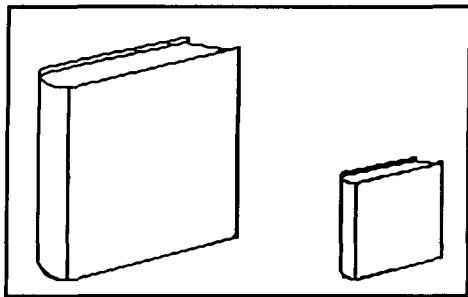


فلوس



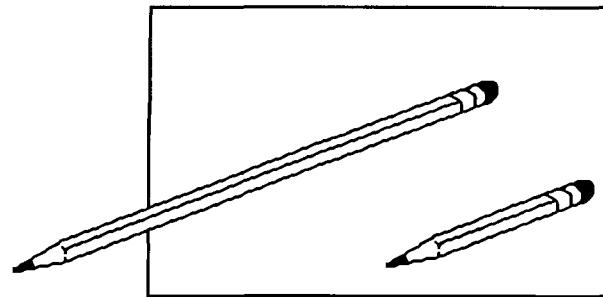
طائرة

Now read and learn the following adjectives:



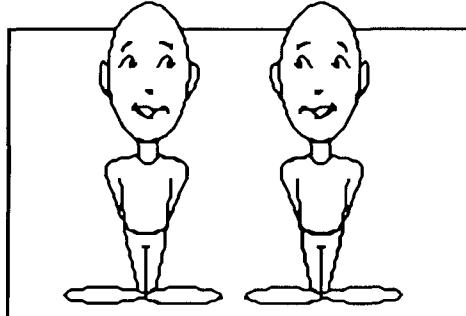
كَبِيرٌ

صَغِيرٌ

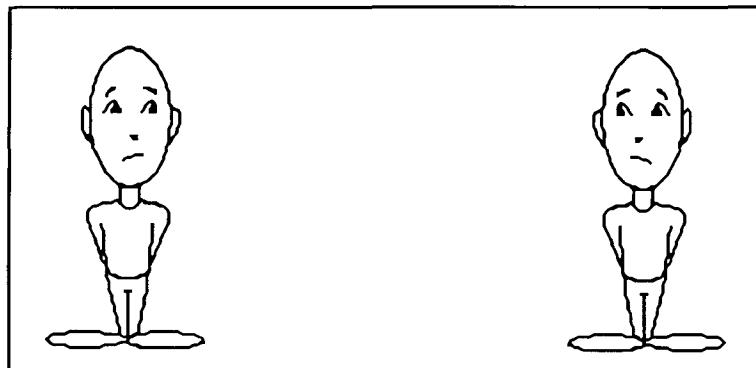


طَوِيلٌ

قَصِيرٌ



قَرِيبٌ



بَعِيدٌ

DRILL 18.

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



VIDEO

Watch Scenes 12 and 13 with your teacher.

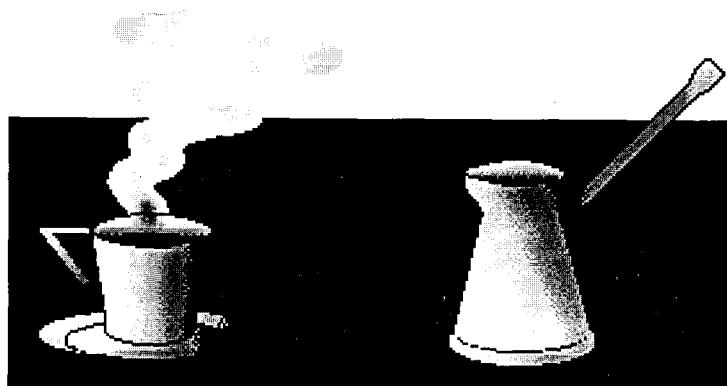
COFFEE

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*.



“miim”

This letter corresponds to English *m* as in *may*.

LISTENING EXERCISE 1.

Listen and repeat:

كلام

يَوْمٌ

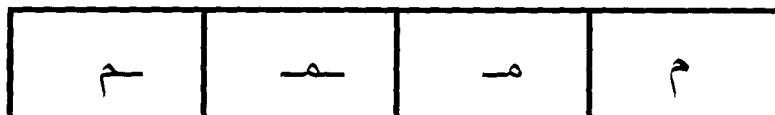
جَامِعَةٌ

مِصْرٌ

سَمِيرٌ

مَالٌ

WRITING



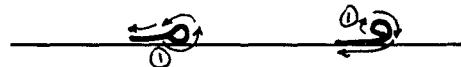
م is a connecting letter whose basic shape is easily identifiable: a small round loop. You can see from the words above that the printed forms do not vary much; however, the way the loop is drawn and connected to other letters varies in handwriting. It is important that you practice the direction of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

To write independent م , begin on the line and draw a small round loop over and around to the right, continue along the line a short distance, then make a corner and draw the tail straight down well below the line. Copy:



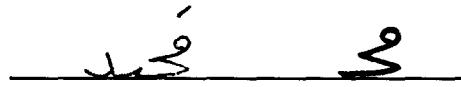
Practice by copying the word الْيَوْمُ (today):

There are two common styles of writing initial م . It may be looped up and over, just like independent م , or looped from underneath, in the opposite direction. Once you have closed the loop, continue on into a connecting segment. Copy and practice both examples, then choose one form to use:



Now write the Arabic name for Egypt, مصر :

When writing initial م followed by ج , ح , or خ , remember to draw the loop well above the line so that you can continue directly into the next letter. Copy the name مُجِيد :



Medial ـ should **always loop down** from the connecting segment, which rests slightly above the line as the example shows:



Copy and sound out these words:

صَفَّافٌ كَافٌ قَافٌ بَعْلٌ جَاعِجٌ عَالٌ

In some typefaces and handwriting styles, ـ may be joined to initial letters بـ, يـ, ثـ, تـ, بـ, and ـمـ as shown: بـ، يـ، ثـ، تـ، بـ، and مـ. Copy the examples, making sure to loop the مـ down:

بـ يـ ثـ تـ بـ مـ

Read aloud and copy:

قَامٌ بَمٌ كَيْلٌ بَعْلٌ مُمْتَازٌ

When م follows an unconnected ل, it is usually written in the corner formed when ل meets the line as shown. Copy the example:



Be on the lookout for this ل combination in print. Copy and sound out:

المَغْرِب

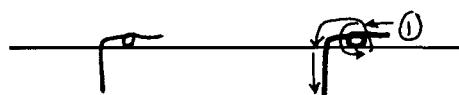
أَلْمَاس

الْمَكْسِيك

إِلَام

لَّ

In handwriting, final م must be looped **down** from the top. Starting from the connecting segment, continue into the loop, then circle down and around to the right, making a full loop, then continue into the tail. Follow the arrows and practice:



Read and copy:

سَالِمٌ

حَلِيمٌ

كَرِيمٌ

جَيْمٌ

مَيْمٌ

DRILL 1.

Dictation.

1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____

Copy and read aloud the following names:

كَرِيمَةٌ مَيْمَنَةٌ جَمِيلَةٌ حَمِيدَةٌ مَاجِدَةٌ أَمْلَى ♀

عِصَامٌ مَعْرُوفٌ عِمَادٌ مُحَمَّدٌ سَامِيرٌ أَحْمَدٌ ♂



“nuun”

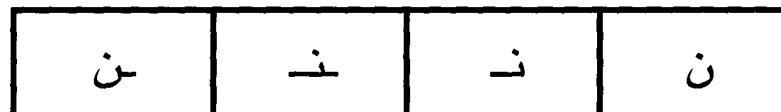
This letter represents the sound *n* as in *noon*.

LISTENING EXERCISE 2.

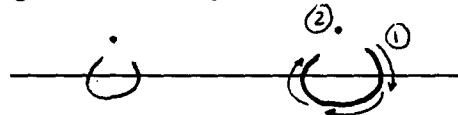
Listen and repeat:

سَنَةٌ غَنَّيْتُ إِيرَانٌ تُونِيسٌ لُبْنَانٌ نَارٌ

WRITING



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:



At the beginning or in the middle of a word, write ن as you write ن, but dot above rather than below the letter. Copy:

ن ن ن

Read aloud and copy:

عِنْدِي

تُونِس

نَبِيل

نَبِي

In final position, ن begins with a tooth and then dips immediately into a tail below the line. Bring the tail back up **across the line**:

ن ن ن

Read and copy:

وَطَن

أَيْمَن

لُبْنَان

نُون

Now read aloud and copy the following names:

أَمَانِي حَنَان نَجَاه نَفِيسَة إِيمَان زَيْنَب ♀

رَمَضَان عَدْنَان مُنْذِر جُبران نَاجِي أَمِين ♂

DRILL 2.

Read aloud these names of countries and cities:

باريس	فَرَنْسَا	نيويورك	عَمَان
كندا	بَنْغلادِيش	بَغْداد	كولومبيا
أمريكا	إِفْرِيقِيَا	موسُكُو	الْمَانِيَا
لندن	بِيرُوْت	دِمَشْق	سُورِيَا
قطر	بَاكِسْتَان	أُوسْتَرَالِيَا	طَرَابُلُس
سنغافورة	مُورِيتَانِيَا	بِرِيْطَانِيَا	أَفْغَانِسْتَان

DRILL 3. 

Dictation.

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

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 هـ sound.

بنـاه

يـتـيهـ

نـهـرـ

ظـهـرـ

ذـهـبـ

هـمـزـةـ

WRITING

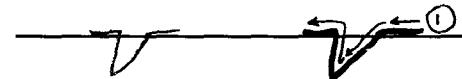


The forms of this connecting letter vary more than those of any other. In addition, individual style may affect its shape in initial and medial forms. The shape هـ is the form this letter takes independently and at the beginning of a word. To write this shape, begin slightly above the line, and draw 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:



Copy the name of the consonant هـمـزـةـ:

In medial position, هـ has two main variations. The first is more common in print: هـ (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 sound out the name مها :

Final ل takes the same shape as تاء مربوطة (تاء مربوطة), whether or not connected with a previous letter, except that it has no dots. It is important to distinguish between these two letters: while ل is generally a feminine marker, ل often indicates the possessive *his*. To write unconnected final ل, simply start above the line and draw a fat oval, just as you drew ة :



To write final ل connected with a previous letter, start from the connecting segment and draw a short line up, then loop around into a flat oval. The exact shape of this oval varies according to individual style and print type. Copy:



To practice writing ئ and ل, copy and sound out:

شَرِيْطَةُ

وَالِدَةُ

بَنَاهُ

يَتِيهُ

Now copy and sound out the following names:

زَهْرَةٌ

سَهْرَى

سَهْلَةٌ

هِيَامٌ

هَنَاءٌ

♀

بِهَا

سُهْلَ

هانی

فَهُنَّ

♂

DRILL 4.

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

- | | | | |
|----|------|----|--------|
| 1. | أبا | 5. | دراس |
| 2. | ميا | 6. | دكتورا |
| 3. | مدين | 7. | في بيت |
| 4. | كتب | 8. | جميل |

Remember that **አ** is very different from **ኋ**. **አ** is a sound that exists in English, and is very easy for English speakers to pronounce, while **ኋ** is pronounced deep in the throat, and has a slightly raspy sound. You can say **አ** without thinking about your throat muscles, but you must concentrate to say **ኋ**. 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 a and ɛ in the following pairs of words:

هَمْزَة / حَمْزَة	هَل / حَل	هُبُوب / حُبُوب	نَهْر / نَحْر
بَلَه / بَلَح	فَهْمٌ / فَحْمٌ	أَبْهَر / أَبْحَر	نَهَل / نَحَل

DRILL 5.

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

- | | | |
|---------------|---------------|----------------|
| 1. ه ح | 5. ه ح | 9. ه ح |
| 2. ه ح | 6. ه ح | 10. ه ح |
| 3. ه ح | 7. ه ح | 11. ه ح |
| 4. ه ح | 8. ه ح | 12. ه ح |

DRILL 6. 

Read the following aloud with the tape, paying particular attention to ح and ه:

- | | | | |
|---------------|------------|---------------------|-----------------|
| 1. (a) حَوْل | (b) هَوْل | 7. (a) أَحْرَقَ | (b) أَهْرَقَ |
| 2. (a) حَمْد | (b) هَمْد | 8. (a) مُبْحِر | (b) مُبْهِر |
| 3. (a) شَحْم | (b) شَهْم | 9. (a) نَاهِيَة | (b) نَاهِيَة |
| 4. (a) جُحُود | (b) جُهُود | 10. (a) إِسْتِهَالَ | (b) إِسْتِهَالَ |
| 5. (a) حَافِي | (b) هَافِي | 11. (a) إِفْهَام | (b) إِفْهَام |
| 6. (a) طَحَّل | (b) طَهَّل | 12. (a) أَصْحَرَ | (b) أَصْهَرَ |

DRILL 7. 

Write the letter that you hear in each blank:

- | | | |
|------------|------------|-------------|
| 1. رـبـة | 5. لـافـ | 9. أـمـ |
| 2. فـيمـ | 6. ظـورـ | 10. ثـالـة |
| 3. جـبـاتـ | 7. رـيـةـ | 11. مشـورـ |
| 4. ضـاـكـ | 8. صـرـاءـ | 12. مـمـامـ |

DRILL 8. 

Dictation.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |



أَلْفٌ مَدَّةٌ

The symbol that you see above the alif in the box is called *madda*, مَدَّة, which means *lengthening*. It can only occur on alif, and when it does, the alif is called alif madda, أَلْفَ مَدَّة. 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.

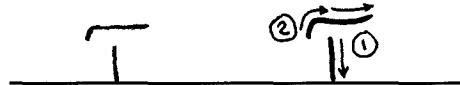
So far, you have learned five ways of writing hamza, depending on its position in a word and the vowels around it. Whenever two hamzas occur together, or hamza is followed by long vowel alif (as opposed to hamza followed by a short vowel), rather than writing یی or یی, the combination is written as ی.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

LISTENING EXERCISE 5.

Listen and repeat:

آن آمين آڪل الْقُرآن الآن مراءة

The مدة sign written above the الف is written as a slightly wavy line just above it. Copy the example:



Practice writing madda in آن (the Quran):

DRILL 9.

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

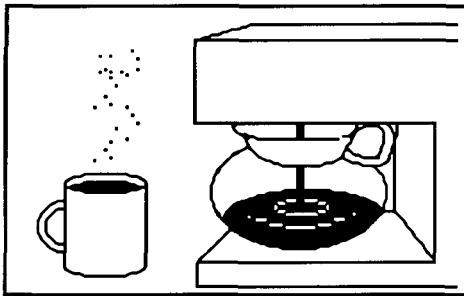
- | | | |
|-----------|---|-----------------------|
| 1. _____ | = | أ + ن + ه + ا + ر |
| 2. _____ | = | ك + ر + ي + م |
| 3. _____ | = | م + ذ + ا + ه + ب |
| 4. _____ | = | ط + م + ا + ط + م |
| 5. _____ | = | ن + ه + ا + ي + ا + ت |
| 6. _____ | = | ك + ل + ا + م + ه |
| 7. _____ | = | ا + ه + ل + ك + ا + ه |
| 8. _____ | = | ك + ه + 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 غَنْوْج	تبُولَة	أمَّ عَلَي	فَلَافِل
ورَقْ عِنْب	فتَوْش	فَتَّة	حُمُص
لَبَنْ زَبَادِي	كَبَاب	كُبَّة	مَحْشِي
مَقْلُوبَة	كُسْكُسو	بَامِيَّة	مُلُوخِيَّة
طَحِينَة	بَسْبُوْسَة	بَقْلَاوَة	كُنَافَة

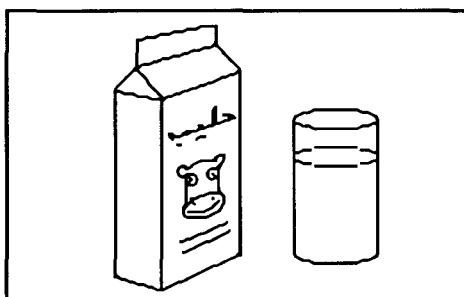
B. Now read and learn the names of some other foods: ☺☺



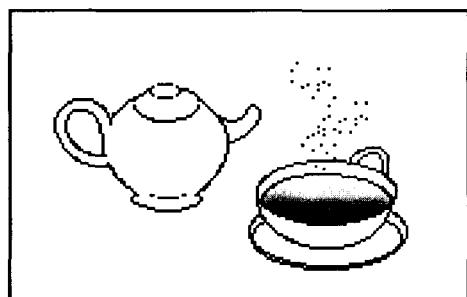
قهوة أمريكية



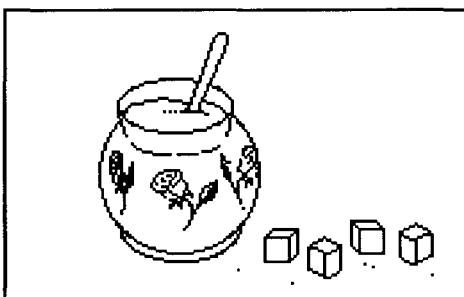
قهوة عربية (تركية)



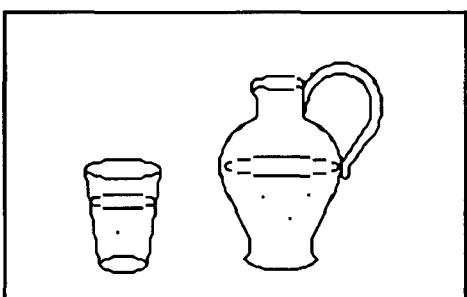
حليب (لبن)



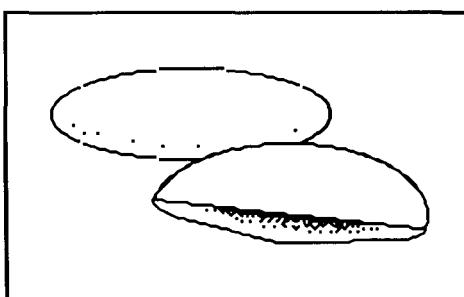
شاي



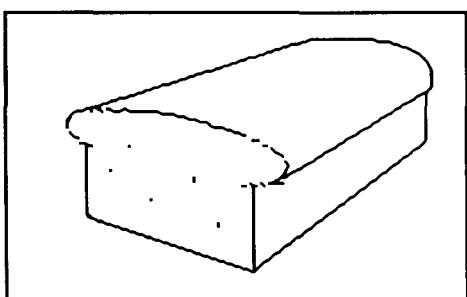
سكر



ماء



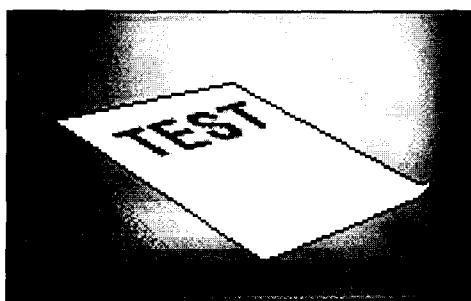
خبز عربي



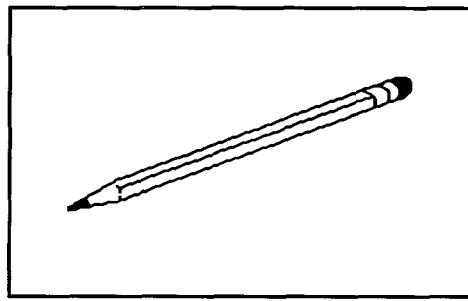
خبز

DRILL 11. 

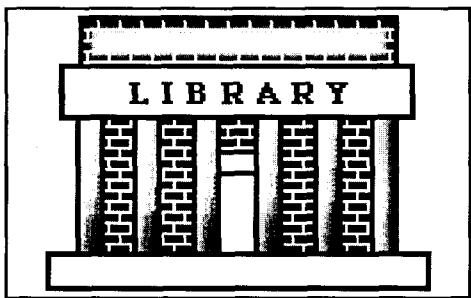
Read and learn the following words:



امْتِحان



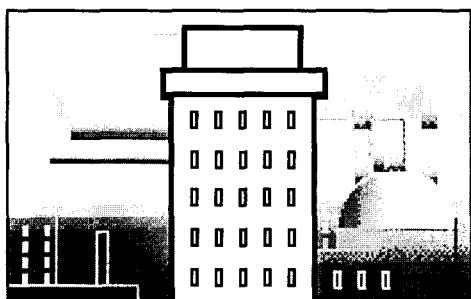
قَلْمَر



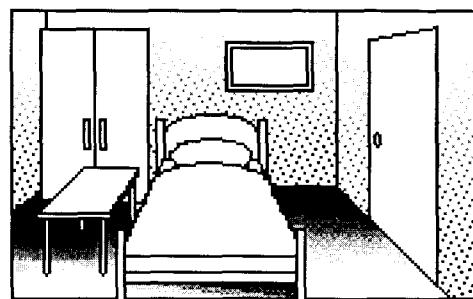
مَكْتَبَة



مَكْتبَة



بِنَاء



غُرْفَة

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.

ج	ن	ق	ص	أ	م	ع	د	عصفور	زيادة
ف	س	ج	ر	ي	ش	ع	أ	عيون	بابسة
أ	و	و	س	ح	ص	أ	ن	أنبوب	ضعف
ز	ي	ف	أ	ف	ي	ن	أ	زناد	سامح
ك	د	ج	م	أ	ع	ب	س	رزق	كعك
ع	ح	ر	ة	ق	ب	و	ب	كوكب	حاجة
ك	ظ	ي	ي	ي	س	ز	و	جوف	نقصان
ض	ع	ف	ي	ن	ة	غ	ف	جفاف	غيظ
ك	ذ	أ	د	أ	ن	أ	ش	شرف	شان
		ي	ي	ن	ن	ن	أ	ع	سعيد

من الانبياء | صنافير

من جريدة الشرق الأوسط، ١٩٩٢

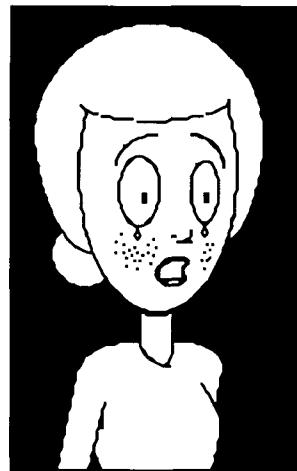
DRILL 13. ☺

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

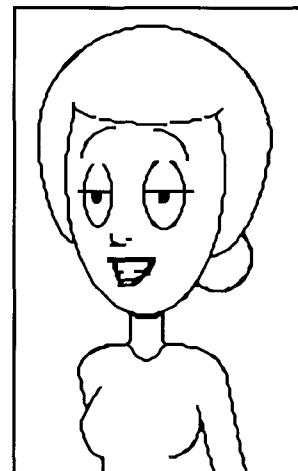
إِزْيِكْ؟ / كَيْفُ الْحَال؟



عَنِّي صُدَاع



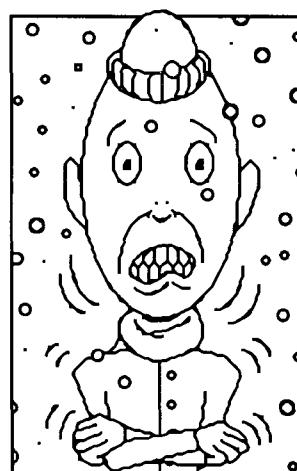
زَعْلَانَة



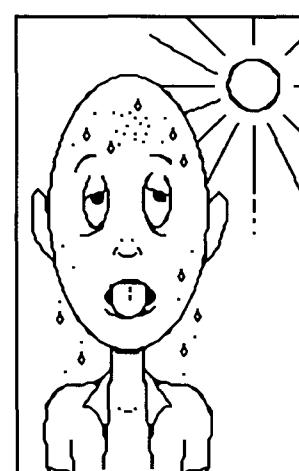
كَوْسَةٌ، الْحَمْدُ لِلَّهِ



غَضْبَانٌ



بَرْدَانٌ



حَرَانٌ



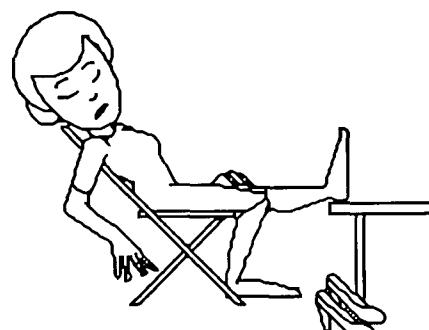
مَرِيْضٌ



عَنْدِيْ بَرْدٌ



عَطْشَانٌ



تَعبَانَةٌ



جَوْعَانٌ

he

هُوَ

I

أَنَا

she

هُيَّ

you (masculine)

أَنْتَ

yes / no

نَعَمٌ / لَا

you (feminine)

أَنْتِ

DRILL 14.

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

1

ناشیونال \ باتاونیک

2

بولاشیرت

3

چیزی ملک

4

میتوپیشی الکتریک

5

اللام - الْأَمْرِيَّة

6.

فولیدی ان الریاض

7.

جذري الپکترياء

8.

كنت لديتش

9.

دایجی‌انٹرنسو

10.

میشلان

الأمان مع الزمان



11.

دجاج کنٹاکی

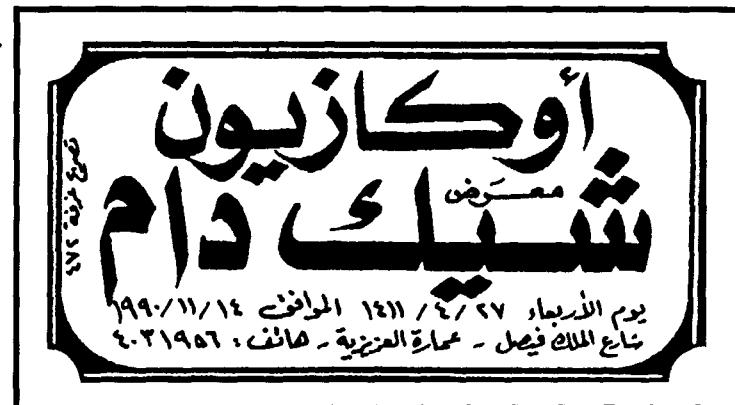
سائد و توش

الدجاج

الجديد

- 139 -

12.



13.

فوكس واجن

14.

مرسيدس 230 E

15.

تكساس
إنترومنتتس

من جريدة الشرق الأوسط ، ١٩٩٢



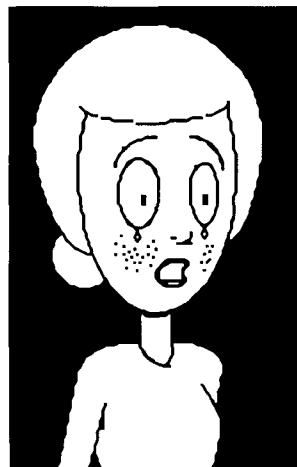
VIDEO

Watch Scene 14 on the video with your teacher.

"مَعْلِهْش"

The colloquial expression "مَعْلِهْش" (also spelled "معلهش") 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 **معلهش** —even if he or she does not know the person well.



معلهش!!

الوحدة الثامنة

UNIT EIGHT

ا ل م

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.



"ألف لام"

Called in Arabic ألف لام after the names of the letters, the segment ا ل 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 ا ل makes an indefinite noun definite. Of course, the usage of Arabic ا ل is not exactly equivalent to that of English *the*. For example, you have already learned how to say:

جامعة القاهرة

The University of Cairo

in which جامعة is definite although it does not have ا ل (you will learn more about this soon). Proper nouns are definite whether or not they begin with ا ل ; for example, مصر (Egypt) is definite. There is no rule that determines whether or not a proper noun takes ا ل ; 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 ا ل . You will learn more about these differences over the next few weeks; in the meantime, remember that a word modified by ا ل is definite.

LISTENING EXERCISE 1.

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

- | | | | |
|----------|-----------|------------|-------------|
| 1. بـيت | = < بـيت | 4. أـستاذة | = < أـستاذة |
| 2. قـلم | = < قـلم | 5. مـكتبة | = < مـكتبة |
| 3. مـكتب | = < مـكتب | 6. كـرسي | = < كـرسي |

PRONUNCIATION OF لـ

لـ has a special pronunciation rule which dictates that, before certain letters, لـ is not pronounced as لـ , but is elided to or "swallowed by" the following consonant. As a result, the following consonant takes a shadda and is pronounced as a doubled consonant because it has "swallowed" the sound of the لـ while retaining its length. For example, the word **الدـكتور** is pronounced *ad-duktuur* (**not** *al-duktuur*) because دـ is one of the letters that assimilates the لـ of لـ . The letters that assimilate this لـ are called **الـحـروف الشـمـسيـة** (*sun letters*, pronounced *al-Huruuf ash-shamsiyya*), after the word شـمس (*sun*) which begins with شـ , one of the letters that assimilates لـ . The consonants that do not assimilate the لـ are called **الـحـروف الـقـمـرـية** (*moon letters*, pronounced *al-Huruuf al-qamariyya*), because the قـ of قـ (moon) is one of the letters that do not assimilate لـ .

LISTENING EXERCISE 2.

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

- | | | | | | |
|------------------------|-----------|--------------|----------|--------------|-----------------|
| الـحـروف الـقـمـرـية : | الـبـيت | الـقـلم | الـكـتاب | الـأـسـتـاذ | الـأـوـتـوبـيـس |
| الـحـروف الشـمـسيـة : | الـشـارـع | الـسـيـاـرـة | الـصـفـّ | الـطـاـوـلـة | الـطـائـرـة |

Note that the first group of words contains the sound لـ , whereas in the second, you do not hear لـ , but rather a shadda on the following consonant. This shadda is sometimes written in, as it is above, as a reminder of correct pronunciation. In fully vocalized texts, it is considered part of proper vowelling, and will always be written in. It is a good idea to write the shadda on **الـحـروف الشـمـسيـة** for now, until you have memorized them and remember to read لـ correctly.

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

الـ + الحروف الشَّمْسِيَّةُ والـ حُرُوفُ الْقَمَرِيَّةُ

الـ حُرُوفُ الْقَمَرِيَّةُ	الـ حروف الشَّمْسِيَّةُ
أ	ت
ب	ث
ج	د
ح	ذ
غ	ز
ع	س
ف	ش
ق	ص
ك	ض
م	ط
هـ	ظ
وـ	لـ
يـ	نـ

DRILL 1.

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

- | | | | |
|----------|-------|-----------|--------|
| 1. _____ | جامعة | 8. _____ | سلام |
| 2. _____ | اسم | 9. _____ | مدينة |
| 3. _____ | طالب | 10. _____ | أستاذة |
| 4. _____ | شريط | 11. _____ | كتاب |
| 5. _____ | فصل | 12. _____ | صباح |
| 6. _____ | قهوة | 13. _____ | درس |
| 7. _____ | ورقة | 14. _____ | باب |

DRILL 2.

سکون حروف شمسیة Write on the شدة in the following words, and write حروف قمرية on the ل before ل, as in the examples. Then read the words aloud.

	Examples:	الْقُرآن	الرَّاديو	
الشارع	الطائرة	المدينة	البيت	الدكتور
السيارة	القرآن	الديمُقراطي	الصف	الكَعْبة
النَّهَر	السؤال	الفَزَال	العيْن	اللَّوْح
الثَّقَافَة	الخَيْر	الحزْب	الإِسْلَام	الظَّلَام

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. | صفّ | الصفّ | نصفٌ |
| 3. | أعمل | عمل | العمل |
| 4. | أنهاية | نهاية | النهاية |
| 5. | أقلام | قلم | القلم |
| 6. | صوم | أصوم | الصوم |
| 7. | أصبح | الصباح | صباح |
| 8. | الظلم | أظلم | ظلم |
| 9. | ثاني | أثناني | الثاني |
| 10. | نور | النور | أنور |

DRILL 4. 

You will hear twelve words. Write لـ لـ for each word that contains it and Ø 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 لـ لـ for those that are definite and Ø for those that are indefinite:

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ |

DRILL 6.

Read aloud the following words:

الزِيارة	الخاص	اللَّيلة	الطالب	البحْرَين
الوَلَد	الدَّار	النَّيل	الإِمارات	الكُوَيْت
المَغْرِب	الفار	الحَلَيب	الأُرْدُن	الضَّيَّاب
الشُّبَّاك	الثَّانِي	الدُّوْحة	السُّودَان	الخَرْطُوم
الرَّبَاط	اليَمَن	الذَّهَاب	الظَّلَام	الغالِي
الصَّوْمَال	العِرَاق	القلم	التونِسي	الجَزَائِر

DRILL 7. 

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

- | | | |
|----------|----------|-----------|
| 1. _____ | 5. _____ | 9. _____ |
| 2. _____ | 6. _____ | 10. _____ |
| 3. _____ | 7. _____ | 11. _____ |
| 4. _____ | 8. _____ | 12. _____ |

أ

"همزة الوصل"

You have seen that words like أستاذ begin with the consonant همزة (whether or not it is written: ا or ئ). It is the همزة that "allows" you to pronounce the vowel that follows it. In most words that begin with همزة, the vowel that the hamza carries always remains the same; for example, أستاذ is always pronounced the same way, with a ضمة. However, the همزة of ال belongs to a special category called همزة الوصل, which means *elidable hamza*. "Elidable" means that, when preceded by another word, the hamza and its vowel drop in both pronunciation and writing. In writing, the symbol *waSla* وصلة takes the place of the همزة, and in pronunciation, the original vowel on the alif is swallowed by the final vowel of a previous word or by a helping vowel. Thus, in the case of الـ, the normal فتحة vowel on the alif is not usually heard.

LISTENING EXERCISE 3.

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

في الجامعه

في الـبيت

أمريكا الـلاتينية

أبي العزيز

كرسي الـطالب

والـدا الـبنت

مدرسـو الجامـعـه

بيـتي الـجـديـد

WRITING

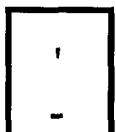
The symbol for همزة الوصل, وصلة, is not normally written except in completely vowelled texts. It can only occur at the beginning of a word, and the overwhelming majority of cases occur on الـ. Practice writing it by copying the example:

الـ

DRILL 8. 

Listen as the following phrases are read aloud. Some will contain regular همزة **همزة الوصل** and some will contain همزة **وصلة** or همزة **وصلة**. Mark either according to what you hear:

- | | | | |
|----|---------------|-----|-------------|
| 1. | ما اسمك ؟ | 6. | أين البيت ؟ |
| 2. | والدي استاذ | 7. | هُوَ احمد |
| 3. | عندی الم | 8. | في المدينة |
| 4. | لي اسنان | 9. | أخو البت |
| 5. | صديقي الفرنسي | 10. | أنا الاستاذ |



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:

عبد الرحمن

الله

لَكِن

هذا

Learn the following words:

but	لَكِن	this (masculine)	هذا
God	الله	this (feminine)	هذه

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.

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

معَ الْخُبْزِ	مِنَ الْمَغْرِبِ	فِي الشَّايِ
فِي هَذَا الشَّارِعِ	أَمَامَ الطَّاولةِ	مِنَ الْمَكْتَبَةِ
أَمَامَ الشَّبَّاكِ	وَرَاءَ الْبَابِ	فِي هَذِهِ الْجَامِعَةِ
فِي هَذِهِ الْبَنِيَّةِ	فِي هَذَا الْبَيْتِ	أَمَامَ الْفَصْلِ
وَرَاءَ الْجَامِعَةِ	مِنَ الْكِتَابِ	مَعَ الْقَهْوَةِ
فِي السَّيَارَةِ	هَذَا الْأُوتُوبُوِسِ	وَرَاءَ الْبَنِيَّةِ

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

<i>with</i>	<i>مع</i>	<i>in</i>	<i>في</i>
<i>behind</i>	<i>وراء</i>	<i>in front of</i>	<i> أمام</i>

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?

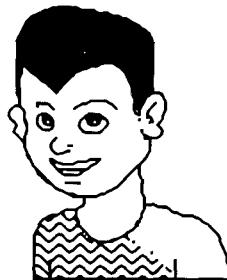
اسمي على محمد عبد السلام. أنا عراقي من مدينة بغداد وأنا طالب في جامعة بغداد. أنا ساكن في شارع البصرة. أبي أستاذ في الجامعة وأسمه محمد وأمي دكتورة وأسمها عائشة. عندي خمسة إخوة: ابراهيم وخليل وحامد وماجدة وسامية.

DRILL 11.

Read the sentences below and learn the new words:



هذه بنت



هذا ولد



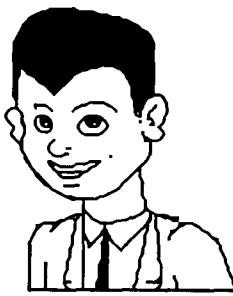
هذه امرأة



هذا رجل



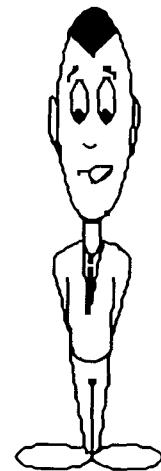
هذه بنت جميلة
beautiful



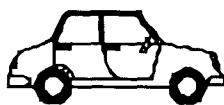
هذا طالب



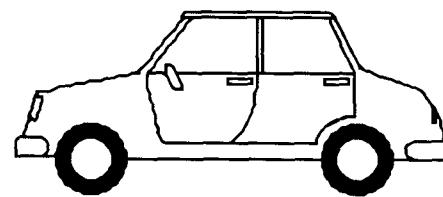
هذا رجل قصير



هذا رجل طويل



هذه سيارة صغيرة



هذه سيارة كبيرة

DRILL 12.

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

<u>ADJECTIVES</u>	<u>NOUNS</u>
قصير / قصيرة ≠ طويل / طويلة	كتاب
صغرى / صغيرة ≠ كبير / كبيرة	طاولة
جديد / جديدة ≠ قديم / قديمة	شُبّاك
قريب / قريبة ≠ بعيد / بعيدة	سيّارة
صعب / صعبة ≠ سهل / سهلة	بنت
جميل / جميلة	ولد
عربي / عربية	طائرة
أمريكي / أمريكيّة	قهوة
واسع / واسعة	شاي
جيّد / جيّدة (good)	مكتب
طَيِّب / طَيِّبة (tasty (food), good (person))	جامعة
	غرفة
	امتحان
	بنية
	استاذ / ة
	شارع

Example: هذه سيّارة جديدة

- | | |
|----------|-----------|
| 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	٢	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	
صِفَر	.
وَاحِد	١
اثْنَانٌ / اثْنَيْنٌ ^۱	٢
ثَلَاثَة	٣
أَرْبَعَة	٤
خَمْسَة	٥
سَهُونَة	٦
سَبْعَة	٧
ثَمَانِيَة	٨
تِسْعَة	٩
عَشَرَة	١٠

^۱ اثْنَانٌ and اثْنَيْنٌ are variants; learn to recognize both. اثْنَيْنٌ is more commonly used in spoken Arabic.

Most Arabic numerals appear in handwriting much the same way they appear in print, with the exception of ٢ and ٤. In print, they appear as shown: ٢, ٤. In handwriting, however, they take on slightly different forms. Study the examples:

٢ = ۲

٤ = ۴

You can see that the numeral ۲ in print closely resembles the numeral ۲ when written by hand, except that the hook at the top of handwritten ۲ 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:

١. ٩ ٨ ٧ ٦ ٥ ٤ ٣ ٢ ١ .

DRILL 13.

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

زائد +

ناقص -

في ×

Example: خمسة زائد ثلاثة? —

— ثمانيه .

DRILL 14.

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



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 (وَسَهْلًا) (*ahlan wa sahlan*)

to reply:

أهلاً بكِ

in the morning, until lunch time

صباح الخير

to reply:

صباح النور

in the late afternoon or evening

مساء الخير

to reply:

مساء النور

common in Lebanon, Syria, Palestine, Jordan

مرحباً / مرحباً (*marHaban*)

to reply:

أهلاً / مرحباً

"Islamic" in connotation

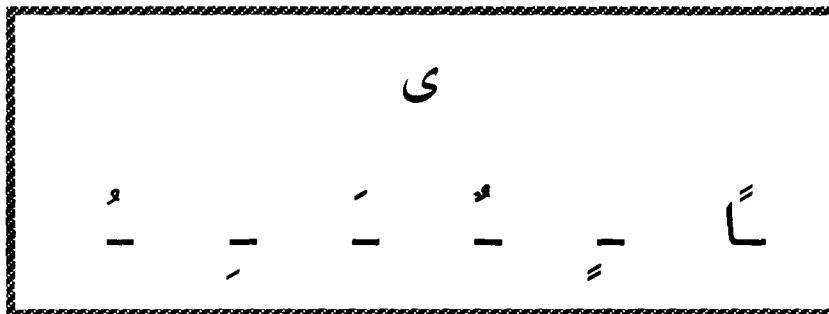
السلام عليكم

to reply:

وعليكم السلام

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.



“أَلِفٌ مَقْصُورَةٌ”

Alif maqSuura, also called **أَلِفٌ بِصُورَةِ الْيَاءِ**, *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 أَلِفٌ مَقْصُورَةٌ and repeat:

مُثْنَى

إِنْتَهَى

بَكَى

مَشَى

إِلَى

عَلَى

WRITING



ي 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 ي, except that it has no dots. In other words, final ي and ي are distinguished by the two dots of the ي, except in Egypt, where both are usually written without dots. Copy the example:

— ي — ي ①

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

نهى نجوى سلمى منى ليلى

DRILL 1.

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

- | | | |
|-----------------------------|------------------------|------------------------------|
| ٩- صُغْرَى أخْوَاتِهَا | ٥- مَفْزُرِي الْكَلَام | ١- مُسْتَشْفِي السَّلَام |
| ١٠- هَذِهِ أَكْبَرُ بَلْوَى | ٦- السَّنَةُ الْأُولَى | ٢- مَقْهَى الشَّبَاب |
| ١١- بِدُونِ مَأْوَى | ٧- شَكْوَى ثَانِيَة | ٣- نَهْرُ بَرَدَى |
| ١٢- إِسْمُهَا نَهَى | ٨- حَلْوَى لَذِيذَة | ٤- بِرِيَطَانِيَا الْعَظِيمُ |



”تنوين“

The word *tanwiin*, derived from the name of the letter نون , refers to the *n* sound in these three endings:

- (pronounced *un*)

= (pronounced *an*)

- (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 ة *taa marbuuTa* is pronounced ت before *tanwiin*, as you will hear in the following exercise.

LISTENING EXERCISE 2.

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

سيارة / سيارة / امرأة / امرأة
رجل / رجل / امرأة / امرأة

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.



”تنوين الفتح“

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 الفتح and repeat, noting the spelling:

أهلاً وسهلاً

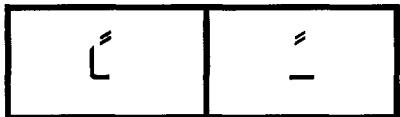
أهلاً

مرحباً

عفواً

شكراً

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 ة 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:

سماءُ

مساءٌ

استاذةٌ

ساعةٌ

A

أهلاً

جِداً

عفواً

شكراً

B

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:

اهلا

جدا

عفوا

شكرا

C

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 ى . Therefore, when you see a word that ends in alif (such as شكراء), 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 ة 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:

اعَةً مَاءً أَهْلَأً عَفْوًا سَكَرًا وَجْهِيًّا



"تنوين الضم"

This symbol is called تنوين الضم 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.

Listen to the following examples of تنوين الضم and repeat:

طالب

ساعة

قلم

استاذة

كتاب

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:

— ضمة a with a hooked tail

— ضمة 's

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:

كتَابٌ طَالِبٌ سَكَرٌ عَفْوٌ قَلْمٌ أَسْتَاذٌ سَاعَةٌ



”تنوين الكسر“

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

LISTENING EXERCISE 5.

Listen to the following examples of **تنوين الكسر** and repeat:

طالب

ساعة

قلم

أستاذة

كتاب

WRITING

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

_____ طالب ساعة قلم أستاذة كتاب _____

You will learn more about **تنوين الكسر** and **تنوين الفتح** 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, **الكسـر**, **الفـتح**, and **الضـم**, can occur only on indefinite nouns and adjectives. In addition, Arabic has three endings that occur on definite nouns and adjectives, which correspond to the three short vowels, **فتحة**, **ضـمة**, and **كـسرة**. Like the indefinite endings, these grammatical endings are only used in formal situations and are only written in vocalized texts. Thus, in a formal context, **الطالب** might be pronounced or marked: **الطالب** or **الطالب**, **الطالب**, depending on the grammatical role of **الطالب** 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 كَسْرَةٌ, ضَمْنَةٌ, and فَتْحَةٌ:

الطالب	الطالب	١. الطالبُ
الاستاذة	الاستاذة	٢. الاستاذةُ
مدينةٍ نيويورك	مدينةٍ نيويورك	٣. مدينةٍ نيويورك

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:

- | | |
|---|---|
| ٧. هذا رَجُلٌ طَوِيلٌ . | ١. - أَهْلًا وَسَهْلًا !
- أَهْلًا بِكَ ! |
| ٨. هذِهِ سِيَارَةٌ جَمِيلَةٌ . | ٢. - نَعِيْمًا !
- أَنْعَمَ اللَّهُ عَلَيْكُمْ ! |
| ٩. شَاهَدْتُ فِيلَمًا فَرَنْسِيًّا أَمْسِ . | ٣. - مَرْحَبًا !
- مرحباً بِكَ ! |
| ١٠. أَسْكُنْتُ فِي مَدِينَةٍ كَبِيرَةٍ . | ٤. - شُكْرًا !
- عَفْوًا . |
| ١١. اِشْتَرَيْتُ سِيَارَةً جَدِيدَةً . | ٥. الحَمْدُ لِلَّهِ ! |
| ١٢. اِشْتَرَى الْاسْتَاذُ الْكِتَابَ مِنَ الْمَكْتَبَةِ . | ٦. هِيَ فِي مَدِينَةِ الْقَاهِرَةِ . |

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.

الْكَنْزُ الْمَدْفُونُ

كَانَ مَا كَانَ فِي قَدِيمِ الزَّمَانِ، كَانَ فِي إِحْدَى الْمُدُنِ مَلْكٌ لَا يُحَقِّقُ
لَأَيِّ إِنْسَانٍ طَلَبَ إِلَّا إِذَا حَكَى لَهُ حِكَايَةً مُمْتَعَةً وَمُسْلِيَّةً.

دَخَلَ عَلَيْهِ ذَاتَ يَوْمٍ رَجُلٌ يُرِيدُ

مِنْهُ عَطَاءً، فَقَالَ لَهُ الْمَلِكُ:

لَا أُغْطِيكَ مَطْلُوبَكَ أَيُّهَا الرَّجُلُ

إِلَّا إِذَا قَصَضْتَ لَنَا قِصَّةً نَسْتَأْنِسُ بِهَا.

فَأَجَابَهُ الرَّجُلُ قَائِلاً:

سَمِعَ وَطَاعَةً، ثُمَّ إِنَّهُ تَنْخَنَحُ وَقَالَ:

آعْلَمُ يَا سَيِّدَ الْمُلُوكِ أَنَا كُنَّا ثَلَاثَةَ أَخْوَةَ عِنْدَمَا مَاتَ وَالِدُنَا وَتَرَكَ لَنَا

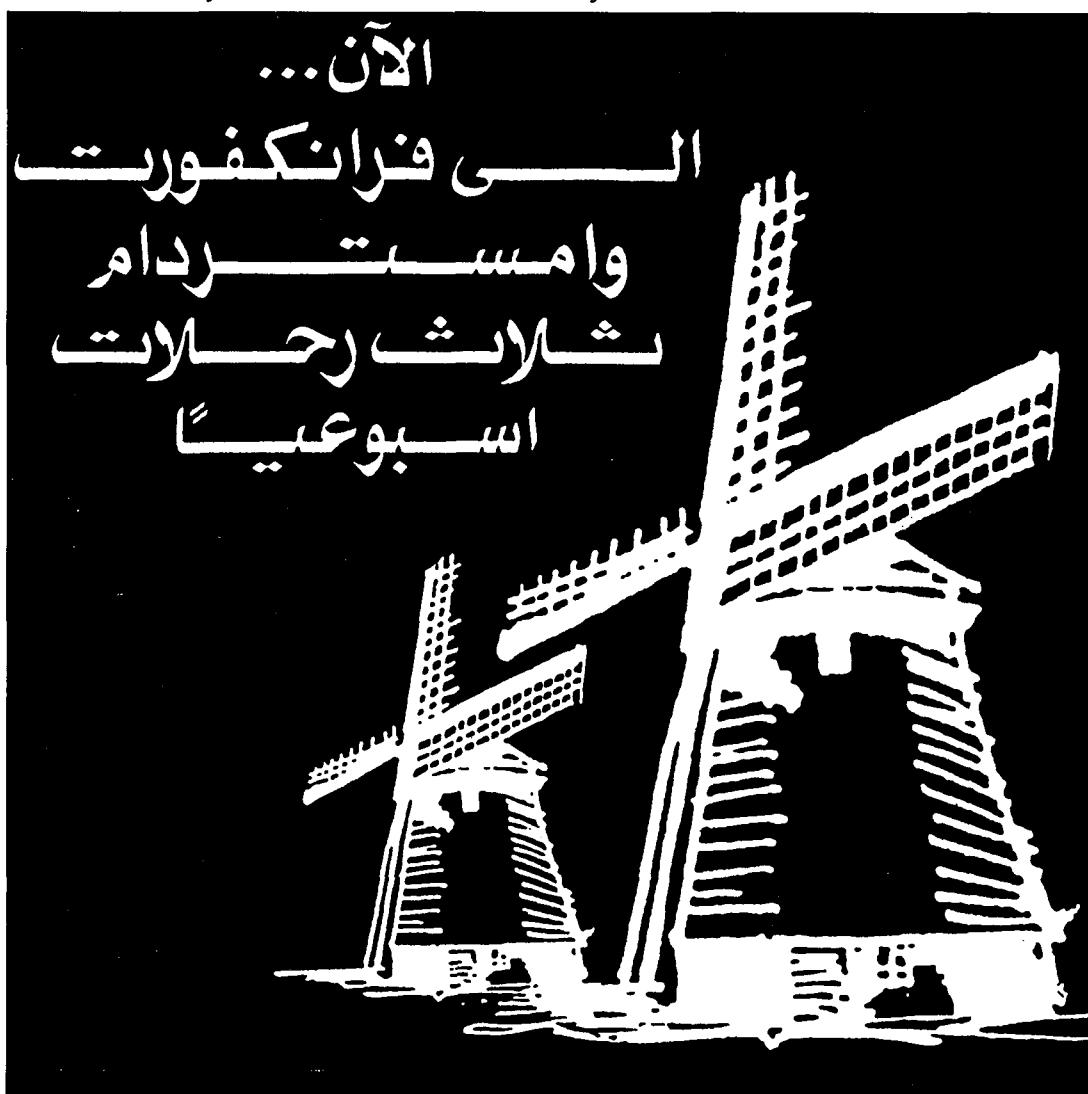
ثَرَوَةً مُؤْلَفَةً مِنْ ثَلَاثَةِ آلَافِ دِينَارٍ،

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



DRILL 4.

Circle all occurrences of لـ and the ending لـ in the following advertisement.
Also identify all the words and names you can:



وسواء اختبرت السفر على الدرجة الأولى،
أو درجة رجال الأعمال، أو الدرجة السياحية، فإنك
ستسافر في جو من الراحة والرفاهية حيث تستمتع
بكـم خيافتـنا الأصـيلـة.
كلـ ماـذا جـزـهـ منـ تـجـربـةـ الطـيـرانـ،
باـسـلـوبـ طـيـرانـ الـخـلـيـجـ الرـفـيعـ.

الآن، طـيـرانـ الـخـلـيـجـ توـفـرـ لكـمـ ثـلـاثـ رـحـلـاتـ اـسـبـوعـيـاـ الـ

فـرـانـكـفـورـتـ وـامـسـتـرـدـامـ كـلـ يـوـمـ اـثـنـيـنـ وـجمـعـةـ مـروـدـاـ

بـالـبـحـرـيـنـ، وـكـلـ سـبـتـ مـروـدـاـ بـالـدـوـحةـ. المسـافـرـينـ منـ

الـسـعـوـدـيـةـ يـمـكـنـهـ السـفـرـ عـلـىـ هـذـهـ الرـحـلـاتـ بـتـحـويـلـاتـ

مـرـيـحـةـ وـمـنـاسـبـةـ. تـصـلـ هـذـهـ الرـحـلـاتـ إـلـىـ فـرـانـكـفـورـتـ

الـسـاعـةـ ٦،٠٥ـ صـبـلـاحـاـ وـامـسـتـرـدـامـ السـاعـةـ ٨،١٥ـ صـبـلـاحـاـ.

GULF AIR

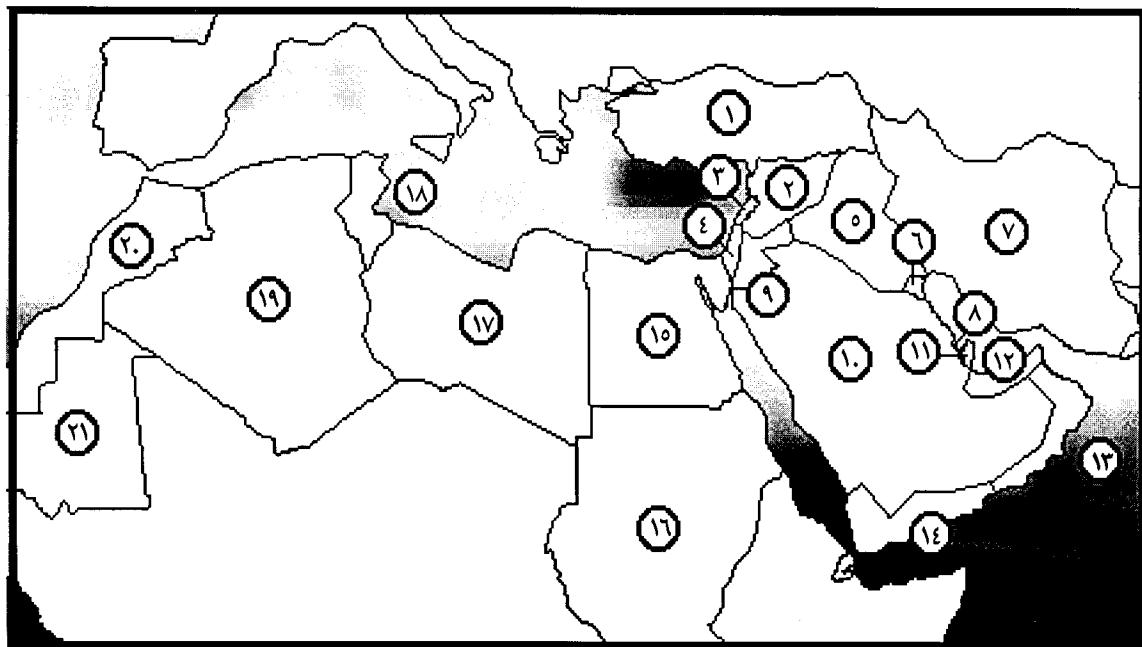
طـيـرانـ الـخـلـيـجـ

من جريدة الشرق الأوسط ، 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.

- | | | |
|---------------------------|----------------|------------------|
| — عُمَان | — الْجَارِيَر | — مِصْر |
| — تُونِس | — الْعِرَاق | — سُورِيَا |
| — لُبْنَان | — الْأُرْدُن | — السُّوْدَان |
| — الْمَغْرِب | — قَطَر | — الْيَمَن |
| — الْبَخْرَيْن | — الْإِمَارَات | — السُّعُودِيَّة |
| — إِسْرَائِيل وفِلِسْطِين | — الْكُوَيْت | — لِيْبِيَا |
| — مُورِيتَانِيَا | — تُرْكِيَا | — إِرَان |



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) كلية _____
- (b) معهد _____

افضل كليات التجارة وادارة الاعمال

المكانة العلمية	مجموع النقاط	درجة التصنيف / الجامعة
٢	١٠٠,٠	١- جامعة هارفارد
١	٩٧,٩	٢- جامعة ستانفورد
٢	٩٢,٧	٣- جامعة بنسلفانيا (معهد وارتون)
٢	٩١,١	٤- جامعة نورثويسترن (كليوج)
٢	٨٩,٨	٥- معهد ماساشوستس للتكنولوجيا (سلون)
٦	٨٧,٨	٦- جامعة شيكاجو
١١	٨٦,٠	٧- جامعة ديووك (فووكوا)
٧	٨٥,٦	٨- كلية دارتموث (تك)،
١١	٨٥,٤	٩- جامعة فيرجينيا (داردن)
٧	٨٥,٢	١٠- جامعة ميشيغان
٧	٨٤,٥	١١- جامعة كولومبيا
١١	٨١,١	١٢- جامعة كورنيل (جونسون)
١١	٧٨,٥	١٣- جامعة كارنيجي ميلون
١٧	٧٨,٣	١٤- جامعة نورث كارولينا في تشابل هيل
٧	٧٧,٤	١٥- جامعة كاليفورنيا في بيركلي (هاس)
١١	٧٦,٧	١٦- جامعة كاليفورنيا في لوس أنجلوس (اندرسون)
١٧	٧٦,٢	١٧- جامعة تكساس في أوستن
١٦	٧٦,١	١٨- جامعة إنديانا في بلومينجتون
١٧	٧٤,٦	١٩- جامعة نيويورك (شترن)
٢٠	٧٣,٤	٢٠- جامعة بيردو في إنديانا (كرانرت)
٢٥	٧١,٧	٢١- جامعة سوزن كاليفورنيا
٣٣	٦٨,٧	٢٢- جامعة بيتسبurg (كاتس)
٣٧	٦٨,٧	٢٣- جامعة جورجتاون
٣٣	٦٧,٧	٢٤- جامعة ماريلاند في كوليج بارك
٢٢	٦٧,٢	٢٥- جامعة روتشستر (سيمون) في نيويورك

من مجلة المجلة، أيار (مايو) ١٩٩١

DRILL 7.

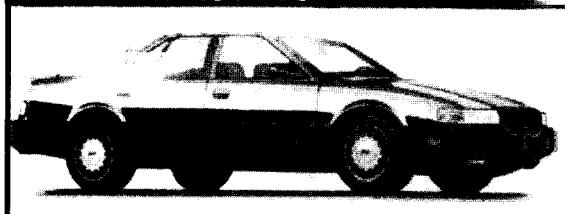
Read the names of these cars. What do you notice about the spelling of foreign letters and sounds in Arabic?



٩٣ كاديلاك فليتود برو جهم



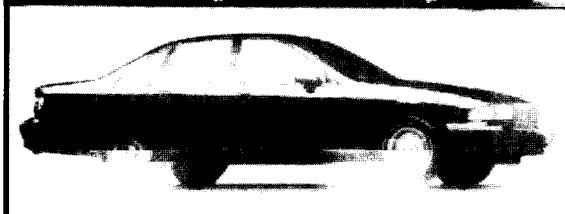
٩٣ كاديلاك سيفستي سبيشال



٩٣ كاديلاك سيفيل اس تي اس



٩٣ بيك رواد ماستر



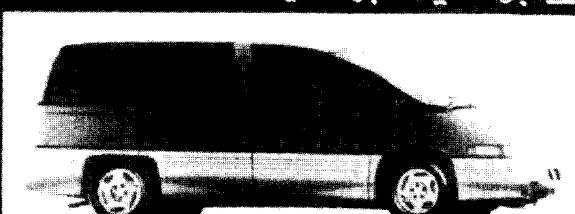
٩٣ شيفروليه كابريه برو جهم



٩٣ بونتياك بونفيل



٩٣ جي.ام .سي يوكون



٩٣ بونتياك ترانس سبورت اس آي

من جريدة الشرق الأوسط ، ١٩٩٣

DRILL 8.

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

لشتري بضائع فائضة
(ستوكات: جديد / مستعمل)

كمبيوتر - فاكس
آلات كتابة - مكائن تصوير
فيديو - تليفزيون
كاميرات - استريليو
تليفونات - مكيفات
أجهزة كهربائية أخرى

لمزيد من المعلومات فضلاً.. الارتصال:
 جبهة ٦٥٣٩١٢٠ / ٦٥٣٩٣٨٤ فاكس ٦٥١٨٣٣٢ ص.ب ٨٧٤ مهـ

من جريدة الشرق الأوسط ، 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.



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 **الحمد لله**.

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:

الحرف	الاسم	Initial	Medial	Final	Connector?
ا	ياء	-	ا	ا	x
ب	باء	ب	ب	ب	/
ت	باء	ت	ت	ت	/
ث	باء	ث	ث	ث	/
د	ذاء	د	د	د	/
ر	راء	ر	ر	ر	/
ز	زاي	ز	ز	ز	/
س	سين	س	س	س	/
ش	شين	ش	ش	ش	/
ض	صاد	ض	ض	ض	/
ط	ضاد	ط	ط	ط	/
ظ	ظاء	ظ	ظ	ظ	/
ع	عين	ع	ع	ع	/
ف	فاء	ف	ف	ف	/
ق	فاء	ق	ق	ق	/
ك	كاف	ك	ك	ك	/
ل	لام	ل	ل	ل	/
م	ميم	م	م	م	/
ن	نون	ن	ن	ن	/
ه	هاء	ه	ه	ه	/
و	واو	و	و	و	/
ي	ياء	ي	ي	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	الاسم	symbol
وصلة	أ	فتحة	ـ
ألف مدة	آ	ضمة	ـ
dagger alif	ـ	كسرة	ـ
ألف مقصورة	ى	سكون	ـ
تنوين الفتح	ـً	همزة	ء
تنوين الضم	ــ	شدّة	ــ
تنوين الكسر	ـــ	تاء مربوطة	ة

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 الـ.

عَوْض	بِساط	الخوري	غُرَيْب
عَبْد الرَّازِق	وَهْبَه	مُهَنَّا	مُطْران
جَفَّال	الْعَنْدَارِي	نَادِر	الْفَانِيم
الْخَالِدِي	الْخَلِيل	السَّنَهُورِي	صَابِر
الْكَيَالِي	دَرْوِيش	الْقَاسِم	صَفَّيُ الدِّين
الشَّيْخ	السَّمَان	الْقَبَانِي	الْدُّسُوقِي



DRILL 3.

Not all occurrences of word-initial فـ , لـ , بـ , وـ or فـ , لـ , بـ , وـ 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 فـ or لـ , بـ , وـ :

يدعم كل برامج MS-DOS الشائعة (نافذة، مساعد العربي، أراب وورد، أي بي إم إن إل إس، يلال ... الخ)، ويسمح باستخدام ميزتي القص واللصق بينها، حيث تتم عملية الترجمة تلقائياً.

يوفـر الاحـرف المـطبـعـيـة العـربـيـة بالـاضـافـة إـلـى جـمـيع رـمـوز التـشكـيلـ، والتـغـيـير تـلـقـائـيـاـ فيـ المـقـاسـاتـ لـكـلـ الـاحـجـامـ عـلـى كـافـةـ الـطـابـعـاتـ الـتـيـ يـعـتمـدـهـاـ Microsoft Windows 3.1.

مزود بـبرـنـامـج Write لـتنـسـيقـ النـصـوصـ العـربـيـة تـعـرـيـباـ كـامـلاـ، بالـاضـافـة إـلـىـ الـتطـبـيقـاتـ الـأـخـرىـ مـثـلـ التـقوـيمـ الـذـيـ يـعـتمـدـ الـنـظـامـيـنـ الـهـجـريـ وـالـمـيـلـادـيـ.

بيـلـعـ سـعـرـ Microsoft Windows 3.1 بـدـعـمـ لـلـغـةـ العـربـيـةـ غـيرـ مـؤـمنـ وـلـاـ يـتـطـلـبـ آـيـ أـجـهـزـةـ أوـ بـرـامـجـ أـخـرىـ لـتـشـفـيـلـهـ.

بيـلـعـ سـعـرـ Microsoft Windows 3.1 بـدـعـمـ لـلـغـةـ العـربـيـةـ ١٤٩ دـوـلـارـاـ فـقـطـ، وـإـذـاـ اـبـتـعـتـ الـبـرـنـامـجـ الـآنـ سـتـحـمـلـكـ النـسـخـةـ الـعـربـيـةـ الـكـامـلـةـ الـتـيـ سـتـصـدرـ فـيـ نـوـفـمـبرـ مـجـانـاـ؛ وـإـذـاـ كـانـ لـدـيـكـ حـالـيـاـ النـسـخـةـ الـأـنـكـلـيـزـيـةـ مـنـ Microsoft Windows 3.1 فـيـاـمـكـاـنـكـ تـطـوـرـهـاـ إـلـىـ النـسـخـةـ الـعـربـيـةـ مـقـابـلـ ٧٥ دـوـلـارـاـ فـقـطـ.

Microsoft Windows 3.1 بـدـعـمـ لـلـغـةـ العـربـيـةـ
لـأـتـقـبـلـ بـدـيـلـاـ لـهـ

مـاـيـكـرـوـسـوـفـتـ

لـلـحـصـولـ عـلـىـ نـسـختـكـ مـنـ Microsoft Windows 3.1 بـدـعـمـ لـلـغـةـ العـربـيـةـ، يـرجـىـ الـاتـصـالـ باـقـرـبـ مـرـوزـ مـعـتـدـ اوـ اـكـمـلـ هـذـهـ الـقـسـيـمـةـ وـارـسـلـهـاـ إـلـىـ :

(Microsoft Middle East)
صـ.ـبـ:ـ ١٤١٢٥ـ دـبـيـ -ـ الإـمـارـاتـ الـعـرـبـيـةـ الـمـتـحـدةـ
الـرـجـاءـ إـضـافـةـ ٢٠ـ دـوـلـارـ تـكـالـيفـ الشـحنـ وـالـتـفـلـيفـ.
وـعـدـمـ إـرـسـالـ عـمـلـاتـ تـقـديـةـ.

من جـريـدةـ الشـرقـ الـأـوـسـطـ، ١٩٩٢ـ

الكمبيوتر العربي

يواكـبـ آخرـ

تطورـاتـ العـصـرـ

ويقدمـ

Microsoft Windows 3.1

بدـعـمـ لـلـغـةـ العـربـيـةـ

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: **الكتاـب** or **الكتـاب**. Do not confuse this lengthening, which occurs only in print, with that of toothless سـ (—), which occurs only in handwriting.

DRILL 4.

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

رُكْنُ بَيْتِي حَجَرٌ	سَقْفُ بَيْتِي حَدِيدٌ
وَانْتَهِبْ يَا شَجَرٌ	فَاعْصُفِي يَا رِيَاحٍ
وَاهْطَلِي بِالْمَطَرِ	وَاسْبُحِي يَا غَيْوَمٍ
لَسْتُ أَخْشَى خَطَرٍ	وَاقْصُفِي يَا رَعْوَدٍ
رُكْنُ بَيْتِي حَجَرٌ	سَقْفُ بَيْتِي حَدِيدٌ

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):



Horizontal

_____ : (two words) _____ - ١
_____ : _____ : _____ - ٢
_____ : _____ : _____ : _____ - ٣
_____ : _____ : _____ : _____ : _____ - ٤
_____ : _____ : _____ : _____ : _____ : _____ - ٥
_____ : _____ : _____ : _____ : _____ : _____ - ٦
_____ : _____ : _____ : _____ : _____ : _____ - ٧

Vertical

_____ : _____ - ١١	_____ : _____ - ١
_____ : _____ - ١٢	_____ : _____ - ٢
_____ : _____ - ١٣	_____ : _____ - ٣
_____ : _____ - ١٤	_____ : _____ - ٤
_____ : _____ - ١٥	_____ : _____ - ٥
_____ : _____ - ١٦	_____ : _____ - ٦
_____ : _____ - ١٧	_____ : _____ - ٧
_____ : _____ - ١٨	_____ : _____ - ٨
_____ : _____ - ١٩	_____ : _____ - ٩
_____ : _____ - ٢٠	_____ : _____ - ١٠

DRILL 6.

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

homework	واجب
drill	تمرين
lesson	درس
text	نص
page	صفحة
word	كلمة

I have a question **عندی سؤال**

یا استاذ! عندي سؤال.

I did not understand ما فَهِمْتُ

ما فهمت هذه الكلمة!

I don't know لا أعرف

لا أعرف هذه الكلمة.

How do we say..? **كيف نقول ...؟**

كيف نقول "I forgot" بالعربية؟

Thank you—You're welcome شُكْرًا — عَفْوًا

من فضلك

مَرَّةً ثانيةً ، من فضلك!
A second time, once more
(to request repetition)

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:

اهلاً وسهلاً !
اسمي عاده عبد الكريم وانا من مدينة حلب
في سوريا وبيتي في شارع الجلاء .
انا استاذ في جامعة حلب .

Sample II:

اهلاً وسهلاً !
اسمي عبد الحميد بومدارس وانا من مدينة
طرابلس في ليبيا وبيتي في شارع التوره .
انا طالب في جامعة طرابلس .

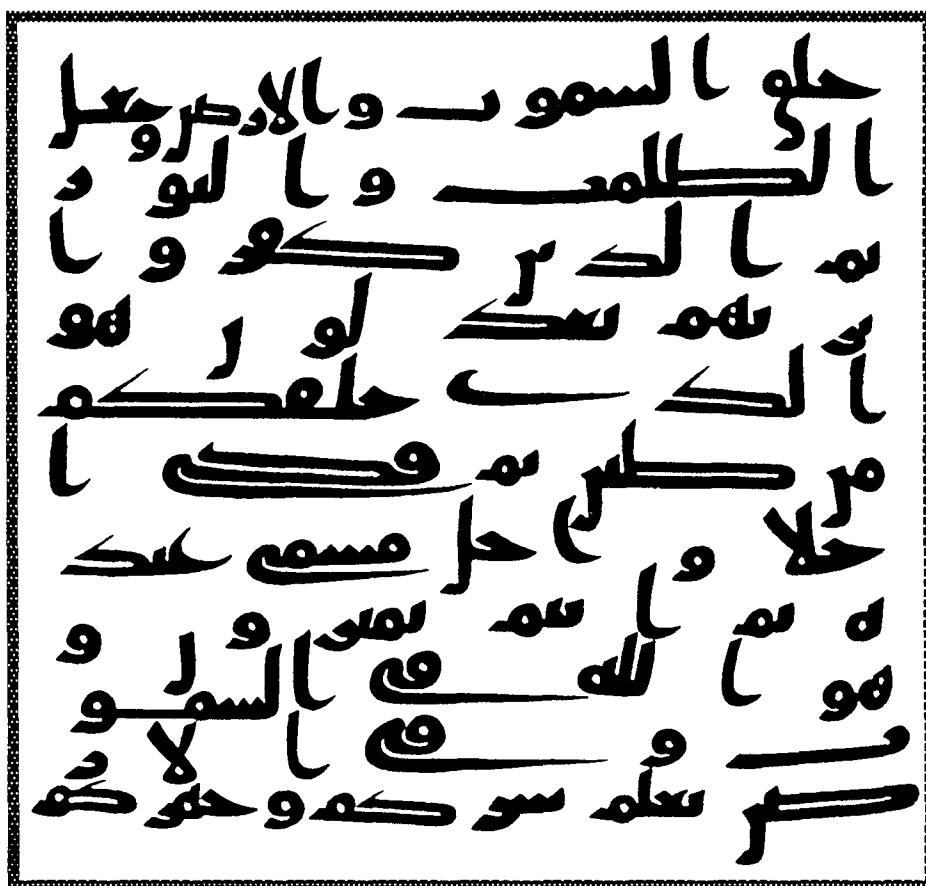
Sample III:

اهلاً وسهلاً !
اسمي سيف الله عبد النور و أنا من مدينة
المصورة في مصر وبيتي في شارع جمال عبد
الناصر .. أنا أستاذ في جامعة المصورة .



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 (عُثْمَانَ), 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:¹



¹The examples in this section are taken from روح الخط العربي، تأليف كامل البابا، دار العلم للملائين، بيروت ١٩٨٨.

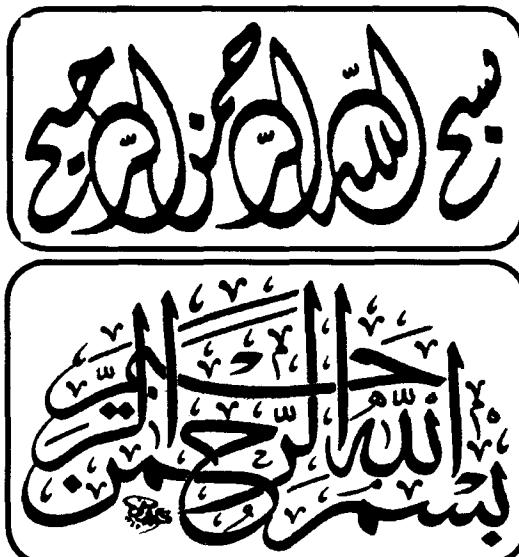
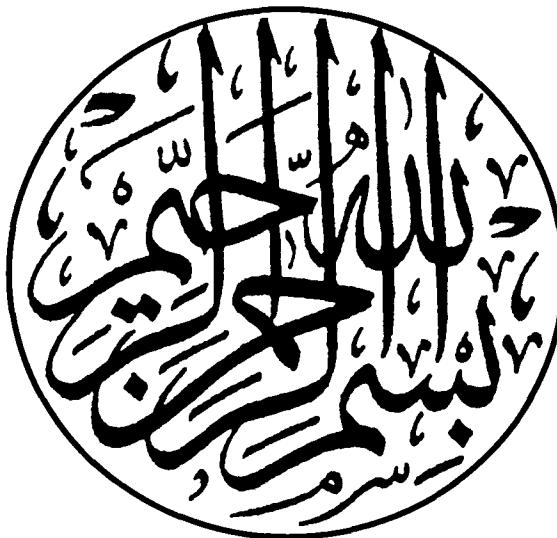
The addition of short vowel markings began during the reign of Ali (علي), the fourth Caliph (d. A.D. 661), and the dots that distinguish between letters of similar shape were added during Umayyad rule, around the end of the seventh century. Further development of the individual shapes of letters occurred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

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



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

الكوفة



النسخ

اللَا تَنْظُرْ إِذْ سَتْحَ لَكَ وَصَحَّارَفَهُ لِعَيْادَهُ بَلْ شَهَرَ الْمَهْرَ الْعَادِيهِ وَاجْعَلْهَا عَظِيمَه

الشیخ



الفارسي

رُبَّ يَوْمٍ بَكَيْتُ مِنْهُ فَلَا صِرْتُ فِي غَيْرِهِ بَكَيْتُ عَلَيْهِ

الرَّقْبَةِ

فِي سَبِيلِ فَكْرَتِهِ مِنْ أَنْ يَعْيَسَ طُولَ الدَّهْرِ جَبَانًا عَنْ نَصْرَةِ وَطَينِهِ

الدوافن



الإحصاء

الْمُؤْمِنُونَ وَالْمُشْرِكُونَ

الدواني الحلي



DRILL 8.

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

1.

تونيلم العائلات منته

2.

متجر البحرين الوطني

3.

النطاط العربي والدولي

4.

اللهم اسألك

5.

شركة الراجحي المصرفية للاستثمار

6.

البنك الازهري التجاري

7.

البنك العربي

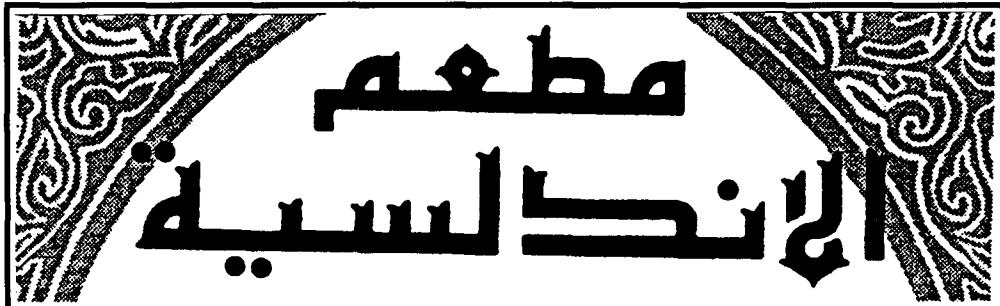
8.

بنك القاهرة السعودي

9.

مشروع الرياد والصرف
باليابان

10.



★ 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**

SCENE ONE المشهد الأول

أهلاً !

- أهلاً !

+ أهلاً بيك .

- اسمى أَحْمَد واسم حَضْرِتِك ؟

+ اسمى نيللي .

- تَشَرَّفْنَا .

+ تَشَرَّفْنَا بيك .

SCENE TWO المشهد الثاني

اسمي محمود

أهلاً وسهلاً .. اسمى محمود البطل ، أنا من مدينة بيروت في لبنان .

SCENE THREE المشهد الثالث

حضرتك من مصر ؟

- أهلاً وسهلاً .

+ أهلاً وسهلاً بيك .

- اسمى خالد ، واسم حضرتك ؟

+ اسمى سامية .

- تَشَرَّفْنَا ... حضرتك من مصر ؟

+ أيوه من مصر .

- أهلاً وسهلاً .

+ أهلاً بيك ، وحضرتك ؟

- أنا من اسكندرية .

+ أهلاً وسهلاً .

- أهلاً بيك .

SCENE FOUR المشهد الرابع

صباح الخير

- صباح الخير يا دكتور عباس .
+ أهلاً .. صباح النور يا دكتور أحمد .. إزيك ؟
- الحمد لله ، وازيك انت ؟
+ الحمد لله ، وإني المدام ؟
- كويسة ، الحمد لله .
+ الحمد لله .

SCENE FIVE المشهد الخامس

مساء الخير

- مسأء الخير يا لميا .
+ مسأء الخير يا مدام هدى .. اتفضلي .
وازي حضرتك ؟
- الحمد لله ... إزيك انت ؟
+ الحمد لله .. وازي الدكتور أمين ؟
- كويس ، الحمد لله .

SCENE SIX المشهد السادس

إزيك ؟

- أهلاً يا دكتور أحمد .
+ أهلاً يا علي .. اتفضل .
- أهلاً يا دكتور أحمد .. إزيك ؟
- الحمد لله ، وازيك انت ؟
+ الحمد لله ... إبراهيم صاحبي .. طالب في جامعة القاهرة .
- تشرفنا .
× تشرفنا بيك .

SCENE SEVEN المشهد السابع
الحمد لله !

- أهلاً وسهلاً .

+ أهلاً ياسامية.

- إزيك يا لَمِيَا ؟

- الحمد لله .

- أهلاً .

✗ أهلاً وسهلاً بيك .

- اتقضّلوا ... أهلاً وسهلاً .

+ أهلاً بيك .

- إزيك ؟

+ الحمد لله .. إزيك انت ؟

+ الحمد لله .. سامية صاحبتي ... طالبة في جامعة اسْكُنْدِرِيَّة .

- أهلاً وسهلاً .

✗ أهلاً وسهلاً بيك .

SCENE EIGHT المشهد الثامن

تشرفنا !

- مساء الخير يا دكتور عباس .

+ مساء النور يا دكتور محمود .. إزيك ؟

- الحمد لله .. إزيك انت ؟

+ الحمد لله .

- الدكتور أحمد سَلَامَة ... الدكتور محمود البطل .

✗ أهلاً وسهلاً .

- أهلاً وسهلاً بيك .. تشرفنا .

✗ تشرفنا بيك .

+ اتقضّل يا دكتور .

+ شكرًا .. شكرًا .

× حضرتك استاذ في الجامعة الأمريكية ؟

+ لا .. في الحقيقة أنا استاذ في جامعة إيموري في مدينة أطلانتا في أمريكا .

× أهلاً وسهلاً .. تشرفنا .

+ أهلاً وسهلاً بيك .. وحضرتك ؟

× أنا استاذ في جامعة القاهرة .

+ أهلاً وسهلاً .

× أهلاً بيك .

+ أهلاً .

SCENE NINE المشهد التاسع

مع السّلامة !

... يللا ياولاد .. مع ألف سلامة .. ربنا معاك !

× مع السّلامة يا جابر !

× مع السّلامة يا جابر .

.. مع السّلامة !

من فيلم " احنا بتوع الاوتوبوس "

SCENE TEN المشهد العاشر

إنت رايحة فين ؟

- صباح الخير يا لميا .

+ صباح النور يا سامية .

- إنت رايحة فين ؟

+ عندي فصل .

- طيب .. اتفضلي ، مع السّلامة .

+ الله يسلامك .

SCENE ELEVEN المشهد الحادي عشر

طَيِّبٌ ، اتفضلِي !

- مساء الخير يا مليا .
+ مساء النور يا دكتور .
- إزيك ؟
+ الحمد لله .. وازى حضرتك ؟
- الحمد لله .
+ وازى الدكورة ؟
- كويسة .. الحمد لله .
+ طب عن إذنك .. عندي فصل .
- طَيِّبٌ .. اتفضلِي .

SCENE TWELVE المشهد الثاني عشر

انت ساكن فين ؟

- مساء الخير ... مساء الخير يا عباس .
+ مساء النور يا عبد الحكيم ... إزيك ؟
- الحمد لله .. إزيك إنت ؟
+ كويس .. الحمد لله .
- تشرب قهوة ؟
+ فين ؟
- هنا .. في البيت عندي .
+ إنت ساكن فين ؟
- في شارع مراد .
+ والله !! ... طيب يللا بينا .
- يللا بينا .

SCENE THIRTEEN المشهد الثالث عشر

اسم الكريم إيه؟

- أهلاً .. أهلاً .. تخت أمرك ياشيخ ... إسم الكريم إيه؟

+ عبيد .

- تشرفنا يا شيخ عبيد .. أنا اسمي حسني .
+ أهلاً .. أهلاً .

- إنت رايح فين؟

+ رايح شارع مراد .

- شارع مراد .. شارع مراد .. أيوه ، يبقى من هنا .. أيوه ، تعال أوصلك .
+ جزاك الله كل خير ياأستاذ حسني .

- العفو يا شيخ عبيد .. على إيه ياراجل؟!.. كلينا إخوة .

من فيلم "الكيت كات"

SCENE FOURTEEN المشهد الرابع عشر

ألو!

- ألو

+ ألو .. حضرتك الدكتورة زينب طه؟

- لا .. النمرة غلط .

+ آه ، طب آسفة .

- مغليش .

SCENE FIFTEEN المشهد الخامس عشر

السلام عليكم

- السلام عليكم .

+ وعليكم السلام .

- من فضلك ، مكتب الدكتور عادل مصطفى فين؟

+ الباب دا .. تالت مكتب على اليمين .

- شُكراً .
+ عَفْواً .

SCENE SIXTEEN المشهد السادس عشر

سينما ريفولي فين ؟

- من فضلك !
+ أَيُوه .
- سينما ريفولي فين ؟
+ أدخل يمين وبعدين أول شمال على طول .
- شُكراً .
+ بالسَّلَامَة .

SCENE SEVENTEEN المشهد السابع عشر

لازم تشربي حاجة

- مساء الخير يا مدام هدى .
+ مساء النور .. أهلاً وسهلاً .. اتفضلي .
- شُكراً ...
- إِنِّي حضرتِك ؟
+ الحمد لله .. إِزَّيْكِ انتِ ؟
- الحمد لله .
+ تِشربِي إِيه ؟
- لا .. ولا حاجة .
+ لا ... لازم تشربي حاجة .
- والله ولا حاجة .
+ شاي ولا قهوة ؟
- طَيِّب ... شاي .

SCENE EIGHTEEN المشهد الثامن عشر

لا ... ولا حاجة !

- مساء الخير يا مدام هدى .

+ مساء النور يا دكتور عبد الحكيم .. أهلاً وسهلاً .

- أهلاً بيك يا افنديم .

+ إتفضل .

- شكرأً يا افنديم .

و ازي حضرتك ؟

+ الحمد لله .. إزيك إنت ؟

- الحمد لله .

+ وازى المدام ؟

- كويسة ، الحمد لله .

+ تشرب قهوة ؟

- لا .. لا .. شكرأً .

+ تشرب إيه ؟

- لا .. لا .. ولا حاجة .

+ لا ! .. لازم تشرب حاجة .

- طيب ، قهوة .

✗ اتفضل .

- شكرأً .

✗ اتفضلي .

+ شكرأً .

قاموس إنجليزي - عربي

English-Arabic Glossary

A

address	عنوان
airplane	طائرة
and	وَ
angry	غضبان / غضبانة
Arab, Arabic	عربي / عربية

B

beautiful	جميل / جميلة
behind	وراء
big	كبير / كبيرة
book	كتاب
bookstore	مكتبة
boy	ولد
bread	خبز
pita bread	خبز عربي
building	بنية
bus	أوتوبوس
but	لكن

C

car	سيارة
cassette tape	شريط
chair	كرسي
city	مدينة
class / classroom	فصل : صف

clock / watch	سَاعَةٌ
close	قَرِيبٌ / قَرِيبةٌ
coffee	قَهْوَةٌ
Arabic coffee	قَهْوَةٌ عَرَبِيَّةٌ
American coffee	قَهْوَةٌ أَمْرِيْكِيَّةٌ
cold (a cold)	بَرْدٌ
cold (feeling cold)	بَرْدَانٌ / بَرْدَانَةٌ

D

difficult / hard	صَعْبٌ
door	بَابٌ
doctor (M.D., Ph.D.)	دُكْتُورٌ / دُكْتُورَةٌ
drill	تَمْرِينٌ

E

easy	سَهْلٌ / سَهْلَةٌ
Egypt	مِصْرٌ
examination / test	امْتِحَانٌ
excuse me	عَنْ إِذْنِكَ — تَفَضَّلٌ / تَفَضَّلَي (reply)
exercise	تَمْرِينٌ
evening	مَسَاءٌ

F

far	بَعِيدٌ / بَعِيدَةٌ
fine / good	كَوِيْسٌ / كَوِيْسَةٌ
friend	صَاحِبٌ / صَاحِبَةٌ
from	مِنْ

G

girl	بِنْتٌ
God	اللَّهُ
expression used when praising someone	مَا شَاءَ اللَّهُ !
God willing	إِنْ شَاءَ اللَّهُ
in the name of God	بِسْمِ اللَّهِ
may God have mercy on him	اللَّهُ يَرْحَمُهُ
there is no god but God	لَا إِلَهَ إِلَّا اللَّهُ
good / fine	جَيِّدٌ / جَيِّدةً ؛ كَوِيْسٌ / كَوِيْسَةٌ
good hearted (for people) / tasty (for food)	طَيِّبٌ / طَيِّبَةٌ
good evening	مَسَاءُ الْخَيْرِ — مَسَاءُ النُّورِ (reply)
good morning	صَبَاحُ الْخَيْرِ — صَبَاحُ النُّورِ (reply)
good bye	مَعَ السَّلَامَةِ — اللَّهُ يَسْلَمُكَ (reply)

H

hard / difficult	صَعْبٌ / صَعْبَةٌ
have: I have	عِنْدِي
he	هُوَ
headache	صَدَاعٌ
hello	أَهْلَادُ (وَسَهْلَادُ) — أَهْلَادِكَ (reply)
	السَّلَامُ عَلَيْكُمْ — وَعَلَيْكُمُ السَّلَامُ (reply)
	مَرْحَبًا — أَهْلَادُ / مَرْحَبَتَيْنِ (reply)
homework	وَاجِبٌ
hot (feeling hot)	حَرَانَ / حَرَانَةٌ
house / home	بَيْتٌ

how ?

كيف ؟

how are you?

ازيك ؟ / كيف الحال ؟

hungry

جوعان / جوعانة

1

I

أنا

in

في

in front of

أمام

K

know: I know

أعرف

I don't know

لا أعرف

L

lesson

درس

library / bookstore

مكتبة

M

madam

مدام

man

رجل

milk

حليب (لبن)

miss

أنسة

Mr.

سيد

Mrs.

سيدة / مدام

money

فلوس

morning

صباح

N

name	اسم
never mind , that's OK	مَعْلِهش (مَعْلِيش)
new	جَدِيد / جَدِيدة
no	لا
notebook	دَفْتَر
numbers	أَرْقَام
zero	صِفَر (٠)
one	وَاحِد (١)
two	إِثْنَان (٢)
three	ثَلَاثَة (٣)
four	أَرْبَعَة (٤)
five	خَمْسَة (٥)
six	سِتَّة (٦)
seven	سَبْعَة (٧)
eight	ثَمَانِيَّة (٨)
nine	تِسْعَة (٩)
ten	عَشَرَة (١٠)

O

office	مَكْتب
old	قَدِيم / قَدِيمَة

P

page	صَفَحَة
paper	وَرَقَة

pen / pencil	قَلْمَان
please	مِنْ فَضْلِكَ
please (come in / go ahead / sit down)	تَفَضْلٌ / تَفَضْلَي
professor	أُسْتَاذ / أُسْتَاذَة



question سُؤال



room غُرْفَة



sad , upset زَعْلَان / زَعْلَانَة
say: we say نَقُول
how do we say ? كَيْفَ نَقُول ؟

she هي
short قَصِير / قَصِيرَة
sick مَرِيض / مَرِيضَة
small صَغِير / صَغِيرَة
spacious / wide واسِع / واسِعَة
street شارِع
student طالِب / طالِبَة
sugar سُكَّر



table طاولة
tall طَوِيل / طَوِيلَة

tape (audio, video)	شَرِيطٌ
tea	شَايٌ
teacher	أُسْتَاذ / أُسْتَاذة
telephone	تَلْيُفُون
test / examination	امْتِحَانٌ
text	نَصٌّ
thank you	شُكْرًا — عَفْوًا (reply)
thanks be to God	الْحَمْدُ لِلَّهِ
thirsty	عَطْشَانٌ / عَطْشَانَةٌ
this	هَذَا / هَذِهِ
tired	تَعْبَانٌ / تَعْبَانَةٌ



understand: I understood	فَهِمْتُ
I didn't understand	ما فَهِمْتُ



watch / clock	سَاعَةٌ
water	مَاءٌ
welcome	أَهْلًا وَسَهْلًا — أَهْلًا وَسَهْلًا بِكَ (reply)
wide / spacious	وَاسِعٌ / وَاسِعَةٌ
window	شُبُّاكٌ
with	مَعَ
woman	إِمْرَأَةٌ
word	كَلِمةٌ

Y

yes

نعم / أَيْوَه

you

أَنْتَ / أَنْتِ

you (polite)

حَضْرَتِكِ

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