



# beginner's ARABIC script

an introduction to  
reading and writing  
Arabic





*Beginner's*

# **ARABIC**

*script*

**John Mace**

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## **Books on Arabic by the same author**

*Arabic Today*, a student, business and professional course in spoken and written Arabic, Edinburgh University Press 1996, ISBN 0 7486 0616 5

*Arabic Grammar, A Reference Guide*, Edinburgh University Press 1998, ISBN 0 7486 1079 0

*Teach Yourself Arabic Verbs* and *Essential Grammar*, Hodder & Stoughton 1999, ISBN 0 340 73008 0



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# INTRODUCTION

## Reading and writing Arabic

Arabic writing seems daunting at first sight, but it doesn't have to be.

This book attempts to take the mystique out of it. You learn the alphabet in stages, practising each new letter or combination of letters many times before moving on to the next; at the same time you fit the letters into useful words and phrases seen everywhere in any Arab environment.

This book is actual; you learn to read and write today's Arabic. And you learn through practice, from the start.

That said, nobody can promise that when you have finished this book you'll be able to read a newspaper article, or write a report. That requires a knowledge of Arabic grammar going beyond our immediate scope. But you will be able to read and understand important signs and directions - even better, you will know what sort of words to expect. You will also be able to read and understand many newspaper headlines, and to write everything you can read.

## The Arabic language

Arabic is a world language. It is the official language, or one of the official languages, of nineteen countries spread across Saharan Africa and most of the Middle East. It is also one of the official languages of the United Nations. Arab culture has a high reputation, and is studied at countless universities in the western world.

Words in Arabic are built on a 'root' of three (occasionally four) consonants, which contain the basic idea underlying all the words made from the root. An example is the root consisting of the three consonants **k t b**, which has the basic idea of *writing*. From this root Arabic makes:

- the verb **katab** to *write*
- the noun **kātib** for *writer*
- **maktūb** for *written* or for *letter*
- **kitāb** for the action of *writing*
- **maktab** for *office*, or the place where one writes
- **kitāb** for *book*
- **maktaba** for *library* or *bookshop*, and so on.

The words may have bits added on, or may change internally, but you still find the three root consonants, all present and always in the same order, throughout all the derivatives.

This is of enormous help. It means that if you know one Arabic word of a particular root, you can make an intelligent guess at the meaning of a previously unknown word showing that root.

Spoken Arabic varies from place to place. It is not normally written down (there is not even an agreed way to spell it), and it is never used for formal or official written communication.

But written Arabic is the same throughout the Arab world. The Cairo newspaper *al-'ahrām* (*The Pyramids*) is read with ease in Casablanca, at the other end of North Africa. This is the Arabic found on all signs, notices, advertisements and so on, and it has a standard pronunciation. This is the form of Arabic which we are about to explore.

### **The Arabic alphabet**

First, some essential principles on which the Arabic alphabet is based. Refer back here if you are in doubt later:

- The writing runs from right to left ← ←.
- There are no capital letters.
- Short vowels (the sounds *a* as in English *man*, *i* as in English *pin*, and *u* as in English *put*) are mostly not written; we usually have to infer them from the context.
- Printed Arabic is originally an imitation of handwriting. Most of the letters (called 'joined letters') are joined to the letter following them in the same word. A few letters ('disjoined letters') are never joined to the letter following them.

All this sounds complicated. It is not. Don't attempt to remember it now; it will become familiar as you read and write.

### **How to use this book**

This is a participative book. You have to do a great deal of reading and writing. You learn, and remember, by doing.

Arm yourself at the outset with a solid exercise book with lined paper. Do all your writing in this exercise book. You should also write out your vocabulary somewhere permanent, whether in the back of this exercise

book, or in a different one. Writing is a powerful aid to memory.

### **Units 1 to 6: Alphabet**

Follow the text, practising writing each new letter or group of letters as instructed. Pay attention to the notes on handwriting; there are certain important differences between handwriting and print. In the 'Read and write' parts of each unit, you see both. Imitate the handwriting for preference: you can write like printing if you wish, but it looks unnatural, and is slower. Read your writing back. Read and write everything several times.

The letters are taught in an order which helps you to build up quickly a battery of words which you can write. Any pitfalls are pointed out on the way. From letters you will move to words. Also in these units, your progress is monitored with a series of exercises at each stage; then at the end of the unit you have tests, which are more difficult than the exercises as they offer only the barest of help, and are more formal.

Don't move on to a new unit until you are at least reasonably confident about the last one - and that includes having performed well in the tests, for which you can check your answers in the key.

While following these units, don't force yourself to learn words by heart. Some will stick in your mind anyway - so much the better. The important thing is that you can by now put the letters together correctly, and decipher the written combinations which you see.

In Unit 6 you also learn to read and write the Arabic numerals.

### **Units 7 to 13: Words and Structures**

In these units you learn to identify the different types of word, how to manipulate them, and how to link them in common and useful expressions and sentences. You will begin to read notices, signs, headlines. Units 9 to 13 start with new vocabulary, usually divided into 'essential' vocabulary, which you need to learn now because of its importance, and 'reference' vocabulary which is used for exercises and tests, but which you need not learn at this stage; examine it, and refer to it as you work through the unit. You will retain much of it through practice. In these units you will also learn related word-patterns which are a helpful feature of Arabic. These units also have exercises and tests.

**Unit 14**

This unit gives you some important geographical vocabulary for the Arab world, and a map.

**Unit 15**

Go carefully through the general reading test in this unit, checking your performance with the key and going back into the book where necessary.

**Key to Tests**

This is self-explanatory.

**Vocabularies**

The preamble to this section explains how to use these.

**Index**

The Index lists alphabetically all the technical topics covered (e.g. Construct, Noun, Participle), showing where each is found.

**Pocket Card**

This is found at the end of the book, and its use is explained there.

# 1

## In this unit you will learn

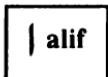
- six common letters, with their pronunciation,
- when and how to join these letters,
- something about the ‘stress’ of a word,
- words which you can read and write, using the six letters.

## General

Before starting this unit, be sure to read the Introduction; the section entitled ‘The Arabic alphabet’ is important for understanding the terms used below.

## Letters

1

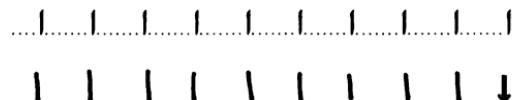


The first and commonest letter of the alphabet is |, called **alif**. It represents:

- at the beginning of a word: any of the *short* vowel sounds **a-**, **u-**, **i-** (like *a* in English *ant*, *u* in English *put*, and *i* in English *ink*, respectively).
- in the middle of a word, a *long* vowel sound **-ā-**. Imagine pronouncing *man*, in English, but drawing the vowel out: *ma-a-an*.
- at the end of a few words: short **-a-**.

| **alif** is a so-called ‘disjoined’ letter, that is, it is never joined to the following letter.

**alif** rests on the line of writing, but is ‘tall’ like a European *l*. Write this letter several times, starting at the right of the page: ← ←



2

ī alif madda

alif with a stroke over it represents long ā (see paragraph 1 above) at the beginning of the word. This variant of alif is called **alif madda**.

Write this letter several times; first the downstroke, then the head: ← ←

ī ī ī ī ī ī ī ī ī ī ī

ī ī ī ī ī ī ī ī ← ↓

3

ب	ب	bā
ت	ت	tā
ث	ث	thā

The sounds **b**, **t** and **th** (soft, like *th* in *think*; the transcription is underlined to show that it is a single sound) are written respectively with the letters called **bā**, **tā** and **thā** (see paragraph 1 for the pronunciation of ā). These letters are all ‘shallow’, i.e. they all rest on the line of writing, and are not ‘tall’ like alif.

These are ‘joined’ letters, that is, they are joined to any letter following them in the same word. Each letter has two possible forms: the short form is used at the beginning or in the middle of a word, and the longer form (the ‘full’ form) when the letter stands at the end of the word, or alone.

You will note that the three letters are identical but for the dots. These are an integral part of the letter, just as they are in English *i* or *j*. The dot(s) lie over or under the beginning of the short form, and over or under the middle of the long form. In all dotted letters the stroke is written first (← right to left), then the dot or dots.

These are the printed and typed forms. In normal handwriting, two dots usually become a dash –, and three dots something like a circumflex accent ^ . Write a line of each letter, first with the dots as in print, then as in normal handwriting.

Start at the right: ..... ←←

ب ب ب ب ب ب  
ب ب ب ب ب ب  
ت ت ت ت ت ت  
ت ت ت ت ت ت  
ث ث ث ث ث ث ث  
ث ث ث ث ث ث ث

We can now write a few words. ل is always written downwards except in its middle form, i.e. when joined to a previous letter; then it is written upwards. Remember that it is never joined to the following letter, that is, to its left. Remember also, as was said in the Introduction, that short middle and short final vowels are not normally written. Note the difference in height between alif (tall) and bā-tā-thā (shallow).

*Read and write* (starting at the right, remember): ←

اب ab father*	آب āb August
اثاث athāth furniture	باب bāb door*
	ثابت thābit firm, solid

\* There is no word for *a* or *an* in Arabic, so for example ب ab means either *father* or *a father*, and باب bāb either *door* or *a door*.

**Short vowel rule:** Short vowels (a, i, u) in the middle or at the end of a word are not normally written. In a few words final alif is written for short -a.

#### 4 Stress

Think of the English word *production*; its middle vowel *u* is pronounced more strongly than the rest of the word. We say the *u* is *stressed*.

In books teaching English as a foreign language, the stress is sometimes

marked with an accent (*producción*). We shall use this device in transcription in the first five units of this book: you see this in **aítháth** and **thábit** above.

**Exercise 1** Match these words with their sound and their meaning given in the list below. The first one is done for you:

- (a) اب **ab** *father*      (b) آب **āb**      (c) ائٹ **āt**      (d) باب **bāb**; *door, furniture, August.*

**Exercise 2** In Exercise 1, mark the álifs which are pronounced long, á.

**Exercise 3** Write the word بَاب bāb *door*. Why is the first bā written differently from the last one? And why isn't the whole word joined up?

The answers to these exercises follow paragraph 6 below.

5

ن ن **nūn**

We write the sound **n** with the joined letter **nūn** (**n** as in English, long **ū** like *u* in English *truth*). This letter has a short form used at the beginning or in the middle of a word, and a full form used at the end of the word, or when the letter stands alone. The dot is an integral part of the letter. The short form differs from **bā** (paragraph 3 above) only in the position of the dot, while the full form starts just above the line of writing and swoops below it and up again. We can call it a 'deep' shape. In handwriting, the dot of full-form **nūn** often takes the form of a hook on the curve itself: 

Write several examples of **nūn**, first as in print, i.e. with a dot on the full form; then with a hook on that form as in normal handwriting: ..... ← ←

ن ن ن ن ن ن ن

Now ***read and write*** more words with the five letters we know (from the right): ..... ←←

ابن ابن ibn son

بنت bint daughter, girl

## آنا I

انت **ánta** you

بنات بنات *banāt daughters*

نباتات nabāt vegetation

*Always write your words, don't draw or trace them. Don't grip the pen tightly, and think ahead about what you are writing, so that you anticipate which form of the coming letters you are going to use.*

6

ي پ yā

The 'joined' letter **yā** represents:

- at the beginning of a word: the consonant **y**- (like English *y* in *year*).
  - in the middle of a word: either the consonant **-y-** (see above), or the long vowel **-i-** (like *i* in English *machine*), or the vowel-combination **-ay-** (like *ay* in English *day*).
  - at the end of a word: the long vowel **-i** (see above).

The letter **yā** is *never* pronounced like the vowel-sound y in English *my*.

Like the **bā-tā-thā** group which we learned earlier, this letter has a shallow short form used at the beginning or in the middle of a word, and a full form at the end of the word, or when the letter stands alone. The short form is identical to tā except that its two dots are below; its full form has a deep shape and is quite different, swooping below the line and up again. Write yā several times, first with dots and then in the handwritten form, with a dash: .....

ي ي ي ي ي ي ي ي

More words. ***Read and write*** (remember that initial yā must be y-, middle yā can be -y-, -ī- or -ay-, while final yā is -ī):

بیت bayt house

بَيْتَيْنِ بَيْتَيْنِ baytáyn two houses

اثنین بنیات *iθnáyñ two* بنايات bináyát *buildings*

بنتین بنیات *bintáyñ two* *daughters/girls*

In their short forms, the letters ب ت ث ن ي are called ‘toothed letters’ - the form ب is a ‘tooth’.

When full-form ي is preceded by one or more toothed letters, there are special handwritten shapes, which you should always use even if they are not present in print:

*tooth + final ي*: ب ت ث ن ي teeth + final ي: س م ي

*Read and write:*

بني ابي *ábī my father* ..... بناتي *banátī my daughters*

بنني ياباني *yābánī Japanese* ..... بنتي ياباني *bíntī my daughter*

بني ابني *íbnī my son* ..... بيتي بيتني *báytī my house*

(Remember to pronounce the stress on the vowel marked with an accent: **ábī**.)

**Exercise 4** Match each of the following words with its sound and its meaning. The first one is done for you:

- (a) bayt *house*    (b) بنتي *my daughter*    (c) بناتي *my daughters*    (d) ابني *my son*

*bináyát, bíntī, íbnī; buildings, my son, my daughter.*

**Exercise 5** Write all the Arabic words you know which (a) begin with ل or لـ, or (b) end in ي, or (c) have ن in them. Expressions with the additional meaning *my* or *two* do not count.

The answers to these exercises are given after this paragraph.

You will recall that ... ي at the beginning of the word gives the sound y-. We also know that initial ... ا́lif represents a short initial vowel. Note now that any word beginning with a long vowel or a vowel-combination in pronunciation must be introduced in writing by ا́lif, which itself then has no sound. So initial i- or ay- is written ... اـ (the ا́lif

being silent). ***Read and write:***

ابن این áyna where

**Initial long vowel rule:** Any long vowel or vowel-combination beginning a word must be introduced by álif in writing; the álif itself is then not pronounced.

## Answers to Exercises

**Exercise 1** (b) آب āb August; (c) اثاث atháth furniture; (d) باب bāb door.

**Exercise 2** The words are آب ab and باب bāb. The other álifs are short, pronounced a.

**Exercise 3** The letter ب bā has the long form at the end of the word, and the short form at the beginning or in the middle. And the word isn't joined up completely because it has to break after l álif which is never joined to the next letter, i.e. it is a *disjoined* letter.

**Exercise 4** (b) بنتی bíntí my daughter (c) بنایات bináyát buildings (d) ابني íbní my son.

**Exercise 5** The total list studied so far (in order of appearance) is:

(a) آب ab اب اثاث atháth انت ant انا ana این in  
(b) باب bāb بنت ibnáti ابني íbní  
(c) بنایات bináyát بناهایات buildings

If you got more than 12 out of the whole 18, you did well. If you scored below 9, it would be a good idea to re-read the unit and note what you missed.

## Tests

1 Write the letters as a word. For example, (a) ب بت is : ب بت

(a) ب بت بت ب ن ي (b) ب بت بت ب ن ي (c) ب ن ي  
(d) ا ث ا ث ي (e) ن ب ا ت

2 Read aloud your handwritten answers to Test 1. For example, (a) is bayt.

- 3 Read aloud. For example, (a) is **banāt**:

(c) ياباني

(b) اثنين

(a) بنات

(e) ابني

(d) اين

- 4 Write. For example, (a) is **ابني**:

(a) ibnī

(b) bintayn

(c) bināyātī

(d) bābayn

(e) ayna

(f) athāthī

- 5 Read the words. What is the sound of each **|** in each example? Explain why. For example, in (a) **ibn** it is i, because here | stands for the short vowel i:

(c) آب

(b) باب

(a) ابن

(e) اثنين

(d) نبات

## Review

In this unit we studied six letters (plus one variant), five of them extremely common. You learned

- that álif at the beginning or a word either stands for a *short vowel* (a, i, u) or introduces a *long vowel* ī or a *vowel-combination* ay,
- that álif máddá always represents long ā,
- the important difference between short and long vowels,
- that short vowels (a, i, u) in the middle or at the end of a word are not usually written, though final álif sometimes expresses short -a,
- the important difference between ‘joined’ and ‘disjoined’ letters,
- the difference between ‘tall’, ‘shallow’ and ‘deep’ written shapes,
- all the ‘toothed’ letters, including how to write final yā after a tooth and after teeth.

You have practised reading and writing joined letters (ب, ت, ث, ن, ي) in full and short forms, also taking account of tall, shallow and deep shapes.

You have read and written 22 different words out of many more which are now within your grasp.

There is a lot in this first unit; that is because with any fewer than these six letters you would get fewer than ten words, and who wants that? You have made your first encounter with this writing system which is totally different from that of any European language; don’t be surprised or discouraged if it looks tough. Go back and read through the unit again, and pick up anything that baffled you the first time. Don’t look for immediate perfection. Keep going; things will get clearer, and you will gain confidence, as we advance.

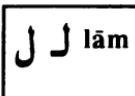
2

### **In this unit you will learn**

- three more letters, also very common, with their pronunciation,
  - words which you can read and write, using these letters,
  - how to write doubled letters,
  - how to express *the*.

## Letters

1



The letter called **lām** represents the sound *l*. Pronounce it *light*, as in English *leaf*, not *dark* as in *wall*. **lām** looks like a European handwritten *l* written in the opposite direction. **lām** is a joined\* letter; the short and full forms are used exactly like those of any other joined letter, e.g. بـ bā which we already know. However, both forms of **lām** are tall\*, while the full form is also deep\*, with a swoop.

\* Look again at Unit 1 for the meaning of these terms, if you are unsure.

Write this letter several times: short form tall, full form both tall and deep:

ل ل ل ل ل ل ل

You might think that álf and the short form of lám get confused; in practice this is not so. álf is disjoined, lám is joined, and there is never confusion. Look, for example, at thálith 'third' below. Read and write:

لی لی	<i>lī lī</i>	to me, for me
لبنانی Lebanonی	<i>lubnānī Lubnānī</i>	Lebanon
ابل ابل	<i>ibil ibil</i>	camels

The combination **lām + álif** has special forms. In print and type, the **álif** is sloped and joins the **lām** at the latter's middle. In handwriting, we *break* the joint, and may either slope the **álif** or leave it upright. In both

cases, the **álf** is written *downwards*. Look at the following forms:

	<i>handwriting</i>	<i>print and type</i>
<i>not following a joined letter</i>	↙ ↘	↘
<i>following a joined letter</i>	↙ ↗	↗

**Imitate one of the handwritten forms in each case.**

***Read and write*** (choose which form you prefer):

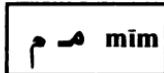
آلات آلات *ālāt ālāt* ثلات *thaláth* three

Y la no

You will never see the form (U) in correctly written Arabic, whether in handwriting or print.

The break in the connection of **lām-álf** in handwriting does not mean that the **lām** has suddenly become a disjoined letter; it is merely a peculiarity of handwritten style.

2



The sound **m** (as in English *me*) is written with the letter called **mīm**. This letter is joined. Its two forms are used exactly as are the two forms of the other joined letters. Its short form is shallow, while the full form is deep with a straight downward tail. The ‘bead’ of both forms rests on the line of writing.

**When mim** is not joined to a preceding letter (i.e. to its right), its bead can be written clockwise or anticlockwise. Write this letter several times:

.....م.....م.....د.....م.....م.....ق.....  
.....م.....م.....د.....م.....م.....ق.....

***Read and write*** (the bead can go either way round):

..... من صن ..... *min from* ..... امام ..... *amām in front of*

But when joined to a preceding letter, the **mim** is approached from the

top, and written *anticlockwise* . This gives us special combinations after certain letters, which may or may not be used in print, but which are *always* used in handwriting. Write the handwritten forms:

	<i>handwriting</i>	<i>print and type</i>
<i>tooth + mīm</i>		
<i>teeth + mīm</i>		
<i>lām + mīm</i>		
<i>mīm + mīm</i>		

Now *read and write*:

	..... قَامَ tamām <i>perfect</i>	..... نَحْلٌ naml <i>ants</i>
	..... الْمَانِي almānī <i>German</i>	..... أَنْتُمْ ántum <i>you</i>

**Exercise 1** Match these words with their sound and their meaning given in the list below. The first one is done for you:

- (a) الْمَانِي *German* (b) قَامَ *perfect* (c) ثَالِثٌ *third* (d) ثَلَاثٌ *three*.  
*thaláth, tamām; perfect, third, three.*

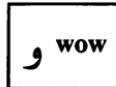
**Exercise 2** Complete the word with the right form of lām-álf:

no ... (c) ..... ل (b) ..... ت (a)

**Exercise 3** The consul has got the nationalities mixed. Sort them out:

- (a) الْمَانِي *German* (b) يَابَانِي *Japanese* (c) لَبَانِي *Lebanese* (d) لَبَّيْيِي *Libyan*  
*Japanese, Lebanese, Libyan, German; almānī, líbī, yābānī, lubnānī*  
 (One of these words is new, but you can handle it.)

The answers to these exercises follow paragraph 5 below.



The letter called **wow** is deep and disjoined (you know what that means now). It has only one form, with a half-swoop downwards and along only, not up. Write it several times, starting with the ring written

*clockwise* ♦ and resting on the line of writing:



The letter **wow** represents the following sounds:

- at the beginning of a word: the consonant **w-** (like *w* in English *weak*).
- in the middle of a word: either the consonant **-w-** (see above), or the long vowel **-ū-** (like *u* in English *truth*), or the vowel-combinations **-ou-** (as in English *soul\**) or **-ow-** (as in English *now*).
- at the end of a word: the long vowel **-ū** (see above) or, in a few words, **-ow** (see above).

The letter **wow** is *never* pronounced like *u* in English *union*.

\* The pronunciation **ou** is not officially correct; the vowel-combination should sound **ow**. But in certain words even educated Arabs read it aloud as **ou** except in very formal circumstances. We shall show it as it sounds in ordinary reading aloud.

Look back to Unit 1, paragraph 6, the description of **yā**, very similar to the description given above for **wow**. Both letters are used to represent a consonant, or a long vowel, or a vowel-combination, in corresponding positions.

**Read and write** (remember that initial **wow** must be **w-**, middle **wow** can be **-w-, -ū-, -ou- or -ow-**, and final **wow** is **-ū-** or, less often, **-ow-**):

ثانوي ثانوي **thānawī** secondary ..... و ..... *wa and*

لون يوم **lūn yūm** day ..... لون ..... *loun colour*

يونيو يوليو **yūniyū yūliyū** July ..... يونيyo ..... *yūniyū June*

ممنون ممنون **mamnūn** grateful ..... بيت سرت ..... *buyút houses*

مايو مايو **máyū** May ..... تمويل تمويل ..... *tamwīl financing*

Also back in Unit 1, paragraph 6, we recorded the fact that any word beginning with a *long vowel* or a *vowel-combination* in pronunciation

must be introduced in writing by *álf*, which itself then has no sound. This applies to the sounds *ū*- , *ou*- and *ow*- beginning a word: all these sounds in this situation are written ... (the *alif* being silent).

### *Read and write:*

او او *ow or*

## 4 Doubled Letters

When we have two identical letters separated by a vowel (long or short), then we write both letters: in the word **منون** *grateful* (shown above) we have two examples: (m + *short vowel* + m) and (n + *long vowel* + n). Whether the vowel is short and unwritten or long and written makes no difference; there is a vowel, and the two identical letters are shown.

But when we have a *doubled letter*, i.e. two identical letters with no intervening vowel, we write only one letter. **Read and write:**

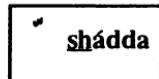
اول اول ممثل *mumáththil representative* first *awwal*

**Doubled Letter Rule.** Letters which are sounded double (i.e. with no intervening vowel) are written single.

Although we write the doubled letter single, it is most important to pronounce it doubled, i.e. hold it for longer than normal. Imagine saying butter as but-ter. The two words shown above then sound as if they were transcribed áw-wal and mumáth-thil. This is the correct pronunciation.

Think of the double *-nn-* in *innumerable*. If you know Italian, you have no problem; think of the double *-tt-* in *città*.

There is a way of showing doubled letters in script. It is the sign called



This sign, which is not a letter of the alphabet, can be written above any letter to show that it is doubled. I say 'can be' as it is often left out; but since **sháddá** is so useful we shall use it for the rest of this book. You should always write it where appropriate.

*Read and write*, distinguishing single letters from doubled:

لما	lámma	when	لمن	li-man	whose
مثل	mumáththil	representative	مثل	mithl	like
تلل	tilál	hills	تلل	Tall	tall hill

**Exercise 4** Put **shadda** wherever appropriate, and pronounce the word. The first one is done:

(a) ممثل (b) قويـل (c) مـنون (d) اـول

Give the meaning of each word. The first is *representative*.

The answers to this exercise follow paragraph 5 below.

## 5 Definite Article - *The*

The important word *the* is called the *definite article*, or more simply the *article*. We use it before a *noun* (i.e. a word denoting a person, place, thing or idea). In Arabic, it takes the form ...*al-*, which is always attached to the word which it 'defines', i.e. makes definite. We show it with a hyphen; you should pronounce the whole thing as one word.\*

*Read and write:*

البيـت al-bayt *the house*

البنـات al-banát *the daughters*

The article is used in Arabic more often than is *the* in English; it is especially common with geographical terms, and with words used in a general or universal meaning.

*Read and write* these examples:

الـيـابـان al-yābān ('*the*') *Japan*

الـموت al-mowt ('*the*') *death* (i.e. in general)

*al-* is its normal pronunciation. But when the defined word begins with a sound pronounced with the tip or near-tip of the tongue, the *l* merges with (the technical term is 'assimilates to') that sound, producing a

doubled sound. The spelling stays the same. Look carefully first at the spelling and pronunciation of the following expressions, then *read and write* them. We show the doubled letter with sháddá:

.....	الْتَّلَ ..... التل	at-tall (not <i>al-</i> ...) <i>the hill</i>
.....	الْتَّلَالَ ..... التلال	at-tilál <i>the hills</i>
.....	النِّيلَ ..... النيل	an-níl <i>the Nile</i>
.....	الثَّالِثَ ..... الثالث	ath-thálith <i>the third one</i>
.....	اللُّونَ ..... اللون*	al-loun <i>the colour</i>
.....	اللُّبْنَانِيَ ..... اللبناني*	al-lubnání <i>the Lebanese (person)</i>

There are fourteen letters which have this effect on the I of the article. So far we have learned four of them: ن, ث, ت and ل. The fourteen letters concerned are called by the Arabs 'sun letters'. We shall point out the remaining ten sun letters as we meet them. The important thing to remember is that in such words we pronounce as double the first letter of the defined word, dropping the I of the article in pronunciation but not in spelling.

\* Two letters I written together, even though there is no intervening vowel. This is an exception to the rule about doubled letters.

You will also have noticed that the article ... الـ never affects the stress of the word, and never takes the stress itself.

One final note: the ... الـ of الماني German is not the article; it is part of the word itself. We learn in Unit 3 how to add the article to a word like this.

**Exercise 5** Make each word definite with the article. Write your answer, then match it with the transcription and the meaning. The first one is done:

(a) بَيْت al-bayt *the house* (b) مُثَلٌ (d) نَبَاتٌ (c) تَامِيلٌ an-nabát, at-tamwíl, al-mumáththil; (*the*) financing, the representative, the vegetation.

**Exercise 6** In your answers to Exercise 5, underline the articles whose ل assimilates to a sun letter at the beginning of the defined word.

**Exercise 7** Why are ل, ب, ي and و so-called ‘moon’ letters, i.e. not sun letters? (Pronounce them, and you will see - or rather, feel - why.)

The answers to these exercises are immediately below.

### Answers to Exercises

**Exercise 1** (b) قام tamām perfect (c) ثالث thálith third

(d) ثلاث thaláth three

**Exercise 2** (a) آلات (b) ملأ (c) لا

**Exercise 3** (a) الماني almáni German (b) ياباني yábáni Japanese

(c) لبناني lubnáni Lebanese (d) ليبي líbí Libyan

**Exercise 4** (a) ممثل mumáthil representative (b) التمويل tamwíl financing, (c) اول áwwal first, (d) ممنون mamnún grateful

**Exercise 5** (b) الممثل al-mumáthil the representative (b) التمويل tamwíl (the) financing (d) النبات an-nabát the vegetation

**Exercise 6** (c) التمويل

**Exercise 7** Because they are not pronounced with the tip or near-tip of the tongue.

### Tests

1 Write the letters as a word. For example, (a) is النيل al níl

(a) الـنـيـلـ (b) الـتـمـوـيلـ (c) اـوـلـ (d) مـنـونـ  
 (e) مـنـونـ

2 Read aloud your handwritten answers to Test 1. For example, (a) is an-níl.

3 Read aloud. For example, (a) is اللبناني lubnáni:

(c) الثالث	(b) اول	(a) اللبناني
	(e) النمل	(d) ممنون

4 Write. For example, (a) is **اللبيبي**:

(a) al-íbī (b) mumathhiláyn (c) at-tamwíl

(d) an-níláyn\* (e) ow (f) al-yábánī

(\* i.e. two, the Blue and the White. They meet at Khartoum.)

5 In the following list, the words **اب البنات** form a group as they all denote family relationships. Assemble the other logical groups, and say why their words belong together:

ابن، الماني، الثالث، البنات، يوني، البيوت، اب، اول،  
ياباني، لبناني، يوليو، البنيات، اثنين، ثلات، آب، ليبي،  
مايو.

### Review

In this Unit we studied three common letters and one special sign called **shádda**. You learned also

- how to read and write the special forms of **lām-álf**,
- how to join the letter **mīm**,
- how to write doubled letters,
- how to express the article *the*, and how to pronounce it,

You have had more practice with tall, shallow and deep shapes.

Hopefully you have also become a little more fluent in reading and writing, and you probably now find writing ‘the other way round’ less strange.

# 3

In this unit you will learn

- a very important non-alphabetical sign,
- more about the article *the*,
- three more letters, plus one variant, with their pronunciation,
- more words,
- how to make 'feminine' words.

## *hámza*

1 Listen to someone say emphatically: 'absolutely awful'. You will hear a catch of the breath before each of the *a*'s. We could represent it with an apostrophe: '*absolutely 'awful*.

This is called a 'glottal stop', the glottis being that part of the throat which stops or releases breath when we speak. The stop is written in Arabic with a non-alphabetical sign called *hámza*:

ء *hámza*

*hámza* is never joined to anything. Write it several times:

.....ء .....ء .....ء .....ء .....ء  
.....ء .....ء .....ء .....ء .....ء

Its form is simple enough, but it is used in many ways. You will see it in the following guises:

- above or below *álf*: ئ ؑ ،
- above *waw*, or *yā* without its dots: ة ؤ ئ ،
- standing alone, on or near the line of writing: ء .

Whole chapters have been written about the correct writing of *hámza*. For our purposes, it is sufficient if we learn to pronounce the glottal stop whenever we see the sign ء. We transcribe it with an apostrophe: '.

Many Arabic words apparently beginning with a vowel, such as *ab*, in

fact begin with a glottal stop. The writing often marks it with **hámza**, but it is equally often ignored.

For clarity, from now on in this book we shall show initial **hámza** on the Arabic of all words which have it, thus: أب . We shall continue to transcribe without the apostrophe.

You should continue to write without initial **hámza**; that is always acceptable.

In the middle or at the end of a word, however, the **hámza** is always written, and you should write it, too.

One last point: **Íalif mádda** is deemed to have an ‘in-built’ hámza, so while the stop is pronounced, no ‘further’ hámza is written.

### *Read and write:*

أنباء أنباء	<i>anbā' news (items)</i>	نبأ نباء	<i>nába' news item</i>
نائم نائم	<i>ná'im asleep</i>	الآن الآت	<i>'al-'ān now</i>
تنبؤ تنبؤ	<i>tanábbu' forecast</i>	ثاني ثانٍ	<i>thunā'ī double</i>

## Definite Article (continued)

2 In Unit 2 we learned the article **الـ** .. **الـ** **الـ** **الـ**

When we attach the article to a word beginning with **hámza**, the **hámza** has to be written (unless we have **álf mádda**, in which the **hámza** is already present). We can leave out the **hámza** at the beginning of a word, but not once an article is added, since the **hámza** is now in the middle of the word. The article itself has no **hámza**.

### ***Read and write:***

الأب	الـأب	<i>al-'ab the father</i>	أب	أب	<i>father</i>
الإبل	الـإبل	<i>al-'ibil the camels</i>	إبل	إبل	<i>camels</i>
الأنباء	الـأنباء	<i>al-'anbā' the news items</i>	أنباء	أنباء	<i>news items</i>
الآلات	الـآلات	<i>al-'álát the tools</i>	آلات	آلات	<i>tools</i>

Some words begin with vowels which are deemed to have no stop, i.e. no hámza. **Read and write** the two already known to us:

ابن ابن al-ibn the son ..... ابن son

اثنين اثنين al-iثhnayn the two ..... اثنين two

### Words of one letter

3 A few important words consist of one letter. **Read and write**:

ل li to, for ..... ب bi with, by, in ..... و wa and

It is a rule that one-letter words are written as part of the next word, e.g.:

لبنات li-banát for girls ..... وأنا wa-'ána and I

which we transcribe with a hyphen for clarity. The article ..الـ itself does not begin with a hámza but with a so-called ‘weak’ vowel, that is, a vowel which is dropped when another vowel precedes it. This happens when a one-letter word is added to the article.

**Read and write:**

باليابان ..... bi-l-yában (not bi-al-) in Japan

والنيل ..... wa-n-nil and the Nile

When the word ل (see above) is added to the article, the álif of the article is dropped in writing too:

للبنات ..... li-l-banát to/for (the) girls

للتمويل ..... li-t-tamwíl for (the) financing

We do not, however, write more than two consecutive identical letters, even when the expression seems to demand more. Read and write:

للباني ..... li-l-lubnáni for the Lebanese (man)

**Exercise 1** Write these words with the definite article, and pronounce them:

## المانی (a) ایبل (b) المانی (c) آنباء (d) آپ (e) اول

Fit the meanings to your answers: *the first, the news, the camels, the German, the father.*

**Exercise 2** Add J to your answers to Exercise 1 in writing. Give the meaning. Then fit the pronunciation to your answers:

**li-l-'anbá', li-l-'ab, li-l-'almáni, li-l-'áwwal, li-l-'ibil.**

The answers to these exercises follow paragraph 6 below.

## Letters

4



By far the most complicated letter in this alphabet, **hā** represents the sound *h* (as in English *he*). The **h** is sounded wherever you see the letter, even at the end of a word, unlike English. **hā** is a joined letter, shallow except in one case, with several possible forms:

- ↗ at the beginning of a word or after a disjoined letter,
  - \*↖ or ↙ in the middle of a word after a joined letter,
  - ↘ or \*↗ at the end of a word after a joined letter,
  - ↛ at the end of a word after a disjoined letter, or when standing alone.

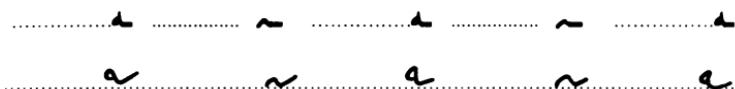
\* The middle form  is little used in handwriting, and the final form  is not used in print or typing.

Let us take this letter in stages. Everything rests on the line of writing except for the downward tick of  . Write first several initial letters **hā**:

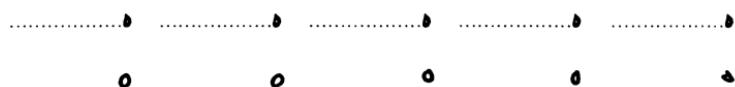


**Now the handwritten middle form:**

Then the two final forms, both used in handwriting:



And finally the 'isolated' form:



Now **read and write**:

هي híya she	هو húwa he
هَامْ hāmm important	هُمْ hum they
اِهتمام ihtimám attention	نهايٰ نهائی nihá'i final
تَنبِيهَ tanbih warning	انتباہ intibáh caution
تمَهَّل tamáhhal SLOW DOWN (road sign)	

One important word with hā is spelt irregularly. Note: الله alláh God.

5

ة tā marbúṭa

This one is a 'curiosity'. It is not an alphabetical letter, but final hā with the two dots of tā, and it is called tā marbúṭa\*, which means 'bound tā'. It is found only at the end of words, and is commonly used to make certain words 'feminine'. After a consonant, it has the sound -a; combined with -ī it gives the combination ية... -iyā. In handwriting the dots of ة are frequently left off; in print, never.

\* The name of this letter itself contains a letter (t) which we have not yet studied. No panic. We shall learn it properly the next time it occurs.

**Read and write**, comparing the 'masculine' ('m.') and 'feminine' ('f.') forms of words known to you:

<i>grateful:</i>	عَنْرُونَ ..... مُنُونَ (m., of a man or boy)
	..... مُنْوَنَةٌ ..... mammūna (f., of a woman or girl)
<i>important:</i>	هَامٌ ..... حَامِمٌ hāmma (f.) ..... هَامَ (m.)
<i>third:</i>	ثَالِثٌ ..... ثَالِثَةٌ thálitha (f.) ..... ثَالِثَةٌ (m.)
<i>Japanese:</i>	يَابَانِيَّ ..... يَابَانِيَّa yābāniya (f.) ..... يَابَانِيَّ (m.)
<i>German:</i>	أَلمَانِيَّ ..... الْمَانِيَّ almāniya (f.) ..... أَلمَانِيَّ (m.)
<i>Lebanese:</i>	لَبَنَانِيَّ ..... لَبَنَانِيَّa lubnāniya (f.) ..... لَبَنَانِيَّ (m.)

The ending -īya carries the stress of the word, as shown.

**Exercise 3** Match these words with their sound and their meaning given in the list below. The first one is done for you:

- (a) **thuna'** double (b) مُنْوَنَةٌ (c) لَبَنَانِيَّ (d) اهتمام (ah-timām)  
**mammūna, ihtimām, libiya; attention, grateful, Libyan.**

**Exercise 4** Complete the word with the right handwritten form of hā:

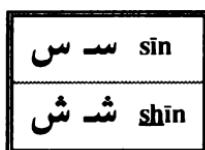
- (e) ... سِيٍّ (d) ... امٌ (c) ... انتبا... (b) ... و... (a) ... نـائي
- Read your answers aloud.

**Exercise 5** Feminine (f.) or masculine (m.)?:

- (e) لَبَنَانِيَّ (d) هَامٌ (c) هي (b) مُنْوَنَةٌ (a) أَلمَانِيَّ

Read each word aloud.

The answers to these exercises follow paragraph 6 below.



The letters called **sīn** and **shīn** represent the sounds *s* (as in English *see*) and *sh* (as in English *she*) respectively. These are joined letters; the short and full forms are used like the short and full forms of بـ. Short-form **sīn** and **shīn** are shallow and rest on the line of writing. The full form has a

deep swoop. The two letters differ only in the dots, which are always situated as shown.

Despite appearances, these are not toothed letters (Unit 1, paragraph 6). In handwriting, we usually ‘iron out’ the indentations of these letters into a shallow curve, thus: سـ شـ

Write several examples of each letter, first with indentations and printed dots, then with a curve and the dots run together into a circumflex (see Unit 1, paragraph 3):

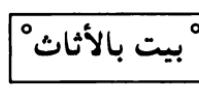
سـ سـ سـ سـ سـ سـ  
سـ سـ سـ سـ سـ سـ  
شـ شـ شـ شـ شـ شـ  
شـ شـ تـ شـ شـ شـ شـ

**sīn** and **shīn** are sun letters, so the لـ of the article assimilates: **as-**, **ash-**.

*Read and write:*

السنة	as-sana	the year	سنة	sana	year
الاسم	al-ism	the name	اسم	ism	name
الأساس	al-'asās	the basis	أساس	asās	basis
شـاي	shāy	tea	شيـء	shay'	thing
الشـمـس	ash-shams	the sun	شـمـس	shams	sun
شـمـالـي	shimālī	northern	شـمـالـي	shimāl	north
مسـؤـول	mas'úl	question	سوـالـ	su'ál	responsible
تأـسيـس	ta'sís	foundation	تأـسيـس	ta'sís	(the action)
التـأـسيـس	at-ta'sís	the foundation			
مـلـابـسـ	malábis	clothes			

**Exercise 6** Read aloud the following signs and announcements:



What do they mean?

The answers to this exercise  
are immediately below.



### Answers to Exercises

**Exercise 1** (a) الألماني al-'almānī *the German*

(b) الإبل al-'ibl *the camels*

(c) الأنباء al-'anbā' *the news*

(d) الأب al-'ab *the father*

(e) الأول al-'awwal *the first*

**Exercise 2** (a) للألماني li-l-'almānī *for the German*

(b) للإبل li-l-'ibl *for the camels*

(c) للأنباء li-l-'anbā' *for the news*

(d) للأب li-l-'ab *for the father*

(e) للأول li-l-'awwal *for the first*

**Exercise 3** (b) mammūna *grateful* (c) libiyā *Libyan*

(d) ihtimām *attention*

**Exercise 4** (a) نهائٍ nihā'ī (b) حمر húwa (c) انتباه intibāh  
(d) حام hāmm (e) هي hiya

**Exercise 5** (a) almānī m. (b) mammūna f. (c) hiya f. (d) hāmm m.

(e) lubnānīya f.

**Exercise 6** (a) bayt bi-l-'athāth *House with Furniture*

(b) intibāh! *CAUTION!* (c) malābis li-l-banāt *Clothes for Girls*

(d) tamāhhāl *SLOW DOWN*

### Tests

1 Write the letters as a word. For example, (a) ش م س is ش م س :

(a) إ ل م م ث ث ل (b) إ ل ا س م (c)

(a) ش م س (b) ش م س

(c) ث ن ا ء ي (d)

(e) أ ن ب ا ء ي

2 Read aloud your handwritten answers to Test 1. For example, (a) is **shams**.

3 Read aloud. For example, (a) is **al-ihtimám**:

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| (c) <b>الألمانية</b> | (b) <b>اللبنانية</b> | (a) <b>الاهتمام</b> |
|                      | (e) <b>بالثالثة</b>  | (d) <b>بالأولى</b>  |

4 Put into the masculine form. For example, (a) is **مُنون**:

- |                      |                    |                   |
|----------------------|--------------------|-------------------|
| (c) <b>اللبنانية</b> | (b) <b>يابانية</b> | (a) <b>منونة</b>  |
|                      | (e) <b>لثالثة</b>  | (d) <b>مسؤولة</b> |

5 Pronounce your answers to Test 4. For example, (a) is **mamnún**.

6 In the last three units you have read and written all the following words. Fill in the missing letter in each one, in the right form. The first is **لبنانية**, making ن, making:

- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| (c) <b>الملا...ب</b> | (b) <b>ا... تمام</b> | (a) <b>لب...انية</b> |
|                      | (e) <b>ثان...سي</b>  | (d) <b>الب...وت</b>  |

If you have difficulty, you will find word (a) in paragraph 5 above, (b) in paragraph 4 above, (c) in paragraph 6 above (without its article), and (d) and (e) in Unit 2, paragraph 3.

### Review

In this unit we studied three common letters, one variant, and the important sign called **hámza**. We also finished the article **al-** and its variants; you can now make definite any noun you know.

In this unit you also learned about feminine words and one-letter words. Your vocabulary now begins to expand spontaneously.

Finally, you have read four signs with authentic Arabic wording, using your knowledge under 'field' conditions.

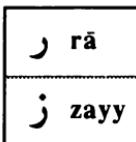
4

## **In this unit you will learn**

- six more letters, all of them sun letters,
  - about 'dark' sounds,
  - how to make common 'relative' words.

Letters

1



The letters called **rā** and **zayy** represent respectively *r* (which is always *rolled*, wherever it occurs) and *z* as in English *zoo*. These are *sun* letters, and are *disjoined*. The only difference in their appearance is the dot on **zayy**.

They are deep letters, written just like *g* *wow*, but without the ring, i.e. they start just above or at the line of writing, and make a half-swoop down and a little leftwards, but not up again. Write several:

ر ز ر ز  
ز ر ز ر

These letters are joined to the previous letter in the normal way, except that, in handwriting, when they follow a tooth which is itself preceded by a letter, they have a special connection. Write the handwritten forms for **rā** (**zayy** is exactly the same, with a dot), paying special attention to the connection:

*tooth + tooth + r* ..... *fu fu*

**m + tooth + r** ... *go go*

ل + tooth + r

s + tooth + r

The short vowel **a** and the long vowel **ā**, when next to **rā**, are almost always ‘darkened’ in sound; the **a** sounds more like *u* in Southern English *but*, and the **ā** sounds more like the *a* of English *calm*. You will certainly notice it when you hear Arabs speak. Imitate it if you can; it is however not wrong or unintelligible if you don’t.

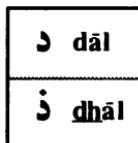
In the list given below, ‘dark’ **a** and **ā** are shown as **ä** and **å**, to help you.

**Read and write:**

مسرور	masrûr	مُسْرُور pleased	.....	murûr	traffic
متر	mitr	مِتْر metre	.....	mârrâ	a time
ليرة	lîra	لِيرَة lira	.....	litr	litre
ريال	riyâl	رِيَال ar-riyâl	.....	riyâl	rial, riyal
رئيس	râ'is	رَئِيس ar-râ'is	.....	râ'is	chairman*
زيارة	ziyâra	زِيَارَة az-ziyâra	.....	ziyâra	visit
شهر	shahr	شَهْر shahr month	.....	îrân	Iran
سيارة	sayyâra	سَيَّارَة sayyâra car	.....	wizâra	ministry

\* also *chief, president, head (person)*

2



These two letters, called **dâl** and **dhâl**, represent respectively *d* as in English *day* and hard *th* as in English *that*. Don’t confuse this last sound with the soft *th* of ث **thâ** (*think*), for which see Unit 1, paragraph 3.

These are both sun letters, and are disjoined. The only difference in their appearance is the dot on **dhâl**.

At first it seems they might be confused with **râ** and **zayy**. But there are important differences: د **d** are shallow, resting on the line of writing, and

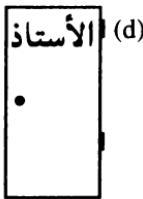
are always joined at the ‘elbow’; ز are deep, and always joined at the head. Write several examples of **dāl** and **dhāl**:

د د د د د  
د ذ د ذ د ذ

*Read and write:*

اداره	ادارة	الادارة	idára	administration
دراسة	دراسة	الدراسة	dirása	study
دائرة	دائرة	الدائرة	dá'ira	directorate
مدرس	مدرسة	مدرسة	mádrasa	school
استاذ	أستاذ	الأستاذ	ustádh	professor
ابتداء	ابتداء	الابتداء	ibtidá'	beginning
سيدة	سيدة	سيدة	sayyida	lady; Mrs.
			sayyid	gentleman; Mr

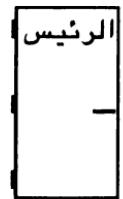
**Exercise 1** Whose are these office doors? Read out their titles in Arabic and English:



(d) الأستاذ



(c) الممثل



(b) الرئيس



(a) المدير

The answers to this exercise follow paragraph 4 below.

3

ص ص	şād
ض ض	dād

### Dark sounds

These two letters represent ‘dark’ sounds.

Think of the familiar sound *s*, represented by س sīn (Unit 3). In pronouncing it, the tongue is high, following the curve of the palate. Now say *s* again, but this time dropping your tongue as low as possible, making a cavity at the bottom of the mouth. The *s* which you pronounce in this manner is 'dark'. It is س, which is the sound of the letter *sād*.

Similarly, **d̪** is a *d* said with low tongue, forming a cavity. It is the dark equivalent of the more familiar **d** of **ədāl** (paragraph 2 above).

An immortal Australian writer once said his countrymen enjoy 'sin in the sun'. Think of the two s's in this phrase, and the idea of light and dark letters seems less strange.

So much for the sounds. As to the shapes, **sād** and **dād** are both written identically except for the dot. They are joined, sun letters. The short form is shallow, resting on the line. Also, immediately after the loop it has a built-in tooth, which is never left out. The full form is deep, with a swoop. Write several:

ص ..... ض ..... ص ..... ض ..... ص ..... ض ..... ض ..... ص

Because of the tooth of short-form **sād/dād**, there are special connections in handwriting for **s/d + m** and **s/d + r**. Write the combinations (with **s**; those with **d** are identical in outline):

s + m: s + r:

In pronunciation, these letters ‘darken’ any adjacent a or á just as , rā does (paragraph 1 above). In the list below, dark a and á are identified with a dot. ***Read and write:***

صوت الصوت	<i>sowt</i>	<i>sowt</i> صوت voice
باص	<i>bāṣ bus</i>	وصول وصول <i>wuṣūl</i> arrival
ضرورة ضرورة	<i>dārūra necessity</i>	مصر مصر <i>mīṣr</i> Egypt
اضراب اضراب	<i>idrāb strike</i>	مريض مريض <i>marīd</i> sick (m.)

## **Relatives**

**4** You will have noticed a connection between such words as **لبنان Lebanon** and **لبناني Lebanese**.

The first word of the pair is a *noun*, i.e. a word denoting a person, place, thing or idea (in this case, a place). The second word is either another noun or an *adjective*, i.e. a word describing a noun. We call this kind of word a ‘relative’. In English we have many ways of making relatives, but Arabic uses mostly one device, i.e. adding  to the base noun.

There are two simple rules for adding the relative ending ...يـ : .

- the base noun must be in its indefinite form,
  - the ending can be added only to a consonant, so we must remove any final vowel (usually a final *l* **álf** or a *t* **tā marbūṭa**) from the base noun.

Applying the first rule, we can derive the relative **ياباني** *Japanese* from **اليابان** *Japan*, taking care first to remove the article from the base noun, to make it indefinite.

Applying the second rule, we can make ضرورة *necessity* (see the list immediately above) into the relative ضروري *darūrī necessary*; and similarly with countless other nouns ending in a vowel which we remove before adding the relative ending.

**Read and write** these nouns, most of which you know, and their relatives:

الماني	الماني	المانيا al-'almâniya	Germany
ليبي	ليبي	ليبيا * libiya	Libya
لبناني	لبناني	لبنان libnan	
ياباني	ياباني	اليابان libaban	
sûri	سوري	سوريا súriya	Syria
iranian	ایرانی	ایران iran	
ضروري	ضروري	ضرورة	ضروره

أساس اساسي	<i>basic</i>
رئيس رئيسي	<i>main, principal</i>
دراسة دراسي	<i>academic</i>
مصر مصرى	<i>Egyptian</i>
ابتداء ابتدائي	<i>primary, initial</i>

These relatives are in their masculine form, and indefinite. We know from earlier in this book that we can make such words definite (**الياباني**), or feminine (**اليابانية**), or definite feminine (**اليابانية**).

\* **لبيبا** is probably the only word of more than one letter in the Arabic language that reads the same backwards as forwards. Try it.

**Exercise 2** Make the masculine relative from each of these nouns.

Translate your answers:

(a) أساس (b) مصر (c) إدارة (d) ابتداء (e) وزارة

**Exercise 3** Make these relatives definite feminine:

(a) مصري (b) سوري (c) إيراني (d) إسرائيلي \*

\* *isrā'īlī* in the masculine. Guess its meaning.

**Exercise 4** Transcribe these words, marking with a dot the dark a's and ă's. Why are they dark?

(a) ضرورة (b) مريض (c) دراسة (d) الباص (e) ملابس

The answers to these exercises are immediately below.

### Answers to Exercises

**Exercise 1** (a) *al-mudír* Director (b) *ar-ra'ís* Chairman  
 (c) *al-mumáththil* Representative (d) *al-'ustádh* Professor

**Exercise 2** (a) أساس *basic* (b) مصرى *Egyptian*  
 (c) إداري *administrative* (d) ابتدائي *primary, initial*  
 (e) وزاري *ministerial*

**Exercise 3** (a) الإِيرانِيَّة (b) المُصْرِيَّة (c) السُّورِيَّة (d) الإِسْرَائِيلِيَّة

**Exercise 4** (a) dārūrā, two a's next to r, one next to d (b) mārīd, a next to r (c) dirāṣa, first a next to r (d) al-bāṣ, ā next to š (e) none

### Tests

- 1 Write, paying attention to special connections:

قام (c)	اهتمام (b)	مصرية (a)
الماني (e)	ضروري (d)	

- 2 Read aloud your handwritten answers to Test 1.

- 3 Read aloud:

للسوريَّة (c)	مريض (b)	الإِيرانِيَّة (a)
بالأَلمَانِيَّة (e)		ابتدائيَّ (d)

- 4 Give the base word from which the relative is derived. Translate the base word and the relative:

إداري (c)	دراسي (b)	أساسي (a)
الإِسْرَائِيلِيَّة (e)		لليبيَّة (d)

- 5 Pronounce your answers to Test 4. For example, (a) is asás.

- 6 Fill in the missing letter in each word:

مد...ر (c)	إِد...رة (b)	الـ...صْرِيَّة (a)
مر...ءة (e)		الشـ...ء (d)

### Review

In this unit we studied six more letters, including the last four disjoined ones and a pair with 'dark' sounds. You also learned how to derive 'relatives'. This is a big step forward, as there are hundreds of such derived words. You can say that you have added about 10% to your vocabulary at one stroke.

Keep writing. Perhaps your main objective in following this book is to learn how to read; but it is writing which will fix things in your memory.

We have done most of the alphabetical section of this book. There are ten letters to go, all of them in groups or pairs like most of the others; and three more 'curiosities'.

You will have noticed that, because some letters have alternative forms or special connections, you have to think ahead as you write. That gets easier when you begin to see the whole word in your mind; and that comes with practice.

# 5

## In this unit you will learn

- seven more letters, with their pronunciation,
- when and how to join these letters,
- words which you can read and write using the seven letters,
- more about *stress*.

### Letters

1

ج	جـ	jim
حـ	حـ	hā
خـ	خـ	khā

A family of joined letters, each with a short and full form used exactly like those of بـ. The only difference between these three is the dot.

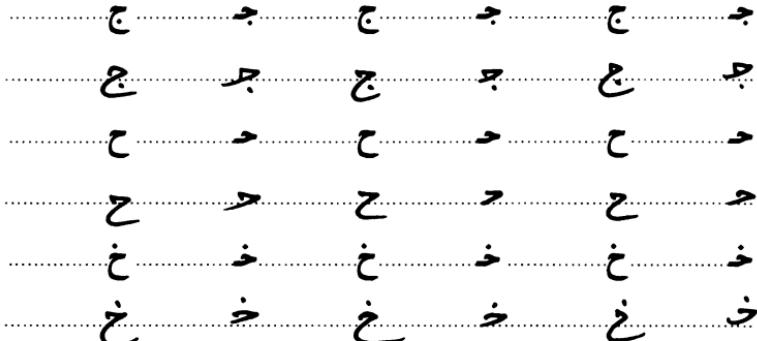
جـ **jim** sounds like *j* in English *jam* in most Arab countries. In Egypt it sounds like hard *g* in English *go*. We use the sound *j* in this book.

حـ **hā** is a heavy *h*; it is the sound made when we breathe on glass to clean it. To an Arab it sounds quite distinct from بـ **hā**, which we learned in Unit 3. Try to make the distinction yourself.

خـ **khā** represents the sound of *ch* in Scottish *loch* or Welsh *bach*.

The short forms are shallow, resting on the line of writing. The full forms are deep, with a *reverse half-swoop* حـ, the head still resting on the line.

**Read and write** a line of each letter, starting at its top left-hand corner:



An a or ā next to ح is often (not always) pronounced dark. Imitate what you hear. Don't be confused by the transcription of ح hā; it is *not* a dark letter. We transcribe it in this manner merely to distinguish it from ة hā.

*Read and write* a few new words:

جنوبی جنوبی janūbī	southern	جنوب janúb south
دخول دخول dukhúl	entry*	خروج خروج khurúj exit*

\* the *action*. The *place* is mákhraj or mádkhal, see below.

When one of these letters is joined to a previous joined letter in print, the connection is often at the right-hand corner of the ح etc.; in handwriting we make the connection at the beginning of the outline, i.e. the left-hand corner. Compare print with handwriting below (for ح only; the others go the same way); practise the handwritten forms:

	handwriting	print
tooth + j	سجاج سجاج سجاج	سجاج سجاج سجاج
teeth + j	سج سج سج سج	سج سج سج سج
l + j	لنج لنج لنج لنج	لنج لنج لنج لنج
m + j	مج مج مج مج	مج مج مج مج
s + j	سج سج سج سج	سج سج سج سج

(and so on, with other preceding joined letters)

*Read and write:*

لجنة احتجاج	iḥtijāj	objection
أجنبي انتاج	ājnabī	intāj
مدخل مخرج	mádkhal	entrance.....exit
انتخاب اخبار	intikháb	election.....news
خاص خاص	khāṣṣ	private, special, particular

2

ط	ṭā
ظ	ẓā

The letters called ṭā and ẓā are joined letters, yet they have only one form each. It is tall, and always rests on the line. Despite the similarity with ص (Unit 4, paragraph 3), the loop of these letters has no tooth-like projection after it, as does ص. Write a line of these letters, first the loop, then the upright:

..... ط ..... ظ ..... ط ..... ظ ..... ط ..... ظ ..... ط ..... ط .....

These are sun letters with dark sounds. Just as ص is the dark equivalent (tongue low, with cavity) of س, so ط is the dark equivalent of ت, and ظ is the dark equivalent of ز. We transcribe ط with ṭ, and ظ with ẓ. As you might guess, any neighbouring a or ā is darkened. In the list given below, we dot these two vowels for clarity. *Read and write:*

مطار matār airport طائرة طائرة tā'irah aeroplane tā'irah

وطني وطنی wātāni national وطن وطن wātān nation wātān

خط khaṭṭ line شرطة شرطة shúrṭa police shúrṭa

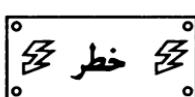
إيطاليا بريطانيا Italy بريطانيا بريطانيا bāritāniya Britain bāritāniya

خطر خطر kháṭar danger, kháṭir dangerous kháṭar

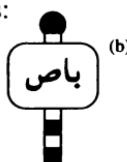
تنظيم تنظيم tanzīm organisation (the activity) tanzīm

منظمة منظمة munázzama organisation (the body) munázzama

### Exercise 1 Read the following signs:



(c)



(b)



(a)

**Exercise 2** Fill in the missing letter:

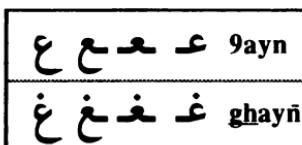
(a) تاج ... إ (b) ...ني و (c) ...انت (d) ...اب ا (e) ...منه

**Exercise 3** List at least twelve nouns beginning with a sun letter, and at least twelve nouns beginning with another (i.e. a 'moon') letter. Make them all definite with the article. Read your answers aloud, and translate them.

**Exercise 4** Write, in the masculine singular, all the words you can remember denoting a nationality. Now write all the words you can remember denoting a profession or function. Read everything aloud and translate.

The answers to Exercises 1 and 2 follow paragraph 4.

3



Here comes probably the most difficult sound in the Arabic language. It is the sound of the letter 9ayn, which we transcribe with 9, since no letter in our alphabet comes anywhere near its sound. Say to yourself the name *Maggie*. Keep repeating it, but as you do so, try to stop making contact in your throat for the -gg- in the middle, i.e. let the middle consonant become more and more vague until it feels no more than a gulp. You are probably saying something like معي má9ī with me. Now do it again, but get to the target sound faster. Say it again and again until you can hit it first time, without Maggie's help. The correct sound is a little like the name *Marie* as pronounced in French, but without the contact of the French r.

The sound of the other letter, which we transcribe as gh, is the 'hard' equivalent of kh, for which see paragraph 1 above. It sounds somewhat like the French r of *Marie*, but shorter.

ع and غ are joined letters. The two short forms rest on the line, and the two full forms have a reverse half-swoop like ج. The different forms are used as follows:

- ﻉ and ﻁ are written at the beginning of a word, or in the middle of a word after a *disjoined* letter,
- ء and ؤ are written in the middle of a word after a *joined* letter,
- ح and خ are written at the end of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *disjoined* letter, or when standing alone.

Or we can put it far more simply: the ‘solid’ forms stand after a joined letter, and the ‘open’ forms stand everywhere else.

Write several of each:



*Read and write:*

سعر	si9r	price	عام	9āmm	general, public
مطعم	máṭ9am	restaurant	صناعة	ṣinā9a	industry
معلم	mu9allim	teacher	أسبوع	usbú9	week
شارع	shári9	street	اجتماع	ijtimá9	meeting
غربي	ghárbi	western	غرب	gharb	west
مشغول	mashghúl	busy	مبلغ	máblagh	sum

## Stress

4 So far we have marked the stress (see Unit 1, paragraph 4) with an accent. But Arabic stress is almost entirely regular, and we can learn and apply simple rules:

- the stress falls on the last so-called ‘heavy’ syllable if there is one.  
A ‘heavy’ syllable is one with either
  - a long vowel (**ā, ī, ū**) or a vowel-combination (**ay, ou, ow**) followed by a consonant (**b, j, d** etc.): **bināyát, maríd, usbú9, bintáyn**,
  - or a short vowel (**a, i, u**) followed by two consonants\* or a doubled consonant: **máblagh, mumáththil,**
 \* Remember that consonants transcribed with underlining (**th, gh** etc.) are single consonants in Arabic.
- if there is no heavy syllable, the first syllable is stressed: **ána.**

The following elements are never stressed, and are not counted when placing the stress:

- the article **al-, at-** (etc.),
- any vowel (long or short) or vowel-combination ending a word, i.e. with no following consonant. Note that **hámza**, although not an alphabetical letter, counts as a consonant, so that a word like **ibtidá'** does not end in a vowel; its final syllable counts as heavy, and is therefore stressed. The relative of this word has the same stress (**ibtidá'í**).

Now that we have the rules, we no longer need to mark the stress in the transcription.

### Exercise 5 Read the signs:



(d)



(c)



(b)



(a)

### Exercise 6 Mark the stress with an accent on these transcribed words or word-forms which we have not yet studied:

(a) **mashghūlin**   (b) **maḥaṭṭa**   (c) **intikħabat**   (d) **tarbiya**

**Exercise 7** Complete the word with the right form of غَلَقْ or غَلَقَ :

(a) اجتِمَاعٌ ... (e) مَبْلَغٌ ... (b) مَشَّـولٌ (c) مَعْلَمَةٌ (d) مَبْلَغٌ ... امَّا

**Exercise 8** Write in Arabic (putting any relatives or other adjectives in the m. form), and pronounce your answers, taking care with the stress:

- (a) *the meeting* (b) *daily* (c) *monthly* (d) *arrival* (e) *south*
- (f) *the week* (g) *electoral* (h) *the school* (j) *Italian* (k) *administrative*

**Exercise 9** Reading. Covering everything but the printed Arabic, read again, column by column, the 'Read and write' paragraphs of this unit.

The answers to Exercises 5 to 8 are immediately below.

### Answers to Exercises

**Exercise 1** (a) íbil *CAMELS\** (b) bâş *BUS* (c) kháṭar *DANGER*

**Exercise 2** (a) ابتدائي (d) انتخاب (c) وطني (b) إنتاج (e) منظمة

**Exercise 5** (a) shurṭa (b) makhrāj (c) madkhāl (d) shimāl

**Exercise 6** (a) mashghūlīn (b) maháṭṭa (c) intikhábát (d) tárbiya

**Exercise 7** (a) مُشَفَّول (b) اجْتِمَاعٌ (c) مَعْلَمَةٌ (d) مَبْلَغٌ (e) عَامٌ

**Exercise 8** (a) al-ijtimá9 (b) yóumí

(c) sháhri (d) wuṣúl (e) janúb جنوب (f) al-'usbú9 المدرسة (g) intikhábí (h) al-mádrasa

(j) iṭáli (k) idári إداري

\* This picturesque desert-road warning should be taken seriously, especially if visibility is poor. In a collision, most animals fall under the car. But the camel is hit below his knees, with possibly appalling consequences for both man and beast. The stricken and struggling animal, his already considerable weight increased by the impact, comes crashing through the car roof.

The camel deserves respect. He is silent and can be swift. And the desert is his.

**Tests**

**1** Read aloud and translate these words:

- |                    |               |               |
|--------------------|---------------|---------------|
| (c) السُّعْدَر     | (b) مَسْؤُلَة | (a) الشَّيْءُ |
| (e) الْإِنْتَخَابُ | (d) مَدْخَلٌ  |               |

**2** Arrange these in the order of their size, biggest first:

- |                  |               |               |
|------------------|---------------|---------------|
| (c) الْأَسْبُوعُ | (b) السَّنَةُ | (a) الْيَوْمُ |
|                  |               | (d) الشَّهْرُ |

**3** Make a relative, in the indefinite masculine form, from each noun.

Give its meaning:

- |                    |                  |                  |
|--------------------|------------------|------------------|
| (c) الْأَسْبُوعُ   | (b) ابْتَداً     | (a) الصَّنَاعَةُ |
|                    |                  |                  |
| (e) بِرْيَطَانِيَا | (d) اِبْطَالِيَا |                  |

**4** Write:

- |                |               |             |
|----------------|---------------|-------------|
| (a) at-ta'sis  | (b) an-nihā'i | (c) mas'ūla |
| (d) al-makhrāj | (e) ad-dukhūl |             |

### Review

In this unit we covered seven more joined letters, two of them sun letters with dark sounds; and many useful new words. You also learned how to stress correctly any word in the language.

The next unit gives us the remaining three letters and three 'curiosities', rounding off the alphabetical part of this book.

# 6

In this unit you will learn

- the remaining three letters, and three special spellings, with their pronunciation,
- the full alphabet in its proper order,
- how Arabic transcribes foreign words.

## Letters

1



The joined letter ف fā represents *f* as in English *fee*. The joined letter ق qāf, which we can transcribe as *q*, is pronounced like *k* in English, but as far back in the throat as possible. Say *coo* several times, taking the contact back as far as you can. The result is *q*. The letter ق does *not* represent an English *q* in sound.

The short and full forms are used in the manner known to you. The full form of fā is shallow like the ب group, while the full form of qāf is deep with a swoop, like ن. Both fā and qāf are dotted above the ring, in both short and full forms. Write several:

ف ف ق ق ف ف ق ق

In Tunisia, Algeria and Morocco you may find و ب for fā and ق for qāf; in Morocco you can see signs indicating the city of باس fās Fez. In this book we use the much commoner forms of the letters, shown in the box.

Since ق has a dark sound, any neighbouring a or ā is darkened. The dark vowels are dotted in the examples given below. Read and write:

فني تفتيش taftīsh *inspection* ..... fannī *technical*  
سفيري سفارة sifāra *embassy* ..... safīr *ambassador*

رَقْم	<i>rāqm number</i>	مُفتوح مفتوح	<i>maftūh open</i>
شَرْق	<i>sharq east</i>	قف قف	<i>qif STOP (on road signs)</i>
سُوق	<i>sūq market</i>	تقرير تقرير	<i>tāqrīr report, decision</i>
الْعَرَاق	<i>al-9irāq Iraq</i>	القاهرة الْقَاهِرَة	<i>al-qāhira Cairo</i>

2

ک k kāf

The letter **ك** kāf represents the sound *k* as in English *book*. It is a tall joined letter, with short and full forms used in the manner known to you. The forms you see here are printed forms; in handwriting the short form is upright, while in the full form the small embellishment \* becomes a hook inside the curve (like the dot of ن, see Unit 1). The differences are shown below:

handwriting: C S

*print and type:* ↵ 5

Write several handwritten forms:

ک ک ک ک ک ک ک ک

The ‘headstroke’ of the short form, and the hook of the long form, serve to make sure that this letter does not get confused with J. You will also meet the printed isolated form J, not used in handwriting. Read and write:

كبير	شركة شركه	sharika company	kabir big
مكتب	ممكن	mumkin possible	maktab office
بنك	بنك		bank bank

There are special handwritten forms for the combinations **kāf-alif**, **kāf-lām** and **kāf-lām-alif**. Copy the handwritten forms from this table:

<i>handwriting</i>	<i>print</i>
کا	کا
کل کل کل	کل کل کل
کلا کلا	کلا کلا

**Now *read and write*:**

إمكانيّة	imkāniyya	possi <b>bility</b>	كاتب	kātib	writer
مشكلة	mushkila	problem	كلٌّ	kull	every, all
تكليف تطليغ	taklif	cost	كلام	kalām	speech, speaking

**Exercise 1** Write these new words:

- (a) **ak har |** *more*      (b) **shakl** *form*      (c) **kammiya** *quantity*  
(d) **miftah** *key*      (e) **iqtirāh** *proposal*

**Exercise 2** Given the word مكتوب maktüb written as a model, you can easily read words with the same pattern such as مربوط marbūt connected, معلوم ma9lūm known, منشور manshūr published. Now read these new words, following the model given:

- (a) كاتب **kātib** writer. Read عامل *worker*, سائق *driver*, ساكن *resident*

(b) كبير **kabīr** big. Read صغير *small*, فقير *poor*, كثير *much*, قليل *near*, قریب *little, few*

(c) استثمار **istiqbāl** exploration. Read استقبال *reception*, استعمال *use*, استقلال *independence*, استئنکار *rejection*, تھیں *investment*

(d) تفتيش **taftīsh** inspection . Read تقسیم *partition*, تحسین *repair*, تعلیم *tuition*

- (e) مكتب maktab office. Read مطبخ kitchen, museum, مشغل workshop, factory, مصنع playground, playing-field  
 (f) مثل mumathhil representative. Read مفتش inspector, مقرز reporter, مدرب محرك instructor, engine

The answers to these exercises follow paragraph 6 below.

3

ةُ لَ tanwīn

Now that you have learned the alphabet, here are three curiosities for you. The first two, shown in the box above, are called **tanwīn\***, which we can translate as ‘en-ing’ or ‘providing with n’. Here they are in action:

فوراً fouran *immediately* عادةً 9ādatan *usually*

The one with **alif, ل**, is always pronounced -an (short a, despite the alif), while the one with **tā marbūṭa, ة**, is pronounced -atan. The dots of ة are always written in handwriting for this form. When **tanwīn** is added to the ending -i the combination becomes ...يَ... -īyan/-iyatan. We write **tanwīn** only at the end of a word, and it is useful because it marks countless *adverbs*, i.e. words describing verbs or adjectives. In some print, and, alas, in much handwriting, the ... mark is omitted, leaving us with ... and ة... which is not very helpful. In this book the ... is always shown, and you are advised always to write it. The *n* sound is *not* written with ن in this special form.

\* There are in fact three **tanwīns**, one for each of the vowels **a, i** and **u**; but you will hardly ever see the last two, and they need not concern us. The full name of the useful one shown here is **alif tanwīn**. We can call it simply **tanwīn**.

*Read and write:*

كثيرًا / كثيرةً <b>kathīra</b> رسمياً / رسمياً <b>rasmīya</b>	rasmīyan <i>officially</i> ..... <b>kathīran</b> <i>greatly</i>
قليلاً / قليلاً <b>qalīlā</b> مثلاً / مثلاً <b>mathalā</b>	qalīlān <i>a little</i> ..... <b>mathalān</b> <i>for example</i> خاصّةً / خاصّةً <b>khāssatān</b> ..... <b>khāssatān</b> <i>specially</i>

4

أَلِيفٌ alif maqsūra

This one is our third curiosity. In some words you will see a final yā, without the dots, which is not pronounced -ī at all, but which sounds -a,

just like final ٍ alif. This form is called **alif maqsūra**. It occurs in only a few words. Pronounce it -a. This ‘curiosity’ can be confusing.

The situation is not helped by the fact that ى proper (the one that is pronounced -ī), when standing alone, is often printed and handwritten without its dots: you will, for example, see مصري for **mīṣrī**.

Two things are worth noting, and they offer some help:

- when you see ى it is much more likely to be yā (sounded -ī) which is much more common than **alif maqsūra** (sounded -a)
- **alif maqsūra** occurs only at the end of a word, nowhere else.

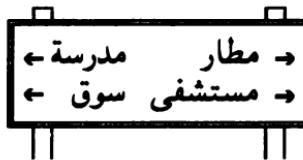
Throughout this book we write ى for isolated yā and ى only for **alif maqsūra**. You are recommended to do the same, to make your handwriting clear.

**Read and write:**

..... الى ىila to ..... على ى 9ala on

..... مستشفى mustashfa hospital

**Exercise 3** Which way, right or left, to (a) *school*, (b) *hospital*, (c) *airport*, (d) *market*? Read the words aloud:



The answers to this exercise follow paragraph 6 below.

## Alphabet

5 Here is the whole alphabet, in its Arabic order. Read from the middle outwards, as you always should when you have parallel Arabic and English columns:

← →

ٍ alif

ب ت ث bā tā ṭhā

ج ح خ jīm hā khā

د	ذ	dāl d̥hāl
ر	ز	rā zayy
س	ش	sīn shīn
ص	ض	shād d̥ād
ط	ظ	tā zā
غ	ع	għayn ghayn
ك	ق	fā qāf kāf
م	ل	lām mīm nūn
و	ه	hā wow yā

**Special letters, and signs not found in the alphabet, are usually listed as follows:**

ا, ا and ا	with ل
ة	with ه
ؤ	with ل or و
ئ/ي	with ل or ي
ى	with ي
...	is disregarded

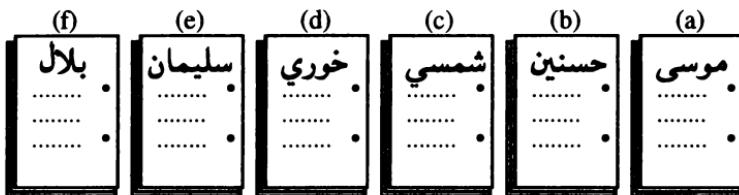
Using this order, you can look up a proper name or a department etc. in a list or directory such as a telephone book or street index; also in the vocabulary in this book. You can also use a dictionary, provided you use one of the newer ones which list alphabetically by *words*: examples are Steingass' Arabic-English Dictionary published by Khayat in Beirut, or a later edition of 'Al-Mawrid', Arabic-English, published by Dar al-Ilm li-l-Malayin, also of Beirut.

If you understand German, you can use Langenscheidt's Arabic-German/German-Arabic dictionary, either the pocket or the desk edition. This is also arranged alphabetically by words, with transcription.

Avoid older Arabic-English dictionaries: they may be good, but they list by roots, and you have to know Arabic grammar well to find your word.

The vocabularies in this book are arranged alphabetically by words.

**Exercise 4** Put these customer files in their right alphabetical order:



Match the transcriptions to the names: **mūsa**, **bilāl**, **ḥasanayn**, **shamsī**, **sulaymān**, **khūrī**.

Now imagine opening three fresh files in the names of (g) **zaydān**, (h) **abūbakr** and (j) **nūrī**. Write these names and put them in alphabetical order with the others.

The answers to this exercise follow paragraph 6 below.

### Arabic Transcription

6 There is no standard Arabic transcription for foreign words. But the following principles seem generally to be followed.

Little distinction is made between foreign long and short vowels: *ī* is used for long and short *a*, *ū* for long and short *u* and *o*, and *ī* for long and short *e* and *i*.

*v* is usually transcribed either with **ف** or the artificial letter **ف**; *p* either with **ب** or the Persian/Urdu letter **پ**; *g* with **ك** or **ج**, and *ch* with the Persian/Urdu letter **چ**:

فيينا / فيينا	viyēnā	Vienna	باريس	pārīs	Paris	
جينيف	jinēv	(Fr. Genève)	روما	rōma	Rome	
تلفون / تليفون	tilifōn / tilifōn	telephone	كمبيوتر	kampyūtir	computer	
أوتوبس	otobīs	(Fr. autobus)	أوتيل	ōtēl	(Fr. hôtel)	hotel

As you know, in Egypt **ج** is pronounced like hard English *g* (see Unit 5), so you often see **ج** for *j* in foreign names in Egypt: **چاكارتا** Jakarta.

Initial *s* followed by a consonant other than *w* is transcribed as .. :

اسكتلندا iskotlanda Scotland, but: سويسرا swisira Switzerland.

When reading a commercial sign, remember that it is possibly not Arabic at all. Try reading it aloud, especially if it has no recognisable Arabic shape. I used to enjoy watching people puzzle over a shop sign in the Arabian Gulf which read **فیش اند چیپس**; it sometimes took them a minute to realise that they could go inside and order the local equivalent of cod-and-fries, and even wash it down with a cool **سینکن آپ**, **فانتا**, or a **بیبسی کولا**.

### Oil products



### Answers to Exercises

**Exercise 1** (a) كمية (c) شكل (b) أكثر (d) مفتاح (e) اقتراح

**Exercise 2** (a) 9āmil, sā'iq, sākin

(b) kāthīr, ṣaghīr, faqīr, qarīb, qalīl

(c) istikshāf, istithmār, isti9māl, istinkār, istiqlāl

(d) taqṣīm, tāhsīn, ta9līm

(e) maṭbah, mathaf, mashghal, maṣna9, mal9ab

(f) mufattish, muqarrir, mudarris, muḥarrik

**Exercise 3** (a) مدرسة madrasa, left; (b) مستشفى mustashfa, right; (c) مطار maṭār, right; (d) سوق sūq, left.

**Exercise 4** (f) bilāl (b) ḥasanayn (d) khūrī (e) sulaymān (c) shamsī

(a) mūsa.

(g) زيدان zīdān (j) نوري nūri (h) ابو بكر abu bkr goes before (e), goes first, and (i) goes last.

**Tests****1 Read aloud and translate:**

(c) مسؤول	(b) مطار	(a) صناعة
(f) أخبار	(e) إدارة	(d) وزارة
(j) أو	(h) شركة	(g) احتجاج
(n) مستشفى	(m) مثلًا	(k) سوق

**2 Rewrite the word, filling in the missing letter. Read your answer aloud.**

(c) فور...	(b) م...تب	(a) م..لم
	(e) ابت...ائي	(d) ت..سيس

**3 You certainly know these international brand names. Read them aloud:**

(c) موبيل	(b) آي بي إم	(a) كوداك
	(e) بيجو*	(d) ميشلين

\*(e) difficult. Every single letter in this French name is at best an approximation.

**Review**

We have now completed the alphabet and the various signs commonly used in writing.

If you are in an Arab country while working through this book, you should already be able to make sense of some of the words shown on signs and notices around you.

# 7

In this unit you will learn

- how to make words *dual* (two of a kind) and *plural* (more than two of a kind),
- how to read and write figures.

## Word Forms

### 1 Dual

You will occasionally see the ending يَنْ... -ayn or أَنْ... -ān added to a word. This is the so-called 'dual' ending, and it means 'two'. English uses a number for 'two'; Arabic uses an ending.

A final ة on the original word changes to ت , and a final ي (alif maqṣura, see Unit 6 paragraph 4) changes to ي , before the dual ending is added.

The relative ending ي together with the dual ending becomes يَنْ... -iyayn or أَنْ... -iyān. *Read and write:*

مدیران	mudirān	مدیرین	mudirayn
مكتبان	maktabān	مكتبين	maktabayn
وزاراتان	wizāratān	وزاراتين	wizāratayn
شركاتان	sharikatān	شركاتين	sharikatayn
لبنانيان\لبنانيين	lubnāniyayn/lubnāniyān		
مستشفيان	mustashfayayn		
مستشفيين	mustashfayān		

*two directors, two offices, two ministries, two companies, two Lebanese (m.), two hospitals*

The two endings are not interchangeable. You will find the يَنْ... -ayn series (the first one shown) much more common, and you should use it for preference when in doubt. We will have some guidelines later.

The dual ending is always *stressed*: -ayn/-ān.

## 2 Plural endings

Remember that whereas for English ‘plural’ means ‘more than one’, for Arabic it means ‘more than two’.

There are two endings we can add to words to make them plural (pl.).

The commonest plural ending you will meet is اات... . This is known as the *feminine* plural ending.

This is added to almost all nouns ending in ة , whatever their meaning (the ة is dropped before the plural ending is added), and to many nouns denoting things, places or ideas, whatever their ending.

It is also added to the very few nouns ending in ي , which of course changes to ي before the plural ending is added. *Read and write:*

انتخابات	intikhābat	انتخاب intikhāb
شركات	sharikāt	شركة sharika
معلومات	mu9allimāt	معلومة mu9allima
مستشفى	mustashfī	مستشفى mustashfa
مستشفيات	mustashfayāt	مستشفيات mustashfayāt
<i>election(s), company/-ies, teacher(s) (f.), hospital(s)</i>		

The second commonest plural ending is بین... -īn, with its rarer variant وون... -ūn.

This ending is added only to a few words denoting male persons. It is known as the *mascuine* plural ending.

The relative ending ي together with this plural ending becomes بین... -īyin (less commonly, -iyūn). *Read and write:*

معلمون	mu9allimūn	معلمین mu9allimīn
ممثلون	mumaththilūn	ممثلین mumaththilīn
مفتشون	mufattishūn	مفتشین mufattishīn
إيطاليون	ītālīyūn	إيطالیین ītālīyīn
<i>teacher(s), representative(s), inspector(s), Italian(s) - all masculine.</i>		

As with the dual, so the two masculine plural endings are not interchangeable. The ين... -in series is much more common, and you should use it for preference when in doubt. We will have some guidelines later.

The masculine plural ending is always *stressed*: -in/-ün.

### 3 Irregular plurals

Very many words make their plurals not by adding an ending, but by changing their internal shape. We have this phenomenon with a few English words; consider the singular 'man' with its plural 'men', or 'mouse' and 'mice'. Irregular plural patterns are very common in Arabic. Many such patterns exist, and, unfortunately for us, we can give no rules. An irregular plural form has to be learned together with its singular.

A few important patterns are listed below, with a model word for each pattern.

It looks a formidable list. *Don't* try to learn it: simply take note that such patterns exist, and use the list for reference. The important thing is that when you meet an unfamiliar irregular plural, you check whether you know a singular noun with the same consonants in the same order. If you do, there is a good chance that you have broken the code and identified the meaning. Using a foreign language often involves astute detective work and intelligent guessing.

**Read and write the examples:**

*irregular plural*

*singular*

(a) model **akhbār**:

أخبار akhbār

خبر khabar } news

أنباء anbā'

نبأ naba' } items

أسعار as9ār

سعر si9r price

أخطار akhṭār

خطر khaṭar danger

أشياء ashya'

شيء shay' thing

أفلام aflām

فلم film film

## (b) model buyūt:

بيوت	buyūt	بيت	bayt	house
خطوط	khuṭūt	خط	khaṭṭ	line
بنوك	bunük	بنك	bank	bank
هندو	hunūd	هندی	hindī	Indian

## (c) model madāris:

مدارس	madāris	مدرسة	madrasa	school
مشاكل	mashākil	مشكلة	mushkila	problem
مكاتب	makātib	مكتب	maktab	office
مخارج	makhārij	مخرج	makhraj	exit
مدخل	madākhil	مدخل	madkhāl	entrance

## (d) model asābi9:

أسابيع	asābi9	أسبوع	usbū9	week
مفاتيح	mafātiḥ	مفتاح	miftāḥ	key

## (e) model mudarā' :

مدراء	mudarā'	مدير	mudir	director
وزراء	wuzarā'	وزير	wazir	minister

## (f) model 9arab:

عرب	9arab	عربي	9arabī	Arab,
إنجليز	ingiliz	إنجليزي	ingilizi	Arabic, Arabian
يهود	yahūd	يهودي	yahūdī	English, British

and many other patterns.

Some words have alternative plurals, one with an ending, one irregular; or even two irregular forms. Sometimes the alternatives have different meanings. An example is تقارير *taqrīr report, decision*, plurals تقارير *taqārīr reports*, تقريرات *taqrīrāt decisions*.

Another important word with alternative plural forms is أميركي *amayrkī* American, plurals أميركيين \...يون *amayrkīyīn/-iyūn* or أميركان *amayrkān*.

Three final things to note about plural and dual forms:

- All the duals and plurals can be made definite with the article, as usual: المدراة، العلمين، الشركات، المديرين.
- When a noun has a regular plural, we add the masculine ending (ي\ون...) to a noun denoting a male person, or to show mixed company, male and female; we add the feminine regular ending (ات...) to a noun denoting a female person, *and* to a noun denoting anything other than a person.
- The -ayn ending and the -in ending are both written ين... . There can be confusion. There is a means of marking the difference, but you never see it in use. In general, read -in if in doubt.

In the rest of this book, irregular plurals of new words will be given with the singular, so: بيت بيوت *bayt buyūt*. Where no plural is marked, it is regular, i.e. is formed with an ending, as shown above.

**Exercise 1** Here are some plurals. Give the singular form of the word:

(a) مدراء (b) سيارات (c) تلفونات (d) مفتشين (e) خطوط

**Exercise 2** Put the words together in singular/plural pairs:

بنيات، مدير، مفتش، بناية، وزراء، وزارات، شركات، بيوت  
مدراة، مفتشين، وزير، معلمة، وزارة، شركة، معلمات، بيت.

**Exercise 3** Make the relative form, in the feminine:

(a) أميركا\* (b) وطن (c) باكستان\* (d) إسرائيل\* (e) العراق

\* New foreign words. Easy, if you say them aloud.

**Exercise 4** (a), (b) and (c) below are signs and notices which we have read before. Can you fill in the missing captions? Having done that, read, pronounce and translate the new sign, (d):



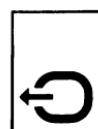
(d)



(c)



(b)



(a)

**Exercise 5** Look back at Unit 6, Exercise 2. Read these new words, following the model given:

(a) كتاب kuttāb writers. Read زوار visitors, عمال workmen, deputies.

(b) مكتوب maktūb written. Read منوع prohibited, مطبوع printed, معروف known, مكتوم confidential.

(c) مدرسة madrasa school. Read مكتب library/bookshop, محكمة law-court.

(d) سياحة siyāha tourism. Read نجارة carpentry, سباكة plumbing, خياطة sewing.

The answers to these exercises follow paragraph 4 below.

## Figures

4 Figures are written as follows. Most important: they are written from *left to right*, like European figures. Write the handwritten forms shown below the printed forms:

→ →

1	١	١	١
	١	١	١
3	٣	٣	٣
	٣	٣	٣
5	٥	٥	٥
	٥	٥	٥

2	٢	٢	٢
	٢	٢	٢
4	٤	٤	٤
	٤	٤	٤
6	٦	٦	٦
	٦	٦	٦

7	٧	٧	٧		٨	٨	٨	٨
	٧	٧	٧		٨	٨	٨	٨
٩	٩	٩	٩		٠	.	.	.
	٩	٩	٩		.	.	.	.

Be careful with handwritten figures ٦ (٢) and ٩ or ٤ (٣). Many people write ٦ for extra clarity. It is not wrong to copy the printed forms in handwriting if you prefer; though some Arabs may read your ٩ as a handwritten ٦.

Don't confuse ٠ (5) with ٠ (0).

When figures occur with letters or symbols, they should be read like this:  
٢ ٥٩٨ as 598 B; ٪٦٤ as 64%. Reading in both directions needs a little practice.

In Morocco, Algeria, Tunisia and Libya the European figures are used.

There is more about numbers, including how they are pronounced, in Unit 13.

#### Exercise 6 Write in Arabic figures:

- (a) 2487      (b) 503      (c) 1999      (d) 1420      (e) 2006

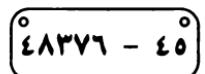
#### Exercise 7 Write in European figures:

٤ . ٥ (e)    ١ . . . (d)    ٢ . ٥٧ (c)    ١٦٢ (b)    ٤٣٨٥ (a)

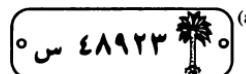
#### Exercise 8 Copy in Arabic figures and letters these car number-plates in handwriting. Then put them into European figures and letters:



(c)



(b)



(a)

The answers to these exercises are on the next page.

## Answers to Exercises

**Exercise 1** (a) مدیر (b) سيّارة (c) تلفون (d) مفتّش (e) خطّ

### Exercise 2

بنية، بنايات؛ مدير، مدراء؛ مفتّش، مفتّشين؛ وزير، وزراء؛  
وزارة، وزارات؛ شركة، شركات؛ بيت، بيوت؛ معلمة، معلمات.

**Exercise 3** (a) أميركية (b) وطنية (c) باكستانية (d) إسرائيلية (e) عراقية

**Exercise 4** (a) مخرج (b) تهّل (c) خطر (d) qif STOP

**Exercise 5** (a) zuwwār, 9ummāl, nuwwāb

(b) mamnū9, maṭbū9, ma9rūf, maktūm

(c) maktaba, maḥkama

(d) nijāra, sibāka, khiyāṭa

**Exercise 6** (a) ٢٤٨٧ (b) ٥٠٣ (c) ١٩٩٩ (d) ١٤٢٠

(e) ٢٠٠٦

**Exercise 7** (a) 4385 (b) 162 (c) 2057 (d) 1000 (e) 405

**Exercise 8** (a) ٤٨٩٢٣ ٤٨٩٢٣ س (b) ٤٨٢٧٦-٤٨٤٨٣٧٦-٤٣

(c) ٧٩-٢٢٣٧ ٧٩ ٦٣٢٧

## Tests

1 Read aloud and translate:

(c) شركة	(b) القاهرة	(a) العراق
(f) إداري	(e) زيارة	(d) ممکن
(j) محكمة	(h) السوريين	(g) ممثّلين
(n) الانتخابات	(m) مدارس	(k) أجنبي

2 Arrange these irregular plurals into groups, each group with its model (which is included to help you). Don't worry about the words you don't know; it is the pattern which counts:

مشاكل، أسابيع، خطوط، ظروف، مطاعم، أرقام، عواصم،  
أموال، وزراء، بيوت، مبالغ، مدراء، أخبار، محاكم، أساليب،  
وكلاء، أفكار، مدارس، بنوك.

- 3 Make the masculine plural relative, in the indefinite form (e.g. **لبنانيّن**), from each word:

مصر (c)	إيران (b)	سوريا (a)
	الكويت * (e)	العراق (d)

\*(e) unfair - we haven't done this proper name. But it is familiar and you can handle it. Just follow the rules.

- 4 Make these words plural. They all follow the feminine regular pattern:

مستشفى (c)	السفارة (b)	البنية (a)
معلمة (f)	أوتيل (e)	كمبيوتر (d)
شركة (j)	منظمة (h)	المطار (g)
انتخاب (n)	زيارة (m)	إمكانية (k)

### Review

We have learned the dual and the plural, regular and irregular. Don't be discouraged by the variety of irregular plurals; Arabs often have similar difficulty. The commonest patterns become more familiar with practice.

Next we learn some of the word-patterns which characterise Arabic - and which help us to find our way around a language whose words are very different from our own.

## In this unit you will learn

- three important forms derived from verbs,
- something about other writing styles.

## Verbal Forms

### 1 Participles

Think of English words like ‘writer’, ‘writing’, ‘written’. The first one names a person *doing an action*; the second describes such a person. The third describes a thing *suffering an action*.

All three are derived from a verb (in this case *to write*), but they are not verbs themselves. They are either *nouns* or *adjectives* (look back to Unit 4, paragraph 4 if you are unsure of these terms).

Arabic has such words too, and they are numerous and useful. We call them **participles**. The ones referring to a *person or thing doing an action* (*writer, writing* in English) are called **active participles**. The ones referring to a *person or thing suffering an action* (*written* in English) are called **passive participles**.

Both active and passive varieties can be used either as nouns or as adjectives, as long as the words make sense.

Arabic participles have recognisable patterns, fortunately not too many to learn. Here are the main ones, grouped according to a model, with examples, which you will find useful. Obviously, a verb has both active and passive participles only where both would make sense or be useful. For most verbs, only one of the two is in common use. The columns shown below (active on the left, passive on the right) reflect this fact.

Approach this list in the same way as you did the irregular plural patterns listed in Unit 7. What is familiar will stick in your memory straight away, giving you the pattern. Practice, and inquisitiveness, will help you to apply the pattern more widely.

**Read and write** (there is, alas, no room to show the handwriting here):

Active Participle ('doing')	Passive Participle ('suffering')
(a) model <b>kātib</b> (active), <b>maktūb</b> (passive):	
كَاتِب kātib writer, clerk	مُكتَوب maktūb written
سَائِق sā'iq driver	
عَامِل 9ummāl workman	
لَازِم lāzim necessary	مُفْتوح maftūh open(ed)
حَاضِر hādir present, ready	مُنْهَى mamnū9 prohibited
	مُشغُول mashghūl busy ('busied')
	مُعْلَمَات ma9lumat ('things known') information
	مُحْفَظ mahfūz reserved
(b) model <b>mumathhil</b> (active), <b>mumaththal</b> (passive):	
مُثَلِّي mu9allim teacher	مُثَلَّث mumaththal represented
مُفَتَّش mufattish inspector	
مُدَرِّس mudarris instructor	
مُقرِّر muqarrir reporter	مُقرَّر muqarrar decided
(c) model <b>musā9id</b> (active; no common passives):	
مساعِد musā9id assistant	
مسافِر musāfir traveller	
محامي muhāmi lawyer	
محاسب muhāsib accountant	
مناسِب munāsib appropriate	
(d) model <b>mursil</b> (active), <b>mursal</b> (passive):	
مرسل mursil sender	مرسل mursal sent
معطِي mu9ti donor	
مفَيد mufid useful	
مهم muhimm important	

(e) model **muntakhib** (active), **muntakhab** (passive):

منتخب **muntakhib** elector

مشترك **mushtarak** participant

متحدة **muttahid** united

منتظر **muntazir** waiting for

منتخب **muntakhab** elected

مشترك **mushtarak** joint,

common

منتظر **muntazar** awaited

(f) model **mustakhdim** (active), **mustakhdam** (passive):

مستخدم **mustakhdim** employer

مستقبل **mustaqbil**  
(radio, TV) receiver

مستعد **musta9idd li-** ready for

مستخدم **mustakhdam** employed

مستقبل **mustaqbal** future

You can see that

- a few active participles of model (a) have an irregular plural, in the masculine form, almost all other participles (passive of model (a), and active and passive of models (b) to (f)) having regular plurals.
- in models (b) to (f), the only difference in form between the active and passive forms is in the last vowel: -i- for the active, -a- for the passive. Unfortunately, everyday Arabic writing does not show this important difference. There is a way of marking it, but this is seldom used outside school textbooks. We have to be guided by the context.

The participle can be made feminine and/or plural, as usual:

معلمة **mu9allima** teacher (f.)      سائقين **sā'iqin** drivers

**Exercise 1** Read aloud the participles listed after each model:

(a) model وارد **طالب** *student*, **كامل** *complete*,

عارف *knowing*

(c) model معاذ *conservative*, مقابل *facing*

(f) model مستأجر *tenant*, مستعمل **مستخدم** *investor*

What is the last vowel in all these participles? How do you know?

**Exercise 2** Read aloud these passive participles:

مكسور **broken**, مستنك *rejected*, مسلح **armed**, مقترح *proposed*

The answers to these exercises follow paragraph 4 below.

## Verbal Nouns

2 Think of the English word ‘inspection’. It comes from a verb ('to inspect') but is itself a noun. It denotes the *activity* of the verb. Arabic has countless nouns of this kind; we call them **verbal nouns**. We know the verbal noun *inspection* in Arabic, from Unit 6: it is تفتيش **taftish**.

Verbal nouns are important in Arabic. We meet them constantly in notices etc. The ones corresponding to the group (a) participles (model كاتب/مكتوب) are irregular in form, but groups (b) to (f), corresponding to the participle groups (b) to (f), are regular, following known models in the same way as do the participles.

The following list is *not* intended for learning outright. Treat it mainly as reference material; some of it is familiar already. ***Read and write:***

(a) irregular (several patterns are found; the words are best learned simply as nouns):

كتابه	كتابة	kitāba (the act of) writing
وصول	وصول	wuṣūl arrival
عمل أعمال	عمل اعمال	9amal a9māl work

(b) model **taftish**:

تفتيش	taftish	inspection
تَعْلِيمٍ	ta9līm	tuition, education
تَنظِيمٍ	tanzīm	(act of) organisation
تقرير	taqrīr	report, decision

(c) model **musā9ada**:

مساعدة	musā9ada	help
محاسبات	muḥāsabāt	(pl.) accounts
مغادرة	mugħādara	departure

(d) model *irsāl*:

ارسال	إرسال	<i>irsāl despatch</i>
اداره	ادارة	<i>idāra administration</i>
اضراب	إضراب	<i>idrāb strike</i>

(e) model *intikhāb*:

انتخاب	انتخاب	<i>intikhāb election</i>
اشتراك	اشتراك	<i>ishtirāk participation</i>
انتظار	انتظار	<i>intizār wait(ing)</i>

(f) model *istikhḍām*:

استخدام	استخدام	<i>istikhḍām employment, recruitment</i>
استقبال	استقبال	<i>istiqbāl reception</i>

These nouns can of course form *relatives* (Unit 4) by adding ...ي.

**Read and write:**

تعلیمی *ta'limī* educational, tutorial  
 الاشتراکین *al-ištirākiyin* the socialists

### Abstract Nouns

3 You will also find *abstract* nouns (i.e. nouns denoting a quality or state) ending in ... -iya. These are in fact feminine relatives, but used only as nouns. **Read and write**, and remember if you can, such useful abstracts as:

الاشترکیة *al-ištirākiya* socialism  
 الدّموقراطیة *ad-dimuqrātiya* democracy

### Other Written Styles

4 Just as in our alphabet, so in the Arabic alphabet there are various styles or typefaces in use. Here are all the letter families, first in the style

used in this book; then in a newspaper style; then in typewriting; then in two decorative styles used on buildings and monuments:

أَبْبَ جَجْ دَرَسْسَ صَصْ طَعْعَعْ فَفَقَ كَكَ لَلْ مَمْ نَنْ هَهَهَ وَ يَيْ يِي  
 أَبْبَ جَجْ دَرَسْسَ صَصْ طَعْعَعْ فَفَقَ كَكَ لَلْ مَمْ نَنْ هَهَهَ وَ يَيْ يِي  
 أَبْبَ جَجْ دَرَسْسَ صَصْ طَعْعَعْ فَفَقَ كَكَ لَلْ مَمْ نَنْ هَهَهَ وَ يَيْ يِي  
 أَبْبَ جَجْ دَرَسْسَ صَصْ طَعْعَعْ فَفَقَ كَكَ لَلْ مَمْ نَنْ هَهَهَ وَ يَيْ يِي  
 أَبْبَ جَجْ دَرَسْسَ صَصْ طَعْعَعْ فَفَقَ كَكَ لَلْ مَمْ نَنْ هَهَهَ وَ يَيْ يِي

Many Arabs use a handwriting style with abbreviated shapes for certain dotted letters standing at the end of a word or alone. Reading this kind of handwriting is much easier if we know these shapes. Here are the important ones:

ش س ض ح ن ن

### Exercise 3 Read aloud these verbal nouns:

تجديد *tajdīd* renewal, استقلال *astiqāl* independence, تدريس *tadrīs* instruction,  
 اجتماع *ijtima‘* meeting, إصلاح *iṣlāḥ* reform, تمويل *taqwīl* financing, مناسبة *māṣabah* occasion,  
 انتقال *intiqāl* transfer

The answers to this exercise are immediately below.

### Answers to Exercises

**Exercise 1** (a) **wārid**, **ṭālib**, **kāmil**, **9ārif**

(c) **muhāfiẓ**, **muqābil**

(f) **musta9mil**, **musta'jir**, **mustathmir**

The last vowel is i, since from their meaning the participles are active.

**Exercise 2** **maksūr**, **mustankar**, **musallaḥ**, **muqtaraḥ**

**Exercise 3** **tajdīd**, **istiqāl**, **tadrīs**, **ijtima‘**, **islāḥ**, **tawwīl**, **munāsaba**, **intiqāl**

## Tests

- 1 These are words which we have not studied. Pronounce each one and identify it either as a masculine active participle or a verbal noun. Don't worry about the meaning; it is the form that counts:

(c) مراسل	(b) راكب	(a) تقديم
(f) شامل	(e) مستعلم	(d) إندار
(j) مدرس	(h) سامع	(g) افتتاح
		(k) استثمار

- 2 Write:

(a) **munāsiba**      (b) **intikħābi**      (c) **muqarririn**  
 (d) **9ummāl**      (e) **tanzīm**

- 3 Here are five active participles. Give the corresponding verbal nouns. Read aloud and translate the participles and verbal nouns:

(c) مرسل	(b) مشترك	(a) مفتش
	(e) مستقبل	(d) مساعد

- 4 Read aloud:

(b) مدرسة للبنات	(a)
الإمارات	(d)
	(c) مصر والعراق
	(e) القاهرة

## Review

Participles and verbal nouns are forms which you will see in abundance on signs and the like. Being able to identify such words will help you to pronounce correctly, and to write down for future use, many new ones which you will meet. Working out their meaning will also be easier.

We have finished our study of separate words. We now move on to expressions ('structures') containing two or more words, very many of these words being like the ones you have just studied.

# 9

In this unit you will learn

- more about masculine and feminine nouns,
- the first basic structure, linking a noun and an adjective,
- the possessive.

New Words: المواصلات al-muwāṣalāt *Communications*

1

*Essential Vocabulary*

أجنبى Ajnabi	اجنبى ajnabi	foreign	راديو rādiō	radio
إصدار iṣdār	iṣdār	issue, issuing	رسالة risāla	letter
إعلان iqlān	iqlān	anouncement, notice, advertisement	رسمي rasmi	official
بلاد buldān	buldān	country	شخصي shakhṣī	personal
تجارة tijāra	tijāra	trade	صورة صور sūra	picture, photograph
تلفزيون tilivizyūn	tilivizyūn	television	طويل ṭawīl	طوال tiwāl long
جديد jadid	judud	new	علاقات 9alāqāt	relations
جميل jamīl	beautifull		قصير qasīr	قصیر qışār short
حكومة hukūma	government		متاز mumtāz	excellent

*Reference Vocabulary*

بريد barīd	mail	لغة lugha	language
تقديم taqdim	presentation	مجتهد mujtahid	hardworking
جوى jawwī	air (adjective)	مجلة majalla	magazine
حديث حداث hadīth	hidāth	محلي mahallī	local
خطاب أخطبة khitāb akhṭibā	speech	مراسل murāsil	correspondent
زميل زملاء zamil	zumalā'	عرض معارض	exhibition
	colleague (m.)	ma9rid	ma9ārid
صحافة siḥāfa	press	مقالة maqāla	(press) article
الصحفي šuhūfi	journalist	ملون mulawwan	coloured
صحيفة صحفَ * saḥīfa	šuhūf	مندوب mandūb	delegate
	newspaper	مؤتمر mu'tamar	conference
قراءة qirā'a	(act of) reading	نص نصوص naṣṣ	nuṣūṣ text

\* If you take to speaking your Arabic (and why not?) use the popular spoken word for ‘newspaper’, جرائد *jarida jarā’id*. The word **صحيفة** is used only in writing.

### Basic Structures, 1: The Description

2 Write these two words:

اعلان *i9lān* announcement

هام *hāmm* important

اعلان *i9lān* is a *noun*. هام *hāmm* is an *adjective*. (Look back to Unit 4, paragraph 4 for these terms, if you need to.) Now write the two words together, *noun first*. We get the expression

اعلان هام *i9lān hāmm* an important announcement

This type of expression is our first basic structure, which we can call a **description**. It is very common, and in any Arab town you will see examples all around you in advertisements, notices and the like.

You will remember that Arabic has no word for *a* or *an*. Note also that, in contrast to the English, the Arabic adjective *follows* the noun.

Now **read and write** a few more descriptions (remember that relatives - Unit 4 - can be used as adjectives):

كاتب لبناني *kātab libnāni* a Lebanese writer

خطاب طويل *khiṭāb ṭawil* a long speech

مقرئ مشغول *muqarrir* مقرئ مشغول *muqarrir* a busy reporter

اعلان عام *i9lān ʿām* a public notice

صحفى مصرى *(ṣuhūfī)* صحفي مصرى *(ṣuhūfī)* an Egyptian journalist

Now **read and write** an Egyptian (woman) journalist. Watch what happens to the adjective:

صحفية مصرية *ṣuhūfiyyah* صحفيه مصرى *(ṣuhūfī)* an Egyptian journalist

The adjective assumes the feminine form too; it is said to *agree* with the feminine noun. **Read and write** an Egyptian newspaper:

## صحيفة مصرية صحيفه مصريه (sahīfa)

In English, we generally apply the concept of masculine or feminine only to nouns denoting people or higher animals (one possible exception being *she* for a ship or a boat); we regard other nouns as *it* or *neuter*. Arabic has no neuter; *all* nouns, including those for things, places and ideas, are either masculine or feminine (صحيفة, shown above, is feminine). For our purposes, the rules for Arabic nouns are simple:

- nouns for male people and male animals are masculine; nouns for female people and female animals are feminine,
- nouns ending in ة denoting things, places and ideas are feminine; nouns (with any ending) denoting towns, and most countries, are also feminine. Other nouns for things, places and ideas are masculine.

(There is a handful of exceptions, none important enough to concern us.)

With this in mind, *read and write* this series of feminine descriptions:

صحافية مشغولة صحيفه مشغوله a busy newswoman

رسالة رسمية رساله رسميه risāla rasmīya an official letter

صورة جميلة صوره جميله sūra jamila a beautiful picture

صحيفة عربية صحيفه عربيه an Arabic newspaper

All the examples given so far have been indefinite. How do we make a definite description? Given that we make the adjective agree with the noun in gender (m. or f.), it is logical that we make it agree *in definition too*, i.e. indefinite adjective for an indefinite noun, definite adjective for a definite noun. We do just that. *Read and write*:

الكاتب اللبناني الكتاب اللبناني the Lebanese writer (m.)

المقرّر المشغول المقرر المشغول the busy reporter (m.)

النصّ الطويل (an-nass) النصّ الطويل the long text (m.)

الصحافة الغربية الصحافه الغربية aş-ṣīḥāfa l-gharbiyya\* the western press (f.)

- الرسالة الطويلة الرسالة الطويلة ar-risāla ḥ-ṭawīla\*  
 the long letter (f.)
- المجلة الجديدة المجلة الجديدة al-majalla I-jadida\*  
 the new magazine (f.)

We apply to adjectives the same rules for adding the article ... الـ (assimilation to sun letters etc., Units 2 and 3) as for nouns.

\* Remember that the 'weak' a- of the article is dropped after a vowel. It is easiest to pronounce the vowelless article as part of the preceding word: *as-sihāfa l-gharbiya* (etc.).

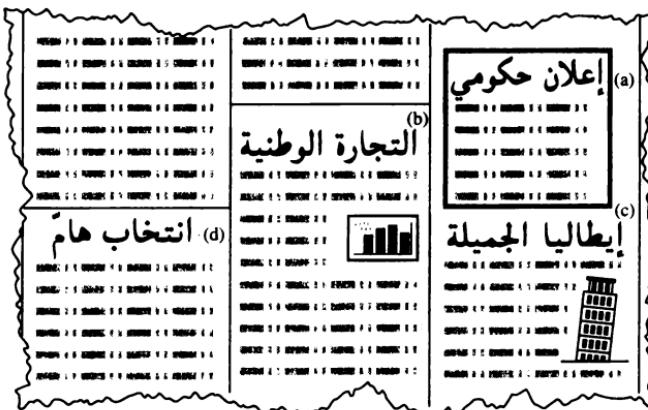
A proper name (*Egypt, Ahmad*) is always definite, even if it has no article. So a description with a proper name has a definite adjective, just like *Alexander the Great* or *Ivan the Terrible* in English. Read and write:

مصر الحديثة مصر الحديثة (al-ḥadītha) modern Egypt (f.)

**Exercise 1** Make as many meaningful descriptions as possible, using a noun from list (a) and an adjective (making it agree) from list (b). Read and translate your descriptions:

- (a) الإعلان، صحيفة، بلاد، الصورة، رسالة  
 (b) هام، مفيد، شخصي، طويل، محلي، جميل

**Exercise 2** Read and translate these newspaper headings. Which descriptions are masculine, and which feminine? Definite or indefinite?



The answers to these exercises follow paragraph 5 below.

3 So far all the descriptions have been singular. Descriptions can also be dual (though by their nature these are rare). The adjective agrees, forming its dual in the same manner as the noun. The description can be indefinite or definite. ***Read and write:***

مقرّرين غربيين مقرّرٍ غربيٍّ مقرّران غربيان مقرّرٌ غربيٌّ	}	<i>two western reporters (m.)</i>
<b>ar-risālatayn</b> <i>ar-rasmīyatayn both (the) official letters (f.)</i> <b>الرسالتين الرسميتين الرسائلتين الرسميتين</b> <b>ar-risālatān ar-rasmīyatān</b> <i>(also الرسائلتان الرسميتان)</i>		

4 As you would expect, plural descriptions, both indefinite and definite, also exist. They occur very frequently.

In a plural description, the noun forms its plural in one of the three ways we have studied in Unit 7 (feminine regular, masculine regular, and the irregular forms).

But the adjective forms its plural in one of these three ways *only when it describes people*. We call this the **animate plural form**.

When the adjective describes any other plural noun (animals, things, places, ideas) it always has the same form as the *feminine singular*, irrespective of whether the noun is masculine or feminine. We call this the **inanimate plural form**.

This is a most important rule, and you will see it in action countless times.

**Inanimate Plural Rule:** *An adjective describing a plural noun which denotes anything other than people is put into the inanimate plural form, which is always the same as the feminine singular.*

***Read and write*** these plural descriptions; note the form of the adjective in each case (an. = animate, inan. = inanimate):

<b>زملاء ممتازين</b> \ ون زملاء ممتازٍ (-ün) <b>زميلات ممتازات</b> زميلات ممتازٍ (-ün)	<b>zumalā' mumtāzin (-ün)</b> <b>zamilāt mumtāzāt</b> <i>excellent colleagues (f. an. pl.)</i>
---	--

اقتراحات ممتازة iqtirāhāt mumtāza  
*excellent proposals (inan. pl.)*  
 مقالات ممتازة maqālāt mumtāza  
*excellent articles (inan. pl.)*

Remember that the choice between animate pl. and inanimate pl. (= f. sing.) forms arises only for the *adjective*, not the noun. And then only for the *plural*, not the singular or the dual.

Here are more plural descriptions, of various kinds, including a mixture of definite and indefinite (but remember that, since Arabic uses the article for any noun used to cover a whole category in general, you may not always want to express the article in English). Spot the animate plural and inanimate plural adjectives too. Read and write:

بلدان غربية	buldān ḡarbiyyah	(buldān) western countries
صور ملونة	ṣuwar mulawwana	colour(ed) photographs
ممثلين أجانب	mihātilin ajānib	foreign representatives
الصحف الأجنبية	aṣ-ṣuhūf al-ajnabiyya	(the) foreign newspapers
الكمبيوترات اليابانية	al-kambiyūtrāt al-yābāniyyah	(the) Japanese computers
مندوبيين يابانيين	mandūbīn yābāniyyin	Japanese delegates
إعلانات حكومية	ī'lānat ḥukmīyah	government announcements
زميلات مجتهدات	zimīlat mujtahidāt	hard-working colleagues (f.)

### Possessive

5 In English the so-called *possessive* (more correctly, possessive adjective) is a word: *my, your, his, her, its, our, your, their*. In Arabic it is an ending added to the word denoting what is possessed. Write *colleague* in Arabic, indefinite masculine form:

زميل زميل

Now add the ending سی... -ī and you get *my colleague* (m.):

زميلي zamīlī

A final ة on the possessed noun changes to ت (since ة can stand only at the end of a word) before the possessive ending is added. Write *my car*:

سيارتي sayyārati

Here are the possessive endings for all the persons we need, including *my* which we have just studied:

سي... -ī	my	نا... -na	our
ك... -ak	your (m.)	كم... -kum	your (pl.)
ك... -ik	your (f.)		
ه... -u, -hu	his, its (m.)	هم... -hum	their (animate pl.)
هـ... -ha	her, its (f.), their (inanimate pl.)		

These are all added to the indefinite noun in the same way as سی... .

*Read and write:*

تقريري	taqrīrī	<i>my report</i>
مشكلتي	mushkilatī	<i>my problem</i>
اقتراحتك	iqtirāħak, ...ik	<i>your proposal</i>
لجنة	lajnatak, ...ik	<i>your committee</i>
مكتبه	maktabu	<i>his office</i>
صوريته	ṣūratu	<i>his, its picture</i>
اسمها	ismhā	<i>her, its, their (inan.) name</i>
احتاجاجنا	ihtijājna	<i>our objection</i>
مجلتنا	majallatna	<i>our magazine</i>
وصولكم	wusūlkum	<i>your (pl.) arrival</i>

زيارتكم	ziyāratkum	your (pl.) visit
إعلانهم	i'lānhum	their advertisement
طائرتهم	tā'irathum	their aeroplane

Certain things need explaining:

- The possessive *you* shown above has three forms: one used when the ‘possessor’ is a male person, one used when the possessor is a female person, and one used when the possessors constitute a group.
- We use the possessive *-u* or *-hu* when the possessor would be expressed with a masculine noun; we have to translate with *his* or *its* as appropriate.
- We use the possessive *-ha* when the possessor would be expressed with a feminine noun, or a plural noun not denoting people (this is the inanimate plural again); we have to translate with *her*, *its* or *their* as appropriate.
- We use the possessive *-hum* *their* only when the possessors are people, i.e. animate.
- No dual? Yes, there are dual possessives (= *of you both*, *of them both*), but they are so rarely used that we need not learn them, and they have been left out of this table.

When a noun has a possessive ending attached, it logically becomes definite. So any accompanying adjective has the article. Read and write:

مكتبي الجديد	maktabī l-jadid	my new office
لزيارتكم الرسمية	li-ziyāratkum ar-rasmiya	for your official visit
منظمه الصغيرة	munazzamatū s-ṣaghīra	his small organisation
إنتاجهم الصناعي	intājhum aṣ-ṣinā'i	their industrial production

We can also add these possessives to a noun with the regular plural noun ending ...ات, or to an irregular plural. **Read and write:**

معلوماتهم المفيدة مسلماتهم المفيدة ma9lūmāthum al-mufida  
 their useful information  
 مشاكلنا الفنية مثاطننا الفنية mashākilna l-fannīya  
 our technical problems

Adding a possessive to a noun with the dual ending, or with the regular plurals -in/ün, involves various changes which are frankly not worth our trouble, since these forms are very rarely found with possessives. We can ignore them.

**Exercise 3** Who placed advertisement (a)? And what is the firm which placed advertisement (b) looking for? (Read only the big print!):



**Exercise 4** Read and translate the following descriptions:

- (a) صور ملونة (b) للمقررين الأجانب (c) منظمتنا الفنية  
 (d) الصحافة المحلية والوطنية (e) مكتبك الجديد

The answers to these exercises are given immediately below.

## Answers to Exercises

### Exercise 1

الإعلان الهام\المفيد\الشخصي\المحلي\الطويل al-i9lān al-hāmm, al-mufid, ash-shakhsī, at-tawil, al-mahallī, al-jamīl  
*the important, useful, personal, long, local, beautiful announcement/advertisement*

صحيفة هامة\مفيدة محلية şahīfa hāmma, mufida, mahallīya  
*an important, a useful, local newspaper*

بلاد هام\جميل bilad hāmm, jamīl *an important, a beautiful country*  
 الصورة الهامة\المفيدة aş-ṣūra l-hāmma, l-mufida, sh-shakhsīya, l-jamīla *the important, useful, personal (private), beautiful picture/photograph*

**رسالة هامة\مفيدة\شخصية\ طويلة\جميلة** *risāla hāmma, mufidā, shakhsīya, ṭawila, jamīla* *an important, a useful, private, long, beautiful letter*

**Exercise 2** (a) *iqlān ḥukūmī* *Government(al) Announcement/Notice*, indefinite masculine

(b) *at-tijāra l-waṭanī* (*'The'*) *National Trade*, definite feminine

(c) *iṭāliya l-jamīla* *Beautiful Italy* (*'Italy the Beautiful'*), definite feminine

(d) *intikħab hāmm* *an important election*, indefinite masculine

**Exercise 3** (a) *al-khuṭūṭ al-jawwīya l-waṭanīya* (*'The'*) *National Airlines* (*'Air Lines'*)

(b) *mumaiħħilin fanniyin* *Technical Representatives*

**Exercise 4** (a) *suwar mulawwana* *coloured pictures/photographs*

(b) *li-l-muqarririn al-'ajānib* *for ('the') foreign reporters*

(c) *munazzamatna l-fannīya* *our technical organisation*

(d) *aš-ṣiħħa l-mahallīya wa l-waṭanīya* *the local and national press*

(e) *maktabak al-jadid* *your new office*

## Tests

1 Read aloud and translate:

- |                        |                       |
|------------------------|-----------------------|
| (b) احتجاجاتهم الطويلة | (a) صحافتنا الأسبوعية |
| (d) صحف عربية          | (c) الزملاء الفنيين   |
|                        | (e) بنك أجنبي         |

2 Put adjective and noun together in a description, changing the adjective as necessary:

- |                   |                    |
|-------------------|--------------------|
| (b) المطر، وطني   | (a) مدرسة، ابتدائي |
| (d) لزورنا، أجنبي | (c) تقاريره، يومي  |
|                   | (e) انتخابات، عام  |

3 Make these descriptions plural:

- |                       |                 |
|-----------------------|-----------------|
| (b) التقرير الفني     | (a) رسالة طويلة |
| (d) الطائرة الأميركية | (c) مثل أجنبي   |
|                       | (e) خط جوي      |

## Review

An important step. Once you have mastered this unit, you have broken through the barrier separating single words from meaningful expressions. And you have done your first manipulations in the language.

The words are hard, and there are too many to remember at a first attempt. Concentrate on the essential vocabulary; but don't hesitate to look up any word at all if you are uncertain.

# 10

In this unit you will learn

- the personal pronouns,
- the second basic structure, making simple statements.

## New Words: العمل al-9amal Work

1

### Essential Vocabulary

تاجر تجّار tājir	ma'mūr	public official
خبراء khabīr khubarā'	madanī	civil, urban
دولي duwalī	mashhūr	famous
صعب صعب sa9b ši9āb	muhandis	engineer
طبيب أطباء ṭabīb aṭibbā'	moujūd	present (not absent)
عالمي 9ālamī	muwazzaf	employee
غائب ghā'ib	wikāla	agency

### Reference Vocabulary

أجر أجور ajr ujūr	wage	ممرضة mumarrid(a)	nurse
بطالة baṭāla	unemployment	هندسة handasa	engineering
راتب رواتب rātib rawātib	salary	واضح wādiḥ	clear
سمسار سمسار simsār samāsīr	broker	وظيفة وظائف wažīfa	
شغل أشغال shughl ashghāl	work, job	wažā'if	job, post
عمل أعمال 9amal a9māl	work, labour	وكيل وكلاً wakil	
معقول ma9qūl	reasonable	وکالہ wukalā'	agent
مقبول maqbūl	acceptable		

## Personal pronouns

2 In previous units we have seen most of the personal pronouns ('I, you, he' etc.) . It may be helpful to have them clearly set out, with one we haven't seen so far. Write them out:

أنا اذ ana I	نـحن نـحن nahnu we
أنت انت anta you (m.)	أنتم انتـم antum you (pl.)
أنت انت anti you (f.)	
هو هر huwa he, it (m.)	هم هم hum they (people)
هي هي hiya she, it, (f.), they (other than people, i.e. inanimate pl.)	

These pronouns correspond exactly to the possessives given in Unit 9, paragraph 5. The notes given there apply here as well.

## Basic Structures, 2: The Equation

3 You probably didn't realise that you can already read and write whole sentences in Arabic. Well, you can. **Read and write** these ones:

هر مـسـؤـول .	هو مـسـؤـول . (mas'ül) He is responsible.
هو مـهـندـس .	هو مـهـندـس . (muhandis) He is an engineer.
زمـيلـه مـسـؤـول .	(zamīlu) His colleague is responsible.
زمـيلـه طـبـيب .	زمـيلـه طـبـيب . His colleague is a doctor.
زمـيلـه صـحـفي مـصـرـي .	زمـيلـه صـحـفي مـصـرـي . His colleague is an Egyptian journalist.

It is as simple as that. Whereas in English we need a verb form 'is' for such a sentence, Arabic needs nothing beyond the two parts of the statement. These Arabic sentences are complete and correct.

(English uses this verbless structure also, but only in newspaper headlines and the like: "Dollar Devalued", "Chairman Dismissed", "Farmers Furious".)

We can call this structure an **equation**, because, like a mathematical equation such as ' $x = 2$ ', both parts are regarded as equal to each other. The equation is the second of the three basic structures which we study.

We can use any pronoun in the first part of the equation.

**Read and write:**

أنا مـسـؤـول . أنا مـسـؤـول . I am responsible.

هي مسؤولة. *She is responsible.*  
 هي طبيبة مشهورة. *(mashhūra)*  
 هي طبيبة مشهورة. *She is a famous doctor.*

**Equation Rule:** In a simple statement, Arabic does not use any verb form corresponding to the English 'am, is, are'. The verb is simply omitted.

You will notice that the second part has to agree with the first part. Also, we can of course have a noun instead of a pronoun. For both, we observe the *inanimate plural rule* (Unit 9, paragraph 4) throughout. *Read and write*, with an eye on the inanimate plural:

المشكلة صعبة. *المشكلة صعبة.* *(ṣa9ba) The problem is difficult. (feminine singular)*  
 المشاكل صعبة. *المشاكل صعبة.* *The problems are difficult. (inanimate plural)*  
 الاقتراحات طويلة. *الاقتراحات طويلة.* *(al-iqtirāhāt) The proposals are long.*  
 هي طويلة. *هي طويلة.* *hiya ṭawila. They (the proposals) are long.*

When we have to use a masculine regular plural ending in an equation, it takes the form -ون (not ...ين -īn); when we use a dual, it takes the form -ان (not ...ين -ayn). *Read and write*:

المفتشون مسؤولون. *المفتشون مسؤولون.* *The inspectors are responsible.*  
 المفتشان مسؤولان. *المفتشان مسؤولان.* *Both inspectors are responsible.*  
 نحن مسرورون. *نحن مسرورون.* *(masrūrūn) We are pleased.*

**Exercise 1** Make as many meaningful equations as possible, taking your first part from list (a) and your second part from list (b). The words must be used as they are; don't change their form:

(a) اقتراحاتنا، هي، الرئيس، المتذوبون، الصحفي  
 (b) موجودون، مقبولة، موجود، واضحة، عراقي

**Exercise 2** Translate into Arabic and read your answer aloud:

- (a) *The engineer is Lebanese.*
- (b) *They are Italians.*
- (c) *The minister is absent.*
- (d) *The doctor is German.*
- (e) *She is a foreign doctor.*

The answers to these exercises follow paragraph 4 below.

We have said that the second part of the equation must agree with the first part. This is only partly true. Look back at the equations quoted so far, especially the ones beginning with a noun. Can you see any way in which the second part does *not* agree with the first part?

Here is a clue. ***Read and write*** this expression, which bears some resemblance to one of the equations we have already written:

### المشكلة الصعبة al-mushkila ṣ-ṣa9ba

You see the difference. What we have here is not an equation at all, but a *description* (Unit 9): '*the difficult problem*'. In a description the adjective agrees with the noun in every possible way, including indefinite/definite. The equations we have written earlier in this paragraph have a definite first part but an *indefinite* second part.

We can have equations with a definite second part. But they almost always have a pronoun in the first part. ***Read and write***:

هو الرئيس. هو الرئيس. (ar-ra'is) *He is the chairman.*

هم الخبراء. هم الخبراء. *They are the experts.*

If the meaning of the equation demands a noun in the first part, then we use the noun but we re-state it with its corresponding pronoun.

***Read and write:***

العراقي هو الرئيس. العراقي هو الرئيس. *The Iraqi ('he') is the chairman.*

زملائي هم الخبراء. زملائي هم الخبراء. *My colleagues ('they') are the experts.*

Adding the pronoun makes it impossible to read the expression as a description. It must be an equation. But such equations are

comparatively rare. Equations of the type we have studied earlier in the paragraph, with an *indefinite* second part, are much more common.

#### 4 Equations with descriptions

Either part of an equation can itself be a description. As long as the relationship between the two parts is respected, the equation is still correct. Look back at the fifth and eighth examples in paragraph 3 above:

زميله صحفي مشهورة . هي طيبة مصرى .

in which the second part consists of a description. We can have the first part as a description; or indeed both parts. If the equation begins to look a little heavy or complicated, the writer may break it up by adding the corresponding pronoun to the first part, showing clearly which part is which. We can always do this, with any equation. *Read and write:*

<p>المهندس المدني موجود .</p>	<p>المهندس المدني موجود . al-muhandis al-mâdâni moujûd. <i>The civil engineer is present.</i></p>
<p>المندوب العربي هو مهندس مدنى . المندوب العربي هو مهندس مدنى . مدني .</p>	<p>المندوب العربي هو مهندس مدنى . The Arab delegate ('he') is a civil engineer.</p>

**Exercise 3** Read and translate these newspaper headings; then answer the questions:

<p>"البنوك مسؤولة ."</p>	<p>المؤتمر الدولي مفتوح</p>	<p>وظيفة هامة وصعبة</p>
<p>(b)</p>	<p>(a)</p>	<p>(c)</p>
<p>الوزير الجديد مريض</p>		
<p>لبنان تاجر عالي</p>	<p>(d)</p>	<p>(e)</p>

Which ones are equations and which are descriptions? Which equations (if any) contain a description?

**Exercise 4** Read aloud and translate:

- (b) الاقتراحات معقولة.
- (a) الطبيب إنجليزي.
- (d) مصر كبيرة.
- (c) هو خبير فني.
- (e) اقتراحتنا جديد.

The answers to these exercises are given immediately below.

### Answers to Exercises

**Exercise 1** اقتراحتنا مقبولة واضحة. *iqtirāḥatna maqbūla/wādīha.*

*Our proposals are acceptable/clear.*

هي مقبولة واضحة. *hiya maqbula/wādīha.*

*It is / They are acceptable/clear.*

الرئيس موجود عراقي. *ar-ra'is moujūd /9irāqī.*

*The chairman is present /Iraqi.*

المندوبون موجودون. *al-mandūbūn moujūdūn.*

*The delegates are present.*

الصحفي موجود عراقي. *as-ṣuhūfī moujūd /9irāqī.*

*The journalist is present /Iraqi.*

**Exercise 2** (a) المهندس لبناني. *al-muhandis lubnānī.*

الوزير غائب. *hum iṭāliyūn.* (b) هم إطاليون. *al-wazīr ghā'ib.*

الطبيب ألماني. *aṭ-ṭabīb almānī.* (c) (d)

هي طبيبة أجنبية. *hiya ṭabība ajnabiyya.* (e)

**Exercise 3** (a) *al-mu'tamar ad-duwālī maftūh.* *The international conference is open.* Equation with a definite description as first part.

(b) *al-bunūk mas'ūla.* *The banks are responsible.* Equation.

(c) *wazīfa hāmma wa-ṣa9ba* *An important and difficult job.* Not an equation but an indefinite description.

(d) *al-wazīr al-jadīd marīd.* *The new minister is ill.* Equation with a definite description as first part.

(e) *lubnān tājir 9ālamī.* *Lebanon is a world trader.* Equation with an indefinite description as second part.

- Exercise 4** (a) *aṭ-ṭabīb ingilīzī. The doctor is British/English.*  
 (b) *al-iqtirāḥāt ma9qūla. The proposals are reasonable.*  
 (c) *huwa khabīr fannī. He is a technical expert.*  
 (d) *mīṣr kabīra. Egypt is big.*  
 (e) *iqtirāḥna jadīd. Our proposal is new.*

### Tests

1 Read aloud and translate:

- |                         |                      |
|-------------------------|----------------------|
| (b) المؤقر التجاري هام. | (a) وظيفته صعبة.     |
| (d) الصورة جميلة.       | (c) الوزراء موجودون. |
|                         | (e) الصورة الجميلة   |

2 Put the words together in an equation, making any necessary changes. Read aloud your answer and translate it:

- |                         |                      |
|-------------------------|----------------------|
| (b) مطارنا، دولي؛ هام.  | (a) موظفون؛ مسرورون. |
| (d) النص؛ واضح، ومقبول. | (c) هو؛ تاجر، دولي.  |
|                         | (e) مأمور؛ مشغول.    |

3 Fill in the missing letter. Read aloud and translate the word:

- |               |            |             |
|---------------|------------|-------------|
| (c) م..دوب    | (b) م...طف | (a) و...يفة |
| (e) الـ...راء | (d) غا...ب |             |

### Review

With an understanding of *descriptions* studied in the last unit and *equations* studied in this unit, you have made a serious step towards being able to read and understand the headings of many notices and announcements, and many newspaper headlines. There remains a third basic structure, also related to these two. But before we tackle that one, we should arm ourselves with some important prepositions (*to, from, in, with* and the like), which come in the next unit.

# 11

In this unit you will learn

- important prepositions,
- the command form of the verb,
- a form of equation often used in signs.

New Words: **البلد** al-balad *Town*

## 1 Essential Vocabulary - Prepositions

<b>إلى</b>	<b>ila</b>	<b>to</b>	<b>في</b>	<b>fī</b>	<b>in</b>
<b>بـ</b>	<b>bi-</b>	<b>with, by, in</b>	<b>قبل</b>	<b>qabl</b>	<b>before</b>
<b>بعد</b>	<b>ba9d</b>	<b>after</b>	<b>لـ</b>	<b>li-</b>	<b>to, for, of</b>
<b>على</b>	<b>9ala</b>	<b>on</b>	<b>مع</b>	<b>ma9</b>	<b>with</b>
<b>عن</b>	<b>9an</b>	<b>from, about</b>	<b>من</b>	<b>min</b>	<b>from</b>

## Essential Vocabulary - Other words

<b>إشارة</b>	<b>ishāra</b>	<b>sign</b>	<b>مرور</b>	<b>murūr</b> (also:)
<b>إيقاف</b>	<b>iqāf</b>	<b>parking</b>	<b>passing, turning</b>	
<b>بلد بلاد</b>	<b>balad bilād</b>	<b>town</b>	<b>مفرق مفارق</b>	<b>mafraq mafāriq</b>
<b>بوليص</b>	<b>būlīs</b>	<b>police</b>	<b>crossroad</b>	
<b>تدخين</b>	<b>tadkhīn</b>	<b>smoking</b>	<b>منع</b>	<b>mamnū9 prohibited</b>
<b>توقف</b>	<b>touqīf</b>	<b>parking</b>	<b>ميدان ميادين</b>	<b>maydān mayādīn</b>
<b>حد حدود</b>	<b>ḥadd ḥudūd</b>	<b>limit</b>	<b>square</b>	
<b>سرعة</b>	<b>sur9a</b>	<b>speed</b>	<b>نقل</b>	<b>naql transport</b>
<b>طريق طرق</b>	<b>ṭariq ṭuruq</b>	<b>road</b>	<b>وقف</b>	<b>wuqūf stopping</b>
<b>كراج جراج</b>	<b>garāj</b>	<b>garage</b>	<b>يسار</b>	<b>yasār left(-hand)</b>
<b>كم كيلومتر</b>	<b>kīlomitr</b>	<b>kilometre</b>	<b>يمين</b>	<b>yamīn right(-hand)</b>
<b>مدينة مدن</b>	<b>madīna mudun</b>	<b>city</b>		

## Reference Vocabulary - Prepositions

<b> أمام</b>	<b>amām</b>	<b>in front of</b>	<b> خلال</b>	<b>khilāl</b>	<b>during</b>
<b> تحت</b>	<b>taht</b>	<b>below, under</b>	<b> داخل</b>	<b>dākhil</b>	<b>inside</b>
<b> حسب</b>	<b>ḥasab</b>	<b>according to</b>	<b> دون\ بدون</b>	<b>dūn, bidūn</b>	<b>without</b>
<b> خارج</b>	<b>khārij</b>	<b>outside</b>	<b> ضد</b>	<b>qidd</b>	<b>against</b>

غیر ghayr	<i>apart from</i>	ك مثل ka-, <i>mithl</i>	<i>like, as</i>
فوق fouq	<i>above, over</i>	وراء warā'	<i>behind, beyond</i>

### Reference Vocabulary - Other words

برلمان barlamān	<i>parliament</i>	قصر قصور qasr qusūr	<i>palace</i>
بلدية baladiya	<i>town hall</i>	قنصلية qunṣiliya	<i>consulate</i>
جامعة jāmi9a	<i>university</i>	مجلس مجالس majlis majālis	<i>council</i>
شرطي shurṭi	<i>policeman</i>	مركز مراكز markaz marākiz	<i>centre</i>
عاصمة 9āshima	<i>9awāsim</i>	عاصمة عواصم capital city	

## 2 Prepositions

A preposition is a word connecting a noun or pronoun with the rest of the sentence. Examples in English are *in*, *with*, *from*. In the essential and reference vocabularies given above the prepositions are shown separately because of their importance.

In Arabic the preposition precedes its noun, as it does in English. **Read and write:**

بعد سنة	ba9d sana	<i>after a year</i>
ضد الحكومة	(didd)	<i>against the government</i>
حسب الخبراء	(hasab)	<i>according to the experts</i>
داخل البلاد	(dākhil)	<i>inside the country</i>

في fī shortens its vowel, becoming fi in pronunciation before an article. The spelling is unchanged. **Read and write**, comparing the sounds:

في بنك	fī bank	<i>in a bank</i> (long i)
في البنك	fi l-bank	<i>in the bank</i> (short i)

When we want to combine a preposition with a *pronoun*, we add the pronoun as an ending, using the same endings as the possessives (Unit 9, paragraph 5). The meanings then become *me*, *you*, *him* etc. We can add the pronoun endings to the prepositions which end in a consonant (including hamza) without further ado. **Read and write:**

**أمامه امام معی معي** ma9ī with me amāmu in front of him

The prepositions ending in a vowel, long or short, are unfortunately not so simple. Details are given below. Don't try to learn the following details at one stroke. Use them for reference until at least some become familiar. Some of the explanation concerns only pronunciation anyway, which is not our main target.

- **إلى** ila and **على** 9ala change to **إلي**... **ilay-** and **9alay-** before adding a pronoun. *Read and write:*

**إليها** ilayha to her, it, them (inanimate pl.)

**علينا** alayna up to us ('on us')

You have certainly heard of the classic greeting **السلام عليكم** as-salām 9alaykum Peace (be) upon you. Thinking of this might help you to remember how these two prepositions change before a pronoun.

- **لـ** li- (you will recall that one-letter words are written together with the next word) becomes **لـي** li for 'for me', but changes to la- before any other pronoun. *Read and write:*

**لـه** lahu for him, it      **لـهم** Lahum for them

- After **بـ** bi-, **إلي**... **ilay-** and **إلي**... **9alay-** (see above), the pronoun ending ... is pronounced -hi, and ... is pronounced -him. The spelling is unchanged. *Read and write:*

**به** bihi with him/it, in him/it      **إليهم** ilayhim to them

### 3 Prepositions in Equations

We can use a phrase consisting of preposition + noun, or preposition + pronoun, as either part of an equation, without further formality.

*Read and write:*

**هو ضد الاقتراح.** هو ضد الاقتراح. *He is against the proposal.*

**الطبيب في البلد.** الطبيب في البلد. \* *The doctor is in ('the') town.*

المرور إلى اليسار ممنوع. الممر إلى اليمين ممنوع.  
al-murur ila l-yasār mamnū. al-murur ila l-yasār mamnū.

*NO LEFT TURN ('Turning left prohibited')*

- \* No ‘helping’ pronoun (Unit 10, paragraph 3) is needed here. The preposition makes the equation clear and unmistakable.

#### 4 Translating prepositions

Arabic phrases do not always have the preposition which exactly corresponds to the English; be prepared for different ones. Here are two examples out of many. *Read and write:*

مسؤول عن مسؤول عن (qan) *responsible for*  
ممنون من ممنون من (min) *grateful for*

#### 5 Command Form

You may see a notice or instruction like one of these. *Read and write:*

اشرب فانتا	ishrab fanta	Drink Fanta
اقفل الباب	iqfil	Shut the Door
اركب/انزل هنا	irkab/inzil huna	Get on/off here
افتح بانتباه	iftah bī-ntibāh	Open carefully
انظر ...	unzur	See ...
اطلب ...	uṭlub	Ask for ...

These are verbs, in the command form. They can often be recognised by two characteristics: they stand at the beginning of the expression, as in English; and they begin with **alif**, which is pronounced i-, u- or a-depending on the verb.

Unfortunately not all commands take this easily recognisable form. In Unit 3 we had تمهّل tamahhal *SLOW DOWN*, and in Unit 6 قف qif *STOP*. These important notices are also in the command form.

All the forms shown here are masculine, which is the form generally used;

you may occasionally see the plural form (as if addressing a group), which adds و... pronounced -ū (the alif is silent):

**اشربوا اطلبوا** *ishrabū Drink; ... uṭlubū Ask for ... (etc.)*

These forms are used in advertisements, or when an authoritative tone (police, road signs, warnings of danger etc.) is needed. A more polite form, similar to our *Please ...* takes the following guise. ***Read and write:***

الرجاء الانتظار هنا. *ar-rajā' al-intizar huna. Please Wait Here.*

You will note that the verbal noun, in this case *انتظار waiting*, is definite in this expression.

*Please do not ...* is written using the noun **عدم 9adam** *lack of*, followed by a definite verbal noun. ***Read and write:***

الرجاء عدم التدخين. *ar-rajā' 9adam at-tadkhīn. Please do not Smoke.*

## 6 Signs and Notices

In many road signs and similar short messages and warnings, an equation is used in reverse order, for effect. This happens, for example, with the essential word **منع mamnū9** *PROHIBITED*. In an ordinary text, the sentence *Entry is prohibited* would be

**الدخول منوع.** *ad-dukhūl mamnu9.*

This is the normal word-order for an equation, as you have learned. But often the same sentence in a sign will read

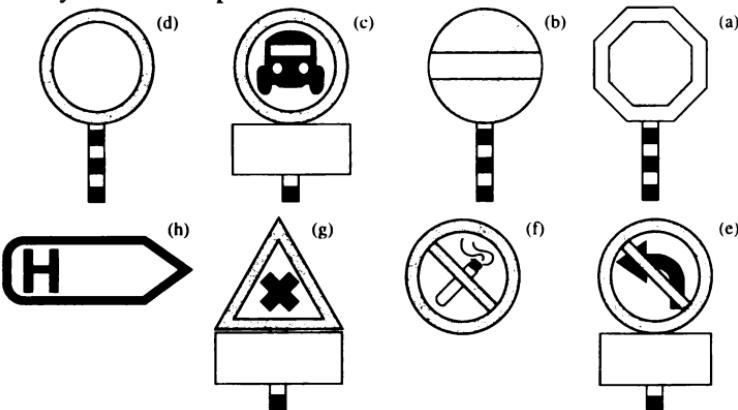
**منع الدخول** *NO ENTRY ('Entry prohibited')*

for special effect. Don't be surprised when you see this. It is simply an equation with its parts in reverse order.

Not all Arab countries use the same words for everything, so don't be confused if you find unfamiliar words on traffic and other signs. The words given in this book are very widely used.

**Exercise 1** Read and translate these equations:

- (a) الاسم فوق الإعلان.  
 (b) المفرق خارج البلد.  
 (c) مكتبي أمام المستشفى.  
 (d) الكراج على يمينك.  
 (e) البلدية وراءنا.

**Exercise 2** Write equations with the opposite meaning of those shown in Exercise 2. Read your answers aloud.**Exercise 3** Fit the captions to the signs, one of which we know already. Read the captions aloud and translate them:

منع الدخول، قف، منع للمرور، المرور إلى اليسار منع،  
 منع للسيارات، مستشفى، منع التدخين، مفرق خطير.

The answers to these exercises are given immediately below.

**Answers to Exercises**

**Exercise 1** (a) *al-ism fouq al-'iqlān.*

*The name is above the announcement.*

(b) *al-mafraq khārij al-balad.* *The crossroad is outside the town.*

(c) *maktabī amām al-mustashfa.* *My office is in front of the hospital.*

(d) *al-garāj 9ala yamīnak.* *The garage is on your right.*

(e) *al-baladiya warā'na.* *The town hall is behind us.*

**Exercise 2** (a) *al-ism taht al-'iqlān.*

*الاسم تحت الإعلان.* (b) *al-mafraq dākhil al-balad.*

*المفرق داخل البلد.* (c) *maktabī warā' al-mustashfa.*

- (d) الكراخ على يسارك. al-garāj 9ala yasārak.  
 (e) البلدية أمامنا. al-baladiya amāmna.

### Exercise 3 (a) قف qif STOP

- (b) منوع الدخول mammū9 ad-dukhūl NO ENTRY  
 (c) منوع للسيارات mammū9 li-s-sayyārāt VEHICLES PROHIBITED  
 (d) منوع للمرور mamnū9 li-l-murūr TRAFFIC PROHIBITED  
 (e) المرور إلى اليسار al-murūr ila l-yasār mammū9 NO LEFT TURN  
 (f) منوع التدخين mammū9 at-tadkhīn NO SMOKING  
 (g) مفرق خطر mafraq khaṭir DANGEROUS CROSSROAD  
 (h) مستشفى mustashfa HOSPITAL

### Tests

#### 1 Read aloud and translate:

- ممنوع الانتظار (a) في البلد (b) في البلاد \*  
 أشغال على الطريق (c) المرور إلى اليمن (d)

\* two possible meanings

#### 2 Make the adjective agree with the noun or pronoun in a description:

- |                 |                   |
|-----------------|-------------------|
| أشغال (هام)     | (a) سيارات (جديد) |
| مستشفيات (كبير) | (c) الشرطة (محلي) |
| مشاكل (فني)     | (e)               |

#### 3 Which of these are descriptions, and which are equations? (All full stops have been omitted, not to make things too easy.) Read everything aloud and translate it:

- |                            |                     |
|----------------------------|---------------------|
| المأمورون هم المسؤولون (b) | المأمور المسؤول (a) |
| زميلي في المستشفى (d)      | البلاد جميل (c)     |
|                            | زميلي المريض (e)    |

## Review

Prepositions are useful because of their function in linking words, opening up phrases which otherwise might be a problem. They are so common that they are not only worth learning; they stick in the mind more easily than many other words. And they fit into the equation structure which is at the heart of many headlines and announcements.

We go on now to our third and last basic structure.

# 12

In this unit you will learn

- the third basic structure, linking two or more nouns.

New Words: الإِدَارَة al-’idāra *Administration*

## 1 Essential Vocabulary

تأمين ta’mīn	insurance	رخصة رخص rukhsa rukhaş	licence
تسجيل tasjīl	registration	ضريبة ضرائب ḏarība ḏarā’ib	tax
جمرك jumruk	customs	عقد عقود 9aqd 9uqūd	contract
حساب ḥisāb	account	قسم أقسام qism aqsām	department
دائرة dā’ira	dawā’ir	نمرة نمره numra numar	number
	directorate	اليوم al-youm	today
دفع مدفوعات dafūt	madfūtāt	payment	

## Reference Vocabulary

اقتصاد iqtisād	economy, economics	زراعة zirāqah	agriculture
تربيـة tarbiya	education	سـيـاسـة siyāsa	policy, politics
خارجـية khārijīyah	Foreign Affairs	مالـية māliyah	Financial Affairs
داخـلـية dākhiliyah	Home Affairs	نـفـط naft	oil

دفاع difā’

## Basic Structures, 3: The Construct

### 2 Write the two nouns

مكتب مـكـتـب	maktab	an office
المـديـر المـديـر	al-mudir	the manager

Now put these two together as they stand, and you have:

مـكـتب المـديـر maktab al-mudir the manager’s office

Now *read and write*:

الـشـرـكـة الشرکة the company

Now **read and write** the company office or the company's office:

مكتب الشركة maktab ash-sharika

Now **read and write** these expressions, which are exactly similar in form:

- بيت المدير بيت المدير the manager's house
- عقد العمال عقد العمال (qaqd) the workers' contract
- شغل زميلي شغل زميلي my colleague's work
- تسجيل السيارات \* تسجيل السيارات (tasjil) car ('cars') registration
- طريق المطار طريق المطار tariq al-matār the airport road

Simply by putting two nouns together, with no other words at all, we build an association between them. The nature of this association is often possession, but not always.

This type of expression is our third basic structure; it is called a **construct**. We have to observe two simple rules in making a construct:

- the *qualifying noun* (مدير) follows the *qualified noun* (مكتب); think of the word-order of the *leg of the table*; so: *the office of the manager*.
- only the last noun can have a definite 'marker', i.e. either the article ... (Units 2 and 3) or a possessive ending (Unit 9); the first noun must remain *indefinite* in form.

\* Remember (Unit 2) that when a noun is used generally or universally ('cars'), Arabic makes it definite, unlike English.

**Construct Rule 1:** In a construct, only the last noun can have the article or a possessive ending.

Now **read and write** a couple of constructs with a proper name as last noun:

مكتب احمد مكتب احمد (ahmad) Aḥmad's office  
اقتصاد مصر اقتصاد مصر (iqtiṣād) the economy of Egypt

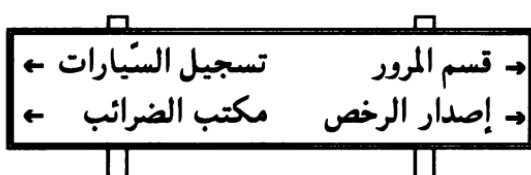
These are still correct: the first noun is indefinite in form, and the last noun is definite because it is a proper noun or name, which is definite by nature.

**Exercise 1** Read aloud and translate the following nameplates, which are all in the form of constructs:

مدير المكتب	(c)	مدخل الوزارة	(b)	قسم الحسابات	(a)
مكتب المدفوعات	(f)	استقبال الزوار	(e)	قسم التسجيل	(d)

**Exercise 2** Put each pair into a construct. Read it out and translate it:  
 (a) مكتب، عقود (b) قسم، هندسة (c) تأمين، بيتي (d) شغل، وزارة

**Exercise 3** Which way, right or left, to (a) *Traffic Department*  
 (b) *Tax Office* (c) *Car Registration* (d) *Issue of Licences*?  
 Read each direction aloud:



The answers to these exercises follow paragraph 7 below.

When the first noun of a construct ends in ة... , this is pronounced -at. In handwriting we always write the dots of ة here. Write the word for *ministry*:

وزارة

Now **read and write** *Ministry of Labour*, and note the pronunciation of the first noun:

وزارة العمل wizārat al-9amal

Now write the same construct, but replacing *Labour* with *Economy*, *Foreign Affairs* and *Agriculture*:

وزارة الاقتصاد wizārat al-iqtisād  
*Ministry of Economy*

وزارة الخارجية	wizārat al-khārijiya
وزارة الزراعة	Ministry of Foreign Affairs

وزارة الزراعة	wizārat az-zirā'a
	Ministry of Agriculture

You will notice from the last two examples that the pronunciation of ة... (if there is one) on the *last* noun does not change. It remains -a.

**Exercise 4** Write the name of each Ministry:

- (a) Labour (b) Education (c) Defence (d) Agriculture (e) Industry

Read your answers aloud.

**Exercise 5** Repeat Exercise 4 with *Directorate* for *Ministry*.

The answers to these exercises are given after paragraph 7 below.

3 Now *read and write* the following constructs:

مدير بنك	mudīr bank	a bank manager
موظف شركة	muwazzaf sharika	a company employee
نمرة تلفون	numrat tilifōn	a telephone number

Do you see the difference? The last noun is now indefinite, making the whole construct indefinite in meaning. Compare definite and indefinite constructs with identical original elements. *Read and write*:

مدير البنك	mudīr al-bank	the bank manager
مدير بنك	mudīr bank	a bank manager

Remember that only the last noun, i.e. the qualifier, changes, not the first noun.

You will meet definite constructs far more often than indefinite ones.

**Construct Rule 2:** A construct is definite or indefinite according to whether the last noun is definite or indefinite.

**Exercise 6** Make indefinite constructs with these pairs of nouns. Read aloud and translate your answers:

(a) رئيس، وزارة (b) مدير، شركة (c) غرة، سيارة (d) تسجيل، عقد

The answers to this exercise follow paragraph 7 below.

**4** So much for constructs consisting of two nouns. We also have constructs with more than two nouns. ***Read and write:***

مكتب الضرائب والتسجيل      maktab ad-darā'ib wa-t-tasjil  
*Tax and Registration Office*

We can call this one a *compound* construct: it has one first noun and two ‘last’ or qualifying nouns.

Here is another variant. ***Read and write:***

نمرة تلفون المكتب نمرة تلفون المكتب      numrat tilifōn  
*al-maktab the office telephone number*

We can call this one a *string* construct; each noun except the last one is qualified, and made definite, by the next noun.

In these two types, as in all constructs, the two construct rules given in paragraphs 2 and 3 above still apply.

**5** Arabic treats the construct as a unit. An adjective is not allowed to interrupt it. Any adjective must follow the whole construct, even if confusion results. ***Read and write:***

نمرة الشركة الجديدة نمرة الشركة الجديدة      numrat ash-sharika  
*i-jadida the company's new number  
 or the new company's number*

You will meet the construct, especially the definite two-noun variety (**maktab al-mudir**, paragraph 2 above) countless times in notices, signs, newspaper headlines and the like.

**6** In Unit 3 we learned the important preposition **لـ li** ‘to, for’. **لـ** can also mean *of*, and it often allows us to make expressions which have the

same meaning as a construct, but avoiding its constraints. With ل we can use the article, adjectives etc. for example, just as we wish. *Read and write* these constructs, already familiar to you:

مدير البنك	مدیر البنک
نمرة الشركة	نمره الشرک
نمرة تلفون المكتب	نمره تلگفون المکتب
نمرة الشركة الجديدة	نمره الشرکه الجديده

Now see how they can all be re-expressed using ل. *Read and write:*

المدير للبنك	al-mudir li-l-bank
النمرة للشركة	an-numra li-sh-sharika
نمرة التلفون للمكتب*	نمره التلگفون للمکتب
النمرة للشركة الجديدة**	numrat at-tilifon li-l-maktab
الفره للشركة الجديدة	an-numra li-sh-sharika l-jadida
النمرة الجديدة للشركة**	an-numra l-jadida li-sh-sharika

\* In this example we have a construct combined with a ل expression.

\*\* Using ل here makes it clear what is new: the company or its number.

You will see this use of ل in many advertisements, headlines and notices.

## 7 Descriptions, Equations and Constructs

We have studied three basic structures. It may be useful to summarise and compare their commonest forms here, to avoid confusion:

	<i>1st Part</i>	<i>2nd Part</i>	<i>Example</i>
<i>Description</i>	definite	definite	المكتب الكبير the big office
	indefinite	indefinite	مكتب كبير a big office
<i>Equation</i>	definite	indefinite	المكتب كبير. The office is big.
<i>Construct</i>	indefinite in form	definite	مكتب المدير the manager's office
		indefinite	مكتب مدير a manager's office

**Exercise 7** Read out and translate these newspaper report headings:

(b) المشاكل الجديدة للمدراء	(a) إضراب العمال في شركة النفط
.....	.....
(d) زوار اليوم	(c) سياسة حكومة الكويت
.....	.....
(e) سعر وتأمين البيوت	(f) ... هو المسؤول
.....	.....

Which expressions are constructs? Definite? Indefinite? Any 'compound' or 'string' constructs (paragraph 4 above)? What are those expressions which are not constructs?

The answers are given immediately below.

### Answers to Exercises

**Exercise 1** (a) **qism al-hisābat** *Accounts Department*

(b) **madkhal al-wizāra** *Ministry Entrance*

(c) **mudīr al-maktab** *Office Manager*

(d) **qism at-tasjīl** *Registration Department*

(e) **istiqbāl az-zuwwār** *Visitor ('Visitors') Reception*

(f) **maktab al-madfu9āt** *Payments Office*

**Exercise 2** (a) **مكتب العقود** **maktab al-9uqūd** *Contracts Office*

(b) **قسم الهندسة** **qism al-handasa** *Engineering Department*

(c) **تأمين بيتي** **ta'mīn baytī** *my house insurance*

(d) **شغل الوزارة** **shughl al-wizāra** *the ministry's work*

**Exercise 3** (a) قسم المروor qism al-murūr, right

(b) مكتب الضرائب māktab ad-darā'ib, left

(c) تسجيل السيارات tasjil as-sayyārāt, left

(d) إصدار الرخص iṣdār ar-rukħaş, right

**Exercise 4** (a) وزارة العمل wizārat al-9amal

(b) وزارة التعليم wizārat at-tarbiya, وزارة التربية wizārat at-ta9līm

(c) وزارة الدفاع wizārat ad-difā9

(d) وزارة الزراعة wizārat az-zirā9a

(e) وزارة الصناعة wizārat aş-šinā9a

**Exercise 5** (a) دائرة العمل dā'irat al-9amal

(b) دائرة التعليم dā'irat at-tarbiya, دائرة التربية dā'irat at-ta9līm

(c) دائرة الدفاع dā'irat ad-difā9

(d) دائرة الزراعة dā'irat az-zirā9a

(e) دائرة الصناعة dā'irat aş-šinā9a

**Exercise 6** (a) رئيس وزارة ra'is wizāra head of a ministry

(b) مدير شركة mudir sharika a company manager

(c) نمرة سيارة numrat sayyāra a car number

(d) تسجيل عقد tasjil 9aqd registration of a contract

**Exercise 7** (a) iḍrāb al-9ummāl fī sharikat an-naft Workers' Strike in ('the') Oil Company, two definite constructs connected with **fī**

(b) al-mashākil al-jadīda li-l-mudarā' Managers' New Problems, not a construct but a definite description (Unit 9) and expression with **لِـ**

(c) siyāsat ḥukūmat al-kuwayt Kuwait Government Policy, definite 'string' construct

(d) zuwwār al-yoūm Today's Visitors, definite construct

(e) si9r wa-ta'mīn al-buyūt Cost and Insurance of ('the') Houses, definite compound construct

(f) huwa l-mas'ūl, He is the one responsible, not a construct but an equation with a definite second part (Unit 10).

**Tests**

- 1** Make as many meaningful constructs as possible, using a word from (a) to (e) as first noun and a word from (f) to (k) as second noun. Read each construct aloud and translate it. Is it definite or indefinite?

(c) مكتب	(b) مدير	(a) وزارة
	(e) مشاكل	(d) دائرة
(h) الجمرك	(g) التجارة	(f) الشركة
	(k) زميل	(j) الخارجية

- 2** Rewrite the word, filling in the missing letter. Read your answer aloud.

(c) ...تظر	(b) تقر...ر	(a) ...درا
	(e) مس...ول	(d) اض...اب

- 3** Rewrite these constructs as expressions with ل . Read your answer aloud and translate it.

(b) سيارة زميلا المصري	(a) تأمين البيت الجديد
(d) في مكتب الجمرك	(c) مشاكل القسم الإداري
	(e) شركة تأمين

- 4** Make these expressions plural. Read your answer aloud and translate it:

(a) مشكلة كبيرة	(b) زائر أجنبي	(c) مدير وموظفي
	(e) مأمور مصرى	(d) عامل عربى

## Review

You are now armed with a total vocabulary of just over 300 words, and three very important structures. Together, these should make intelligible much of what you see around you in signs, notices and advertisements.

You now have the knowledge to copy an unknown word or phrase accurately and later ask an Arab about it. Don't be shy about your pronunciation; listen to what you hear around you and try to imitate it, bearing in mind the brief instructions given in this book. Speak up.

You learn by doing.

We now move on to the numbers, the time and the date.

# 13

In this unit you will learn

- numbers,
- the clock and the calendar.

New Words: \*الوقت والنقود al-waqt wa-n-nuqūd *Time and Money*

1

## Essential Vocabulary

شهر أ شهر	shahr ash'hur	month
بعد الظهر ba9d az-zuhr	afternoon	
تاريخ تواريخ tārīkh tawārīkh	date	صباح sabāh morning
جنيه jinayh	pound (£)	صباحاً sabāḥan a.m.
درهم دراهم dirham darāhim	dirham	صرف șarrāf money changer
دقيقة دقائق daqīqa daqā'iq	minute	صرف șarf exchange
دولار dōlār	dollar	ظهر zuhr midday
دينار دنانير dinār danānir	dinar	مدة مدد mudda mudad period
ساعة sā9a	hour	مصرف مصارف* maṣrif maṣārif bank
سنة سنوات sana sanawāt	year	يوم أيام youm ayyām day

\* In speech, use the popular words for *money*, فلوس fulūs (inanimate plural) and *bank*, بنك bnnk, the latter already known to you.

## Numbers

2 Look back to Unit 7, paragraph 4, for the explanation of the Arabic numerals.

The officially correct pronunciation of the numbers, and their variable spelling as words, is complicated. Most Arabs (including educated Arabs) have difficulty with it; they prefer to use a greatly simplified colloquial pronunciation, and to avoid writing the figures in words. You are strongly advised to do the same. The colloquial pronunciation varies, but the version given below is understood and accepted by all Arabs. Beside the pronunciation you will find the variable official spellings, for recognition only. For once you are *not* being asked to 'Read and Write':

٠ .	şifr		١ (واحد\ واحدة) wāhid(a)		
٢	(اثنان\ اثنان\ اثنين\ اثنتين) i <th>nayn, <th>intayn</th></th>	nayn, <th>intayn</th>	intayn		

٣	<i>thalātha</i>	٤	(أربعة\أربع) <i>arba9a</i>
٥	<i>khamsa</i>	٦	(ستة\ست) <i>sitta</i>
٧	(سبعيناً\سبع) <i>sab9a</i>	٨	(ثمانية\ثمان) <i>thamāniya</i>
٩	(تسعه\تسع) <i>tis9a</i>	١٠	(عشرة\عشر) <i>9ashra</i>

We need to note:

- *wāhid* and *iθnayn* are masculine, *wāhida* and *iθintayn* are feminine. In counting without a noun, we use the masculine form.
- Numbers 3 to 10 have only one spoken form. A noun following a number from 3 to 10 is made plural:

٦ عَمَالٌ (sitta) six workmen ١٠ رِيَالٌ (9ashra) ten riyals

It may be enough for you to know the numbers up to 10; that suffices for reading out any number. In that case, do Exercise 1 below and stop there. You can, if you wish, skim through paragraphs 3 to 7 below and treat them as reference material.

**Exercise 1** In this fragment of the telephone book, find the numbers of  
 (a) Hassan Abu Issa      (b) Jamal Abu Issa      (c) Hamad Abu Issa

(أبو عيسى)	-٩-
٢٢٨٦٥٣	أبو عيسى جابر
٤١٩٥٦٧	أبو عيسى جمال
٣٣٢٧٩٦	أبو عيسى جميل
٢٣٤٣١١	أبو عيسى جميلة
٦٢٦٧٩٨	أبو عيسى حسن
٥١٣٠٦٥	أبو عيسى حسني
٧١٢٦٤٠	- المكتب
٧٣٤٨٨٥	أبو عيسى حسين
٥٣٩٨٥٤	أبو عيسى حمد

The answers to this exercise follow paragraph 7 below.

3 If you wish to go further with the numbers, here are first eleven to twenty, in colloquial pronunciation without the script:

11	ihd9ashar	12	iθn9ashar
13	thalatt9ashar	14	arba9t9ashar
15	khamst9ashar	16	sitt9ashar
17	sab9at9ashar	18	thamant9ashar
19	tis9at9ashar	20	9ishrīn

The tens from thirty to ninety:

30	thalāthīn	40	arba9īn
50	khamsīn	60	sittīn
70	sab9īn	80	thamānīn, thamāniyīn
90	tis9īn		

Compounds with the tens are assembled like ‘five-and-twenty’ with the units first, joined to the tens with *و* and, pronounced colloquially *u-*. Pronounce:

21 ٢١ wāhid u-9ishrīn      32 ٣٢ iθnayn u-thalāthīn

From one hundred upwards, you need to recognise in script only *a hundred, a thousand and a million*:

100	١٠٠	مئة\مائة	mīya*
1000	١٠٠٠	ألف	alf
1 million	١٠٠٠ . . .	مليون	milyūn

Here are the duals, without the script:

200	٢٠٠	mitayn
2000	٢٠٠٠	alfayn
2 million	٢٠٠٠ . . .	milyūnayn

Then the other compounds, for which we use the singular of *hundred* but the plurals of *thousand* and *million*:

300-900 ٩٠٠-٣٠٠ . . . *thalāthmīya*, *arba9mīya*, *khamsmīya*, *sittmīya*, *saba9mīya*, *thamanmīya*, *tisa9mīya*\*

\* *mīya* and its multiples become *mit* before a noun:

١٠٠ موظف mit muwazzaf 100 employees

٥ سنتاً . . . khamsmit sana 500 years

٣٠٠٠-٩٠٠٠ ١ . . . -٣ . . . thalātha, arba9a (etc.) tālaf (NB)

٣-٩ مليون ١ . . . . . -٣ . . . . . thalātha (etc.) malāyīn

Read these higher compound numbers now. Note how we have **u-** and **and** between the elements:

٦٤٢ sittmiya u-thnayn u-arba9in

٣٤٨٩ thalātha tālaf u-'arba9miya u-tis9a u-thamānīn

A noun following a number takes different forms depending on the number. Don't be confused by the different forms - you will sometimes see singulars, with or without tanwīn (Unit 6, paragraph 3), and sometimes plurals. There is no need to learn the rules; simply read the noun as you see it:

٥ دنانير khamsa danānīr five dinars

١٥ ديناراً khamst9ashar dīnāran fifteen dinars

١٥٠ دينار miya u-khamsin dīnār 150 dinars

#### Exercise 2 Translate:

(a) ٥ ريال (b) ٣٦٥ يوماً (c) ٤٦ دولاً (d) ٢٤ ساعة (e) دينارين

#### Exercise 3 Write these numbers in Arabic figures:

(a) 450 (b) 2028 (c) 779 4391 (d) 404 836 (e) 99-2440

The answers to these exercises follow paragraph 7 below.

## 4 Ordinal numbers

The ordinal numbers ('first, second, third') are not difficult, and the official pronunciation is used. We need learn only 'first' to 'twelfth'. The ordinal numbers are almost always definite. ***Read and write:***

the 1st الأولى al-awwal, f. الأولى al-'üla

the 2nd الثانية ath-thāni, f. الثانية ath-thániya

the 3rd الثالث ath-thālith, f. الثالث ath-thálitha

<i>the 4th</i>	الرابع	ar-rābi9
<i>the 5th</i>	الخامس	al-khāmis
<i>the 6th</i>	السادس	as-sādis
<i>the 7th</i>	السابع	as-sābi9
<i>the 8th</i>	الثامن	ath-thāmin
<i>the 9th</i>	التاسع	at-tāsi9
<i>the 10th</i>	العاشر	al-9āshir
<i>the 11th</i>	الحادي عشر الحادي عشر	al-hādi 9ashar
<i>the 12th</i>	الثاني عشر الثاني عشر	ath-thāni 9ashar

Note the stress in the f. form *thāniya* (not *thāniyā*). The ordinals from *third* upwards make their feminine form in the usual way.

You will often find ordinal numbers *first* to *tenth* used in construct, instead of as an adjective. In the construct, both parts are indefinite but, strangely, the meaning is definite; and the m. form is always used, even with a f. noun. *Read and write:*

للمرة الثالثة للمرة الثالثة li-l-marra <b>th-thālitha</b>	}	<i>for the</i>
لثالث مرة لثالث مرة li- <b>thālith</b> marra		<i>third time</i>

We have to write Arabic ordinals as words; there is no way of writing them with figures.

## 5 Fractions and percentage

We need only *half*, *third* and *quarter* from the fractions. *Read and write:*

نصف أنصاف نصف انصاف niṣf anṣāf half

ثلث أثلاث ثلث أثلاث **thulth athlāth** third

ربع أرباع ربع أربع rub9 arbā9 quarter

ثلثين      **thulthayn** two-thirds

٥٠٪      **khamsin bi-l-miya** 50%

## 6 Clock

One o'clock is **الساعة الواحدة** **as-sā9a l-wāhīda**. Time on the hour above one is written as e.g. *the ninth hour*, in definite form. At is **في**.  
**Read and write:**

في الساعة الرابعة في الساعة الرابعة **fi-s-sā9a r-rābi9a**  
 at four o'clock  
 الساعة الثانية **as-sā9a th-thāniya**  
 two o'clock

Time in the first half-hour is written as follows. **Read and write:**

الساعة الثالثة وخمس دقائق **الساعة الثالثة وخمس دقائق** **(wa-khamsa daqā'iq)** five past three

الساعة السابعة والربع **الساعة السابعة والربع** **(wa-r-rub9)** a quarter past seven  
 الساعة التاسعة والثلث **الساعة التاسعة والثلث** **(wa-th-thulth)** twenty past nine  
 الساعة الثامنة والنصف **الساعة الثامنة والنصف** **(wa-n-nisf)** half-past eight

Time in the second half-hour is written in the same way, but with **إلا** **'except for, minus'** and the next hour. **Read and write:**

الساعة الرابعة إلا عشر دقائق **الساعة الرابعة إلا عشر دقائق** **(illa 9ashra daqā'iq)** ten to four  
 الساعة الخامسة إلا الربع **الساعة الخامسة إلا الربع** **(illa r-rub9)** a quarter to five  
 الساعة السادسة إلا الثالث **الساعة السادسة إلا الثالث** **(illa th-thulth)** twenty to six

Time written in figures is shown as follows. The style of comma may vary, and may even be replaced by the letter **و** in typescript. Write:

٧,٢٠      ٧٣٠      7.30      ٤,١٥      ١٥٤,١٥      ٤.١٥      ١٠٠,٢٥      10.25

## 7 Calendar

*Read and write* the days of the week:

السبت	السبت	as-sabt <i>Saturday</i>
الأحد	الأحد	al-'ahad <i>Sunday</i>
الاثنين	الاثنين	al-iθnayn <i>Monday</i>
الثلاثاء	الثلاثاء	ath-thalātha* <i>Tuesday</i>
الأربعاء	الأربعاء	al-'arba9a* <i>Wednesday</i>
الخميس	الخميس	al-khamīs <i>Thursday</i>
الجمعة	الجمعة	al-jum9a <i>Friday</i>

\* colloquial pronunciation, almost universal.

The names of the days may be preceded by يوم *youm day*, in construct. *On* with a day is في *fī*:

في يوم السبت *fī youm as-sabt on Saturday*

Here are the names of the months. There are two sets of names, one used in African, the other in Asian Arab countries:

	Africa	Asia
January	يناير yanāyir	كانون الثاني kānūn ath-thānī
February	فبراير fibrāyir	شباط shubāṭ
March	مارس māris	آذار ādhār
April	أبريل abrīl	نيسان nīsān
May	مايو māyū	أيار ayār
June	يونيو yūniyū	حزيران hāzīrān
July	يوليو yūliyū	تموز tammūz
August	أغسطس aghusṭus	آب āb
September	سبتمبر sibtambar	أيلول aylūl

October	أكتوبر	oktōbir	تشرين الأول	tishrīn al-awwal
November	نوفمبر	nūfimbir	تشرين الثاني	tishrīn ath-thānī
December	ديسمبر	disambir	كانون الأول	kānūn al-awwal

The Islamic calendar is also in use in some countries. The Islamic year is 354 or 355 days long. The year-count starts from the day of the flight of the prophet Muḥammad from Mecca to Medina, in 622 AD. Here are the names of the twelve months:

صفر	٢	محرم	١
ربيع الثاني	٤	ربيع الأول	٣
جمادي الآخرة	٦	جمادي الأولى	٥
شعبان	٨	رجب	٧
شوّال	١٠	رمضات	٩
ذو الحجة	١٢	ذو القعدة	١١

Dates are expressed with أَوْلَى for the first of the month, and the ordinal numbers thereafter. Here are two typical dates, with the (colloquial) pronunciation:

٢٠٠٩٨٤\٧\٢ . ٩ışırın yüliyü/tammuz sanat alf u-tisa9miya u-'arba9a u-thamānīn al-milādiya 20/7/1984 AD.

٢٠١٤١٩\٧\١١ awwal rajab sanat alf u-'arba9miya u-tis9at9ashar al-hijriya 25/7/1419 AH.

In these dates, ميلادية is 'AD'; هجرية 'AH' which is Anno Hegiræ, the Year of the Flight.

**Exercise 4** Read aloud these dates, in the Western calendar, with both Arabic forms for each month:

٢٠٠٩٨٤\٧\٢ (c) ١٩٩٩\٤\٢٤ (b) ٢٠٠٩١٤\٧\١١ (a)

The answers to this exercise are on the next page.

## Answers to Exercises

**Exercise 1** (a) 626798 (line 5) (b) 419567 (line 2) (c) 539854 (line 9)

**Exercise 2** (a) 500 riyals (b) 365 days (c) 46 dollars (d) 24 hours  
(e) 2 dinars

**Exercise 3** (a) £٥ . (b) ٢٠ ٢٨ (c) ٧٧٩ ٤٣٩١ (d) £ ٤ ٨٣٦  
(e) ٩٩-٢٤٤ .

**Exercise 4** (a) *iθn9ashar disambir/kānūn al-'awwal sanat alfayn u-iθnayn*  
(b) *arba9a u-iṣhrin abrīl/nisān sanat alf u-tisa9mīya u-tis9a u-tis9in*  
(c) *awwal aghusṭus/āb sanat alfayn u-wāḥid*

## Tests

- 1 Read aloud and translate. (The spelling of some numbers written as words will be unfamiliar. Pronounce as shown in this unit, irrespective of the spelling.):

(a) ستة أسابيع (b) خمسة رياض (c) في الساعة الثامنة  
(d)٪١٥ (e) عشرين جنيه مصرى  
(f) في سنة ١٩٩٩ (g) جنيهين (h) بعد الساعة ٧،٣٠ (i) صباحاً  
(j) ثلثة آلاف ليرة (k) صباحاً

- 2 Read out and translate the time:

(a) ٨١٥ (b) الساعة الرابعة إلا الثالث (c) ١٢،٢٥

## Review

For the cardinal numbers, you should use the unofficial spoken form, which is always acceptable, when reading aloud. (In fact, quoting the numbers in official form is often regarded as somewhat precious.)

For writing the cardinal numbers, use the figures.

In the next unit we look briefly at the geography of the Arab world.

# 14

In this unit you will learn

- important vocabulary for the Arab world.

**New Words:** **العالم العربي** al-9ālam al-9arabī *The Arab World*

1 It is not possible to divide this vocabulary into essential and non-essential for you; only you can do that, depending on your situation and your needs.

## Vocabulary - Arab World

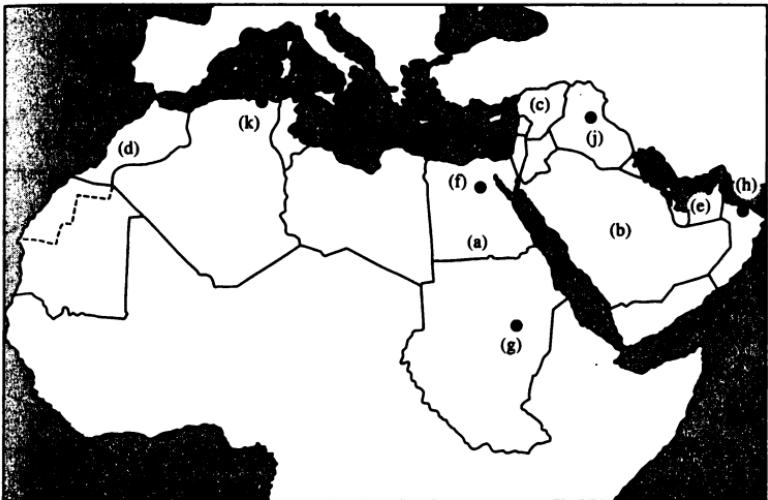
أبو ظبي	abū ẓabī	Abu Dhabi	السُّعُودي	as-sa9ūdiya	Saudi Arabia
الأردن	al-'urdun	Jordan			
الإسكندرية	al-'iskandarīya	Alexandria	السودان	as-sūdān	Sudan
البحرين	al-bah̄rāyn	Bahrain	طرابلس	ṭarābulus	Tripoli
بغداد	baghdād	Baghdad	عمان	9umān	Oman
بيروت	bayrūt	Beirut	عَمَان	9ammān	Amman
تونس	tūnis	Tunis(ia)	فلسطين	filāṣīn	Palestine
الجزائر	al-jazā'ir	Algeria, Algiers	القدس	al-quds	Jerusalem
الخرطوم	al-khartūm	Khartoum	قطر	qaṭar	Qatar
دبي	dubayy	Dubai	الكويت	al-kuwayt	Kuwait
دمشق	dimashq	Damascus	مسقط	masqaṭ	Muscat
الدوحة	ad-douḥa	Doha	المغرب	al-maghrib	Morocco
الرباط	ar-ribāṭ	Rabat	موريتانيا	mūrītāniya	Mauritania
الرياض	ar-riyād	Riyadh	اليمن	al-yaman	Yemen
الاراضي المحتلة	al-'arādī l-muhtalla	<i>the occupied territories</i>			
الإمارات (العربية المتحدة)	al-'imārāt (al-9arabiya l-muttaḥida)	<i>(United Arab) Emirates</i>			
البحر الأبيض المتوسط	al-bahr al-'abyad al-mutawassit	<i>Mediterranean Sea</i>			
البحر الأحمر	al-bahr al-'ahmar	<i>the Red Sea</i>			
الدار البيضاء	ad-dār al-bayḍā'	<i>Casablanca</i>			
الخليج (العربي)	al-khalij (al-9arabi)	<i>the (Arabian) Gulf</i>			

**Exercise 1** Give the Arabic names of countries (a) to (e) and cities (f) to (k) marked on the map of the Arab world following Exercise 2 below.

**Exercise 2** Situate the following places on the map:

- (a) الْبَحْرُ الْأَبْيَضُ الْمُتْوَسِّطُ (b) الْخَلْجُ (c) الْبَحْرُ الْأَحْمَرُ (d) اِيرَان  
(e) إِيطَالِيا

بلدان و مدن عربية



The answers are given on the next page.

## Answers to Exercises

- Exercise 1**
- (a) مصر
  - (b) السعودية
  - (c) سوريا
  - (d) المغرب
  - (e) سلطنة عُمان
  - (f) الإمارات العربية المتحدة
  - (g) مصر
  - (h) سلطنة عُمان
  - (i) الكويت
  - (j) سوريا
  - (k) الجزائر
  - (l) مصر
  - (m) سوريا
  - (n) مصر
  - (o) سوريا
  - (p) مصر

**Exercise 2** This map shows the answers, and also all the Arab countries:

العالم العربي وإيطاليا وإيران



### Tests

1 Make masculine singular relatives, and translate your answer:

- |         |               |            |
|---------|---------------|------------|
| (c) قطر | (b) عمان      | (a) اليمن  |
|         | (e) موريتانيا | (d) المغرب |

2 Complete the calculation in Arabic figures, and read your answer aloud:

$$\begin{array}{ll}
 = ٣ : ١٨ \cdot * & = ٤ \times ٢٤ \text{ (a)} \\
 = ٤ + ٣ + ٤ & = ٨٥ - ١٠٠ \text{ (c)} \\
 * \text{ ( : is } \div \text{ )} & = ٧٠ - ٤٤ \cdot \text{ (e)}
 \end{array}$$

### Review

**مبروك!** Congratulations. I hope some of the mystery is now unlocked for you. Keep practising, with every sign, notice, number, advertisement etc. that you set your eyes on. And *write things down*.

Don't forget what is said in the Introduction about roots. You can often untangle an unknown word by applying two tests:

- Do *three consonants* in the word also occur, in the same order, in a word which you know? If so, you have a basic meaning, and the word is probably closely associated with it.
- Is the *pattern* of the word familiar? Is it a participle, a verbal noun, an adjective? Is it a relative? An irregular plural?  
If that works, then you have scored in a further two areas:
  - you know what sort of word it is,
  - you can add the short vowels and pronounce the word.

If you get that far, you can make an informed guess at the meaning of the new word; and, knowing its function, you can use the word correctly in a structure.

Treat this book also as a reference manual. That is the main purpose of the two vocabularies and the index at the back. Don't try to learn vocabulary by heart, but rather let it come with practice.

We now move on to your final Reading Test.

# 15

## Test Your Reading

This unit tests how well you can read now. You get no help: we are under field conditions. You can do it. Use the vocabulary only in emergency. The answers are in the key at the back of the book.

### Signs

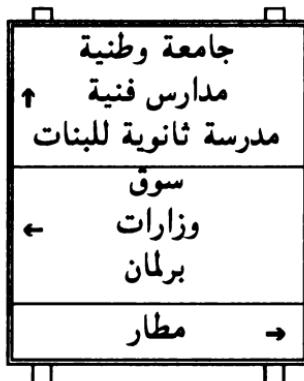
#### Test 1

Where are we going, and how far is it?

- (b) دمشق ٨٧
- (a) دبي ٣٦
- (d) بيروت ٥٩
- (c) أبوظبي ٨٠

#### Test 2

What is left, what is right, and what is straight on?



#### Test 3

What must you do, what can't you do, and what are you requested to do?

- (b) ممنوع التدخين
- (a) قف وراء الخط

الرجاء الانتظار هنا (d)

ممنوع الدخول (c)

#### Test 4

What part of town are we in?

• ميدان الاستقلال. (b)

• شارع عبد الناصر. (a)

◦ شارع ◦  
◦ القصر الجديد ◦ (d)

◦ حي ◦  
◦ رقم ٦. (c)

#### Headlines

#### Test 5

Read the headlines aloud and translate them:

(a) شركات بريطانية في المعرض الزراعي

(b) الكل ضد تقسيم العراق ..

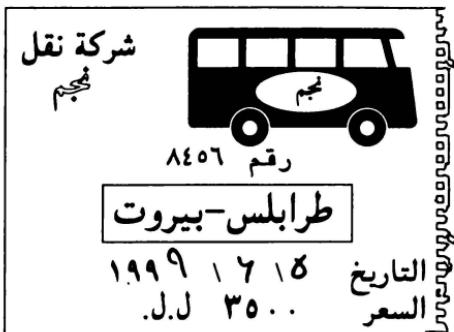
(c) العلاقات الاسرائيلية - الأميركية

## Small print

### Test 6

Look at these items and answer the questions.

(a)



This ticket was issued by a company called Najm. What sort of ticket is it? What can you do with it? What did it cost? Make a guess at 'ل.ل.'. When was this ticket issued, and what is its serial number?

(b)



Who issued this banknote? What are its value and its serial number? Read aloud and translate the very small text at the top left-hand side which says:

بeyrouth فی ٢٢ تشرین الثانی سنّة ١٩٩٦

## Handwriting

### Test 7

Match the handwritten forms (a) to (e) with the typewritten forms (f) to (k). Read them aloud:

(b) مُنِير رَسْمٌ مُعَاذَلَة (a) تَفْتِيَّه الْبَيْرَات

(d) السَّيِّد ابْو حَمْيَر (c) فِي الْمَوْجَة

(e) مَهْبِرُوت إِلَى عَمَان (b)

(g) (f)

(j) (h)

(k)

### Test 8

Read this handwritten note aloud and translate it:

السَّيِّد بِراوِه: السَّائِق ابْرَكَ حَاضِرٌ فِي السَّاعَة  
السَّابِعَة وَالْمُنْفَضِّل صَبَاحًا حَالَ زِيَارَة الْجِيزَ.

## Using a directory

### Test 9

Put these directory entries into alphabetical order:

وزارة المالية، أبوياكر، بلدية، مجلس الثقافة، شلّ لبنان،  
مدرسة ثانوية، سفارة تونس، غرفة التجارة، نجم، المكتبة الحديثة.

### Test 10

Under what Arabic word would you first look for the following in a telephone book?

- (a) Nimr Bus Company (b) Kuwaiti Embassy (c) Munir Rais & Sons
- (d) Habib's Insurance (e) El-Nur Moroccan Restaurant

If that didn't work, under what word would you make your second attempt? And any further attempts?



# KEY to TESTS

## Unit 1

- 1 (b) بَيْتَنِ (c) ابْنَى (d) اثَانِي (e) نَبَاتٍ (f) نَبَاتٌ
- 2 (b) baytáyn (c) íbní (d) atháthí (e) nabát
- 3 (b) iθnáyn (c) yābání (d) áyna (e) íbní
- 4 (b) بَنَيَاتٍ (c) بَنَيَاتٍ (d) بَابَنِ (e) اِيْنِ (f) اثَانِي
- 5 (b) bāb; middle alif (c) āb; alif madda (d) nabát; middle alif  
(e) iθnáyn; alif at the beginning shows a short vowel (here, i)

## Unit 2

- 1 التَّمْوِيلُ (c) اوَّلُ (d) الْمَانِيُّ (e) مَمْنُونٌ (f) (b)
- 2 (b) at-tamwíl (c) áwwal (d) almání (e) mamnún
- 3 (b) áwwal (c) ath-thálith (d) mammún (e) an-naml
- 4 مُمْثَلُينَ (c) التَّمْوِيلُ (d) النَّيْلَيْنِ (e) اوَّلُ (f) اليابانيُّ
- 5 المَانِيُّ، يَابَانِيُّ، لَبَانِيُّ، لَبَّيْ (b) nationalities
- الثَّالِثُ، اوَّلُ، اثَنَيْنِ، ثَلَاثَ (b) numbers
- يُونِيُّو، يُولِيُّو، آبُ، مايُو (b) months
- البَيْوَاتُ، الْبَيْوَاتُ (b) buildings

## Unit 3

- 1 الاسمُ (c) المُمْثَلُ (d) أَنْبَاءُ (e) ثَنَائِيُّ (b)
- 2 (b) al-ism (c) al-mumáththil (d) anbá' (e) iθuná'í
- 3 (b) al-lubnániya (c) al-'almáníya (d) bi-l-'áwwal  
(e) bi-iθ-thálitha
- 4 يَابَانِيُّ (c) الْلَّبَانِيُّ (d) مَسْؤُلٌ (e) لِلثَّالِثِ (b)
- 5 (b) yābání (c) al-lubnání (d) mas'úl (e) li-iθ-thálith
- 6 اهْتِمامٌ (c) الْمَلَابِسُ (d) الْبَيْوَاتُ (e) ثَانَوِيُّ (b)

## Unit 4

- 1 (a) مُصْرِيَّ (b) اَمَانِيَّ (c) عَامَّاً (d) ضَرُورِيَّ (e) اَمَانِيٌّ
- 2 (a) miṣrīya (b) iḥtimām (c) tamām (d) dārūrī (e) almānī
- 3 (a) al-īrāniya (b) marīd (c) li-s-sūriya (d) ibtidā'ī  
(e) bi-l-almāniya
- 4 (a) دراسي (b) أساس (c) دراسة *basis* (d) أساس *basic* (e) دراسي *academic*  
(c) إداري (d) إدارية *administration*, *administrative*  
(d) ليبية (e) ليبية *for the Libyan (woman)*  
(e) إسرائيلية (d) إسرائيلي *the Israeli (woman)*
- 5 (a) asās (b) dirāsa (c) idāra (d) líbiya (e) isrā'īl
- 6 (a) المصرية (b) إدارة (c) مدير (d) الشئي (e) مريضة

## Unit 5

- 1 (a) ash-shay' *the thing* (b) mas'ūla *responsible*  
(c) as-si9r *the price* (d) madkhal *entrance*  
(e) al-intikhāb *the election*
- 2 (a) السَّنَة (b) الشَّهْر (c) الْأَسْبُوع (d) الْيَوْم
- 3 (a) صناعي (b) ابتدائي *industrial* (c) ابتدائي *initial, primary*  
(c) إيطالي (d) أسبوعي *Italian* (e) بريطاني *weekly* (f) بريطاني *British*
- 4 (a) التَّأْسِيس (b) النَّهَائِي (c) مَسْؤُلَة (d) الْخُرُج (e) الدَّخُول

## Unit 6

- 1 (a) ṣinā9a *industry* (b) maṭār *airport* (c) mas'ūl *responsible*  
(d) wizāra *ministry* (e) idāra *administration* (f) akhbār *news*  
(g) iḥtijāj *objection* (h) sharika *company* (i) ɔw or (k) sūq *market*  
(m) mathalan *for example* (n) mustashfa *hospital*
- 2 (a) mu9allim (b) māktab (c) fouran فوراً (d) معلم (e) تأسیس *ibtidā'ī*  
(d) تأسیس *ta'sīs* (e) تأسیس *ibtidā'ī*
- 3 (a) Kodak (b) IBM (c) Mobil (d) Michelin (e) Peugeot

## Unit 7

- 1 (a) *al-9irāq Iraq* (b) *al-qāhira Cairo* (c) *sharika company*  
 (d) *mumkin possible* (e) *ziyāra visit* (f) *idārī administrative*  
 (g) *mumaththilin representatives* (h) *as-sūriyin the Syrians*  
 (j) *maḥkama law-court* (k) *ajnabī foreign* (m) *madāris schools*  
 (n) *al-intikhābāt the elections*

- 2 مدارس، مشاكل، مطاعم، عواصم، مبالغ، محاكم  
 أسابيع، أساليب  
 بيوت، خطوط، ظروف، بنوك  
 أخبار، أرقام، أموال، أفكار  
 مدارء، وزراء، وكلاء

- 3 (a) سوريين (b) إيرانيين (c) مصريين (d) عراقيين (e) كويتيين  
 4 (a) البناء (b) السفارات (c) مستشفيات (d) كمبورات  
 (e) إوتيلات (f) معلمات (g) المطارات (h) منظمات  
 (j) شركات (k) إمكانيات (m) الزيارات

## Unit 8

- 1 (a) *taqdīm verbal noun* (b) *rākib active participle*  
 (c) *murāsil active participle* (d) *indhār verbal noun*  
 (e) *musta9lim active participle* (f) *shāmil active participle*  
 (g) *iftitāh verbal noun* (h) *sāmi9 active participle*  
 (j) *mudarris active participle* (k) *istithmār verbal noun*
- 2 مناسبة (b) انتخابي (c) مقرّرين (d) عمّال (e) تنظيم  
 3 (a) *mufattish inspector*, (b) *taftišh inspection*  
 (b) *mushtarak joint, common*, (c) *ishtirāk participation*  
 (c) *mursil sender, irtisāl despatch*  
 (d) *musāhid assistant*, (e) *musāhidada help*  
 (e) *mustaqbil receiver*, (f) *istiqbāl reception*
- 4 (a) *al-istiqbāl* (b) *madrasa li-l-banāt* (c) *miṣr wa-l-9irāq*  
 (d) *īrān* (e) *al-qāhira*

## Unit 9

- 1 (a) *ṣīḥāfatna l-usbū9īya* *our weekly press*  
     (b) *iħtijājāthum aṭ-ṭawila* *their long objections*  
     (c) *az-zumala' al-fanniyin* *the technical colleagues*  
     (d) *ṣuħuf 9arabiya* *Arab(ic) newspapers*  
     (e) *bank ajnabi* *a foreign bank*
- 2 (a) مدرسة ابتدائية (b) المطار الوطني (c) تقاريره اليومية  
     (d) لزوارنا الأجانب (e) انتخابات عامة
- 3 (a) رسالات طويلة (b) التقارير الفنية (c) مثلين أجانب  
     (d) الطائرات الأميركية (e) خطوط جوية

## Unit 10

- 1 (a) *wazīfatu ša9ba*. *His job is difficult.*  
     (b) *al-mu'tamar at-tijārī hāmm*.  
         *The trade conference is important.*  
     (c) *al-wuzarā' moujūdūn*. *The ministers are present.*  
     (d) *aş-ṣūra jamila*. *The picture/photograph is beautiful.*  
     (e) *aş-ṣūra l-jamīla* *the beautiful picture/photograph*
- 2 (a) *al-muwazzafūn* مسوروون. (b) *al-muwazzafūn masrūrūn*  
         *The employees are pleased.*  
     (b) *maṭārna d-duwalī hāmm*.  
         *Our international airport is important.*  
     (c) *هو تاجر دولي*. *huwa tājir duwalī.*  
         *He is an international trader.*  
     (d) *an-nass wādiħ wa-maqbūl*.  
         *The text is clear and acceptable.*  
     (e) *al-ma'mūr mashghūl*. *The official is busy.*
- 3 (a) *ważifa job* (b) *موظف* *muwazzaf employee*  
     (c) *mandūb delegate* (d) *غائب* *ghā'ib absent*  
     (e) *al-kħubara'* *the experts*

**Unit 11**

- 1 (a) **mamnū9 al-intizār** WAITING PROHIBITED  
 (b) **fi l-balad** in (the) town  
 (c) **fi l-bilād** in the towns/in the country  
 (d) **ashghāl 9ala t-ṭarīq** road works ('works on the road')  
 (e) **al-murūr ila l-yamīn** turning right
- 2 (a) سِيَارَاتٍ جَدِيدَةٍ (b) أَشْغَالٌ هَامَةٌ (c) الشَّرْطَةُ الْمُحْلِيةُ  
 (d) مُسْتَشْفَيَاتٍ كَبِيرَةٍ (e) مَشَاكِلٍ فَنِيَّةٍ
- 3 (a) **al-ma'mūr al-mas'ūl** the responsible official; Description  
 (b) **al-ma'mūrūn hum al-mas'ūlūn** The officials are those responsible ('the responsible ones'). Equation  
 (c) **al-bilād jamīl** The country is beautiful. Equation  
 (d) **zamīlī fi l-muṣtaḥfa** My colleague is in hospital. Equation  
 (e) **zamīlī l-marīd** my sick colleague; Description

**Unit 12**

- 1 (a) + (g) **وزَارَةُ التَّجَارَةِ** wizārat at-tijāra  
*Ministry of Trade, definite*  
 (a) + (j) **وزَارَةُ الْخَارِجِيَّةِ** wizārat al-khārijīya  
*Ministry of Foreign Affairs, definite*
- (b) + (f) **مَدِيرُ الشَّرِكَةِ** mudīr ash-sharika  
*The company director, definite*  
 (b) + (g) **مَدِيرُ التَّجَارَةِ** mudīr at-tijāra *Director of Trade, definite*  
 (b) + (h) **مَدِيرُ الْجُمرَكِ** mudīr al-jumruk  
*Director of Customs, definite*  
 (b) + (j) **مَدِيرُ الْخَارِجِيَّةِ** mudīr al-khārijīya  
*Director of Foreign Affairs, definite*
- (c) + (f) **مَكْتَبُ الشَّرِكَةِ** maktab ash-sharika  
*the company office, definite*  
 (c) + (g) **مَكْتَبُ التَّجَارَةِ** maktab at-tijāra *Trade Office, definite*  
 (c) + (h) **مَكْتَبُ الْجُمرَكِ** maktab al-jumruk  
*Customs Office, definite*

(c) + (j) مكتب الخارجية (j) **maktab al-khārijīya**

*Office of Foreign Affairs, definite*

(c) + (k) مكتب زميل (k) **maktab zamīl**

*a colleague's office, indefinite*

(d) + (g) دائرة التجارة (g) **dā'irat at-tijāra**

*Directorate of Trade, definite*

(d) + (h) دائرة الجمرك (h) **dā'irat al-jumruk**

*Customs Directorate, definite*

(d) + (j) دائرة الخارجية (j) **dā'irat al-khārijīya**

*Directorate of Foreign Affairs, definite*

(e) + (f) مشاكل الشركة (f) **mashākil ash-sharika**

*the company's problems, definite*

(e) + (g) مشاكل التجارة (g) **mashākil at-tijāra**

*the problems of trade, definite*

(e) + (h) مشاكل الجمرك (h) **mashākil al-jumruk**

*(the) Customs problems, definite*

(e) + (j) مشاكل الخارجية (j) **mashākil al-khārijīya**

*(the) Foreign Affairs problems, definite*

(e) + (k) مشاكل زميل (k) **mashākil zamīl**

*a colleague's problems, indefinite*

2 انتظار (a) **intizār** (b) تقرير (c) **mudarā'** (b) **taqrīr** (a) **Mدرا**

(d) إضراب (e) **mas'ūl** **iḍrāb**

3 التأمين للبيت الجديد (a) **at-ta'mīn li-l-bayt al-jadīd**

*the insurance of the new house*

(b) السيارة لزميلي المصري (b) **as-sayyāra li-zamīlī l-miṣrī**

*my Egyptian colleague's car*

(c) المشاكل للقسم الإداري (c) **al-mashākil li-l-qism al-'idārī**

*Administration Department's problems*

(d) في المكتب للجمرك (d) **fi l-maktab li-l-jumruk**

*in the Customs Office*

(e) شركة للتأمين (e) **sharika li-ta'mīn an insurance company**

- 4 (a) مشاكل كبيرة *mashākil kabīra* big problems  
 (b) زوار أجانب *zuwwār ajānib* foreign visitors  
 (c) مدراء وموظفين ...ون *mudarā' wa-muwazzafin/muwazzafūn*  
 directors and employees  
 (d) عمال عرب *9ummāl 9arab* Arab workers  
 (e) مأمورين مصرىن / مأمورون مصريون *ma'mūrīn miṣrīyīn/*  
*ma'mūrūn miṣrīyūn* Egyptian officials

### Unit 13

- 1 (a) sitt(a) *asābi9* six weeks  
 (b) *khamsmīt riyāl* five hundred riyals  
 (c) *fi s-sā9a th-thāmina* at eight o'clock  
 (d) *khamsat9ashar bi-l-miya* fifteen per cent  
 (e) *9ishrīn jinayh miṣrī* twenty Egyptian pounds  
 (f) *fī sanat alf u-tisa9miya u-tis9a u-tis9īn* in 1999  
 (g) *jinayhayn* two pounds  
 (h) *ba9d as-sā9a s-sābi9a wa n-niṣf* after seven-thirty  
 (j) *ṣabāḥan* a.m./in the morning  
 (k) *thalātha tālāf līra* three thousand lira  
 2 (a) *as-sā9a th-thāmina wa-r-rub9* a quarter past eight  
 (b) *as-sā9a r-rābi9a illa th-thulth* twenty to four  
 (c) *as-sā9a th-thāniya 9ashara wa-khamsa u-9ishrīn*  
 twenty-five past twelve

### Unit 14

- 1 (a) *البيوني* (*the*) Yemeni (b) *عماني* (*Omani*) (c) *قطري* (*Qatari*)  
 (d) *المغربي* (*the*) Moroccan (e) *موريتاني* (*Mauritanian*)  
 2 (a)  $٩٦ = ٤ \times ٢٤$  *sitta u-tis9īn*  
 (b)  $٦٠ = ٣ : ١٨$  *sittīn*  
 (c)  $٧٠ = ٨٥ - ١٥$  *sab9īn*  
 (d)  $٩ = ٢ + ٣ + ٤$  *tis9a*  
 (e)  $£٣٨ = ٢٠ - £٤ \cdot \text{thalāthīn}$  *jinayh*

## Unit 15

- 1 (a) *Dubai* 36 (b) *Damascus* 87 (c) *Abu Dhabi* 80 (d) *Beirut* 59
- 2 Left: *Market, Ministries, Parliament* Right: *Airport*  
 Straight on: *National University, Technical Schools, Girls' Secondary School*
- 3 (a) *Stop behind the Line* (b) *No Smoking* (c) *No Entry*  
 (d) *Please Wait Here*
- 4 (a) *Abdel Nasser (9abd an-nāsir) Street* (b) *Independence Square*  
 (c) *District no. 6* (d) *New Palace Street*
- 5 (a) **sharikāt bariṭāniya fi l-ma9rid az-zirā9ī British Companies in Agricultural Exhibition**  
 (b) **al-kull qidd taqsim al-9irāq All are against the partition of Iraq**  
 (c) **al-9alāqāt al-'isrā'iliya-al-'amayrkīya Israeli-American Relations**
- 6 (a) A bus ticket from Tripoli (Lebanon) to Beirut. The fare is 3500 Lebanese lira (J.J), the date 5/6/1999 and the serial number 8456.  
 (b) Note issued by the Bank of Lebanon, value 1000 lira, serial number 9205319  $\frac{T3}{7}$ . The text reads: **bayrūt fī thnayn u-9ishrīn tishrīn aṭh-thānī sanat alf u-tisa9miya u-tis9in. Beirut, 22 November 1990.**
- 7 (a) and (j) **taftiḥ as-sayyārāt**  
 (b) and (k) **mamnūn min musā9adatāk**  
 (c) and (g) **fi s-sūq**  
 (d) and (f) **as-sayyid abū ḥasanayn**  
 (e) and (h) **min bayrūt ila 9ammān**
- 8 **as-sayyid Brown: as-sā'iq abū bakr ḥādir fi s-sā9a s-sābi9a wa-n-niṣf šabāḥan li-ziyārat al-gīza. Mr Brown: Driver Abu Bakr ready at 7.30 a.m. for the visit to ('of') Giza.**
- 9 **أبو بكر، بلدية، سفارة تونس، شلّ لبنان، غرفة التجارة، مجلس الثقافة، مدرسة ثانوية، المكتبة الحديثة، نجم، نور، وزارة المالية**
- 10 Search in the order shown:  
 (a) نمر، شركة، أوتوبيس، باص، نقل (b) سفارة، الكويت  
 (c) رئيس، منير، شركة (d) تأمين، حبيب، شركة (e) مطعم، نور

# VOCABULARIES

In both these vocabularies:

- Entries are referred by number to the page with the first and other important appearances of the Arabic word.
- Arabic irregular plurals are listed with the singular. Where no plural is shown, it is regular.
- The command form of the verb (pages 94 and 95) is shown with ‘/’ after the English, for clarity.

## Arabic-English Vocabulary

For this vocabulary, you can find the alphabetical order of the Arabic letters and non-alphabetical signs on pages 52 and 53. Further, in this vocabulary:

- Arabic irregular plurals are also listed separately with a reference (marked ‘→’) to the singular.
- Words used only or mainly with the article ... الـ are listed with the article, but in the alphabetical position of the word itself.

أب آباء	ab ābā' <i>father</i> 7	أبو ظبي	abū zabī
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# English-Arabic Vocabulary

This vocabulary does not list:

- the possessives, which can be found in Unit 9, the personal pronouns, which can be found in Unit 10, or the prepositions, which can be found in Unit 11,
- numbers, days of the week or names of the months, which can all be found in Unit 13.

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# POCKET CARD

You may find it useful to make a pocket card from this page and carry it, for reference, when it is inconvenient to have the book with you. You can cut out the solid-line frame, fold it in half over a piece of card to stiffen it, and cover it with plastic film or heat-seal it in plastic for protection.

## Alphabet

ا alif	ف fa
ب bā	ق qaf
ت tā	ك kaf
ث thā	ل lām
ج jīm/gīm	م mīm
ح hā	ن nūn
خ khā	ه hā
د dāl	و waw
ز rā zayy	ي ya

## Variants and Signs

- ء 'a
- ة -a(t)
- ي -a
- ة -an, -atan
- ... (doubling)

## Nouns (N) and Adjectives (A)

- ة... -a(t), f. s. (N/A); f. inan. pl. (A)
- ون... -in/-ün, m. an. pl. (N/A)
- ات... -ät, f.an.pl.(N/A); m./f.inan.pl.(N)

## Command, Participles, Vb. Nouns

- أكتب uktub *write!*
- أشرب ishrab *drink!*
- كاتب katib *writer*
- مكتوب maktüb *written*
- عقل mumathil *represent/ative*, -al /-ed

مساعد musa9id *assistant*

مرسل mursil *sender*, -al *sent*

منتخب muntakhib *elect/or*, -ab /-ed

مستخدم mustakhdim *employ/er*, -am /-ed

تفتيش taftish *inspection*

مساعدة musa9ada *help*

إرسال ırsäl *despatch*

انتخاب intikhab *election*

استخدام istikhdam *employment*

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