to Leila
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The authors and publishers wish to thank the following who have kindly given permission for the use of copyright material: Otto Harrassowitz Verlag for material from Hans Wehr, *A Dictionary of Modern Arabic*, ed. J. Milton Cowan, 1991.

Every effort has been made to trace all the copyright holders but if any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangement at the first opportunity.
When we first set out to write this course there was very little material available that combined modern language teaching methods with learning Arabic. *Mastering Arabic* was our attempt to provide a friendly and fun introduction for the general learner, and we are gratified that it has proved popular with a wide range of students over the years.

At the time of this second edition, the market for Arabic-teaching material has moved on and we have also learnt from our own subsequent experiences of teaching Arabic. We have tried to update and improve *Mastering Arabic* to keep it relevant and in the forefront, while not losing the essential elements that made it popular in the first place.

**What’s new in the second edition?**
The second edition of *Mastering Arabic* has these additional features:

- Clearer, more modern page design and layout
- New ‘Conversation’ sections with accompanying audio, allowing learners to start talking right from the beginning
- New ‘Grammar index’ for easy reference
- More listening exercises to help with understanding spoken Arabic
- Transliteration of examples and end-of-unit vocabulary lists throughout the course to help with pronunciation and reading
- Some more advanced material moved to later units
- Additional explanations to support individual learning
- Individual amendments to take account of feedback received from both teachers and students of Arabic over the years.

As publishers as well as educators by trade, we wrote in the first edition that the writing experience had left us ‘feeling far more sympathetic towards authors than before we started’. As well as writing this second edition we have also painstakingly laid out the pages using the kind of computer publishing software only dreamt about at the time of the first edition. We now also feel far more sympathetic towards typesetters!

*Jane Wightwick* and *Mahmoud Gaafar*
Introduction

Arabic is spoken in over twenty countries, from North-West Africa to the Arabian Gulf. This makes it one of the most widely-used languages in the world, and yet it is often regarded as obscure and mysterious. This perception is more often based on an over-emphasis on the difficulty of the Arabic script and the traditional nature of some of the learning material than it is on the complexity of the language itself. There is certainly no reason why the non-specialist should not be able to acquire a general, all-round knowledge of Arabic, and enjoy doing so.

Mastering Arabic will provide anyone working alone or within a group with a lively, clear and enjoyable introduction to Arabic. When you have mastered the basics of the language, then you can go on to study a particular area in more detail if you want.

Before we go on to explain how to use this book, you should be introduced to the different kinds of Arabic that are written and spoken. These fall into three main categories:

**Modern Standard Arabic**
Modern Standard Arabic (MSA) is the universal language of the Arab World, understood by all Arabic speakers. Almost all written material is in Modern Standard, as are formal and pan-Arab TV programmes, talks, etc.

**Classical Arabic**
This is the language of the Qur'an and classical literature. Its structure is similar to Modern Standard Arabic, but the style and much of the vocabulary is archaic. It is easier to begin by studying Modern Standard and then progress to classical texts, if that is what you wish to do.

**Colloquial dialects**
These are the spoken languages of the different regions of the Arab World. They are all more or less similar to the Modern Standard language. The colloquial dialects vary the most in everyday words and expressions, such as ‘bread’, ‘how are you?’, etc.
We have chosen to teach the Modern Standard in Mastering Arabic as it is a good starting point for beginners. Modern Standard is universally understood and is the best medium through which to master the Arabic script. However, whenever there are dialogues or situations where the colloquial language would naturally be used, we have tried to choose vocabulary and structures that are as close to the spoken form as possible. In this way, you will find that Mastering Arabic will enable you to understand Arabic in a variety of different situations and will act as an excellent base for expanding your knowledge of the written and spoken language.

How to use Mastering Arabic

This course has over two hours of accompanying audio and access to these recordings is essential, unless you are studying in a group where the tutor has the audio. Those parts of the book which are on the recording are marked with this symbol: 

We are assuming that when you start this book you know absolutely no Arabic at all and may be working by yourself. The individual units vary in how they present the material, but the most important thing to remember is to try not to skip anything (except perhaps the ‘Structure notes’ – see below). There are over 200 exercises in the book, carefully designed to help you practise what you have learnt and to prepare you for what is coming. Work your way through these as they appear in the book and you will find that the language starts to fall into place and that words and phrases are revised. Above all, be patient and do not be tempted to cut corners.

Conversation sections

These sections are designed to introduce you to basic conversational Arabic in social and everyday situations so that you can get talking right from the start. They appear in all the units in the first half of the course, and then as appropriate in the later units.

Structure notes

These occur at the end of some units and contain useful additional information about Arabic grammar. They are not essential to your understanding of basic Arabic but will be helpful to you in recognising some of the finer points when you read or hear them.

Review units

These occur at three points in the course. They will be very useful to you for assessing how well you remember what you have learnt. If you find you have problems with a particular exercise, go back and review the section or sections that deal with that area.

So now you’re ready to start learning with Mastering Arabic. We hope you enjoy the journey.
Language units
Getting started

Letters of the alphabet: group 1

Many Arabic letters can be grouped together according to their shapes. Some letters share exactly the same shape but have a different number of dots above or below; other shapes vary slightly.

Look at this group of letters and listen to the recording:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ب (ba')</td>
<td>'b' as in 'bat'</td>
</tr>
<tr>
<td>ت (ta')</td>
<td>'t' as in 'tap'</td>
</tr>
<tr>
<td>ث (thā')</td>
<td>'th' as in 'thin'</td>
</tr>
<tr>
<td>ن (nūn)</td>
<td>'n' as in 'nab'</td>
</tr>
<tr>
<td>ي (yā')</td>
<td>'y' as in 'yet'</td>
</tr>
</tbody>
</table>

You can see that ب (ba'), ت (ta') and ث (thā') share the same shape, but the position and the number of dots are different; whereas ن (nūn) has a slightly different shape, more circular and falling below the line, and ي (yā') has a much curlier shape (but is connected with the other letters, as you will see later in Unit 1).
Getting started

When Arabic is written by hand, the dots often become ‘joined’ for the sake of speed. Compare the printed and the handwritten letters below. The most common Arabic printed style is called naskh, and the most common handwriting style riq’a.

<table>
<thead>
<tr>
<th>Printed letter (naskh)</th>
<th>Handwritten letter (riq’a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﺑ</td>
<td>ﺑ</td>
</tr>
<tr>
<td>ﺕ</td>
<td>ﺕ</td>
</tr>
<tr>
<td>ﺕ</td>
<td>ﺕ</td>
</tr>
<tr>
<td>ﺤ</td>
<td>ﺤ</td>
</tr>
<tr>
<td>ﺳ</td>
<td>ﺳ</td>
</tr>
<tr>
<td>ﺕ</td>
<td>ﺕ</td>
</tr>
</tbody>
</table>

Exercise 1
Look at the letters below and decide which each is:
Handwriting practice

(When practising handwriting, first trace the letters following the direction of the arrows, and then try writing them on lined paper.)

The Arabic script is written from right to left, so the letters should be formed starting from the right:

- bā', tā', thā'
- nūn
- yā'

It's easier to finish the main shape first and then add the dots:

- bā'
- tā'
- thā'
- nūn
- yā'

Tip: There are no capital letters in Arabic.
Getting started

Vowels

Arabic script is similar to SMS messages in that both types of writing leave out many of the vowels. The short vowels in Arabic are written above and below the letters. If you read the Arabic press or pick up a novel you will rarely see these vowels, as they are not usually written. The reader is expected to deduce the meaning of the word from its pattern and the context.

This book will begin by showing all the short vowels and will gradually drop them as you become more proficient.

Look at these letters and listen to the recording:

\[ \hat{\text{b}} \quad \text{(ba)} \quad \hat{\text{b}} \quad \text{(bi)} \quad \text{b} \quad \text{(bu)} \]

From this you can see:
- A dash above the letter \( \hat{\text{b}} \) is pronounced as a short ‘a’ following the letter. This vowel is called fathā.
- A dash below the letter \( \text{b} \) is pronounced as a short ‘i’ following the letter. This vowel is called kasra.
- A comma shape above the letter \( \hat{\text{p}} \) is pronounced as a short ‘u’ following the letter. This vowel is called dāmma.

Exercise 2

Listen to the recording and write the correct vowels on these letters:

1 \[ \hat{\text{b}} \]
2 \[ \text{t} \]
3 \[ \text{y} \]
4 \[ \hat{\text{p}} \]
5 \[ \text{i} \]
6 \[ \text{n} \]
7 \[ \text{b} \]
8 \[ \text{th} \]

Exercise 3

Now practise saying these letters with their vowels. Then check your answers in the answer section.

1 \[ \hat{\text{b}} \]
2 \[ \text{n} \]
3 \[ \text{y} \]
4 \[ \hat{\text{p}} \]
5 \[ \text{b} \]
6 \[ \text{t} \]
7 \[ \text{n} \]
8 \[ \text{th} \]
Joining letters: group 1

Written Arabic is 'joined up'. When letters come at the end of a word they look very much as they do when standing alone. However, when they come at the beginning or in the middle of a word they get 'shortened'.

Look at how these letters combine:

(Read from right to left)

\[
\begin{align*}
\text{ب + ث} &= \text{بَث} \\
\text{ت + ب} &= \text{تَب} \\
\text{ث + ب + ت} &= \text{ثَبَث}
\end{align*}
\]

Notice how the letter gets 'chopped' and loses its final flourish, or 'tail', when at the beginning or in the middle of a word, but still keeps its dots for recognition.

The letters ṅūn and yā' have exactly the same shape as the other letters in this group when they come at the beginning or in the middle of a word, but they retain their differences when at the end:

\[
\begin{align*}
\text{ب + ن} &= \text{بَن} \\
\text{ن + ي} &= \text{نَي} \\
\text{ب + ي + ت} &= \text{بَيَت} \\
\text{ب + ن + ي} &= \text{بَنَي} \\
\text{ي + ب + ث} &= \text{يَبَث}
\end{align*}
\]
Handwriting practice

Notice how these letters are joined when written by hand:

\[
\begin{align*}
\text{ب} + \text{ث} &= \text{بُث} \\
\text{ب} + \text{ن} &= \text{بُن} \\
\text{ث} + \text{ب} + \text{ت} &= \text{بُت} \\
\text{ب} + \text{ن} + \text{ي} &= \text{بُنِي}
\end{align*}
\]

It's easiest if you complete the main shape of the word and then go back to the right-hand side and add all the dots from right to left.

Exercise 4
Look at the newspaper headline. Two examples of the letters in group 1 are circled. How many others can you find?

*Tip:* When yā' is by itself or at the end of a word, you may see it without the two dots.
Exercise 5
Write out these combinations of letters. The first is an example:

1. ﺗ + ﻲ + ﻥ = ﻥٌ

2. ﻥ + ﻲ = ﻲ

3. ﺑ + ﺛ + ﻥ = ﺛ

4. ﻥ + ﺑ + ﺛ = ﺛ

5. ﻲ + ﺑ + ﻥ + ﻲ = ﻲ

6. ﺑ + ﻲ + ﺛ = ﻲ

Adding vowels to words
We can now add vowels to the combinations of letters to make words:

(tub) ﺛ = (b) ﺛ + (tu) ﺛ

(bin) ﺛ = (n) ﺛ + (bi) ﺛ

(bint) ﺛ = (t) ﺛ + (n) ﺛ + (bi) ﺛ

(bayna) ﺛ = (na) ﻲ + (y) ﻲ + (ba) ﻲ

Sukūn
If there is a small circle (sukūn) above a letter (ٓ) this indicates that no vowel sound follows that letter – see bint and bayna above. Notice how the sukūn is not usually put above the last letter of a word.
Exercise 6
Listen to the recording and write the vowels on these words. Each word will be given twice.

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ثبت</td>
<td>4</td>
</tr>
<tr>
<td>بيت</td>
<td>1</td>
</tr>
<tr>
<td>يثبت</td>
<td>5</td>
</tr>
<tr>
<td>ثبتت</td>
<td>2</td>
</tr>
<tr>
<td>ثين</td>
<td>6</td>
</tr>
<tr>
<td>تبن</td>
<td>3</td>
</tr>
</tbody>
</table>

Shadda
In addition to the three short vowels and the sukūn, there is another symbol: the shadda. This is a small w shape (٢) written above the letter to show that it is doubled. For example:

(bathth) بَثَثُ = (th) ثُ + (th) ثُ + (ba) بّ
(bunn) بُنْنُ = (n) نُ + (n) نُ + (bu) بّ

The sound of a letter is lengthened when there is a shadda. Take care to pronounce this, otherwise you may change the meaning of the word.

Listen to these examples and repeat them with the recording. Each example is given twice:

<table>
<thead>
<tr>
<th>Word</th>
<th>Vowel</th>
</tr>
</thead>
<tbody>
<tr>
<td>ب٢ن</td>
<td>4</td>
</tr>
<tr>
<td>بِث٢</td>
<td>1</td>
</tr>
<tr>
<td>ب٢ن</td>
<td>5</td>
</tr>
<tr>
<td>ثب٢تُ</td>
<td>*2</td>
</tr>
<tr>
<td>ب٢ث</td>
<td>6</td>
</tr>
<tr>
<td>ثب٢تُ</td>
<td>*3</td>
</tr>
</tbody>
</table>

*Compare the pronunciation of numbers 2 and 3.

Notice that kasra is often written below the shadda (٢) rather than below the letter itself – see example 5.
Exercise 7
Write these letter combinations and then try to pronounce them. Check your pronunciation with the recording or answer section.

1. ب + ن + ت = 3. ت + ن + ت
2. ب + ي + ن = 4. ن + ي + ت

Exercise 8
Say these words and then match their meanings with the English:

A. بَيْنَت
B. بَيْت
C. بَيْتَة
D. بَن
E. بَيْن

1. girl/daughter 2. coffee beans 3. house 4. hay 5. between

Conversation sections
These sections are designed to introduce you to basic conversational Arabic in social and everyday situations. They appear in all the units in the first half of the course, and then as appropriate in the later units. You’ll find the conversational phrases on the recording, and you’ll also be given the opportunity to take part in short dialogues with native speakers. Concentrate on speaking and listening in these sections. At first you may not be able to read all the Arabic script, but you will be able to recognise some of the letters and words.
Greetings
One of the most important conversational skills initially in any language is to know how to greet people. Arabic greetings can be elaborate and prolonged, but some all-purpose expressions will get you by:

- **أَهْلَا (ahlan)** Hello
- **أَهْلَا بِكُ/بِكِ (ahlan bik/biki)** Hello to you *(talking to a male/female)*
- **صَبَاحُ الخِيرُ (ṣabāḥ al-khayr)** Good morning
- **صَبَاحُ الْنُّورِ (ṣabāḥ an-nūr)** Good morning *(reply)*
- **مَسَاءُ الخِيرُ (masāʿ al-khayr)** Good evening/afternoon
- **مَسَاءُ الْنُّورِ (masāʿ an-nūr)** Good evening/afternoon *(reply)*
- **مَغَ عُ السَّلَاَّمَةُ (maʿa s-salāma)** Goodbye

Tip: The reply to a greeting often varies from the original, although it is also acceptable to use the original phrase in reply.

Vocabulary in Unit 1

- **بَنِتْ (bint)** girl/daughter
- **بُنْ (bunn)** coffee beans
- **بَيْتْ (bayt)** house
- **بِيْنَ (bayna)** between
- **تَبِينَ (tibn)** hay

- **أَهْلَا (ahlan)** Hello
- **أَهْلَا بِكُ/بِكِ (ahlan bik/biki)** Hello to you
- **صَبَاحُ الخِيرُ (ṣabāḥ al-khayr)** Good morning
- **صَبَاحُ الْنُّورِ (ṣabāḥ an-nūr)** Good morning *(reply)*
- **مَسَاءُ الخِيرُ (masāʿ al-khayr)** Good evening/afternoon
- **مَسَاءُ الْنُّورِ (masāʿ an-nūr)** Good evening/afternoon *(reply)*
- **مَغَ عُ السَّلَاَّمَةُ (maʿa s-salāma)** Goodbye
Vocabulary learning

Arabic presents some challenges to the beginner trying to learn vocabulary, as the words and the script are unfamiliar. However, you can use strategies to help you. One method recommended for learning vocabulary in new scripts is the use of flashcards, similar to the method used to teach young children how to read.

Try the following method to learn your vocabulary:

• Make a set of small cards, blank on both sides.
• Get five envelopes and mark them ‘Day 1’, ‘Day 2’, etc.
• Write each Arabic word, with vowels, on one side of a card and the English on the other:

  ﺑﻨﺖ  gır/

This is good handwriting practice and will also help you remember the word.
• Put all the cards in the envelope marked ‘Day 1’.
• Each day, take the cards out of each envelope in turn starting with the highest-numbered envelope and working down to ‘Day 1’. (The first day you’ll only have cards in the ‘Day 1’ envelope, the next day you’ll have ‘Day 2’ and ‘Day 1’, and so on until you have completed five days.)
• Put each card Arabic side up and say the Arabic aloud. Try to remember what it means. When you’ve finished, shuffle the cards and put them English side up, repeating the process.
• If you remember a word, it progresses to the next envelope; if you forget, it goes back to Day 1:

  ![Flashcard Diagram]

  FORGET

  DAY 1  DAY 2  DAY 3  DAY 4  DAY 5

  REMEMBER

  • If you can remember a word five days running you can throw the card away. (Or you can put it back in the Day 1 envelope without the vowels.) You can add up to 15 words a day to the Day 1 envelope.
Putting words together

Letters of the alphabet: group 2

Look at the next group of letters and listen to the recording:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>alif</td>
<td>(see pages 17 and 20)</td>
</tr>
<tr>
<td>dāl</td>
<td>‘d’ as in ‘dad’</td>
</tr>
<tr>
<td>dhāl</td>
<td>‘th’ as in ‘that’</td>
</tr>
<tr>
<td>rā’</td>
<td>rolled ‘r’ as in Spanish ‘arriva’</td>
</tr>
<tr>
<td>zāy</td>
<td>‘z’ as in ‘zone’</td>
</tr>
<tr>
<td>wāw</td>
<td>‘w’ as in ‘wet’</td>
</tr>
</tbody>
</table>

You can see that the dāl and dhāl have the same basic shape, as do rā’ and zāy. The only difference is that dhāl and zāy have the dot over the basic shape. Pay special attention to the position and shape of these four letters – dāl and dhāl sit on the line while rā’ and zāy fall under the line.
Wāw and alif have very distinctive shapes, but their connection with the other letters in this group will become clear later in this unit.

As there are no dots to ‘join up’ in this group of letters, the handwritten versions tend to look very similar to the printed versions.

**Exercise 1**

Draw a line between the printed letters, their handwritten versions and the names of the letters, as in the example:
Joining letters: group 2

The similarity between the letters in group 2 becomes clear when we look at how they are joined to other letters. All of the six letters in this group are joined to the letter before but cannot be joined to the letter after. Look at how alif joins in these combinations:
All the letters in this group have the same basic shape wherever they appear in a word, and always have a space after them because they do not join to the next letter.

\[
\begin{align*}
\text{ن} + \text{ا} + \text{ر} &= \text{نار} \\
\text{ب} + \text{ر} + \text{د} &= \text{برد} \\
\text{ز} + \text{ي} + \text{ن} &= \text{زين} \\
\text{ا} + \text{ب} + \text{د} + \text{ا} &= \text{ابدا} \\
\text{ذ} + \text{و} + \text{ب} &= \text{ذوب} \\
\text{و} + \text{ز} + \text{ي} + \text{ر} &= \text{وزير}
\end{align*}
\]

The letters in group 2 are the only letters which cannot be joined to the letter following in a word. All other letters can be joined on either side.

**Handwriting practice**

Practise copying these words. Remember to write the whole word and then add the dots.

ابن ود دار نوب نزور يبرد

**Exercise 2**

Fill in the missing letters or words to match the example:

1. \( \text{بَرَد} = \text{b} + \text{د} + \text{r} + \text{ba} \)
2. \( \text{وَرَد} = \text{r} + \text{d} + \text{r} + \text{d} \)
3. \( \text{رَبو} = \text{r} + \text{بو} + \text{r} + \text{بو} \)
Long vowels

In Unit 1 you met the three Arabic vowel signs: fatha (a), kasra (i) and damma (u). These are all pronounced as short vowels. They can be made long by adding the three letters alif (I), yaa’ (ي) and waw (و).

Look at the following and listen to the recording:

\[
\begin{align*}
\text{ba} & \quad \text{ba} \\
\text{bi} & \quad \text{bi} \\
\text{bu} & \quad \text{bu}
\end{align*}
\]

From this you should be able to see that:
- fatha + alif = å (long ‘a’ as in hair or as in heart)
- kasra + yaa’ = í (long ‘i’ as in meet)
- damma + waw = ü (long ‘u’ as in boot)

*Tip:* In practice, the vowel signs are rarely written on long vowels as the extra letter already indicates the sound: َبَا بَا بَا بَا بَا بَا بَا بَا بَا
Now listen to the pairs of words and repeat them after the recording. Listen carefully for the difference in the short and long vowels. Each pair is given twice:

\[
\begin{align*}
1 & \quad \text{نُّور} \quad \text{نُور} \\
2 & \quad \text{بَرَّد} \quad \text{بَرَّد}
\end{align*}
\]

\[
\begin{align*}
3 & \quad \text{يَزِيد} \quad \text{يَزِيد}
\end{align*}
\]

It may have occurred to you that if the vowels signs are not usually included at all in written Arabic, then if you come across this word ...

\[
\text{زور}
\]

... how do you know whether to pronounce it

\[
\begin{align*}
1 & \quad \text{نُور} \quad \text{نور} \\
2 & \quad \text{زور} \quad \text{زور}
\end{align*}
\]

\[
\begin{align*}
3 & \quad \text{يَزِيد} \quad \text{يَزِيد}
\end{align*}
\]

(All of these words exist!) The answer is that you do not know automatically. However, when you have learned more about the structure and vocabulary patterns in Arabic, you will usually be able to tell from the context.

**Exercise 3**

Listen to the recording and write the vowels on these words. Each word will be given twice.

\[
\begin{align*}
1 & \quad \text{وزير} \quad \text{وزير} \\
3 & \quad \text{دين} \quad \text{دين}
\end{align*}
\]

\[
\begin{align*}
4 & \quad \text{بيت} \quad \text{بيت}
\end{align*}
\]
Exercise 4
Now try and write the eight words you hear, with their vowels. Each word will be given twice.

(8) يريد
(5)
(9) برید
(6)
(10) بين
(7)

زبادي (zabādi) yoghurt
Alif
Alif is unique amongst Arabic letters because it does not have a definite sound. There are two main ways an alif is used:

1 To form the long vowel ā (see page 17).

2 To ‘carry’ a short vowel. If a word begins with a short vowel, the vowel sign cannot simply hang in the air before the next letter. So the vowel sign is placed above or under an alif, as in these examples:

\[
\begin{align*}
\text{إن} & \quad \text{اذ} & \quad \text{اب} \\
\text{in} & \quad \text{udh} & \quad \text{ab}
\end{align*}
\]

The small ‘c’ shape (¢) that accompanies the vowel sign is known as hamza. (For more details about hamza, see Unit 6, page 76.)

Listen carefully to these words which begin with a vowel carried by an alif.

\[
\begin{align*}
\text{انا} & \quad 4 \\
\text{اذن} & \quad 1 \\
\text{انت} & \quad 2 \\
\text{انت} & \quad 3 \\
\text{はありません} & \quad 5 \\
\text{ايران} & \quad 6
\end{align*}
\]

Putting words together
Look at the pictures and listen to the recording.
Tip: و (wa, ‘and’) is written joined to the word that follows: أنور ونور (anwar wa-nūr, ‘Anwar and Nour’).

Exercise 5
Look at these pictures and read the names. Check your pronunciation with the recording or in the answer section.

Now choose the correct description for each picture:

- B
  - 1. بدر وزين
  - 2. نادر وزين
  - 3. زين ونادر
  - 4. زينب ودينا

- A
  - 1. زيد وزين
  - 2. دينا ونادر
  - 3. زينب وزيد
  - 4. زينب وبدر

- C
  - 1. دينا وزين
  - 2. بدر ونادر
  - 3. زيد وزين
  - 4. دينا ونادر

- D
Simple sentences

Look at the picture and listen to the recording.

Many Arabic sentences do not need the verb 'to be' (am, is, are) in the present tense. This means that you can have a sentence with no verb at all. (Such sentences are called nominal sentences.)

I (am) Zaid.

You (are) Nadir.

Handwriting practice

Practise writing these sentences, firstly with the vowels and then without.

أنا نادر.

أنت دينا.

Exercise 6

Look at the pictures and make sentences for each bubble:
Male and female

Listen to this conversation:

Look at the question (notice the reversed question mark).

And you?

(anti) is used only to refer to a female. Arabic, like many other languages, makes a difference between male and female people and objects. It has two genders. So we have:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنَا</td>
<td>I (male and female)</td>
</tr>
<tr>
<td>أَنتَ</td>
<td>you (male)</td>
</tr>
<tr>
<td>أَنتَ</td>
<td>you (female)</td>
</tr>
</tbody>
</table>

Exercise 7

Fill in the missing words in these conversations:
Introductions
You learnt a few popular greetings in Unit 1, so now you’re ready to introduce yourself. The simplest way to say your name is to use the phrase you’ve learnt in this unit: ana ... (I’m ...). You could then ask how someone is, or say you’re pleased to meet him or her.

Listen to these conversations on your recording and then have a go at introducing yourself.

أهلاً. أنا توم. وأنت؟ (ahlan, anā Tom w-anti?) Hello, I’m Tom. And you?

أنا دينا. (anā dīnā) I’m Dina.

تشرفنا يا دينا. (tasharrafna yā dīnā) Pleased to meet you, Dina.

مساء الخير. أنا مadam لويس. (masā’ al-khayr. anā madām lūwis) Good evening. I’m Mrs Lewis.

مساء النور يا مدام لويس. كيف الحال؟ (masā’ an-nūr yā madām lūwis. kayf al-ḥāl?) Good evening, Mrs Lewis. How are you?

الحمد لله. (al-ḥamdu lillāh) Fine, thanks (‘thanks be to God’).

Notice the use of yā when addressing someone by name. This is common in some parts of the Arab world.

Vocabulary in Unit 2

ٍأنا (anā) I

أنت (anta) you (male)

أنت (anti) you (female)

و (wa-) and

زبادي (zabādi) yoghurt

tasharrafna

pleased to meet you

Kayf al-ḥāl

how are you?

Al-ḥamdu lillāh

fine, thanks
### Letters of the alphabet: group 3

Look at the third group of letters and listen to the recording:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>jīm</td>
<td>'j' as in French 'je'*</td>
</tr>
<tr>
<td>ḥā'</td>
<td>Breathy, strong 'h'</td>
</tr>
<tr>
<td>khā'</td>
<td>'ch' as in Scottish 'loch'</td>
</tr>
<tr>
<td>ḥā'</td>
<td>'h' as in 'house'</td>
</tr>
<tr>
<td>mīm</td>
<td>'m' as in 'mastering'</td>
</tr>
</tbody>
</table>

*Also pronounced 'g' as in 'gate' in parts of Egypt.

There is an obvious similarity between the first three letters – jīm, khā’ and ḥā’. The main letter has exactly the same basic shape: only the position of the dots will tell you which one it is.

The ḥā’ and the mīm do not share their shapes with any other letters, but are included here for pronunciation and vocabulary reasons.

The pronunciation of ḥā’ and khā’ may be unfamiliar sounds to your
ear. khā' is a sound similar to that made when clearing your throat. ḥā' is a breathy ‘h’ sometimes confused with ḥā' by beginners, so we will take extra care in showing you how to distinguish the two sounds.

**Exercise 1**

Listen to the recording and decide which is the first letter of each word. The first is an example. Each word is given twice.

Now replay the exercise, repeating the words after the recording.

**Handwriting letters: group 3**

Look at the handwritten versions of the letters in group 3:

<table>
<thead>
<tr>
<th>Printed letter</th>
<th>Handwritten letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ج</td>
<td>ی</td>
</tr>
<tr>
<td>ﺟ</td>
<td>ﺑ</td>
</tr>
<tr>
<td>ﺛ</td>
<td>ﺛ</td>
</tr>
<tr>
<td>ﺩ</td>
<td>ﺽ</td>
</tr>
<tr>
<td>ﺪ</td>
<td>ﺺ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Printed letter</th>
<th>Handwritten letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﺠ</td>
<td>ﺡ</td>
</tr>
<tr>
<td>ﺢ</td>
<td>ﺣ</td>
</tr>
<tr>
<td>ﺤ</td>
<td>ﺤ</td>
</tr>
<tr>
<td>ﺦ</td>
<td>ﺦ</td>
</tr>
<tr>
<td>ﺨ</td>
<td>ﺨ</td>
</tr>
</tbody>
</table>


Notice how ḥām, ḥām and ḥā’ have an additional upwards stroke in the handwritten version, producing an enclosed loop at the top of the letter. The ‘head’ of the mīm is produced by turning your pen in a tight circle on the same spot.

**Handwriting practice**

jīm, ḥām, ḥā’

mīm

ḥā’

Joining letters: jīm, ḥā’’, ḥā’’ and mīm

When these four letters are at the beginning or in the middle of a word, the part of the letter which falls below the line (the ‘tail’) gets ‘chopped’. Only when they occur at the end of a word do they keep their tails.
Tip: sometimes you can see the mīm tucked in under the previous letter or over the following one. For example:

\[ \text{ح + م + د = حم} \]
\[ \text{م + ح + ی = میز} \]
\[ \text{ا + م = أم} \]

Exercise 2
Join the words with the correct combinations of letters, as in the example:

A 1. أ + ح + م + د
B 2. ن + ج + ئ + ر
C 3. ب + ح + ئ + ر
D 4. م + و + ج
E 5. م + د + ح + ت
F 6. أ + خ + ت
G 7. أ + خ
H 8. ن + ج + چ + ح

Now try to pronounce the words. Check your answer with the recording or in the answer section. (See page 20 for an explanation of words that start with alif carrying a vowel.)
Joining ħā’

Ḥā’ changes its shape depending on how and where it is joined, so take extra care.

- If it is not joined to any other letter, it looks like this: ٩
- If it is joined only to the letter after it, it looks like this: ﻢ
- If it is joined only to the letter before it, it looks like this: ﻣ
- If it is joined to letters on both sides, it looks like this: ٤ or this: ﺹ

(The second shape is more common in handwriting.)

**Handwriting practice**

Copy these words:

(start here)

نهر هي هو هذه منه

**Exercise 3**

Handwrite these combinations of letters. Try them first on lined paper, then look at the answer section and study how the letters combine. After that, copy out the words several more times until you can write them all fluently.

1. ﺛ + ﺡ + ﺢ
2. ﺱ + ﻪ + ﻢ
3. ﺱ + ﻢ + ﺱ
4. ﺱ + ﺳ + ﺱ
5. ﺩ + ﺢ + ﺱ
6. ﺱ + ﻢ + ﺱ
7. ﺱ + ﻢ + ﺱ
8. ﺱ + ﺳ + ﺱ
Feminine words

You have already seen that there are two genders in Arabic. All nouns (people, objects, ideas, etc.) are either masculine (male) or feminine (female). Luckily it is fairly easy to tell which gender a particular word is.

There is a special feminine ending that is a ‘bundled up’ tā’ (ت). This is called tā’ marbūta (literally tied up tā’). When the word is said by itself, the tā’ marbūta is not usually pronounced:

- مَدِينَة (madīna) city
- زَوجَة (zawja) wife

There are two main categories of words which are feminine:

1. Female people or words that refer to females (girl, mother, etc.). Most countries are also considered female.
2. Singular words that end in tā’ marbūta. (There are a few exceptions to this, but they are rare.)

A word could fall into both categories, e.g. زَوجَة (zawja) wife.

There are a small number of feminine words that do not fall into either of these categories, often words connected with the natural world (wind, fire, etc.) or parts of the body (hand, leg, etc.). However, in general you can presume a word is masculine unless it falls into one of the two categories above.

Exercise 4
Listen to these words and decide if they are masculine or feminine.
What's this? 
ما هذا؟

Listen to the recording and repeat the sentences:

(The vertical dash you can see above the hā' in هذَا (hādhā) and هذِه (hadhihi) is an alif. In a very few words, the alif is written above the letter rather than after it. This alif is pronounced as a long ā. Like the other vowel signs, it is not normally included in modern written Arabic.)

**Masculine**

هذَا بيت.

This (is a) house.

**Feminine**

هذِه جريدة.

This (is a) newspaper.

There is no need for the verb 'is' in this kind of sentence. Notice that there is also no direct equivalent of the English 'a' as in 'a house'.

**Exercise 5**

Make a sentence for each picture and then write it down.
The family

Look at this family tree and read the names.

Listen to the recording, looking at the pictures and following the words:

1. أنا أحمد وهذا مدحت... هو ابني.
2. أنا جيهان... وهذا زوجي أحمد.
3. وهذه زوجتي جيهان.
4. أنا وردة وهذا أخي مدحت.
If you take a noun (e.g. بنت, daughter/girl) and add ‘-٢’ to the end, it then refers to ‘my ...’ (e.g. بنتي, my daughter):

\[ \text{بنت} + \text{ي} = \text{بنتي} \]

\[ \text{noun} + \text{‘-٢’} = \text{my daughter} \]

We could also put the noun directly in front of a name:

\[ \text{بنت} + \text{أحمد} = \text{بنت} \text{ أحمد} \]

\[ \text{noun} + \text{name} = \text{daughter of Ahmed, or Ahmed's daughter} \]

Putting two nouns together like this with a possessive meaning is known as idāfa.

When the first noun in idāfa ends in тاء marbūta (٢), you should pronounce the word with a ‘t’ at the end:
When letters are added to a word ending in ta’ marbūta, it ‘unites’ and changes back to an ordinary ta’. This ta’ is pronounced ‘t’ in the normal way:

Exercise 6
Now look back at the sentences on pages 32–3 and try to match the Arabic words with their translations:

- mother: أخت
- father: بنت
- son: أم
- daughter: زوج
- wife: أخ
- husband: زوجة
- sister: ابن
- brother: أب
Exercise 7
Look at the family tree on page 32 and fill in the gaps in the sentences, as in the example.

1. محدث هو ابن أحمد.
2. محدث. وردة هي
3. أحمد هو جيهان.
4. جيهان. وردة هي
5. جيهان هي وردة.
6. أحمد. جيهان هي

Exercise 8
Now make eight sentences about this family. The first is an example:
Conversation

Introducing your family
You can practise the words you’ve learnt in this unit to introduce your family. Just use the expression ‘this is …’: hādhā … for a male or hādhīhi … for a female, followed by the family member and name:

من هذا؟ (man hādhā?) Who’s this?

هذا زوجي جاك. (hādhā zawjī jāk) This is my husband, Jack.

تشرفنا يا جاك. (tasharrafna yā jāk) Pleased to meet you, Jack.

من هذه؟ (man hādhīhi?) Who’s this?

هذى بنتي لوسي. (hādhīhi bintī lūsī) This is my daughter, Lucy.

تشرفنا يا لوسي. (tasharrafna yā lūsī) Pleased to meet you, Lucy.

Listen to these two conversations on the recording, then try to introduce members of your family. The recording will help you.

Vocabulary in Unit 3

أم (umm) mother
أب (ab) father
ابن (ibn) son
بنت (bint) daughter/girl
أخ (akh) brother
أخت (ukht) sister
زوج (zawj) husband
زوجة (zawja) wife
هو (huwa) he (and it, masc.)
هي (hiya) she (and it, fem.)
هذا (hādhā) this (masc.)
هذه (hādhīhi) this (fem.)
زجاجة (zujāja) bottle
جريدة (jarīda) newspaper
خيمة (khayma) tent
نهر (nahr) river
حمار (ḥimār) donkey
دجاجة (dajāja) hen/chicken
مدينة (madīna) city
من (man) who?
Letters of the alphabet: group 4

Listen to the recording, paying special attention to the pronunciation of the second pair of letters:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>sin</td>
<td>‘s’ as in ‘sea’</td>
</tr>
<tr>
<td>shīn</td>
<td>‘sh’ as in ‘sheet’</td>
</tr>
<tr>
<td>šād</td>
<td>strong, emphatic ‘s’</td>
</tr>
<tr>
<td>dād</td>
<td>strong, emphatic ‘d’</td>
</tr>
</tbody>
</table>

You can see that the letters sin and shīn have the same basic shape, but shīn has three dots above. shīn and thāʾ are the only two letters in the Arabic alphabet that have three dots. Farsi (the language of Iran) has other letters with three dots above and below, and these are occasionally used for sounds that do not exist in Arabic (for example, p and v).

šād and dād have the same basic shape, but dād has one dot above. All the letters in group 4 have a similarly shaped tail.

Notice that when Arabic is written in English letters (transliterated), a dot is put under such letters as šād, dād and ḥāʾ to distinguish them from their more familiar equivalents.
Handwriting letters: group 4
Look at the handwritten versions of the letters in group 4:

<table>
<thead>
<tr>
<th>Printed letter</th>
<th>Handwritten letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>س</td>
<td>س</td>
</tr>
<tr>
<td>ش</td>
<td>ش</td>
</tr>
<tr>
<td>ص</td>
<td>ص</td>
</tr>
<tr>
<td>ض</td>
<td>ض</td>
</tr>
</tbody>
</table>

You can see that the handwritten letters look similar to the printed versions except that the three dots on ش (shin) have become joined, as they did with ث (thā). The ‘w’ shape at the beginning of س (sin) and ش (shin) can also become ‘smoothed out’ in handwriting, like this: ﺱ. However, as a beginner, it’s easier to stick to the more standard versions.

Handwriting practice

س، ش
س، ص
س، ض
س، ص، ض
Joining letters: group 4

All of the letters in group 4 work on the same principle as the other letters which have tails (e.g., ح and م). The tail falling below the line gets 'chopped' when the letters are joined to another following. Only when they are standing by themselves or at the end of a word do they keep their tails.

1 \( \text{ض} + \text{ر} + \text{ب} = \text{ضررب} \)
2 \( \text{م} + \text{ص} + \text{ر} = \text{مصرب} \)
3 \( \text{پ} + \text{ی} + \text{ض} = \text{پیمض} \)
4 \( \text{س} + \text{ی} + \text{د} = \text{سید} \)
5 \( \text{ح} + \text{ش} + \text{م} = \text{حشم} \)
6 \( \text{ح} + \text{ر} + \text{س} = \text{حرس} \)

---

Handwriting practice

- joined only to the letter after: ش
- joined on both sides: شش
- joined only to the letter before: شش

- joined only to the letter after: س
- joined on both sides: سس
- joined only to the letter before: سس
ṣād and ḍād are emphatic letters and have no direct equivalent in English. The difference in the pronunciation of šīn and ṣād is similar to the difference between the initial sounds of the English words 'ṣit' and 'sorry'; and dāl and ḍād similar to the difference between 'din' and 'dot'.

It is important to try to distinguish between emphatic and non-emphatic letters, as it is between ḥāʾ (ُه) and ḥāʾ (ح). Listen to these pairs of words and repeat them after the recording. Each pair is given twice.

Exercise 1
Listen to the words on the recording and decide which is the first letter of each. The words are given twice. The first answer is an example.

Now check your answers and repeat the words after the recording.
Exercise 2
All these Arabic words are similar to English. Can you match them to the pictures?

1. باص
2. بيتزا
3. شورت
4. تنس
5. بورجر
6. سينما
Handwriting practice

Practise writing these words from Exercise 2:

A word referring to a single male (masculine singular) can be made to refer to a single female (feminine singular) by adding a fatha (ْ) and a tā’ marbūṭa (ة): 

- مدرِس (mudarris) male teacher, مدرِسة (mudarīsa) female teacher;
- مراسِل (murāsil) male correspondent, مراسِلة (murāsilā) female correspondent.

Jobs

Listen to the recording and look at the pictures:
Exercise 3
Here are some more jobs. Look at the list and listen to the recording.

- baker
- accountant
- nurse (fem.)
- engineer
- carpenter

Now make one sentence for each picture. The first is an example:
Making words plural

Look at the pictures and listen to the recording:
These plurals are known as the sound masculine plural and the sound feminine plural ('sound' here means 'complete' and does not refer to the pronunciation). All the jobs in this chapter can be made plural by adding the endings shown above.

Notice that although there is only one word for 'we', نحن (naḥnu), the word for 'they' is هم (hum) for the masculine plural and هنّ (hunna) for the feminine plural:

- هم مدرّسون (hum mudarrisūn) They are (male) teachers.
- هنّ مدرّسات (hunna mudarrisāt) They are (female) teachers.

The feminine plural is not as common as the masculine plural as all members of a group must be female for it to be used. If the group is mixed, the masculine is always used. (Spoken dialects often use the masculine plural only whatever the gender of the group.)

**Exercise 4**
Look again at the words listed in Exercise 3. Write the masculine and feminine plurals for these words.
Exercise 5
Now write the words in the speech bubbles and underneath the pictures, as in the example.
Conversation

Talking about what you do

If you want to ask someone what they do for a living you can ask:

ما عملك؟ (mā 'amalak/-ik?) What's your job? (to a man/woman)

أنا مدرّس/مرّضة. (ānā mudarris/mumarriḍa) I'm a teacher/a nurse.

'amal means 'work' or 'job' and the ending -ak or -ik means 'your' (-ka and -ki in more formal Arabic). You could also ask where someone works:

أين عملك؟ (aynā 'amalak/-ik?) Where's your job?

في لندن/في بيروت. (fi lundun/fī bayrūt) In London/In Beirut.

If you're studying at university or school you may want to say:

أنا طالب/طالبة. (ānā tālib/ṭāliba) I'm a student (male/female).

أنا تلميذ/تميذة. (ānā tilmīdh/tilmīdha) I'm a pupil (male/female).

A good expression to express interest or admiration is:

ما شاء الله! (mā shā'a allāh) Wonderful!

Listen to the conversation and then take one of the roles yourself.
Structure notes

The structure note sections are intended to give more details about the structure of the Arabic language. They will be useful mainly for recognition purposes and should not be slavishly learnt. If you require a more general understanding of Arabic, you can quickly skim through these sections or even skip them altogether.

Case endings

Arabic nouns and adjectives have case endings – grammatical endings that can be added to the end of nouns. However, unlike many languages, for example German, these endings are rarely pronounced and for practical purposes do not exist in spoken dialects. So learners of Arabic (and native speakers) can get by without a detailed knowledge of these endings.

The sort of situations in which you are likely to meet the full endings are readings of classical literature (particularly the Qur’ān), and more formal radio and TV broadcasts, especially if the speaker wishes to show his or her ‘grammatical correctness’. You will rarely find them written in modern newspapers or literature.

Having said that, there are some occasions in Modern Standard Arabic when the endings affect the spelling and pronunciation and so some knowledge of how they work is desirable.

The nominative case (ar-rafeع)

There are three cases. The first is the nominative. The easiest way to explain this case is to say that you can assume a noun is nominative unless there is a reason for it not to be. Almost all of the nouns you have met in the book so far have been in the nominative case.

If we take the noun بنت (bint), girl/daughter, and add the full ending for the nominative case we have:

بنتُ (pronounced ‘bintun’)  

The ending (-ُ) is written above the final letter like the vowels, and is pronounced ‘un’. So the sentence هذا بيت (hādha bayt), This is a house, would be هذا بيتُ (hādha baytun) if fully pronounced.

Look at these other nouns you know with their full endings:

نجارُ (najjarun) carpenter
زجاجةُ (zujājatun*) bottle
مارساتُ (mumarriḍatun*) nurses
* the tā’ marbūta is pronounced ‘at’ when a case ending is added to the noun.

The sound masculine plural is an exception and has a different ending:

مُدْرِسُونَ (mudarrisūn(a))

Here, the whole of the part underlined can be considered as the nominative case ending, but only the final ‘a’ is not usually pronounced in Modern Standard Arabic.

Optional exercise
Go back to Exercise 3 and say the sentences again, this time pronouncing the full endings on the words.

Vocabulary in Unit 4

ناحُونُ (naḥnu) we
همُ (hum) they (masc.)
هنُ (hunna) they (fem.)
مُدْرِسُ (mudarris) teacher
مُحَاسِبٍ (muḥāṣib) accountant
خَبَازُ (khabāz) baker
مُمَرْضَةٌ (mumarrīda) nurse
مُهْنَدِسُ (muhandis) engineer
نَجَّارُ (najjār) carpenter

مَرَاسِلُ (murāsil) correspondent
طالبٍ (ṭālib) student
تَلْمِيذٍ (tilmīdh) pupil
تَنِسُ (tanis) tennis
باصُ (bāṣ) bus
سينما (sinimā) cinema
بيتزا (bītza) pizza
شُورت (shūrt) shorts
بورجرُ (būgar) burger

ما عَمَلْكُ؟ (mā ʿumalak/-ik?) What’s your job?
أينَ عَمَلْكُ؟ (ayna ʿumalak/-ik?) Where’s your job?
ما شَاءَ اللَّهُ! (mā shāʾa allāh) Wonderful!
Letters of the alphabet: group 5

Listen to the recording and look at the letters:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ف</td>
<td>fā’</td>
</tr>
<tr>
<td>ق</td>
<td>qāf</td>
</tr>
<tr>
<td>ل</td>
<td>kāf</td>
</tr>
<tr>
<td>ل</td>
<td>lām</td>
</tr>
</tbody>
</table>

The fā’ and qāf have similar shapes, but the tail of the qāf is rounder and falls below the line (a little like the difference between ب and ن).

The tail of the lām must also fall below the line and not sit on it like an English ‘l’. Both lām and kāf have distinctive shapes which are not shared with any other letter.

**Pronunciation of qāf**

It takes practice to pronounce qāf properly. You should say a ‘q’ from the back of your throat. In Modern Standard Arabic, care must be taken to distinguish the pronunciation of kāf and qāf (listen again to the recording).

However, spoken dialects tend to pronounce the qāf either as a ‘g’ as
Describing things

in 'gate' or as a glottal stop. (A glottal stop is the sort of sound produced when you pronounce 'bottle' with a Cockney accent, or in 'Estuary English', dropping the 'tt'.) This book will pronounce the qāf in the classical way, but be prepared to hear the same words pronounced with a 'g' or a glottal stop by native speakers.

Exercise 1

Listen to these pairs of words. All the words begin with either qāf or kāf. Decide if each pair of words begins with the same or different letters. Each pair is given twice. The first answer is an example.

1 same different 5 same different
2 same different 6 same different
3 same different 7 same different
4 same different 8 same different

Handwriting letters: group 5

Look at the letters in group 5 handwritten:

<table>
<thead>
<tr>
<th>Printed letter</th>
<th>Handwritten letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ف</td>
<td>ف</td>
</tr>
<tr>
<td>ق</td>
<td>(و)</td>
</tr>
<tr>
<td>ك</td>
<td>ك</td>
</tr>
<tr>
<td>ل</td>
<td>ل</td>
</tr>
</tbody>
</table>

Notice how the 'hamza' shape in the middle of the kāf becomes 'joined' to the rest of the letter for the sake of speed in the handwritten version. The alternative handwritten version of qāf should be noted for recognition purposes, although it is generally easier for beginners to write the more standard version.
Joining letters: group 5

fā', qāf and lām all lose their tails when they are joined to the following letter. This leaves fā' and qāf with the same shape at the beginning or in the middle of a word. The only difference is that fā' has one dot above and qāf two:

\[
\begin{align*}
\text{ف} + 
\text{ق} + 
\text{ر} &= 
\text{فرق} \\
\text{ق} + 
\text{ن} + 
\text{ر} &= 
\text{قرن} \\
\text{ق} + 
\text{ف} + 
\text{ل} &= 
\text{قفل} \\
\text{ف} + 
\text{ق} + 
\text{ل} &= 
\text{لفق} \\
\text{م} + 
\text{ل} + 
\text{ل} &= 
\text{ملل}
\end{align*}
\]
It is important to remember that лам can be joined on both sides, as beginners often confuse this letter with альф, which can be joined only to the letter before:

\[
\text{چ + آ + ب = جاب}
\]

\[
\text{چ + ل + ب = جلب}
\]

Kāf, like hāʾ (ه), changes its shape depending on how it is joined:
- If it stands on its own or is at the end of a word, it looks like this: ُ
- If it stands at the beginning or in the middle of a word, it looks like this: ١

Exercise 2
Look at this newspaper headline. It contains 2 kāfs and 5 qāfs. Can you find and circle them?
Handwriting practice

When a kāf is written at the beginning or in the middle of a word, the main shape of the word is often completed first without the downwards stroke of the kāf, which is added with the dots:

**stage 1:**

**stage 2:**

Compare this with the way most people would write the English word 'tin':

**stage 1:**

**stage 2:**

Now practise copying these words:

Everyday objects

Look at these pictures and listen to the recording:
Exercise 3
Now make a sentence for each picture, as in the example:

Ηδά كتاب.

Signs and crosswords
If an English word is written vertically instead of horizontally, as in a
crossword or a shop sign, then the same basic letters are used:

(horizontal) accountant
(vertical)         a
                  c
                  c
                  o
                  u
                  n
                  t
                  a
                  n
                  t

However, because of the way Arabic letters are joined, vertical words
have to be written using the separate, isolated letters:

محاسب (horizontal)
(vertical)           م
                   ح
                   ا
                   س
                   ب

Crosswords are compiled entirely in separate letters.
Exercise 4
Look at the picture clues and complete the crossword. One clue is completed for you.

Describing things
Look at these pairs of descriptive words (adjectives) and listen to the recording.
Describing things

Now listen to these sentences:

- القلم سليم. [The pen is fine.]
- الحقيبة خفيفة. [The bag is light.]
- هذا القلم مكسور. [This pen is broken.]
- هذه الحقيبة ثقيلة. [This bag is heavy.]

الـ (al) is the same for all nouns, whether masculine, feminine or plural, and is written as part of the word that follows. Adding هـ (hādha) or هـ (hādhihi) directly in front of الـ (al) changes the meaning from the to this, for example from القلم (al-qalam) the pen, to هذا القلم (hādhal-qalam) this pen.

Tip: In spoken dialects الـ can be pronounced al, il or el.

- masculine noun + adjective  This pen is broken
- feminine noun + adjective with ظ This bag is heavy
An adjective must have the feminine ending (ā, ә) if the noun it is describing is feminine. In other words, the adjective agrees with the noun.

Note the difference between:

 هذا قلم. This is a pen.
 هذا القلم. This pen ...

**Exercise 5**
Match the opposite pairs of adjectives:

سليم 
جميل
قديم 
ثقيل
قبيح 
أبيض
خفيف 
مكسور
أسود 
جديد

Now pronounce the adjectives out loud.

**Exercise 6**
Fill in the gaps in these descriptions, using the English prompts in brackets. Remember to add the feminine ending ā or a to the adjective if necessary.

1. (white) هذا القميص

2. (shirt) أسود 

3. (This) البت جميلة.

4. (ugly) البت (And this)

5. (old) السيارة (This)

6. (And this car is new)
Whose is it?

Listen to these two exchanges:

Tip: 2 fathas followed by alif (ا) is pronounced an: شكرا (shukran) thank you.

Now listen to these descriptions:

Tip: قديم (qadim, old) can only be used with objects, not people.
Possessive endings

You have now met the following endings which describe possession:

<table>
<thead>
<tr>
<th>Possessive Ending</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>my (masculine &amp; feminine)</td>
<td>-ī</td>
<td>(كتابي) my book</td>
</tr>
<tr>
<td>your (masculine)</td>
<td>-(u)ka*</td>
<td>(كتابك) your book</td>
</tr>
<tr>
<td>your (feminine)</td>
<td>-(u)ki*</td>
<td>(كتابك) your book</td>
</tr>
<tr>
<td>his</td>
<td>-(u)hu*</td>
<td>(كتابه) his book</td>
</tr>
<tr>
<td>her</td>
<td>-(u)hā</td>
<td>(كتابها) her book</td>
</tr>
</tbody>
</table>

*Tip: In spoken dialects these endings are usually simplified to -ak, -ik and -uh: kitābak, kitābik, kitābuh.*

These endings are known as attached pronouns since they are 'attached' to the end of the word. Remember that when you add an ending to a word which finishes in tā’ marbūta, the tā’ unties and is pronounced:

- حقيقة (ḥaqība)  حقيقةتك (ḥaqībatuka)

Exercise 7

Complete the conversation and fill in the missing words in the description:

هـَا ـالوَلَد وقَلْمَةٌ و—— وحـقـيـبـة و——
Exercise 8
Read the description of Jihan’s dog. Then look at the pictures of Jihan and her friend Mohammed, together with some of their possessions.

Now make similar descriptions of Jihan’s and Mohammed’s other possessions.

Tip: Do not use أبيض (abyad, white) or أسود (aswad, black) to describe feminine objects, as they have a special feminine form which you will learn in Unit 11. Stick to using these colours with masculine objects for the moment.
**Exercise 9**
Try to describe some of your possessions, using the sentences you produced in Exercise 8 as models.

**Structure notes**

**Indefinite and definite**
When you add الج (al, the) to an indefinite noun, you make it definite. The case ending you met in Unit 4 changes slightly:

- بنتَُّ (bintun) a girl/daughter (indefinite)
- البنتُ (al-bintu) the girl/daughter (definite)

The indefinite case ending -un becomes -u when the noun is definite.

Nouns which have possessive endings are also definite, and this accounts for the 'u' which appears before the attached pronouns:

- بنتَكَ (bintuka) your (masculine) daughter
- بنتَكِ (bintuki) your (feminine) daughter
- بنتَهُ (bintuhu) his daughter
- بنتَها (bintuhā) her daughter

But notice that when you add يُ (ي, my), the case ending is not included.

Look at these sentences you have met in this unit with the full case endings added. Notice that the adjectives as well as the nouns carry the case endings.

- السَّيَارَةُ جَدِيَّةٌ (as-sayyārātu jadīdatun) The car is new.
- بنتَكَ جَمِيلَةٌ (bintuka jamīlatun) Your daughter is beautiful.
- الكِتَابُ قَدِيمٌ (al-kitābu qadīmun) The book is old.

**Elision of الج**
When the word before الج (al, the) begins with a vowel, the 'a' of 'al' is dropped and the sound is elided:

- الحَقِيبَةُ (al-ḥaqība) the bag
- هذه الحَقِيبَةَ (hādhihi l-ḥaqība) this bag (not hādhihi al-ḥaqība)
Polite requests
It is useful at an early stage of learning a language to master a few phrases so that you can ask politely for what you want. These can come in handy in stores or when you want someone to pass you something.

... (mumkin ...) May I have ...? (literally ‘possible?’)
ممكن كتابي من فضلك؟ (mumkin kitābi min faḍlak?)
May I have my book, please? (said to a male)
ممكن القميص الأبيض من فضلك؟ (mumkin al-qamīṣ al-abyaḍ min faḍlīk?)
May I have the white shirt, please? (said to a female)
أريد ... (urīd ...) I’d like ...
أريد حقيبة جديدة (urīd ḫaqība jadīda) I’d like a new bag.
أريد بيتزا من فضلك (urīd pīṭzā min faḍlak) I’d like pizza, please.

When the item is handed over, you may hear:
تفضَّل (tafadḍal) Here you are. (said to a male)
تفضَّلي (tafadḍali) Here you are. (said to a female)

And don’t forget to say ‘thank you’: شكراً (shukran).

Listen to the request phrases on the recording with some examples, and then try asking for the following items:

بورجر (būrjar) a burger
هذه الزجاجة (hādhihi z-zujāja) this bottle
قلمك (qalamak) your pen
القميص الأسود (al-qamīṣ al-aswad) the black shirt
مفتاحي (miftāḥī) my key
Vocabulary in Unit 5

قلم (qalam) pen
مفتاح (miftāḥ) key
كتاب (kitāb) book
قميص (qamīṣ) shirt
كلب (kalb) dog
حقبة (ḥaqība) bag
خاتم (khātim) ring
سيارة (sayyāra) car
دراجة (darrāja) bicycle
ولد (walad) boy
شكرًا (shukran) thank you
أسود (aswād) black
أبيض (abyaḍ) white
تمكن (mumkin) may I have?
أريد (urīd) I’d like
من فضلك (min faḍlak/min faḍlīk) please (to a male/female)
تفضل / تفاضلي (tafaḍdal/tafaḍdālī) here you are (to a male/female)
مكسور (maksūr) broken
سلام (salīm) whole/unbroken
جديد (jadīd) new
قديم (qadīm) old
خفيف (khafīf) light (weight)
ثقيل (thaqīl) heavy
جميل (jamīl) beautiful
قبيح (qabīh) ugly
ن... (-ka) your (masc.)
ن... (-ki) your (fem.)
ن... (-hu) his
ن... (-hā) her
ن... (-i) my
Letters of the alphabet: group 6

This is the final group of letters. All of these sounds are less familiar to a Western ear, so listen carefully to the recording:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﺕﺃ</td>
<td>Strong, emphatic ‘t’</td>
</tr>
<tr>
<td>ﺟﺯ</td>
<td>Strong, emphatic ‘z’</td>
</tr>
<tr>
<td>ﻁﺎ</td>
<td>Guttural ‘ah’ (see below)</td>
</tr>
<tr>
<td>ﻞﻉ</td>
<td>a gargling sound similar to a French ‘r’</td>
</tr>
</tbody>
</table>

You can see that the ﺕﺃ and ﺟﺯ share the same basic shape, and ﻁﺎ and ﻞﻉ also share the same basic shape. A single dot distinguishes each pair.

Emphatic letters

Altogether there are four emphatic letters which you should take care to distinguish from their non-emphatic equivalents. Listen to the recording and repeat the letters in the table on page 66.
Non-emphatic letter | Emphatic letter
---|---
\( ت \) | \( تَّ \)
\( ز \) | \( زَ \)
\( س \) | \( صَ \)
\( د \) | \( ضَ \)

Remember that when Arabic is written in English letters (transliterated), a dot is put under the emphatic letter to distinguish it.

**Exercise 1**

Listen to the words on the recording and decide which of the letters in the table above each word begins with. The first is an example. Each word will be given twice.

1 | 5  
2 | 6  
3 | 7  
4 | 8  

Now check your answers and repeat the words after the recording.

ghayn and \( ع \)ayn

These two letters, especially \( ع\)ayn, represent unfamiliar sounds and take practice to pronounce. However, you will develop a feel for them and will gradually find them easier to say and recognise.

- ghayn (\( غ \)) is pronounced like the French 'gr' as in 'gratin', and is similar to the noise you make when you gargle.
- ḫāy (خ) is produced by tightening your throat and making an ‘ah’ sound by pushing out air from your lungs – easier said than done!
Imagine you are at the dentist and the drill touches a nerve. Beginners often fail to hear _AES as a letter at all, but to native speakers it is no different from any other letter and leaving it out could lead to blank looks. ḫāyn does not have a near equivalent in English and so the Arabic letter itself is used in the transliteration.

Repeat the six words that you hear on the recording. They all contain the letter ghayn.
Now repeat the next six words, which all contain the letter ḫāyn.

Exercise 2
Listen to the eight words on the recording. Decide if the word begins with a ḫāyn or not. The first is an example. Each word is repeated.

1 ✓ 3 5 7
2 4 6 8

Handwriting practice

ṭā’, ẓā’

ֻayn, ghayn

ط غ خ
## Exercise 3
You have now met all 28 Arabic letters. Look at the following table of all the letters in *alphabetical order*. Fill in the missing letters in either their printed or handwritten versions.

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Printed version</th>
<th>Handwritten version</th>
</tr>
</thead>
<tbody>
<tr>
<td>alif</td>
<td>ا</td>
<td>ا</td>
</tr>
<tr>
<td>bā’</td>
<td>ب</td>
<td>ب</td>
</tr>
<tr>
<td>tā’</td>
<td>ت</td>
<td>ت</td>
</tr>
<tr>
<td>thā’</td>
<td>ث</td>
<td>ث</td>
</tr>
<tr>
<td>jim</td>
<td>ج</td>
<td>ج</td>
</tr>
<tr>
<td>ḥā’</td>
<td>ح</td>
<td>ح</td>
</tr>
<tr>
<td>khā’</td>
<td>خ</td>
<td>خ</td>
</tr>
<tr>
<td>dāl</td>
<td>د</td>
<td>د</td>
</tr>
<tr>
<td>dhāl</td>
<td>ذ</td>
<td>ذ</td>
</tr>
<tr>
<td>rā’</td>
<td>ر</td>
<td>ر</td>
</tr>
<tr>
<td>zāy</td>
<td>ز</td>
<td>ز</td>
</tr>
<tr>
<td>sin</td>
<td>س</td>
<td>س</td>
</tr>
<tr>
<td>shīn</td>
<td>ش</td>
<td>ش</td>
</tr>
<tr>
<td>šād</td>
<td>ص</td>
<td>ض</td>
</tr>
<tr>
<td>dād</td>
<td>ض</td>
<td>ض</td>
</tr>
<tr>
<td>tā’</td>
<td>ط</td>
<td>ط</td>
</tr>
<tr>
<td>zā’</td>
<td>ظ</td>
<td>ظ</td>
</tr>
<tr>
<td>āyn</td>
<td>ع</td>
<td>ع</td>
</tr>
<tr>
<td>ghāyn</td>
<td>غ</td>
<td>غ</td>
</tr>
<tr>
<td>fā’</td>
<td>ف</td>
<td>ف</td>
</tr>
<tr>
<td>qāf</td>
<td>ق</td>
<td>ق</td>
</tr>
<tr>
<td>Letter</td>
<td>Arabic</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>kāf</td>
<td>ك</td>
<td></td>
</tr>
<tr>
<td>lām</td>
<td>ل</td>
<td></td>
</tr>
<tr>
<td>mim</td>
<td>م</td>
<td></td>
</tr>
<tr>
<td>nūn</td>
<td>ن</td>
<td></td>
</tr>
<tr>
<td>hā’</td>
<td>ه</td>
<td></td>
</tr>
<tr>
<td>wāw</td>
<td>و</td>
<td></td>
</tr>
<tr>
<td>yā’</td>
<td>ي</td>
<td></td>
</tr>
</tbody>
</table>

**Joining letters: group 6**

tā’ and zā’

These two letters have the same shape, wherever they appear in a word:

\[
\text{و + س + ط} = \text{وسط}
\]
\[
\text{ط + ي + ر} = \text{طير}
\]
\[
\text{ن + ظ + ر} = \text{نظر}
\]

**Exercise 4**

Match the Arabic newspaper titles with their English equivalents:

1 Al Ahram  2 Al-Qabas  3 Ashsharq Al-Awsat  4 Al Wafd
Handwriting practice

\(\text{tā’} \text{ and } \text{zā’} \) are formed a bit like \(\text{sād} \text{ and } \text{dād} \), except there is no ‘kink’ after the loop:

- joined only to the letter after:

- joined on both sides:

- joined only to the letter before:

The downwards stroke and dot are usually added after the whole shape of the word is complete:

*stage 1:*

*stage 2:*

Practise copying these words:

\(\text{ṭāʾ} \text{ and } \text{ghāʾ} \) are formed a bit like \(\text{sād} \text{ and } \text{dād} \), except there is no ‘kink’ after the loop:

- joined only to the letter after:

- joined on both sides:

- joined only to the letter before:

*stage 1:*

*stage 2:*

Practise copying these words:

\(\text{ṭāʾ} \text{ and } \text{ghāʾ} \) are formed a bit like \(\text{sād} \text{ and } \text{dād} \), except there is no ‘kink’ after the loop:

- joined only to the letter after:

- joined on both sides:

- joined only to the letter before:

*stage 1:*

*stage 2:*

**ayn and ghayn**

Like \(\text{hā’} \), these two letters change their shapes depending on where they appear in a word.

- Joined only to the following letter they look like this: \(\text{...‘} \) (like the isolated version without its tail)

- Joined on both sides they look like this: \(\text{...‘} \)

- Joined only to the letter before they look like this: \(\text{...‘} \)

Look carefully at how these letters combine:
Notice especially that ّayn and ghayn each look very different at the end of a word, depending on whether or not they are joined to the previous letter (see the fourth and fifth examples above).

**Handwriting practice**

- Joined only to the letter after:

- Joined on both sides:

- Joined only to the letter before:

Practise copying these words:
Exercise 5
Handwrite these combinations of letters, as in the example:

1. ع + ل + ي = علي
2. ج + م + ع = 
3. غ + ط + س = 
4. ظ + ل + م = 
5. ط + ي + ن = 
6. ن + ع + م = 

Sun letters

Listen to these two sentences:
القميص أبيض  
(al-qamīs abyaḍ) The shirt is white.

السيارة جديدة  
(as-sayyāra jadīda) The car is new.

Notice that the القميص is pronounced al-qamīs, but the السيارة is pronounced as-sayyāra. This is because when al- (al-, the) is added to words beginning with particular letters, the lām is pronounced like the first letter of that word and not as a lām. The letter ‘takes over’ (assimilates) the ‘l’ sound of the lām. When this assimilation happens, the first letter of the word sounds as though it is pronounced twice: əs-sayyāra.

Letters like sin, which assimilate the lām of al-, are known as ‘sun letters’ since the Arabic word shams, ‘sun’, starts with shīn – one of the assimilating letters. The others are ‘moon letters’. All sun letters are pronounced with your tongue at the top of your mouth, just behind your teeth. This is the same position as lām. Half the letters of the alphabet are sun letters. All of the letters in group 4 (ṣīn, shīn, ṣād and ẓād) are sun letters, and none of the letters in group 3 (jīm, ḥā’, khā’, mīm and hā’).
**Exercise 6**

Listen to these words pronounced with ﺍّٔ and decide which of the letters in groups 1, 2, 5 and 6 are sun letters. The first is an example. Each word will be given twice:

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial letter</th>
<th>Sun letter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>البنت</td>
<td>ب</td>
<td>x</td>
</tr>
<tr>
<td>التبن</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الثوب</td>
<td></td>
<td></td>
</tr>
<tr>
<td>النهر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الياسمين</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الدجاجة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الدباب</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الراديو</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الزجاجة</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الولد</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الفيلم</td>
<td></td>
<td></td>
</tr>
<tr>
<td>القميص</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الكتاب</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الليمون</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الطين</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الظاهر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>العرب</td>
<td></td>
<td></td>
</tr>
<tr>
<td>الغرب</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Asking questions

Look at these objects and listen to the recording:

Exercise 7
Fill in the missing words in the sentences and match them to the correct pictures, as in the example.

a [Diagram]  

b [Diagram]  

c [Diagram]  

d [Diagram]  

e [Diagram]  

f [Diagram]  

g [Diagram]  

h [Diagram]  

Where is it?

Yes/no questions
You can form a question in Arabic to which the answer is either 'yes' (نعم, nām) or 'no' (لا, lä) by adding the question marker هل (hal) in front of a sentence:

هذا نهر. (hādhā nahr) This is a river.
هل هذا نهر؟ (hal hādhā nahr) Is this a river?
هذة بنتها. (hādhihi bintuhā) This is her daughter.
هل هذه بنتها؟ (hal hādhihi bintuhā) Is this her daughter?

Exercise 8
Listen to these two exchanges:

هل هذا كرسى؟ (hal hādhā kūrśī?)
لا، هو سرير. (lä, huwa sārīr.)

هل هذه صورة؟ (hal hādhihi šūra?)
نعم، هي صورة. (nām, hiya šūra.)

Note the shape of the Arabic question mark (ٍ) and comma (،). Now say and write one question and its answer for each picture, following the prompts.
Hamza
The hamza shape that you have seen sitting on an alif in words such as أم (umm, mother) or أب (ab, father) can also be found written in other ways. One of these is on a ياء' letter shape with no dots, as in مائدة (mā'ida, table). Hamza is pronounced as a short pause when it falls in the middle of a word. There are detailed rules concerning how to write hamza, but it is best at first to learn each word as it appears.

Where؟
Listen to the recording and look at the pictures:

1. أيَن الكلب؟
هو تحت المائدة.

2. أيَنَ القلم؟
هو على المائدة.

3. أيَنَ الولد؟
هو بين المائدة و الكرسي.

4. أيَنَ البنت؟
هي في الخزانة.

5. أيَنَ الصورة؟
هي فوق المائدة.

6. أيَنَ الكلب؟
هو بجانب الكرسي.
*Note: على (عال, on) finishes with a ياء’ with no dots and yet is pronounced د. Some words that end in د are written with a ياء’ instead of an alif. This makes no difference to the pronunciation and is only ever found at the end of a word. This ياء’ is known as alif maqsura.

**Exercise 9**
Fill in the gaps in these sentences:

1. الزجاجة ____________ المائدة.
2. الجريدة ____________ الكرسيّ.
3. ____________ ________ الصورة.
4. ____________ ________ الخيمة.
5. ____________ ________ 6.
6. ____________ ________
Exercise 10
Now look at this bedroom and answer the questions, as in the example.

هل الكرسي بجانب المائدة؟
نعم، هو بجانب المائدة.

أين التليفزيون؟

أين المائدة؟

هل الصورة بجانب الشباك؟

أين الخزانة؟

هل التليفزيون تحت الشباك؟

أين السرير؟

هل الباب بجانب المائدة؟

أين الحقيبة؟

هل المائدة بين الكرسي والخزانة؟
Keying Arabic

Keying Arabic is much simpler than handwriting in that the computer automatically joins the letters. An Arabic keyboard will show mainly separate letters (ح ق ب، etc.). All you need to do is key the individual letters in a word and the computer will figure out how to join them. The previous character is altered, depending on the next one keyed. For example, the word حقيقة, bag, is five keystrokes. As you key each character, you will see the one before alter to the correct form:

keystroke 1: ح → screen 1: ح
keystroke 2: ق → screen 2: حق
keystroke 3: ي → screen 3: حقي
keystroke 4: ب → screen 4: حقيق
keystroke 5: ق → screen 5: حقيقة

When you key a space, the computer knows that this word is finished and the process begins again with the next word.

Conversation

Dialects

So far you have met some simple Modern Standard Arabic (MSA) phrases for greetings, for introducing yourself and your family, and for asking for things. These phrases will be understood throughout the Arab world. However, spoken dialects will vary from one region to another.

MSA is the foundation that underpins all these dialects, and through MSA you will understand the principles that guide the Arabic language. However, there are some variations for basic words used in dialect and it is worth recognising the most common. Two of these are the question words ‘what?’ and ‘where?’

<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>Where’s the door?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSA ما اسمك؟ (mā 'ismak)</td>
<td>أين الباب؟ (ayn il-bāb)</td>
</tr>
<tr>
<td>Egyptian اسمك ايه؟ (ismak eh)</td>
<td>فين الباب؟ (fayn il-bāb)</td>
</tr>
<tr>
<td>Levant/Gulf شو اسمك؟ (shū 'ismak)</td>
<td>وين الباب؟ (wayn il-bāb)</td>
</tr>
</tbody>
</table>

Listen to the phrases in dialect on the recording and see if you can hear the differences.
Structure notes

The genitive case

Nouns that follow positional words, such as في (in) or على (on), are in the genitive case. This case is formed in a similar way to the nominative (see Unit 4), but using kasra, not damma:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indefinite</td>
<td></td>
</tr>
<tr>
<td>نون (bintun)</td>
<td>نون (bintin)</td>
</tr>
<tr>
<td>Definite</td>
<td></td>
</tr>
<tr>
<td>النون (al-bintu)</td>
<td>النون (al-binti)</td>
</tr>
</tbody>
</table>

So the sentence ... 
الصورَة فوق السرير \(\text{(as-\text{sūra fawqa s-sarīr)}\) The picture is above the bed.
... would be pronounced as follows, if fully vowelled:
الصورَة فوق السرير \(\text{(as-\text{sūratu fawqa s-sarīrī)}\) The noun الصورة (picture) is in the nominative and السرير (bed) is in the genitive as it follows the positional word فوق (above).

Vocabulary in Unit 6

في (fi) in
على (alā) on
 فوق (fawqa) above
 تحت (taḥta) below
 بجانب (bijānib) beside
 بين (bayna) between
 هل...؟ (hal) question marker
نعم (na'em) yes
لا (lā) no
ما اسمك؟ (ma ismak/-ik)

what's your name? (to a male/female)
Describing places

The town (al-madīna)

Look at this picture of a town (madīna) and look at the labels, listening to the recording.
Exercise 1
Who works where? Match the jobs with the places.

1. مَدْرَسَة  
2. مَسْتَشِفَى  
3. بَنَك  
4. مَصْنَع

Now write sentences, as in the example:

بدر/محاسب، بدر محاسب وهو في البنك.

What's the town like?
Listen to the description of the town on page 81, following the text below.

ٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍٍ_|
Describing places

There are trees in front of the bank.

There aren’t any trees in front of the factory.

There are trees in front of the bank but there aren’t any trees in front of the factory.

Idāfa constructions

Notice these phrases from the description of the town:

- (ṣūrat madīna) picture of a town
- (masnāq as-sayyārāt) car factory (‘factory of the cars’)

Putting two or more nouns directly together in this way is known as idāfa (‘addition’). You have also met examples of idāfa in Units 3 and 4:
- بنت أحمد (bint ahmad), Ahmad’s daughter;
- حقيقية الولد (haqqībat al-walad), the boy’s bag.

Arabic uses idāfa to describe a close relationship, where English might use a possessive ‘s, of (‘a bottle of water’) or a compound (‘clothes store’).
The ta’ marbūta is always pronounced on the first noun in an iḍāfa. Only the last noun in an iḍāfa can have al- (the). Whether or not the last noun has al- depends on the meaning. Look at the examples below:

- بيت مدرس (bayt mudarris)  a teacher’s house
- بيت المدرس (bayt al-mudarris)  the teacher’s house
- زجاجة عصير (zujājat ʿaṣīr)  a bottle of juice
- زجاجة العصير (zujājat al-ʿaṣīr)  the bottle of juice

An iḍāfa can consist of more than two nouns:

- باب بيت المدرس (bāb bayt al-mudarris)  the door of the teacher’s house
- ابن أمير الكويت (ibn amīr al-kuwayt)  the son of the Emir of Kuwait

**Exercise 2**

Decide whether these sentences about the town on page 81 are true or false.

1. هنّاك نهر في المدينة.
2. هنّاك شارع بجانب النهر.
3. ليس هنّاك بنك في الصورة.
4. هنّاك مصنع على يمين البنك.
5. هنّاك مستشفى بين البنك والمصنع.
6. هنّاك مريضة أمام المستشفى.
7. المصنع هو مصنع السيّارات.
8. في وسط الصورة هنّاك مستشفى.
9. ليس هنّاك شجر أمام المستشفى.
10. المصنع أبيض وجميل.
Exercise 3
Make sentences for each picture, as in the example:

1.一棵书
   但不是这本

2.一台电脑
   但不是电脑

3.一个男人
   但不是一个男人

4.一束树
   但不是一束树

Group words
Some words have a plural meaning, even though they are grammatically singular. For example:

شجر (shajar) trees  دجاج (dajaj) poultry (hens)

These words are group words (collective nouns). Most of these words refer to plants or animals that are naturally found together in groups. If a tā' marbūta is added to the word, then it refers to only one of the group.

شجرة (shajara) a tree  دجاجة (dajaja) a hen

$\text{group word} + \text{tā' marbūta} = \text{one of group}$

Exercise 4
Here are some more collective nouns. Listen to the words and then make them refer to just one of the group, as in the example.

1. تينة (tīna) a fig
2. ورد (ward) roses
3. حمام (hāmām) pigeons
4. ذباب (dhabāb) flies
5. لوز (lawz) almonds
6. بطيخ (baṭīkh) water melons
More about plurals

You have seen in Unit 4 how many words which refer to people can be made plural by adding certain endings. Remind yourself of the singular and plural for ‘teacher’:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masculine</td>
<td>مدرسون (mudarrisün)</td>
</tr>
<tr>
<td>Feminine</td>
<td>مدرسة (mudarrisa)</td>
</tr>
</tbody>
</table>

The sound masculine plural (\(-\un\)) is only used as a plural for words referring to male people. The sound feminine plural (\(-\at\)) is used as a plural for words referring to female people, and also as the plural of a number of other words which are not people (and which may be masculine or feminine in the singular). Here are some words you already know that can be made plural using the sound feminine plural:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>سيارة (sayyāra)</td>
</tr>
<tr>
<td>bicycle</td>
<td>درجة (darrāja)</td>
</tr>
<tr>
<td>television</td>
<td>تلفزيونات (tilifizyünät)</td>
</tr>
</tbody>
</table>

Notice that you must remove the tā’ marbūta before adding the sound feminine plural (\(-\at\)). There are no rules to tell you which words can be made plural using the sound feminine plural, but many long words and words derived from other languages (for example, تلفزيونات) can be made plural by adding this ending.

More about adjectives

In the description of the town you met this sentence:

على يمين البنك هناك مصنع أسود وقبيح.
On the right of the bank, there’s a black and ugly factory.

Notice that the two adjectives come after the noun (and not before, as they would in English). The use of و (wa, and) to separate the adjectives is optional. If you are referring to a specific factory, then you must add ال (al, the) to the adjectives as well as the noun:
Describing places

You also add ـ to the adjective if the noun has a possessive ending:

(ḥaqībatī al-jadīda) my new bag
(kalbuḥu al-abyaḍ ath-thaqīl) his white heavy dog

The presence and position of ـ can change the meaning, and you must take care where you place it when describing things:

(al-bint jamīla.) The girl is beautiful.
(al-bint al-jamīl) the beautiful girl
(bint jamīla) a beautiful girl

Exercise 5
Put these sentences in the right order. The first is an example.

١

٢

٣

٤

٥

٦
Exercise 6
Listen to these six new adjectives:

- **(kabīr)** big
- **(ṣaghīr)** small
- **(tawīl)** long/tall (for people)
- **(qaṣīr)** short
- **(ḍa‘īf)** weak
- **(qawīy)** strong

Now say and write a sentence for each, as in the example:

1. A big bicycle.
2. A small boy.
3. A long person.
4. A weak weight.
5. A strong girl.
6. A short bike.

Exercise 7
Listen to the recording and draw a picture of the description you hear. Play the recording through once without stopping, and then play it again, stopping and repeating it as many times as you like until you have finished the drawing.

Structure notes

Genitive with ʿidāfa
The second word in an ʿidāfa construction (see pages 83–4) is always in the genitive case:

- صورةَ مدينةٍ (ṣūratu madīnatīn) a picture of a town
- حقيبةُ الولدِ (ḥaqībatu l-waladī) the boy’s bag
Describing places

Conversation

Describing your town or your room
Alternative phrases for 'hunä'ka' and 'laysa hunä'ka' commonly used in colloquial Arabic are 'fih' and 'mä fih' (also pronounced 'mä fihs'). Listen to the example sentences on your recording and then try to make some similar descriptions about your town or room.

فيه مدرسة كبيرة في المدينة. ما فيه مستشفى. (fih madrasa kabira fi l-madina. mä fih mustashfa.) There's a big school in the town. There isn't a hospital.

فيه صورة جميلة في غرفتي. ما فيه تليفزيون. (fih shūra jamila fi ghurfati. mä fih telifizyün.) There's a beautiful picture in my room. There isn't a television.

Vocabulary in Unit 7

مدينة (madīna) town
بنك (bank) bank
مدرسة (madrasa) school
شجر (shajar) trees
أمام (amāma) in front of
هناك (hunä) there is/are
ليس هناك (laysa hunä) there isn't/aren't
مصنع (maṣnaḫ) factory
مستشفى (mustashfā) hospital
شارع (shāri) street
غرفة (ghurfa) room
ولكن (wa-lākin) but
على يمين... (alā yamīn) on the right of...
على يسار... (alā yasār) on the left of...
في وسط... (fī wasat) in the middle of...

تين (tīn) figs
لوز (lawz) almonds
بطيخ (batṭīkh) water melons
ورد (ward) roses
حمام (hamām) pigeons
ذباب (dhubāb) flies
كبير (kabīr) big
صغير (sagīr) small
طويل (tawil) long/tall
قصير (qaṣīr) short
ضعف (daʿīf) weak
قوي (qawīy) strong
Exercise 1
Handwrite these combinations of letters.

1. م + ص + ر = ؤ
2. ع + م + ا + ن = ع
3. د + م + ش + ق = د
4. م + س + ق + ط = ئ
5. ل + ب + ن + ا + ن = ل
6. ب + ي + ر + و + ت = ب
7. ب + غ + د + ا + د = ب

Now listen to the recording and add the vowels to the words you have written.

Exercise 2
Complete the table opposite, as in the examples:
<table>
<thead>
<tr>
<th>word with ال</th>
<th>sun letter</th>
<th>first letter of word</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>(al-bayt)</td>
<td>no</td>
<td>ب</td>
<td>بيت</td>
</tr>
<tr>
<td>(an-nahr)</td>
<td>yes</td>
<td>ن</td>
<td>نهر</td>
</tr>
</tbody>
</table>

Sun letter first letter of word

Review
Exercise 3
Write the names in the correct rows, as in the examples:

<table>
<thead>
<tr>
<th>مدهوت</th>
<th>نور</th>
<th>جيهان</th>
<th>أحمد</th>
</tr>
</thead>
<tbody>
<tr>
<td>حسين</td>
<td>نور</td>
<td>ا лечان</td>
<td>زيد</td>
</tr>
<tr>
<td>دينا</td>
<td>محمد</td>
<td>زين</td>
<td>بدر</td>
</tr>
</tbody>
</table>

male  أحمد
female  جيهان
both  نور

Exercise 4
Listen to the description of the family on the recording and fill in the names on the family tree.

Now draw a family tree for yourself and describe it in a similar way.
Exercise 5
Find the professions in the word square. (The words run either top to bottom or right to left.)

<table>
<thead>
<tr>
<th>ق</th>
<th>ف</th>
<th>ن</th>
</tr>
</thead>
<tbody>
<tr>
<td>م</td>
<td>ث</td>
<td>م</td>
</tr>
<tr>
<td>ه</td>
<td>ش</td>
<td>م</td>
</tr>
<tr>
<td>ن</td>
<td>ج</td>
<td>أ</td>
</tr>
<tr>
<td>ض</td>
<td>ذ</td>
<td>ض</td>
</tr>
<tr>
<td>ش</td>
<td>س</td>
<td>ت</td>
</tr>
<tr>
<td>ب</td>
<td>خ</td>
<td>د</td>
</tr>
<tr>
<td>ن</td>
<td>ه</td>
<td>ب</td>
</tr>
<tr>
<td>م</td>
<td>ح</td>
<td>س</td>
</tr>
<tr>
<td>و</td>
<td>ج</td>
<td>ل</td>
</tr>
<tr>
<td>ش</td>
<td>م</td>
<td>ط</td>
</tr>
</tbody>
</table>

Now write out all the plurals for the words, as in the example:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرس</td>
<td>مدرسون</td>
<td>مدرسة</td>
<td>مدرِّسات</td>
</tr>
</tbody>
</table>
Exercise 6
Find the odd word out in these groups of words. The first is an example.

1. حمامة دجاجة
2. هن نحن هل
3. أحمد مدحت أنور
4. فوق بجانب
5. مصنع خباز محاسب
6. بطيخ لوز
7. كتاب
8. بنت

Exercise 7
Write a sentence for each picture, as in the example.

1. هذه سيارة.
2. قفل
3. أسطوانة
4. دراجة
5. غطاء
6. باب فارغ
7. مشغل
8. مكاتب
9. حقيبة
10. كرسي
11. كلب
12. قلم
Exercise 8
Look at this picture of a bedroom:

Now cut out these pictures and stick them on the bedroom picture.

Using some of the words in the box below, make sentences to describe your picture. Start your sentences with هناك.

- فوق
- تحت
- في
- على
- بجانب
- بين
- أمام
- على يسار
- على يمين
- في وسط
Exercise 9
Match the opposite pairs of adjectives, as in the example:

مكسور طويل قبيح قصير جديد
قوي قديم ثقيل كبير سليم صغير
أسود ضعيف جميل خفيف أبيض

Now choose one of the adjectives to fit into each gap in the description of the picture. Remember to add tā' marbūta and/or al- if necessary. You can use an adjective more than once.

هذه صورة بيت جميل، وعلى يمين البيت هناك شجرة
، (colour) هذا البيت الجميل .
ولكن الباب . أمام البيت هناك سيارة
ولكن على يسار السيارة هناك دراجة
والدراجة أمام الشجرة . وهناك
دراجة تحت السيارة. على يمين الصورة
هناك حمار ، وبين الحمار
والسيارة هناك كلب و
Exercise 10
Now make questions and answers about the picture in Exercise 9 using the prompts given, as in the example:

1. حمار / قبيح
هل الحمار قبيح؟ لا، هو جميل.

2. سيارة / أمام / بيت

3. كلب / جميل

4. دراجة / سليم

5. دجاجة / على / سيارة

6. الباب / البيت / الأبيض

الشجرة/الصغيرة / على يسار / بيت

كلب / بين / حمار / سيارة

Exercise 11
Look again at these characters you met in Unit 2.

Now say and write sentences to match the pictures, as in the examples.
هذه حقيبة زيد.
هذه حقيبتي.

هذا كلب زينب.
هذا كلبها.

1

2

3

4
Review
Review some of the conversational Arabic you’ve learned so far by taking part in these two conversations.

Prepare your part first by looking at the guide below. You can look back at the conversation boxes in Units 1–7 if you want to remind yourself of the conversational phrases.

Conversation 1
- مساء الخير. (masā al-khayr)
  Reply.
- ما اسمك؟ (mā ismak)
  Say ‘I’m …’
- ومن هذا؟ (wa man hādhā?)
  Introduce a male member of your family.
- نشرفي (tasharrafna)

Conversation 2
- أهلا! (ahlan)
  Say ‘Hello to you, Dina’.
- كيف الحال؟ (kayf al-hāl?)
  Reply.
- هل هذا قلمك؟ (hal hādhā qalamak?)
  Say ‘No, that’s my sister’s pen. My pen is black.’
- أين أختك؟ (ayna uhktak?)
  Say ‘in the house’.
- تفضل. (tafaḍḍal)
  Thank Dina and say goodbye.

Now say your part in the pauses on the recording. You could also vary the conversations, changing the person you introduce or the item you are describing. You could also practise with a native speaker, another learner or a teacher if this is possible.
The Middle East

Look at this map of the Middle East (الشرق الأوسط, ash-sharq al-awsat) and then listen to the names of the countries. They are keyed by number and written out below the map.

1. Libya
2. Egypt
3. Sudan
4. Jordan
5. Lebanon
6. Syria
7. Iraq
8. Saudi Arabia
9. Oman
10. Yemen
Exercise 1
Can you find the other nine countries in the word square? Find the country and circle it, as in the example.

<table>
<thead>
<tr>
<th>ت</th>
<th>ف</th>
<th>ن</th>
<th>ض</th>
<th>ر</th>
<th>ه</th>
<th>م</th>
<th>ش</th>
</tr>
</thead>
<tbody>
<tr>
<td>ن</td>
<td>چ</td>
<td>ل</td>
<td>س</td>
<td>و</td>
<td>ظ</td>
<td>ل</td>
<td>ص</td>
</tr>
<tr>
<td>ي</td>
<td>ئ</td>
<td>ی</td>
<td>ض</td>
<td>ر</td>
<td>ز</td>
<td>ه</td>
<td>ن</td>
</tr>
<tr>
<td>ل</td>
<td>ز</td>
<td>ی</td>
<td>ع</td>
<td>ر</td>
<td>ا</td>
<td>ق</td>
<td>ج</td>
</tr>
<tr>
<td>ی</td>
<td>م</td>
<td>ن</td>
<td>ا</td>
<td>و</td>
<td>خ</td>
<td>ب</td>
<td>س</td>
</tr>
<tr>
<td>ل</td>
<td>ج</td>
<td>ت</td>
<td>ش</td>
<td>ي</td>
<td>ا</td>
<td>غ</td>
<td>ن</td>
</tr>
<tr>
<td>و</td>
<td>ح</td>
<td>ي</td>
<td>ئ</td>
<td>غ</td>
<td>و</td>
<td>ي</td>
<td>ن</td>
</tr>
<tr>
<td>و</td>
<td>ش</td>
<td>ض</td>
<td>ه</td>
<td>م</td>
<td>ث</td>
<td>ت</td>
<td>ز</td>
</tr>
<tr>
<td>ز</td>
<td>د</td>
<td>ت</td>
<td>ز</td>
<td>س</td>
<td>و</td>
<td>ر</td>
<td>ع</td>
</tr>
<tr>
<td>م</td>
<td>ان</td>
<td>خ</td>
<td>ا</td>
<td>ب</td>
<td>ن</td>
<td>ع</td>
<td>ر</td>
</tr>
<tr>
<td>م</td>
<td>ن</td>
<td>ج</td>
<td>غ</td>
<td>ز</td>
<td>ذ</td>
<td>ث</td>
<td>ق</td>
</tr>
</tbody>
</table>

Capital city

Now listen to these capital cities, looking at the map on page 101.

<table>
<thead>
<tr>
<th>مسقط</th>
<th>بيروت</th>
<th>طرابلس</th>
</tr>
</thead>
<tbody>
<tr>
<td>مشق</td>
<td>دمشق</td>
<td>القاهرة</td>
</tr>
<tr>
<td>سنعاء</td>
<td>بغداد</td>
<td>الخرطوم</td>
</tr>
<tr>
<td>الرياض</td>
<td>عمان</td>
<td></td>
</tr>
</tbody>
</table>

Notice that without the vowels the word عمان could be عمان (عمان), the country Oman, or عمان (عمان), the capital of Jordan, Amman. Watch carefully for the context to tell you which is being referred to.
Exercise 2
Answer these questions referring to the map. The first is an example. Remember that towns and cities are almost always feminine (see Unit 3).

هل القاهرة في اليمن؟
لا، هي في مصر.
هل بغداد في لبنان؟
هل الرياض في السعودية؟
أين عمان؟
هل الأردن بين السعودية وسوريا؟
أين مسقط؟
هل اليمن تحت السعودية؟
هل العراق بجانب السودان؟

Exercise 3
Now write ten sentences describing the countries and capital cities shown on the map. The first is an example:

القاهرة في مصر وهي عاصمة مصر.

Geographical position
Look at the compass with the Arabic for the different directions.

north
 الشمال (shamāl)
west
 غرب (gharb)
south
 جنوب (janūb)
east
 شرق (sharq)
Notice that in Arabic you use the *idāfa* construction (see page 83) to describe geographical position, putting the position (شمال, north) directly in front of the place (عمان, Oman) with the meaning 'the north of Oman': مسقط في شمال عمان (musqat fi shamal uman) Musqat is in the north of Oman.

**Exercise 4**
Look at this map of Egypt and the four towns marked on it.
Now fill in the gaps in these sentences:

1. أسوان في __________ مصر.
2. سيوة في __________.
3. الإسكندرية __________ شمال.
4. __________ بور سعيد.

Other countries of the world

Many Arabic names for countries are similar to the English. Names of foreign countries often end in a longَ sound. You will find that you will become better at picking out these foreign names as you become more aware of patterns in the Arabic language.

Exercise 5

Try to read the names of the countries in Arabic and then see whether you can match them to their English equivalents, as in the example.

A  China
B  Spain
C  America
D  Italy
E  Japan
F  Russia
G  England
H  France
I  Germany

Now check your pronunciation of the Arabic with the recording.
Nationalities

Listen to the recording and look at the pictures.

1. هو من مسقط؟
   هو عمانی.

2. هو من الرياض؟
   هو سعودی.

3. هي من أسوان؟
   هي مصریة.

4. هم من طوکیو؟
   هم یابانیون.

5. هن من طرابلس؟
   هن لیبیات.
Nisba adjective

Adjectives describing nationality are made by adding -īy to the noun, in this case the country. This ending has come into English through words adopted from Arabic, such as Kuwaiti, Saudi, Omani, Yemeni, etc.

The -īy adjectival ending is known as نسبة (nisba). Nisba is used to describe nationality, but is also commonly employed to make many other nouns into adjectives, for example turning بيت (bayt), house, into بيتِي (baytiy), domestic, or شمال (shamāl), north, into شمالِي (shamāliy), northern. Nisba adjectives are a very useful way of expanding your vocabulary quite easily.

There are a few things to remember when adding the nisba ending:

1. If the noun ends in تَمْبُّعَة (ta’ marbūta), ā or yā, you need to remove this before adding the nisba ending:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سوريا (sūriyā)</td>
<td>Syrian (sūriy)</td>
</tr>
<tr>
<td>أميركا (amrīkā)</td>
<td>American (amrīkiy)</td>
</tr>
<tr>
<td>ليبيا (lībīyā)</td>
<td>Libyan (lībiy)</td>
</tr>
<tr>
<td>مهنة (mīhnā)</td>
<td>Professional (mīhniy)</td>
</tr>
<tr>
<td>موسيقى (mūsīkā)</td>
<td>Musical (mūsiki)</td>
</tr>
</tbody>
</table>

2. If a country starts with al-, remove this before adding the nisba ending:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>السودان (as-sūdān)</td>
<td>Sudanese (sūdāni)</td>
</tr>
<tr>
<td>اليابان (al-yābān)</td>
<td>Japanese (yābāni)</td>
</tr>
</tbody>
</table>

3. One nationality is unusual. Take a special note of it:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>إنجلترا (injīltārā)</td>
<td>English (injīliz)</td>
</tr>
</tbody>
</table>
**Exercise 6**

Complete the following table, filling in the missing country or nationality.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأردن</td>
<td>عربي</td>
</tr>
<tr>
<td>اليابان</td>
<td></td>
</tr>
<tr>
<td>أمريكا</td>
<td></td>
</tr>
<tr>
<td>إسبانيا</td>
<td></td>
</tr>
<tr>
<td>الصين</td>
<td>عُماني</td>
</tr>
<tr>
<td>إيطاليا</td>
<td></td>
</tr>
<tr>
<td>لبنان</td>
<td>مصري</td>
</tr>
<tr>
<td>ليبيا</td>
<td></td>
</tr>
<tr>
<td>فرنسا</td>
<td></td>
</tr>
<tr>
<td>ألمانيا</td>
<td></td>
</tr>
<tr>
<td>انجليزي</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 7
Make sentences about where these people come from, as in the example.

1.  هو من الأردن.
2. هو أردني.
3.  هو من مصر.
4.  هو مصري.
5.  هو من السعودية.
6. هو سعودي.
7.  هو من ليبيا.
8. هو ليبي.
Plural of nisba

As with many of the jobs you met in Unit 4, nationalities and other nisba adjectives can generally be made feminine by adding tā’ marbūta, and plural by using the sound masculine plural (-ūn) or the sound feminine plural (-āt):

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Egyptian</td>
<td>مصر</td>
<td>مصرية</td>
<td>مصريون</td>
<td>مصريات</td>
</tr>
<tr>
<td></td>
<td>(miṣrîy)</td>
<td>(miṣrîya)</td>
<td>(miṣrîyūn)</td>
<td>(miṣrîyāt)</td>
</tr>
<tr>
<td>French</td>
<td>فرنسي</td>
<td>فرنسية</td>
<td>فرنسيون</td>
<td>فرنسيات</td>
</tr>
<tr>
<td></td>
<td>(faransīy)</td>
<td>(faransīya)</td>
<td>(faransīyūn)</td>
<td>(faransīyāt)</td>
</tr>
</tbody>
</table>

There are a few exceptions. In these cases the masculine plural is made by removing the nisba ending (-īy). The feminine plural is not affected.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>عربي</td>
<td>عربية</td>
<td>عرب</td>
<td>عربات</td>
</tr>
<tr>
<td></td>
<td>(arabīy)</td>
<td>(arabīya)</td>
<td>(arab)</td>
<td>(arabīyāt)</td>
</tr>
<tr>
<td>English</td>
<td>انجلزي</td>
<td>انجلزية</td>
<td>انجليز</td>
<td>انجلزيات</td>
</tr>
<tr>
<td></td>
<td>(injilizīy)</td>
<td>(injilizīya)</td>
<td>(injiliz)</td>
<td>(injilizīyāt)</td>
</tr>
<tr>
<td>Russian</td>
<td>روسي</td>
<td>روسية</td>
<td>روسي</td>
<td>روسيات</td>
</tr>
<tr>
<td></td>
<td>(rusīy)</td>
<td>(rusīya)</td>
<td>(rus)</td>
<td>(rusīyāt)</td>
</tr>
</tbody>
</table>

Exercise 8

Say and write sentences, as in the example:
Exercise 9

Make these sentences and questions plural, as in the example:

1. هو يمني.
   هم يمنيون.
2. هي ألمانية.
   هم ألمان.
3. هو إنجليزي.
   هم إنجليز.
4. هي لبنانية.
   هم لبنانيون.
5. هل هي سعودية؟
   هل هم سعوديين؟
6. هل هو روسي؟
   هل هم روس؟

Conversation

Talking about where you come from

If you want to ask someone where he or she comes from, you can use this question, which literally means ‘you from where?’:

(aña min ayın?) Where are you from? (masc./fem.)

A more formal question would be:

(mäh jinsiyatak/-ik?) What’s your nationality? (masc./fem.)

The answer could be:

(aña min lubnän) I'm from Lebanon.

Or:

(aña lubnänîy/lubnänîya) I'm Lebanese. (masc./fem.)

You could also be asked:

(min ayyat madîna?) From which town?

(hal hiya fi sh-shamâl?) Is that in the north?

Now have a go on the recording at answering questions about where you come from. The recording will help you.
Exercise 10
Look at the immigration form and listen to the conversation on the recording. Listen once without writing; then listen again, filling in the missing information on the form. (Note: مهنة mihna = profession.)

Now read this description of Ahmed and Dina:

أحمد حسين مهندس في الرياض. أحمد سعودي، ولكن زوجته دينا مصرية. دينا مدرسة في الرياض.

From the following completed form, write a similar description for Mohammad and Zaynab.
Vocabulary in Unit 9

الشَّرْقُ الأوَّلِ (ash-sharq al-awsat) The Middle East

ليبيا / ليبي (lībā/ lībī) Libya/Libyan

مصر / مصري (miṣr/ miṣrī) Egypt/Egyptian

السودان / سوداني (as-sūdān/ sūdānī) Sudan/Sudanese

لبنان / لباني (lūbnān/ lubnānī) Lebanon/Lebanese

سوريا* / سوري (sūriya/ sūriy) Syria/Syrian (*also written as سوريا)

العراق / عراقي (al-ʿirāq/ ʿirāqī) Iraq/Iraqi

الأردن / أردني (al-urdunn/ urdunnī) Jordan/Jordanian

السعودية / سعودي (as saʿūdiyya/ saʿūdiy) Saudi (Arabia)/Saudi

عمان / عماني (ʿumān/ ʿumānī) Oman/Omani

اليمن / يمني (al-yaman/yamanī) Yemen/Yemeni

أمريكا / أمريكي (amrīkā/amrīkiy) America/American

 الصين / صيني (as-ṣīn/ ṣīniy) China/Chinese

روسيا / روسي (rūsya/ rūsīy) Russia/Russian

اليابان / ياباني (al-yābān/yābānī) Japan/Japanese

إنجليزية / انجليزيَّة (injiltārā/ injilīzīy) England/English (*also إنكليزية)

فرنسا / فرنسي (faransā/ faransīy) France/French

ألمانيا / ألماني (almānīyā/ almānīy) Germany/German

إسبانيا / إسباني (asbānīyā/ asbānīy) Spain/Spanish

إيطاليا / إيطالي (ītālīyā/ ītāliy) Italy/Italian

عاصمة (ʿāṣima) capital (city)

دولة (dawla) country, state

جنسية (jinsiyya) nationality
اسم (ism) name
مُهَنَّة (mihna) profession
شَمَال (shamal) north
جنوب (janub) south
غرب (gharb) west
شرق (sharq) east
من (min) from
Arabic numbers 1–10

European languages adopted Arabic numerals in the Middle Ages to replace the very clumsy Roman numerals. Although Arabic and English figures are basically the same numbers, the shape varies somewhat. Compare the Arabic figures 1 to 10 with their English equivalents.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>١</td>
<td>1</td>
</tr>
<tr>
<td>٢</td>
<td>2</td>
</tr>
<tr>
<td>٣</td>
<td>3</td>
</tr>
<tr>
<td>٤</td>
<td>4</td>
</tr>
<tr>
<td>٥</td>
<td>5</td>
</tr>
<tr>
<td>٦</td>
<td>6</td>
</tr>
<tr>
<td>٧</td>
<td>7</td>
</tr>
<tr>
<td>٨</td>
<td>8</td>
</tr>
<tr>
<td>٩</td>
<td>9</td>
</tr>
<tr>
<td>١٠</td>
<td>10</td>
</tr>
</tbody>
</table>

You can see obvious similarities between the 1 and the 9 in both languages. There is also a theory that the Arabic ﯼ and ﯽ were turned on their side to produce the English 2 and 3:
Look at the Arabic numbers written out below and repeat them after the recording. Each number is given twice:

<table>
<thead>
<tr>
<th>Arabic number</th>
<th>Arabic script</th>
<th>English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(sitta) ٦</td>
<td>واحد (wāhid)</td>
<td>6</td>
</tr>
<tr>
<td>(thamānīya) ٨</td>
<td>ثمانية (thalātha)</td>
<td>8</td>
</tr>
<tr>
<td>(tisʿa) ٩</td>
<td>تسع (arbaʿa)</td>
<td>9</td>
</tr>
<tr>
<td>(eashara) ١٠</td>
<td>عشرة (khamsa)</td>
<td>10</td>
</tr>
</tbody>
</table>

Direction of Arabic numbers

One unusual feature of Arabic numbers is that they are written from left to right, the same direction as English numbers. (Look at the Arabic ٦٠ and the English 10.) This is the opposite direction to the rest of the Arabic script. You may see Arabs writing numbers backwards (as if you wrote ١٢٣٨٧ starting with the ٧ and finishing with the ١). However, writing numbers backwards is a difficult art to master and it is common to leave a space and start the numbers from the left:

<table>
<thead>
<tr>
<th>Arabic script</th>
<th>Arabic number</th>
<th>Arabic script</th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرِّسات في المدرسة</td>
<td>١٠</td>
<td>هناك</td>
</tr>
<tr>
<td>teachers in the school</td>
<td>10</td>
<td>there are</td>
</tr>
</tbody>
</table>
Exercise 1
Match the numbers with the words, as in the example.

1 ➞ خمسة
2 ➞ ثلاثة
3 ➞ سبعة
4 ➞ تسعة
5 ➞ واحد
6 ➞ ستة
7 ➞ ثمانية
8 ➞ اثناة
9 ➞ عشرة
10 ➞ أربعة

Now write the vowels on the words.

Handwritten numbers
Most Arabic handwritten numbers look similar to the printed ones. The main difference is that the ٢ (2) is usually handwritten as ٢ (see the ‘Handwriting practice’ panel).

Tip: Watch out for the handwritten ٢ (3). Sometimes the wavy shape at the top becomes smoothed out for the sake of speed, making it look more like a printed ٢. Remember this, especially when reading handwritten prices.

Handwriting practice

Practise writing the numbers, starting at the dot.

Now write out these numbers by hand: 57, 102, 956, 340, 788.
English words in Arabic

If English took its numbers from Arabic, then Arabic has taken quite a few words in return. For example, a frequently used word for ‘bank’ is بنكْ. The word used for the Egyptian and British currency ‘Pound’ is جنيه (pronounced junayh or gunayh), originating from the English word ‘guinea’.

Some of the adopted words also have alternative words with Arabic roots (another word for ‘bank’ is مصرف (maṣraf), meaning ‘place to change/cash money’). The word used varies from country to country, and also sometimes from spoken to written.

Exercise 2
Read these Arabic words, which are all adopted from European languages, and try to work out their meaning:

1. كتاب
2. تليفون
3. طماطم
4. بطاطس
5. سجارة
6. كيلو
7. ديموقراطيَّة
8. برلمان
9. ميدالية
10. مليون

Now check your pronunciation with the recording.

Exercise 3
Four of the words in Exercise 2 can be made plural using the sound feminine plural ending -ات (see page 86). Write them out again in the plural, as in the example:

1. تليفون - تليفونات
2. ديموقراطيَّة
3. برلمان
4. ميدالية
Counting things

Look at the following and listen to the recording:

The dual

Notice how Arabic uses the plural for 'three teachers', but not for 'two teachers'. This is because there is a special dual ending, لان (-ān), which is added to the singular: مدرّسان (mudarrisān) two teachers. There is no need to also use the number 2, ithnān, as the dual ending already gives you this information. So 'two dogs' would be كلبان (kalbān), 'two girls' بنتان (bintān), etc. An alternative form of the dual ending is -ayn (kalbayn, bintayn), which is more common in spoken dialects.
When the dual ending is added to feminine words ending in tā’ marbūṭa, this unties and so must be pronounced:

<table>
<thead>
<tr>
<th>Feminine singular</th>
<th>Feminine dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرسة (mudarrisa) teacher</td>
<td>مدرستان/تين (mudarrisatān/-tayn)</td>
</tr>
<tr>
<td>سيارة (sayyāra) car</td>
<td>سيارتان/تين (sayyaratān/-tayn)</td>
</tr>
</tbody>
</table>

**Plural with numbers**

1. The masculine plural مدرسون (mudarrisūn) becomes مدرسين (mudarrisīn) when it follows a number. The -in ending is an alternative sound masculine plural that is sometimes used in Modern Standard Arabic (see ‘Structure notes’ at the end of this unit for further explanation). Spoken dialects tend to use -in almost exclusively, so as a beginner you can do the same.

2. You may see the numbers with or without the final tā’ marbūṭa, e.g. ‘three’ as ثلاث (thalāth) or ثالثة (thalātha). Strictly speaking, a masculine noun should be preceded by the number including tā’ marbūṭa and a feminine noun by the number without tā’ marbūṭa, the opposite to what you might expect:

| ثلاث مدرسات (thalaathat mudarrisat) three (female) teachers |
| ثلاث مدرسین (thalaath mudarrisīn) three (male) teachers |

This use of tā’ marbūṭa with the masculine is an unusual feature that even native speakers can overlook. Spoken dialects tend to simplify the rules, keeping the tā’ marbūṭa when the number is pronounced by itself, but dropping it when there is a noun following the number. As a beginner, you can do the same while being aware of the more formal rules.

**Exercise 4**

Say and write these words in the dual, as in the example. What do they mean?

1. كتاب - كتابان/ين
2. مفتاح
3. مدرسة
4. نهر
5. جريدة
6. دولة
Exercise 5
Look at the pictures and say how many there are, as in the example.

How many? كم

'How many?' is كم (kam?). In Arabic, this is followed by a singular word:

كم دراجة? (kam darrāja) How many bicycles?

\[
\text{kam} + \text{ singular}
\]

In addition, if the word following kam does not end in tā' marbūta (i.e. almost all masculine nouns), an extra ending is added: 'اً', pronounced -an.

كم كتاباً? (kam kitaban) How many books?

\[
\text{kam} + \text{ singular with -an}
\]
Exercise 6
Ask and answer six questions about this picture, as in the example.

هنّاك كّم سيّارة في الصورة؟ How many cars are there in the picture?
هنّاك خمس سيّارات. There are five cars.
How much? بكم؟

There are many currencies used throughout the Arab world. Here are the most common, together with some of the countries that use them:

<table>
<thead>
<tr>
<th>Currency (Arabic)</th>
<th>Currency (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>جنيه (Junayh)</td>
<td>Pound (Egypt)</td>
</tr>
<tr>
<td>ريال (Riyal)</td>
<td>Riyal (Saudi, Qatar)</td>
</tr>
<tr>
<td>دينار (Dinar)</td>
<td>Dinar (Kuwait, Bahrain, Iraq, Jordan)</td>
</tr>
<tr>
<td>ليرة (Lira)</td>
<td>Lira (Lebanon)</td>
</tr>
<tr>
<td>دينار (Dirham)</td>
<td>Dirham (United Arab Emirates)</td>
</tr>
</tbody>
</table>

Look at the fruit stall and the vocabulary list. Take note of how much each type of fruit costs.

<table>
<thead>
<tr>
<th>Fruit (Arabic)</th>
<th>Fruit (English)</th>
</tr>
</thead>
<tbody>
<tr>
<td>بطاطس (Batatis)</td>
<td>potatoes</td>
</tr>
<tr>
<td>برتقال (Burtuqal)</td>
<td>oranges</td>
</tr>
<tr>
<td>موز (Mawz)</td>
<td>bananas</td>
</tr>
<tr>
<td>طماطم (Tamatiim)</td>
<td>tomatoes</td>
</tr>
<tr>
<td>تفاح (Tuffah)</td>
<td>apples</td>
</tr>
<tr>
<td>منجة (Manga)</td>
<td>mangoes</td>
</tr>
</tbody>
</table>
Now listen to this conversation between the stall holder and a customer:

किलो मॉझ में फ़स्लक? = किलो मॉझ ेम में फ़स्लक?

किलो मॉझ ेम में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?

किलो मॉझ में फ़स्लक?
In the market في السوق

Here are a few typical souvenirs you might want to buy from the local market. Listen to the words on the recording.

(șandal) sandals
(țabla) drum
(qilâda) necklace
(salla) basket
(tī shîrt) T-shirt
(țabaq) plate

Exercise 8
Ask about the price of each of the above items, as in the example.

بكم الصندل من فضلك؟
What's it made of?

You can describe the material something is made of by putting the material directly after the item:

| مَصْلَةُ صَلْحٍ | (sandal jild) | leather sandals |
| مَحْنَةُ سَحْلٍ | (qilādat fiḍḍa) | a silver necklace |

Exercise 9

Choose a suitable material for each item. (There may be more than one possible material.)

Now make requests using أَرِيد (urid, I'd like ...), for example:

أَرِيد قَلَادةً ذَهْبٍ/فَضَّةً مِّن فَضْلِكَ.

I'd like a gold/silver necklace, please.

Describing what you have

Arabic does not generally use a verb to express the meaning of the English 'have/has'. Instead a number of prepositions are used. لِ (li, to), عَنْدَ (ṣinda, at) and مَعَ (maʿa, with) are three of the most common prepositions used in this way. The preposition is followed by the possessor, as in the following examples:
Mohammad has a new car. ('to Mohammad a new car')
Sarah has a gold necklace. ('at Sarah a gold necklace')
My sister has the pen. ('the pen is with my sister')

لـ (li) is written as part of the word that follows. If it is put before al-, the combination becomes لـ (lil-):

The accountant has an old computer.

You can also use these prepositions with the attached pronouns (see Unit 5):

I have a brother in Brazil.
She has a small dog.
Do you have any matches?

Plural attached pronouns
The most common plural attached pronouns are كم (-kum) your (plural), نا (-nā) our, and هم (-hum) their. These can be attached to nouns or prepositions in the same way as the singular pronouns.

Do you (pl.) have any oranges?
Our house is large but their house is larger.
They have a beautiful copper plate.
Conversation

In the market

Put all you've learnt in this unit to good use in the market. You're going to buy some jewellery. You'll need to think about how to say the following in Arabic:

- Good evening.
- I'd like a silver ring, please.
- How much is the ring?
- Here you are. Seven pounds.
- Do you have a bag*?
- Thank you. Goodbye.

Now join in the conversation on the recording, saying your part in the pauses.

*Tip: A bag to take away purchases is كيس (kīs).

حقيبة (ḥaqība) = handbag, suitcase, etc.

Structure notes

Case endings for the sound masculine plural

The sound masculine plural does not have the same case endings as other nouns. The nominative is mudarrisūn, but the genitive is mudarrisīn.

The numbers 3 to 10 are always followed by a plural noun in the genitive. This is what causes the sound masculine plural ending to change from -ūn to -īn.

هناك محاسبون في البنك. (hunāka muḥāsibūn fī l-bank)
There are accountants in the bank.

هناك ستة محاسبين في البنك. (hunāka sitta muḥāsibīn fī l-bank)
There are six accountants in the bank.

This change is one of the few instances when a case ending affects the spelling, so it is important to know when it is used.
Vocabulary in Unit 10

(\textit{wáhid}) one
(\textit{ithnán}) two
(\textit{thalátha}) three
(\textit{arbaa}) four
(\textit{khamsa}) five
(\textit{síta}) six
(\textit{sabéa}) seven
(\textit{thamánya}) eight
(\textit{tíseá}) nine
(\textit{washara}) ten
(\textit{kám}) how many?
(\textit{bikám}) how much?
(\textit{junayh}) Pound
(\textit{riyá}) Riyal
(\textit{dínár}) Dinar
(\textit{líra}) Lira
(\textit{dirhám}) Dirham
(\textit{tamátim}) tomatoes
(\textit{bátaítis}) potatoes
(\textit{manga}) mangoes
(\textit{tuffáh}) apples
(\textit{burtuqá}) oranges
(\textit{mawz}) bananas
(\textit{dhahab}) gold
silver (fiṭṭa)
copper (nuḥās)
wood (khashab)
cotton (qutn)
leather (jild)
glass (zujāj)
silk (harīr)
film (film)
television (tilifūn)
cigarette (sijāra)
kilo (kilū)
medal (mīdālya)
million (malyūn)
parliament (barlamān)
democracy (dimūqrāṭīyya)
market (sūq)
sandals (sandāl)
drum (tablā)
necklace (qilāda)
basket (salla)
T-shirt (tī shīrīt)
plate (tabaq)
computer (kumbyūtīr)
matches (kibrīt)
Arabic roots

Look at the following words with their translations:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب</td>
<td>a book</td>
</tr>
<tr>
<td>مكتب</td>
<td>an office/a desk</td>
</tr>
<tr>
<td>كتابة</td>
<td>writing</td>
</tr>
<tr>
<td>كتب</td>
<td>(he) wrote</td>
</tr>
<tr>
<td>كاتب</td>
<td>writer/clerk</td>
</tr>
<tr>
<td>كتب</td>
<td>(he) writes</td>
</tr>
<tr>
<td>كتب من</td>
<td>(something) written down; a letter (correspondence)</td>
</tr>
<tr>
<td>كتاب</td>
<td>a booklet</td>
</tr>
<tr>
<td>مكتبة</td>
<td>a library/bookshop</td>
</tr>
</tbody>
</table>

All these words have a connection with writing. Can you find the three letters that occur in all these words? You should be able to pick out quite easily the three common letters:

- ك (kāf)
- ت (tā')
- ب (bā')
Notice how the letters always appear in the same order. The bā’ does not come before the tā’ in any of the words, nor the kāf after the tā’, etc. So we can say that if the sequence of letters ك/ت/ب (reading from right to left) appears in a word, the word will have something to do with the meaning of ‘writing’. These three letters are the root (المصدر, al-maṣdar) connected with writing.

The eight words above are made up of the three root letters, with different long and short vowels between them and sometimes with extra letters added onto the beginning and/or the end of the root letters:

\[
\begin{array}{c}
\text{كتاب} \\
\text{كتبت} \\
\end{array}
\]

\[
\begin{array}{c}
\text{root letter 3} \\
\text{root letter 2} \\
\text{root letter 1} \\
\text{long ‘ā’} \\
\text{kasra} \\
\text{mim with fāṭha} \\
\text{fāṭha} \\
\text{root letter 1} \\
\end{array}
\]

The great majority of Arabic words are formed around a sequence of three root letters, and learning to recognise these will help you enormously with learning the language.

You can often (but not always) find the root of a word by ignoring the vowels (long and short) and removing the extra letters at the beginning and end. As you learn more about the structure of Arabic, you will learn to recognise these extra letters. For the moment, it is enough to know
that mīm is a common extra letter on the front of a sequence (prefix) and tāʾ marbūta is a common extra letter on the end (suffix).

**Exercise 1**
Try to write the three root letters for these words which you already know, as in the example. The left-hand column tells you the general meaning of this root.

<table>
<thead>
<tr>
<th>General meaning</th>
<th>Root</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculating</td>
<td>حب/س</td>
<td>محاسبة</td>
</tr>
<tr>
<td>bigness</td>
<td></td>
<td>كبير</td>
</tr>
<tr>
<td>carving (wood)</td>
<td></td>
<td>نجارة</td>
</tr>
<tr>
<td>opening</td>
<td></td>
<td>مفتاح</td>
</tr>
<tr>
<td>sealing (a letter)</td>
<td></td>
<td>خاتم</td>
</tr>
<tr>
<td>moving along</td>
<td></td>
<td>دراجة</td>
</tr>
<tr>
<td>producing</td>
<td></td>
<td>مصنع</td>
</tr>
<tr>
<td>falling sick</td>
<td></td>
<td>مرضة</td>
</tr>
<tr>
<td>studying</td>
<td></td>
<td>مدرسة + مدرسة</td>
</tr>
</tbody>
</table>

**Plural patterns 1 and 2**
You already know two ways of making words plural:

1. *Sound masculine plural.* This can be used only with some words that refer to male people:

   (mudarrisūn/mudarrisīn) مدرسون / مدرسین ← (mudarris) مدرس

2. *Sound feminine plural.* This can be used with most words that refer to female people, and with some other masculine and feminine words:

   (mumarriadāt) ممرضات ← (mumarriḍa) مريضة

   (sayyārāt) سيارات ← (sayyāra) سيارة

   (tilifūnāt) تليفونات ← (tilifūn) تليفون
However, many Arabic words cannot be made plural in either of these ways. They are made plural by following different patterns which you will learn in the next few chapters.

Look at the pictures and listen to the recording:

Plural pattern 1

- root letter 1
- root letter 2
- root letter 3
- long 'ā'
- alif with fatha
Plural pattern 2

Exercise 2
Match the singular and plural words, as in the example.

Now write the vowels on the words.

Broken plurals
Notice that although the vowels on the singular words may vary, they are always the same in the plural pattern. These plural patterns are known as broken plurals because the word is ‘broken apart’ and different long and short vowels are arranged around the root letters.

The two patterns you have met in this unit are examples of broken plurals. Arabic will also often fit loan words originated from other languages, such as ‘film’ and ‘bank’, into the broken plural patterns if they have three consonants (i.e. letters that are not vowels).

There are about a dozen significant different broken plural patterns, seven or eight of these being the most common. You will gradually be introduced to the different patterns.
Exercise 3
The following words also make their plurals according to pattern 1. Write out their plurals, as in the example.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>ألوان</td>
<td>لون (lawn) colour</td>
</tr>
<tr>
<td>طبق</td>
<td>طباق (tabaq) plate</td>
</tr>
<tr>
<td>صاحب</td>
<td>صاحب (šahib) friend/owner</td>
</tr>
<tr>
<td>شكل</td>
<td>شكل (shakl) shape</td>
</tr>
<tr>
<td>وقت</td>
<td>وقت (waqt) time</td>
</tr>
<tr>
<td>سوق</td>
<td>سوق (sūq*) market</td>
</tr>
<tr>
<td>كوب</td>
<td>كوب (kūb*) cup/beaker</td>
</tr>
</tbody>
</table>

*In these cases, و is the 2nd root letter.

These words fit into pattern 2. Write out their plurals.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>سيف</td>
<td>سيف (sayf) sword</td>
</tr>
<tr>
<td>قلب</td>
<td>قلب (qalb) heart</td>
</tr>
<tr>
<td>ملك</td>
<td>ملك (malik) king</td>
</tr>
<tr>
<td>شمعة</td>
<td>شمعة (sham'a) candle</td>
</tr>
<tr>
<td>شيخ</td>
<td>شيخ (shaykh) sheikh</td>
</tr>
</tbody>
</table>

Now check your answers with the recording or in the answer section.
Vocabulary learning
From now on, try to learn each word with its plural. If you are using the card system (see Unit 1), write the plural below the singular:

\[\begin{array}{c}
\text{بيت} \\
\text{house}
\end{array}\]

Tip: Just writing the plural will help you to remember it. Make sure that you can remember both the singular and the plural before the card passes into the next envelope.

What are these?
Look at the pictures and listen to the recording:

Notice that there are two different ways of saying ‘these’ in Arabic: 
\text{حدى} \\text{سيف} (these are swords), or \text{حاولا} \\text{ملك} (these are kings).
Although حُرُولَاء (hā'ulā'ī) is the plural of هذا (hādha) and هذه (hadhīhi), it is only used when talking about people. Arabic divides plurals into:

1. Humans (people)
2. Non-humans (objects, ideas, animals, etc.)

In other words, you should use the same words with non-human plurals as you do with a feminine singular word. The same grammatical rules apply to non-human plurals as to the feminine singular. For example:

- Use هذه سيف (These are swords.)
- Use أين أقلاي؟ هي على المائدة: هي (Where are my pens? They're on the table.)
- Use an adjective with a tā' marbūta: البيوت جميلة (The houses are beautiful.)

Modern Standard Arabic grammar treats all non-human plurals as feminine singular. There is no exception to this.
Exercise 4
Write sentences, as in the example:

Exercise 5
Make these sentences plural, as in the example:
The party

Salwa is arranging a party for her son's fifth birthday. Listen to the items she needs for the party:

Salwa has made a list of how many of each item she needs.

Ask the shopkeeper for each item, as in the example.

Exercise 6

I'd like six paper plates, please.

أريد ستة أطباق ورق من فضلك.

(-urlid sittat atbâq waraq, min faḍlak)
Now listen to Salwa buying some of these items in a party shop:

- صباح الخير. أريد أطباق وقبعات ورق وأكواب بلاستيك من فضلك.
- حاضر يا مدام. أي لون؟
- عندينا كل الألوان: أبيض، أحمر، أخضر، أزرق...
- أفضل القبعات الزرقاء والطبق الأحمر.
- كم يا مدام؟
- ۶ من فضلك، و۱۰ أكواب بيضاء.
- طيب... ۲ قبعات زرقاء و۶ أطباق حمراء و۱۰ أكواب بيضاء... خمسة جنيهات من فضلك.
- تفضل.
- شكراً. مع السلامة يا مدام.

**Words:**

- حاضر (hādir) — certainly
- أي (لون)؟ (ayy [lawn]) — which [colour]?
- كل (الألوان) (kull [al-alwān]) — all [the colours]
- أفضل (ufaḍḍil) — I prefer
Colours

You can usually make an adjective feminine by adding tā' marbūta, e.g. (as-sāfir jādīd), the bed is new, (al-ḥaqīqa jādīda), the bag is new. Adjectives describing basic colours are the main exception to this and have their own feminine forms.

Look at the masculine and feminine adjectives below and the three root letters that occur in both. (Remember to ignore long and short vowels.)

<table>
<thead>
<tr>
<th>Root letters</th>
<th>Feminine adj.</th>
<th>Masculine adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ب/ي/ض/ح/م/ر</td>
<td>البيضاء (bayḍa‘)</td>
<td>أبيض (abyaḍ)</td>
</tr>
<tr>
<td></td>
<td>حمراء (ḥamra‘)</td>
<td>أحمر (aḥmar)</td>
</tr>
</tbody>
</table>

We can now see the pattern for the colour adjectives:

**Masculine colour adjective:**

```
أَبْيَض
```

- root letter 3
- fatḥa
- root letter 2
- root letter 1
- alif with fatha

**Feminine colour adjective:**

```
بَيْضَاء
```

- hamza
- long ‘ā’
- root letter 3
- root letter 2
- root letter 1
- fatḥa
Remember that feminine adjectives will also be used with non-human plurals:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a red plate</td>
<td>طبق أحمر (tabaq aḥmar)</td>
</tr>
<tr>
<td>red plates</td>
<td>أطباق حمراء (atbāq ḥamrā‘)</td>
</tr>
</tbody>
</table>

**Exercise 7**

Here is a table for some other colours, showing the masculine adjectives. Fill in the column for the feminine adjectives:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Feminine (&amp; non-human plurals)</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td></td>
<td>أخضر</td>
</tr>
<tr>
<td>blue</td>
<td></td>
<td>أزرق</td>
</tr>
<tr>
<td>black</td>
<td></td>
<td>أسود</td>
</tr>
<tr>
<td>yellow</td>
<td></td>
<td>أصفر</td>
</tr>
</tbody>
</table>

Now check your answers with the recording or in the answer section.

**Exercise 8**

Say and write these in Arabic, as in the example.

1. a red shirt قميص أحمر
2. a red car
3. white plates
4. green bottles
5. yellow bags
6. the black dog
7. the blue bicycle
8. the yellow candles
Structure notes

The accusative case

The third, and final, case in Arabic is the accusative (النَصْبِ, an-naṣb). This is made by adding two fathas (۱) on the end of the word for the indefinite (pronounced ‘an’) and one fatha for the definite (pronounced ‘a’).

The table below is a summary of all the case endings:

<table>
<thead>
<tr>
<th>Case</th>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>بنتُ (bintun)</td>
<td>البنتُ (al-bintu)</td>
</tr>
<tr>
<td>Accusative</td>
<td>بنتًا (bintan)</td>
<td>البنتًا (al-binta)</td>
</tr>
<tr>
<td>Genitive</td>
<td>بنتِ (bintin)</td>
<td>البنتِ (al-binti)</td>
</tr>
</tbody>
</table>

Note that the accusative indefinite has an extra alif written on the end of the word, called ‘alif tanwin’. The alif tanwin is not written if the word ends in a tā’ marbūta:

مدينة (madīnatan)    سيارة (sayyāratan)

The alif tanwin is one of the relatively few instances when a case ending can affect the basic script, so it helps if you understand why it is used.

The accusative case is used for the object of a verb:

أريد شمعًا (urid shumūan) I’d like some candles.
أفضل القبعة الكبيرة (ufaḍḍīl al-qubba al-kabīra) I prefer the big hat.
and for adverbial phrases where the meaning is ‘with’, ‘by’, ‘in the’, etc.:
شكرًا (shukran) with thanks (i.e. ‘thank you’)
صباحًا (sabāhān) in the morning

The accusative is also used after the question word كم (kam, how many?). This explains the extra alif which appears when a noun not ending in tā’ marbūta follows kam:
كم ولداً (kam waladan) how many boys?
كم مدينةً? (kam madīnatan) how many towns?

Almost all nouns and adjectives, whether they are singular, dual, plural, masculine or feminine, have case endings in formal Arabic. The main exception to this is words of foreign origin (e.g.: راديو rádyū) when, although theoretically possible, case endings would be very clumsy.
Conversation

Going shopping
Look back at Salwa's party shopping list and the conversation on pages 140-1. Make up a similar conversation but ask for the other three items on the list (plastic bags, cola bottles and candles). Decide which colours you want the items to be. You could start like this:

أريد أكياس بلاستيك وزجاجات كولا وشموع من فضلك.
(urîd akyâs bilastîk wa-zujâjât kûl wa shumûţ, min faţlak)
I'd like some plastic bags, cola bottles and candles, please.

Once you've decided what to say, try taking the role of the customer on the recording.

Vocabulary in Unit 11

صاحب (اصحاب) (şâhib, ašâb) friend/owner
سوق (أسواق) (sûq, awsâq) market
وقت (وقات) (waqt, awqât) time
شكل (أشكال) (shâkîl, ashkâl) shape
سيف (سيوف) (sayf, suyûf) sword
قلب (قلب) (qalb, qulûb) heart
ملك (ملوك) (malik, mulûk) king
شيخ (شيخ) (shâykh, shuyûkh) sheikh
شمعة (شموع) (shâmûţ, shumûţ) candle
كوب (أكواب) (küb, akwâb) cup, beaker
طبق (أطباق) (þabaq, âtbâq) plate
كيس (أكياس) (kîs, akyâs) bag (plastic, etc.), sack
قبعات (قبعات) (qubaţa, qubaţât) hat
حفلة (حفلات) (ḫâfla, ḥaflât) party
(bilāstīk) plastic

(waraq) paper

(kūlā) cola

(ayy) which?

(kull) all/every

(lawn, alwān) colour

(abyād) white (fem. baydā’)

(aswād) black (fem. sawdā’)

(akhḍar) green (fem. khaḍrā’)

(aḥmar) red (fem. ḥamrā’)

(azraq) blue (fem. zarqā’)

(aṣfar) yellow (fem. ẓafra’)

(hā’ulā’ī) these (for people only)

(ḥādir) certainly

(ufaḍḍil) I prefer
What happened yesterday?

Look at the newspaper headline and the pictures:

Exercise 1
See if you can match these Arabic words from the headline to the English:

thief/robber
investigation
yesterday
theft/robbery
with

Now answer these questions in English:
1. Where is the bank?
2. How much money was stolen?
3. When did the robbery take place?
4. What is the name of the bank?
5. How many thieves are under investigation?
The two suspects both deny carrying out the robbery. Listen to Ahmed Hamdi’s alibi. (Follow the story from the top right, starting on page 149 and using the numbers on the pictures.)
What happened yesterday? 149

"What happened yesterday?"

"Ana Ahmad el-Gendi and I went for a walk..."

"I left the city..."

"And went to the center of the city..."

"We had two cups of coffee..."
Look at these sentence tables. See how many different sentences you can make by choosing one word from each column, reading from right to left.

<table>
<thead>
<tr>
<th>صباحًا.</th>
<th>البيت</th>
<th>إلى</th>
<th>البيت</th>
<th>من</th>
<th>ذهبتُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>(sabāhan)</td>
<td>(al-bayt)</td>
<td>(ilā)</td>
<td>(al-bayt)</td>
<td>(min)</td>
<td>(dhahabtu)</td>
</tr>
<tr>
<td>in the morning</td>
<td>the house</td>
<td>to the house</td>
<td>from</td>
<td>I went</td>
<td></td>
</tr>
<tr>
<td>مساءً</td>
<td>المكتب</td>
<td>من</td>
<td>المكتب</td>
<td>إلى</td>
<td>رجعتُ</td>
</tr>
<tr>
<td>(masā'an)</td>
<td>(al-maktab)</td>
<td>(min)</td>
<td>(al-maktab)</td>
<td>(ilā)</td>
<td>(raja'atu)</td>
</tr>
<tr>
<td>in the evening</td>
<td>the office</td>
<td>from</td>
<td>the office</td>
<td>to</td>
<td>I returned</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>البنك</th>
<th>البنك</th>
</tr>
</thead>
<tbody>
<tr>
<td>(al-bank)</td>
<td>(al-bank)</td>
</tr>
<tr>
<td>the bank</td>
<td>the bank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>بيتي.</th>
<th>شاي</th>
<th>فنجان</th>
<th>شربتُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>(baytī)</td>
<td>(shāy)</td>
<td>(finjān)</td>
<td>(sharibtu)</td>
</tr>
<tr>
<td>my house</td>
<td>tea</td>
<td>a cup of</td>
<td>I drank</td>
</tr>
<tr>
<td>مكتبي.</td>
<td>قهوة</td>
<td>زجاجة</td>
<td></td>
</tr>
<tr>
<td>(māktabī)</td>
<td>(qahwa)</td>
<td>(zujājat)</td>
<td></td>
</tr>
<tr>
<td>my office</td>
<td>coffee</td>
<td>a bottle of</td>
<td></td>
</tr>
<tr>
<td>كولا</td>
<td>ماء</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(kolā)</td>
<td>(ma')</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cola</td>
<td>water</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now look back at pages 148–9 and listen again to the story, following the words carefully.
What happened yesterday?

Asking questions about the past

A policeman is checking Ahmed’s alibi at the police station:

Exercise 2

Make more questions and answers about Ahmed’s alibi, as in the example:

1. كتب خطابات / مكتب
   هل كتب خطابات في مكتبة؟ نعم، كتب خطابات في مكتبي.

2. ذهبت / مطعم أمريكي؟
   أكلت سمكاً / مطعم؟

3. رجعت / بيت مساءً?
   سمعت / سرقة / راديو؟
Exercise 3
The female suspect, Zaynab Shawqi, is a clerk in the Kuwaiti bank. Read her alibi once without writing. Then read it again filling in the missing words. (Start at picture 1, top right on page 153.)
What happened yesterday?

"I went to Shoubi and in the middle of the morning..."

"And I had a cup of tea..."
The policeman is now checking Zaynab's story:

Questions with 'what?'

Arabic has two question words meaning 'what': ما (mā) is used in front of a noun and مَاذا (mādha) in front of a verb.

<table>
<thead>
<tr>
<th>ما اسمك؟</th>
<th>ماذا فعلت؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما + noun</td>
<td>ماذا + verb</td>
</tr>
</tbody>
</table>

What (is) your name? What did you do?

Notice that Arabic verbs are the same whether they are in questions or in sentences. There is no question form ('did you/he?' etc.) in Arabic.
Exercise 4
Choose a question word from the box to complete each of the questions and answers below. The first one is an example:

أين متي ما ماذا هل

1. ماذا شربت؟
شربتُ فنجان قهوة.

2. شربت القهوة؟
شربت القهوة في مكتبي.

3. ذهبت إلى مطعم عربي؟
نعم، ذهبت إلى مطعم عربي.

4. أكلت في المطعم؟
أكلت سمكة.

5. فعلت في مكتبك؟
كتبت خطابات.

6. اسمك؟
اسمي أحمد حمدي.

7. سمعت عن السرقة؟
سمعت عن السرقة مساءً.

What happened yesterday?
Verbs in the past

The verbs you have met in this unit describe things which have happened in the past. They are in the past tense (الماضي al-māḍī). You will have noticed that the end of the verb changes slightly, depending on who carried out the action (depending on the subject of the verb).

Look at how this verb changes depending on the subject:

- وجدت (wajadtu) — I found
- وجدت (wajadta) — you (masc.) found
- وجدت (wajadti) — you (fem.) found
- وجدت (wajada) — he found
- وجدت (wajadat) — she found

Notice how Arabic does not normally use the personal pronouns (أنا/أنت/هو/أنت, etc.) with the verb as the ending tells you if it is 'I', 'you', etc.

Look again at the list above. You can see that the verb always begins with وجد (wajad). This is the stem of the verb and contains the three root letters. (The root letters د/ح/ج are connected with the meaning of 'finding'.) The endings added to the stem tell you the subject of the verb:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Ending</th>
<th>Stem</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
<td>-tu</td>
<td>وجد (wajad)</td>
<td>found</td>
</tr>
<tr>
<td>أنت</td>
<td>-ta</td>
<td>ذهب (dhahab)</td>
<td>went</td>
</tr>
<tr>
<td>أنت</td>
<td>-ti</td>
<td>خرج (kharaj)</td>
<td>went out</td>
</tr>
<tr>
<td>هو</td>
<td>-a</td>
<td>كتب (katab)</td>
<td>wrote</td>
</tr>
<tr>
<td>هي</td>
<td>-at</td>
<td>أكل (akal)</td>
<td>ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>رجع (raja'ع)</td>
<td>returned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>فتح (fatah)</td>
<td>opened</td>
</tr>
<tr>
<td></td>
<td></td>
<td>جلس (jalam)</td>
<td>sat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>فعل (fayal)</td>
<td>did/made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>سمع (samiع)</td>
<td>heard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>شرب (sharib)</td>
<td>drank</td>
</tr>
</tbody>
</table>
What happened yesterday?

In spoken dialects the final vowel is often dropped after anā and anta, so both become wajadt, and for huwa, which becomes wajad.

You may have noticed that without the vowels the word:

وجدت

could have at least four different meanings:

وجدت I found

وجدت you (masc.) found

وجدت you (fern.) found

وجدت she found

There is no automatic way of telling which meaning is intended. However, the context will usually give you a good indication.

Tip: The stems of the verbs are vowelled mainly with two fathās (wajad). Sometimes, however, the second vowel can be a kasra (see the last two verbs in the table). Do not spend too much time trying to remember these. The most important thing is to listen for the root letters.

Exercise 5
Write the correct form of the verb in the gap. The first is an example:

1. أمس. خرجت (خرج) من البيت صباحًا. (أنا)

2. ___ (ذهب) إلى البنك. (هي)

3. هل (أكل) التفاح؟ (أنت)

4. أولاء. (كتب) خطابات. (هو)

5. أمين ___ (سمع) عن السرقة؟ (أنت)

6. ___ (ذهب) إلى البيت و ___ (جلس) على كرسي. (أنا)

7. ___ (شرب) فنجان قهوة مع صاحبتها. (هي)

8. ___ (فعل) أمس؟ (أنت)
Joining sentences together

Listen to these words and expressions you can use to link sentences together:

- أولاً (awwalan) firstly
- أخيراً (akhiran) finally
- بعد ذلك (baeda thaliqa) after that
- قبل ذلك (qabla thaliqa) before that
- ثم (thumma) then
- فاذاً (fa) and/and so

The policeman has written Ahmed’s alibi in his notebook. Read what he has written, paying special attention to the linking words and expressions.

التحقيق في سرقة البنك الكويت

اسم أحمد حدي وبيته في جنوب مدينة عبايات. خرج أمس من بيته صباحًا وذهب إلى مكتبه في وسط المدينة. أولاً كتب خطابًا وبعد ذلك شرب فنجان قهوة. ثم ذهب إلى مطعم عربي فأكل سيسًا. رجع إلى بيته مساءً. وأخيراً سمع عن السرقة في التليفزيون.
What happened yesterday?

Exercise 6
Unfortunately, the policeman's notes about Zaynab were shredded by mistake. Can you write them out again in the right order?

فرجعت إلى البنّك.
وفتحت الفاسنة.
أولاً شربت فنجان شاي...
وبعد ذلك ذهبت إلى البانٌم
وبيتها في وسط مدينة عمان.
اربها زينب شوقي
ثم جلسنت على مكتبيها
أغفو وجدت الشباّث البكسور.
أمس ذهبت إلى البنك الكويتي صباحاً.
وسجعت عن السرقة في الراديو.
Exercise 7
Join the two halves of the sentences, as in the example.

أكلت شريت دينا
شريت دينا في البيت مساءً.
وجدت أولاً فتحت زينب
وجدت زينب على كرسي خشبي.
سمكة في المطعم أمس.
خزانة البنك الكويتي صباحًا.
زجاجة كولا.

Exercise 8
Below you will find six things that the king did yesterday.
First, read the sentences and think about the order in which he might have done these things. (Note: قصر (qasr) = palace.)

- ذهب إلى مصنع السيارة في جنوب المدينة.
- ذهب إلى مدرسة كبيرة في وسط المدينة.
- شرب فنجان قهوة مع المهندسين في المصنع.
- خرج من القصر الملكي.
- رجع إلى القصر الملكي.
- جلس مع الأولاد والبنات والمدرسين.
- سمى من المهندسين عن السيارة الجديدة.

Listen to the news broadcast and put the sentences in the correct order.
Write the numbers in the boxes.

Using as many of the linking phrases on page 158 as possible, write a newspaper article about what the king did yesterday. Start like this:

أولاً خرج الملك من القصر صباحًا و...
Using a dictionary

You have now reached the point where you should buy one or more dictionaries to help you expand your vocabulary by yourself and to look up words that you come across in magazines, newspapers, etc.

It is possible to put Arabic in alphabetical order in two ways:

1. According to the order of the letters in a word – as we do in English.
2. According to the order of the root letters in a word.

For example, imagine you want to look up this word: مكتب (maktab).
- with method 1 you would look under م/ك/ت/ب (reading right to left).
- with method 2 you would look under ك/ت/ب, the root letters.

Although the first method is becoming more common, especially as it means that alphabetisation can be carried out by a computer, the second method is still used in many standard reference works.

So far, we have written the root letters separately: ك/ت/ب. For the sake of convenience, most linguists and dictionaries use the stem of the past tense to express the root. So we can say that كتاب is the root of كتاب (kitāb) and مكتب (maktab); or that درس is the root of مدرسة (madrasa).

There are a number of Arabic–English dictionaries on the market, some designed for native speakers and some for learners of Arabic. We suggest that you buy one designed for learners, as the others do not always show you the vowels or the plurals (as a native speaker you are expected to know them).

The most popular dictionary designed for learners is A Dictionary of Modern Arabic by Hans Wehr (Otto Harrassowitz, 1993). Although originally compiled in the 1960s, it has been updated several times and is still the most respected Arabic–English dictionary for learners of Arabic. Words are listed under the root letters.

Appendix I, which lists the Arabic letters in alphabetical order, will be a useful reference when you are using a dictionary.

Page 162 shows an example page from the Hans Wehr dictionary, showing the entries under the root درس.
transliteration showing vowels

common usages and expressions shown

**darās** (dars) (to wipe out) blot out, obliterate, efface, extinguish (a s.th.); to thresh (a grain) to learn, study (a s.th. under s.o.); the study of or pertaining to study or studies; scholastic, school; instruction, educational, teaching, tuition; tuition fees; season or academic year; scholastic year, school year

daris dried clover

dras effacement, obliteration, extinction; — (pl. Drus durūs) study, studies, lesson, chapter (of a textbook); class, class hour, period, lecture; lesson experience, etc. | (al-Drusu 'umma) | (al-Drusu 'umma) study, studies; lesson on; sons; homework (of a pupil or student)

dirās (diras) threshing (of grain)

madrasah (a religious boarding school associated with a mosque); school | madrasah the lower grades of a secondary school, approx. = junior high school; madrasa 'awlia (awlandiyya) elementary school, grade school; madrasa 'ulūliyya secondary school, high school; madrasa 'arwahyya (tijāriyya) commercial college or school; madrasa 'arwahyya (harbiyya) military academy; madrasa 'arwahyya (dāriyaa) boarding school; 'arwahyya (dāriyaa) college; 'arwahyya (aliyya, ulyya) college; 'arwahyya (mutawassita) secondary education, high-school education; (Syr.)

madrasah (a religious boarding school associated with a mosque); school | madrasah the lower grades of a secondary school, approx. = junior high school; madrasa 'awlia (awlandiyya) elementary school, grade school; madrasa 'ulūliyya secondary school, high school; madrasa 'arwahyya (tijāriyya) commercial college or school; madrasa 'arwahyya (harbiyya) military academy; madrasa 'arwahyya (dāriyaa) boarding school; 'arwahyya (dāriyaa) college; 'arwahyya (aliyya, ulyya) college; 'arwahyya (mutawassita) secondary education, high-school education; (Syr.)

madrasah (a religious boarding school associated with a mosque); school | madrasah the lower grades of a secondary school, approx. = junior high school; madrasa 'awlia (awlandiyya) elementary school, grade school; madrasa 'ulūliyya secondary school, high school; madrasa 'arwahyya (tijāriyya) commercial college or school; madrasa 'arwahyya (harbiyya) military academy; madrasa 'arwahyya (dāriyaa) boarding school; 'arwahyya (dāriyaa) college; 'arwahyya (aliyya, ulyya) college; 'arwahyya (mutawassita) secondary education, high-school education; (Syr.)

madrasa pl. -un (eager) student

dirāsī of or pertaining to study or studies; scholastic, school; instruction, educational, teaching, tuition; tuition fees; season or academic year; scholastic year, school year

Hans Wehr A Dictionary of Modern Arabic (Otto Harrassowitz, 1993)
Exercise 9 Dictionary work
(You will need a dictionary to do this exercise.)
Decide which are the root letters of these words (see Unit 11), and then find the words in your dictionary and write down the meaning. The first is an example:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Root</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>minister</td>
<td>وزر</td>
<td>وزير</td>
</tr>
<tr>
<td></td>
<td></td>
<td>سفير</td>
</tr>
<tr>
<td></td>
<td></td>
<td>وزارة</td>
</tr>
<tr>
<td></td>
<td></td>
<td>معرض</td>
</tr>
<tr>
<td></td>
<td></td>
<td>رسالة</td>
</tr>
<tr>
<td></td>
<td></td>
<td>علاقة</td>
</tr>
</tbody>
</table>

Structure notes

Sound masculine plural and dual case endings
The sound masculine plural (SMP) and dual case endings vary from the regular case endings. They affect the basic script and the pronounced part of the word. The SMP and dual endings are the same for both the definite and indefinite, so there are only two possible variations for each:

<table>
<thead>
<tr>
<th></th>
<th>SMP</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>نجَارون (najjārūn)</td>
<td>نجَاران (najjārān)</td>
</tr>
<tr>
<td>Accusative + genitive</td>
<td>نجَارين (najjārin)</td>
<td>نجَارين (najjārayn)</td>
</tr>
</tbody>
</table>

The article on page 147 has the title التحقيق مع لصقين (at-tahqīq maʿa liṣayn, The investigation is with two thieves). The dual ending is genitive as لصقين (liṣayn) follows the preposition مع (maʿa).
Sound feminine plural
The sound feminine plural (SFP) has regular case endings, except for the accusative indefinite, which is the same as the genitive indefinite:

<table>
<thead>
<tr>
<th>Case</th>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>الخواتم</td>
<td>النكات</td>
</tr>
<tr>
<td>Accusative</td>
<td>الخواتم</td>
<td>النكات</td>
</tr>
<tr>
<td>Genitive</td>
<td>الخواتم</td>
<td>النكات</td>
</tr>
</tbody>
</table>

Notice that the SFP accusative indefinite, like ta' marbūta, does not have the extra alif tanwin:

كُتِبَتُ خَوَاتِمًا (katabtu khitāban)  
I wrote a letter.

كُتِبَتُ خَوَاتِمًا (katabtu khitābātīn)  
I wrote letters.

Vocabulary in Unit 12

lis (lisu, luṣū) thief/robber
sirqa (sariqa, sariqat) theft/robbery
ṭahqiq (ṭahqiqa, ṭahqiqa) investigation
khita (khitāb, khitābat) letter
 QAṣr (qasr, qusur) palace
matgam* restaurant
maktab* office/desk
finjān* cup
shāy (shāy) tea
qahwa (qahwa) coffee
samak (samak) fish
kūla (kūla) cola
mā’ (mā’) water
’an (’an) about/concerning

* Plurals of these words will be covered in later units.
What happened yesterday?

- مع (ma‘a) with
- إلى (ilâ) to/towards
- ملكي (malakî) royal
- أمس (ams) yesterday
- صباح (ṣabāh) morning
- مساء (masâ’) afternoon/evening
- متى؟ (mattā) when?
- ماذا؟ (mâdhâ) what? (+ verb)
- خرج (kharaj) went out/exited
- ذهب (dhahab) went
- كتب (katab) wrote
- شرب (sharib) drank
- أكل (akal) ate
- رجع (ra‘a‘) returned/went back
- فتح (fataḥ) opened
- جلس (jalas) sat down
- سمع (sam‘) heard
- فعل (fa‘al) did/made
- وجد (wajad) found
- أولاً (awwalan) firstly
- أخيرًا (akhīran) finally
- بعد ذلك (ba‘da dhālik) after that
- قبل ذلك (qabla dhālik) before that
- ثم (thumma) then
- و.. (fa) and/and so
Wish you were here

Plural patterns 3 and 4

Look at the pictures and listen to the recording:
To express plural and other patterns in Arabic, the three root letters لف are used as a standard template (فعل = ‘to do/to make’). We can therefore say that the plural pattern 3 is the فعل (فعل ال) pattern, and pattern 4 is the فعل (فعل ال) pattern. Here are the four broken plural patterns you have met so far:

<table>
<thead>
<tr>
<th>Example</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>أقلام</td>
<td>pen</td>
</tr>
<tr>
<td>بيوت</td>
<td>house</td>
</tr>
<tr>
<td>كلاب</td>
<td>dog</td>
</tr>
<tr>
<td>علب</td>
<td>box</td>
</tr>
</tbody>
</table>
Exercise 1
Here are some more words that fit into the فعال (fu'ul) and فعال (fi’al) plural patterns. Write the plurals, as in the example.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Pattern</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>جبال</td>
<td>فعال</td>
<td>mountain</td>
</tr>
<tr>
<td>جمل</td>
<td>فعال</td>
<td>camel</td>
</tr>
<tr>
<td>لعبه</td>
<td>فعال</td>
<td>toy/game</td>
</tr>
<tr>
<td>بحر</td>
<td>فعال</td>
<td>sea</td>
</tr>
<tr>
<td>تحفة</td>
<td>فعال</td>
<td>masterpiece/artefact</td>
</tr>
<tr>
<td>دولة</td>
<td>فعال</td>
<td>nation/state</td>
</tr>
<tr>
<td>ريح</td>
<td>فعال</td>
<td>wind</td>
</tr>
</tbody>
</table>

Now check your answers and repeat the patterns after the recording. Do this several times so that you begin to hear the rhythm of the patterns.

Exercise 2
Make questions and answers as in the example. (Remember that كم (kam) is followed by the singular – see page 121.)

كم كلبًا في الصورة؟

هناك أربعة كلاب.
Numbers 11–100

Numbers 11–19
Listen to the recording and repeat the numbers 11 to 19.

11 سِتّة عَشَر
12 سَبعة عَشَر
13 ثُمانية عَشَر
14 أَربعة عَشَر
15 خَمسة عَشَر
16 أَحَد عَشَر
17 إِثْنَانِ عَشَر
18 ثَلثاء عَشَر
19 تِسْعَة عَشَر
The pronunciation of Arabic numbers can vary depending on the accent of the speaker and the formality of the language. In this course you will learn an informal pronunciation that will be understood universally.

**Exercise 3**
Draw lines between the columns, as in the example.

<table>
<thead>
<tr>
<th>14</th>
<th>ستة عشر</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>ثلاثة عشر</td>
</tr>
<tr>
<td>11</td>
<td>خمسة عشر</td>
</tr>
<tr>
<td>16</td>
<td>أحد عشر</td>
</tr>
<tr>
<td>19</td>
<td>ثمانية عشر</td>
</tr>
<tr>
<td>12</td>
<td>تسعة عشر</td>
</tr>
<tr>
<td>18</td>
<td>اثنا عشر</td>
</tr>
<tr>
<td>13</td>
<td>سبعة عشر</td>
</tr>
<tr>
<td>15</td>
<td>أربعة عشر</td>
</tr>
</tbody>
</table>

**Exercise 4**
Say and write these numbers:

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>9</td>
</tr>
</tbody>
</table>
Numbers 20–100
Now listen to the numbers 20 upwards:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>٢٠ ٢٠</td>
<td>twenty</td>
</tr>
<tr>
<td>٢١ ٢١</td>
<td>twenty-one</td>
</tr>
<tr>
<td>٢٢ ٢٢</td>
<td>twenty-two</td>
</tr>
<tr>
<td>٢٣ ٢٣</td>
<td>twenty-three</td>
</tr>
<tr>
<td>٢٤ ٢٤</td>
<td>twenty-four</td>
</tr>
<tr>
<td>٢٥ ٢٥</td>
<td>twenty-five</td>
</tr>
<tr>
<td>٢٦ ٢٦</td>
<td>twenty-six</td>
</tr>
<tr>
<td>٢٧ ٢٧</td>
<td>twenty-seven</td>
</tr>
<tr>
<td>٢٨ ٢٨</td>
<td>twenty-eight</td>
</tr>
<tr>
<td>٢٩ ٢٩</td>
<td>twenty-nine</td>
</tr>
<tr>
<td>٣٠ ٣٠</td>
<td>thirty</td>
</tr>
</tbody>
</table>

Notice that to say ‘twenty-one’, ‘fifty-six’, etc. in Arabic, you say wāhid wa-išrin (‘one and twenty’), sitta wa-khamsīn (‘six and fifty’), etc. The units come before the tens.

Tip: The tens from 20 to 90 have an alternative ending, ٠٢٠ (-ūn): išrūn, thalāthūn, etc. However, most spoken dialects use the ٠٣٠ (-īn) ending consistently and so this is the more useful pronunciation to learn initially. See the ‘Structure notes’ at the end of the unit for more details.

Exercise 5
Write these numbers in figures, as in the example. (Remember: figures go from left to right, as they do in English.)
Numbers 11 upwards with singular noun

The numbers 11 upwards are followed by a singular noun. In addition, the singular noun following a number above 11 will have the extra alif tanwin (-an ending) if the noun does not end in tā' marbūta. This is similar to what happens after kam? (how many?).

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>١٢ جبالاً (ithnā-ashar jabalan)</td>
<td>twelve mountains</td>
</tr>
<tr>
<td>٣٠ سيارة (thalāthīn sayyāra)</td>
<td>thirty cars</td>
</tr>
</tbody>
</table>

It is as if in English we were to say 'three cars' but 'thirty car'. This may seem bizarre to a learner, but it is important to remember as it is true even of spoken dialects.

In high-level Modern Standard Arabic, numbers used in a sentence can change slightly depending on whether they are referring to a masculine or a feminine noun, and what function they have in the sentence. However, these changes are complicated and not often seen or heard. Many native speakers do not remember them in detail, and as a beginner you can stick to the forms given here. Be prepared, however, to hear or see some variations.

Exercise 6
How many are there? Say and write, as in the example.
What’s the weather like?  
كيف حال الطقس؟

Temperature  
درجة الحرارة
Look at the thermometer and the descriptions of the temperatures.

- 40: حار (hārr)  
hot
- 30: معتدل (mu'tadil)  
mild/moderate
- 20: بارد (bārid)  
cold

Now listen to the recording and look at the following descriptions:

ما هي درجة الحرارة؟  
ما هي درجة الحرارة؟
درجة الحرارة 45.  
درجة الحرارة 30.
الطقس حار.  
الطقس معتدل.

ما هي درجة الحرارة؟  
ما هي درجة الحرارة؟
درجة الحرارة صفر.  
الطقس بارد جداً.
Exercise 7
Following the examples on page 173, make questions and answers for these thermometers.

Describing the weather
Look at the newspaper weather chart on page 175. The right-hand column is a list of place names. Then there are two columns of figures. What do you think these represent?

- The first (right-hand) column of figures is the minimum ('smallest') temperature: الصغرى (aṣ-ṣughrā)
- The second is the maximum ('biggest') temperature: الكبيرة (al-kubrā)

The final left-hand column is a general description of the weather.

ما هي درجة الحرارة الصغرى في الرياض؟
درجة الحرارة الصغرى 25.
وأما هي درجة الحرارة الكبيرة؟
درجة الحرارة الكبيرة 43.
كيف حال الطقس في الرياض؟
الطقس حار وصحو.
Wish you were here.

The weather’s clear.

The weather’s cloudy.
Exercise 8
Now answer these questions using the chart on page 175.

1. ما هي درجة الحرارة الصغرى في بيروت؟
2. ما هي درجة الحرارة الكبرى في أثينا؟
3. كيف حال الطقس في دبلن؟
4. كيف حال الطقس في طوكيو؟
5. هل الطقس غائم في مدريد؟
6. هل الطقس بارد في القاهرة؟
7. هل درجة الحرارة الكبرى في هونج كونج؟
8. هل درجة الحرارة الصغرى في البحرين؟
9. هناك كم مدينة في القائمة؟
10. الطقس صحو في كم مدينة في القائمة؟

Writing notes and postcards

Look at these useful words and phrases for writing notes or postcards in Arabic.

Dear ... (to a male)
Dear ... (to a female)
How are you? (to a male)
How are you? (to a female)
I'm/we're fine.
Best wishes
('with my greetings')
Exercise 9

Zaynab is on holiday with her family and has written a postcard to her brother. Answer the questions below. Don’t worry about every word; just try to get the gist. Note: متحف (matḥaf) = museum; فندق (funduq) = hotel.

1. What's Zaynab's brother called?
2. Where is Zaynab on holiday?
3. What's the weather like?
4. Where did Zaynab go yesterday morning?
5. What kind of food did they eat?
6. Where did Zaynab go after eating?
7. What did Nadir and the boys do?
8. What does Zaynab ask at the end of the postcard?

Past verbs in the plural

The postcard above contains several examples of verbs in the plural:

- We went to the centre of town.
- We ate in a Japanese restaurant.
- They returned to the hotel.
- Did you (pl.) write me a letter?
### Example

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>I studied</td>
<td>دَرَسْتُ</td>
<td>أَنَا اِلَيْ</td>
</tr>
<tr>
<td>you (m.) wrote</td>
<td>كَتَبَتْ</td>
<td>أَنتُ اِلَيْ</td>
</tr>
<tr>
<td>you (f.) went</td>
<td>ذَهَبَتْ</td>
<td>أَنتِ اِلَيْ</td>
</tr>
<tr>
<td>he returned</td>
<td>رَجَعَ</td>
<td>هُوَ اِلَيْ</td>
</tr>
<tr>
<td>she ate</td>
<td>أَكْلَتْ</td>
<td>هِي اِلَيْ</td>
</tr>
<tr>
<td>we opened</td>
<td>فَتَحْنَا</td>
<td>نَحن اِلَيْ</td>
</tr>
<tr>
<td>you (pl.) did</td>
<td>فَعَلَّلْتُمْ</td>
<td>أَنتُمُ اِلَيْ</td>
</tr>
<tr>
<td>they went out</td>
<td>خَرَجْوا</td>
<td>هُم اِلَيْ</td>
</tr>
</tbody>
</table>

The alif is a spelling convention and is not pronounced.

### Exercise 10

Zaynab has now moved on to Paris and has sent this postcard to her friend, Sara. Fill in the gaps in her message.

The numbers 20, 30, 40, etc. have the same endings as the sound masculine plural: they end in -هُن in the nominative, and -يْن in the accusative and genitive. Only in more formal Standard Arabic are the nominative numbers generally used. The -ين pronunciation is more practical for a learner to use.
Talking about a vacation
Imagine you are Zaynab and have just come back from your vacation in London and Paris. A friend has rung to ask you about your trip.

Review the information in the postcard from London on page 177, and then play the role of Zaynab in the telephone conversation on the recording.

Vocabulary in Unit 13

- علبة (عَلَب) (ulba, ulab): box/tin/packet
- لعبة (لَعب) (luqba, luqab): toy/game
- تحفة (تَحْف) (tuhfa, tuhaf): masterpiece/artefact
- دولة (دُوْلَة) (dawla, duwal): nation/state
- رجال (رِجَال) (rajul, rijaal): man
- جبل (جِبَال) (jabal, jibal): mountain
- جمل (جِمَال) (jamal, jimal): camel
- بحار (بَحْر) (bahr, bihar): sea
- ريح (رِيَاح) (rih, riyah): wind
- حال (أحواَل) (haal, ahhwal): state/condition
- الطقس (اتْ-تَاقْس) (at-taqas): the weather
- درجة الحرارة (دَارَجَة الْحَرَارَة) (darajat al-ḥarara): temperature ('degree of heat')
- حار (حَار) (ḥarr): hot
- معتدل (مَعْتَدِل) (muṭadil): mild/moderate
- بارد (بَارِد) (barid): cold
- صحو (شَحْو) (ṣahw): clear/fine
- غائم (غَاِيْم) (ghā'im): cloudy/overcast
Dear ... (starting a letter)

Best wishes (finishing a letter)

How are you? (masc./fem.)

museum (matḥaf)

hotel (funduq)

eleven (aḥad ʿaṣhar)

dozen (ithnā ʿaṣhar)

thirteen (thalāthat ʿaṣhar)

fourteen (arbaʿat ʿaṣhar)

fifteen (khamṣat ʿaṣhar)

sixteen (sittat ʿaṣhar)

seventeen (sabʿat ʿaṣhar)

eighteen (thamānyat ʿaṣhar)

nineteen (tisʿat ʿaṣhar)

twenty (ʿishrīn)

thirty (thalāthīn)

forty (arbaʿīn)

fifty (khamṣīn)

sixty (sittīn)

seventy (sabʿīn)

eighty (thamānīn)

ninety (tisʿīn)

a hundred (miʿa)

zero (ṣifr)
Days of the week  أيام الأسبوع

Listen to the recording and look at the days of the week:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>يوم السبت</td>
<td>Saturday</td>
</tr>
<tr>
<td>يوم الأحد</td>
<td>Sunday</td>
</tr>
<tr>
<td>يوم الاثنين</td>
<td>Monday</td>
</tr>
<tr>
<td>يوم الثلاثاء</td>
<td>Tuesday</td>
</tr>
<tr>
<td>يوم الأربعاء</td>
<td>Wednesday</td>
</tr>
<tr>
<td>يوم الخميس</td>
<td>Thursday</td>
</tr>
<tr>
<td>يوم الجمعة</td>
<td>Friday</td>
</tr>
</tbody>
</table>

Tip: It is possible to shorten the days of the week, omitting the word يوم (yawm, day) to make السبت (as-sabt, Saturday), etc.

Listen to these sentences:

يرَمْ الأَرْبَعِاءِ بعْد يِوْمَ الْثَلَاثَاءِ.
(yawm il-arba'a' ba'ed yawm ath-thulath'ah')

يرَمْ الأَثْنَيْنِ قَبْل يِوْمَ الْثَلَاثَاءِ.
(yawm il-ithnayn qabla yawm ath-thulath'ah')

before
after
**Exercise 1**
Fill in the gaps and draw the lines, as in the example:

<table>
<thead>
<tr>
<th>Day</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>يوم الأربعاء</td>
</tr>
<tr>
<td>Tuesday</td>
<td>السبت</td>
</tr>
<tr>
<td>Thursday</td>
<td>الاثنين</td>
</tr>
<tr>
<td>Sunday</td>
<td>يوم</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**
Now complete these sentences, as in the example:

- يوم الجمعة قبل يوم السبت.
- يوم الخميس يوم الأربعاء.
- يوم الأحد يوم الاثنين.
- يوم الثلاثاء يوم الأربعاء.
- السبب بعد

Make four more similar sentences of your own.

**Arabic words in English**
In Unit 10 you met some English words that have been adopted into Arabic. There are also a number of words that have come the other way, usually making their way into English via Arabic literature and science or from contact, through trade for example, between Arabic speakers and Europeans.
You have already met the word قطن (qutn), from which we get our word ‘cotton’, and the word جمل (jamal), from which we get our word ‘camel’.

**Exercise 3**
Here are some more English words derived from Arabic. See whether you can match them to the Arabic words on the right.

- algebra: زعفران
- emir, prince: البحول
- saffron: وزير
- alkali: الجبر
- vizier, minister: نمر هندي
- tamarind: أمير
- alcohol: الكالي

*Literally, ‘Indian dates’.

**Plural pattern 5**
Here are two of the words from Exercise 3. Listen and repeat them with their plurals several times until you can recognise and repeat the pattern.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>وزير</td>
<td>وزراء</td>
</tr>
<tr>
<td>أمير</td>
<td>أمراء</td>
</tr>
<tr>
<td>minister</td>
<td>(wuzara’)</td>
</tr>
<tr>
<td>prince</td>
<td>(umar’a’)</td>
</tr>
</tbody>
</table>

**Pattern 5**

فعالاء (fu’alā’)

This plural pattern is used for most words referring to male humans which have the pattern فعال (fa’īl) in the singular. It cannot be used for words that are not male humans.
Exercise 4

Listen to these words, pausing after each one. (They can all be made plural by using pattern 5.) Say the plural, following the same pattern, and then release the pause button to check your answer.

- سَقِير = ambassador
- رَئِيس = president/head (of)
- رَعِيم = leader
- وَكِيل = agent

Repeat this exercise until you are confident of the pattern. Then read the box below and then write down the plurals.

Hamza as a root letter

Notice that أمير and رئيسي have hamza as one of their root letters.

In the case of أمير, hamza is the first root letter; and in the case of رئيسي, the second root letter.

The fact that hamza is one of the root letters makes no difference to the patterns except that how the hamza is written may change. At the beginning of a word, hamza is written on an alif, but in the middle or at the end of a word you may also find it sitting on a yā' (with no dots), on a wāw, or by itself on the line:

- رَئِيْس = (ra‘īs)
- رُؤْسَاء = (ru‘asā‘)

Hamza is listed in the dictionary under alif. So for رئيسي (ra‘īs) you would look under رأس, and for أمير under أمير.

The feminine

Note that a female minister, ambassador, etc. will have a tā’ marbūta in the singular, with the plural made by using the sound feminine plural (-āt):
Exercise 5
Write out the feminine singulars and plurals for the words in Exercise 4.

fi'āla nouns
Words with the fi'āla (fa'il) pattern referring to male people can usually be made into general nouns from the same root letters using the pattern fi'āla (fi'āla), for example فعيل (wazīr, minister) is changed to فعالة ووزرة (wizara, ministry).

Exercise 6
Complete the table below, as in the example:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>General noun</th>
<th>Root letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ministry</td>
<td>وزارة</td>
<td>و وزر</td>
</tr>
<tr>
<td>embassy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emirate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presidency/chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What did the President do last week?
ماذا فعل الرئيس في الأسبوع الماضي؟

This is the President’s schedule showing what he did last week. Initially, have a quick look at the schedule and the word list opposite and see whether you can identify some of the things the President did each day.

<table>
<thead>
<tr>
<th>السبت</th>
<th>الصباح</th>
</tr>
</thead>
<tbody>
<tr>
<td>لجنة المحترفين</td>
<td>اجتماع مع السفير الفرنسي</td>
</tr>
<tr>
<td>اليوم</td>
<td>الصباح</td>
</tr>
<tr>
<td>لجنة المحترفين</td>
<td>اجتماع مع السفيرة الإيطالية</td>
</tr>
<tr>
<td>الاثنين</td>
<td>الصباح</td>
</tr>
<tr>
<td>لجنة المحترفين</td>
<td>افتتاح المصنع الجديد</td>
</tr>
<tr>
<td>الثلاثاء</td>
<td>الصباح</td>
</tr>
<tr>
<td>لجنة المحترفين</td>
<td>اجتماع مع زعماء الأحزاب</td>
</tr>
<tr>
<td>الأربعاء</td>
<td>الصباح</td>
</tr>
<tr>
<td>لجنة المحترفين</td>
<td>اجتماع مع سفراء السودان واليمن والبحرين</td>
</tr>
<tr>
<td>الخميس</td>
<td>الصباح</td>
</tr>
<tr>
<td>لجنة المحترفين</td>
<td>افتتاح المتحف الملكي</td>
</tr>
</tbody>
</table>
Now find Saturday (السبت) and Sunday (الأحد) in the schedule.

Listen to a reporter asking the President’s press agent about what he did on these days.

### Meeting (with)
- (ijtima'a (ma'a))

### Opening (ceremony)
- (iftitah)

### Exhibition
- (mara'a)

### Conference
- (mu'tamar)

### Session
- (jalsa)

### Working session, workshop
- (jalsat eamal)

### Party/parties (political)
- (hizb / ahzab)
Look at these sentence tables. You can use these to make different sentences about what the President did last week by choosing one word from each column (reading from right to left).

<table>
<thead>
<tr>
<th>مع</th>
<th>اجتماعاً</th>
<th>الرئيس</th>
<th>عقد</th>
<th>convened</th>
</tr>
</thead>
<tbody>
<tr>
<td>with...</td>
<td>جلسة</td>
<td>the President</td>
<td>حضر</td>
<td>attended</td>
</tr>
<tr>
<td>ل</td>
<td>جلسة عمل</td>
<td>مؤتمراً</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>في</td>
<td>معرضًا</td>
<td>افتتاحًا</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>في مكتبه</th>
<th>الرئيسة</th>
<th>الرئيس</th>
<th>استقبلَ</th>
<th>received</th>
</tr>
</thead>
<tbody>
<tr>
<td>in his office</td>
<td>الوزير</td>
<td>the President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>في القصر</td>
<td>السفير</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in the palace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This type of verb will be covered in more detail in Unit 19.*

**Word order**

You may have noticed that the verb usually comes first in Arabic sentences, *before* the subject or the rest of the sentence: عقد الوزير اجتماعًا (عَقَدَ الوَزِير اِجْتِمَاعًا, literally ‘convened the minister a meeting’); فتحت زينب الخزينة (فَتَحَتَ زِينُب الخَزَائِنَةَ, ‘opened Zaynab the safe’). This is in contrast to English where we always put the verb *after* the subject: The minister convened a meeting; Zaynab opened the safe.
However, Arabic word order is more flexible than English and you sometimes find the verb and the subject the other way around. This is especially true of less formal Arabic as it reflects what happens in spoken dialects where the verb usually comes after the subject. For the moment, it is easier to stick to the more standard order above.

**Exercise 7**
Looking at the President's schedule on page 186, complete the questions and answers for Monday and Tuesday.

ماذا ______ الرئيس ______ الاثنين؟
حضر افتتاح ______ صباحًا،
وعقد ______ مع ______ ظهرًا.

الرئيس ______ الثلاثاء؟
استقبل الرئيس ______ في ______ صباحًا، وبعد ذلك ______ مع ______ الأحزاب ______.

Now make similar questions and answers for Wednesday and Thursday.
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>رئيس الوزراء</td>
<td>Prime Minister</td>
</tr>
<tr>
<td>نائب رئيس الوزراء</td>
<td>Deputy Prime Minister</td>
</tr>
<tr>
<td>الدفاع</td>
<td>Defence</td>
</tr>
<tr>
<td>الاقتصاد</td>
<td>the Economy</td>
</tr>
<tr>
<td>الزراعة</td>
<td>Agriculture</td>
</tr>
<tr>
<td>الصناعة</td>
<td>Industry</td>
</tr>
<tr>
<td>التّعلیم</td>
<td>Education</td>
</tr>
<tr>
<td>العدل</td>
<td>Justice</td>
</tr>
<tr>
<td>الخارجية</td>
<td>the Exterior</td>
</tr>
<tr>
<td>الداخلية</td>
<td>the Interior</td>
</tr>
<tr>
<td>الثقافة</td>
<td>Culture</td>
</tr>
<tr>
<td>الصحة</td>
<td>Health</td>
</tr>
</tbody>
</table>
Tip: Notice how Arabic puts al- (‘the’) before every department, whereas English only sometimes does.

Listen a few times to the recording of the cabinet ministers, looking at page 190. Then listen again without looking at the text. Pause the recording after each minister and check whether you can remember the meaning.

Exercise 8
Look at the newspaper headlines below. Decide which two people, or groups of people, are the subject of each headline.

Now describe the headlines, using one of the three model sentences below:

1. استقبل الأمير عبد الله سفير باكستان
Prince Abdullah received the Ambassador of Pakistan.

2. رسالة من وزير الخارجية
A letter from the Minister of Foreign Affairs.

3. اجتماع بين وزير التعليم وزعماء المدرسين
A meeting between the Minister of Education and the heads of schools.

4. رسالة من الرئيس الألماني
A letter from the German President.

5. اجتماع بين الأمير سلمان والسفير البريطاني
A meeting between Prince Salman and the British Ambassador.

6. الرسالة للمشير المصري
Message from the Egyptian General.

7. الرسالة إلى الرئيس العراقي
Letter to the Iraqi President.

8. رسالة إلى سفیر أوروبا
Letter to the European Ambassador.
Exercise 9

The following article gives details about the visit of the British Minister of Defence to Saudi Arabia. It is typical of the kind of account that appears regularly in the Arabic newspapers.

First try to work out where and when the meeting took place. Then decide whether the following are true (✓) or false (✗), as in the example.

✓ 1 ذهب وزير الدفاع البريطاني إلى الرياض.

✗ 2 استقبل الأمير حسن الوزير البريطاني.

✗ 3 استقبل الأمير الوزير في مكتبه ظهر أمس.

✗ 4 الأمير حسن هو رئيس الوزراء.

✗ 5 بعد الاستقبال رجع الوزير البريطاني إلى لندن.

✓ 6 الأمير حسن هو وزير الدفاع السعودي.

✗ 7 الأمير أشرف هو نائب وزير الدفاع.

✓ 8حضر الجلسة من جانب السعودي أميران ومساعد.
Singular and plural verbs

Look at these three sentences from the article in Exercise 9:

- The first sentence has only one subject: (Prince Hassan).
- The second sentence has two subjects: (Prince Hassan and the British minister).
- The third sentence has three subjects: (Prince Ashraf, Prince Mohammed and Mr Uthman Hamdi).

All the verbs, however, are in the masculine singular. If a verb comes before its subject it will always be singular, even if the subject is plural. The verb will change according to whether the subject is masculine or feminine, but not according to whether it is singular or plural.

Verbs that come after the subject will be singular for a singular subject and plural for a plural subject:

The ministers received the French Ambassador and held a meeting.
Exercise 10
Choose a verb from the box to fill each gap in the sentences, using the masculine, feminine, singular or plural as appropriate. You can use a verb more than once. The first sentence is an example.

Choose a verb from the box to fill each gap in the sentences, using the masculine, feminine, singular or plural as appropriate. You can use a verb more than once. The first sentence is an example.

<table>
<thead>
<tr>
<th>عقد</th>
<th>كتب</th>
<th>ذهب</th>
<th>شرب</th>
</tr>
</thead>
<tbody>
<tr>
<td>رجع</td>
<td>فعل</td>
<td>حضر</td>
<td>وجد</td>
</tr>
</tbody>
</table>

1. خرج السفارة من السفارة وذهبوا إلى القصر الملكي.
2. الوزير جلسة عمل مع السفير اليمني.
3. الزعماء إلى المصنع و عن السيارة الجديدة.
4. الرئيسة على مكتبها و رسالة إلى وزير الدفاع.
5. الرجال سمكا في المطعم، وبعد ذلك زجاجات كولا.
6. وزيرة الاقتصاد افتتاح بنك جديد.
7. زينب إلى البنك و الشباك المكسور.
8. لماذا الرئيسة يوم الثلاثاء؟
Structure notes

More about idāfa

Look at these two phrases:

السفير الألماني the German Ambassador
سفير ألمانيا the Ambassador of Germany

These are two different phrases expressing the same meaning. (The English translations are also different ways of expressing the same meaning.)

The first phrase uses an adjective to describe the nationality of the ambassador. The adjective 'al-almānī' comes after the noun 'as-safīr' in Arabic, and both have the article 'al-' as the adjective describes a definite noun.

The second phrase is an idāfa construction (two or more nouns together). Remember that only the last noun in an idāfa can have 'al-' (although it does not have to). So, in the second phrase above, the word 'safīr' does not have 'al-', even though it means 'the ambassador'.

If you want to use an adjective to describe an idāfa, the adjective must come after the whole idāfa. You cannot put an adjective in the middle of the nouns in an idāfa:

وزیر الخارجیة الايرانی the Iranian Minister of the Exterior

You could also use an idāfa with three nouns that would have the same meaning as the above:

وزیر خارجیة إیران the Minister of the Exterior of Iran

Notice that the word khārijīyya doesn’t have ‘al-’ as it is no longer the last word in the idāfa.

Optional exercise

Look back at the headlines in Exercise 8. List all the examples of phrases using an adjective for nationalities and those using just an idāfa. For example:

سفیر پاکستان the Ambassador of Pakistan (idāfa)
الرئيس المصري the Egyptian President (noun + adjective)

Now reverse the form of the phrases, for example:

السیفیر الپاکستانی the Pakistani Ambassador
رئیس مصر the President of Egypt
Vocabulary in Unit 14

- أَسْبَعَٰ (usbūع) week
- يَوْمِ (أَيَاَمِ) day
- (yaws m, ayyām) day
- (yawm as-sabt) Saturday
- (yawm al-aḥad) Sunday
- (yawm al-ithnayn) Monday
- (yaws ath-thulāthā') Tuesday
- (yawm al-arbi'ā') Wednesday
- (yawm al-khamīs) Thursday
- (yawm al-jumā) Friday
- بعدُ (ba'eda) after
- قبلَ (qabla) before
- وزِيرُ (وُزارَةُ) minister
- وزارةَ (وزارات) ministry
- أميرُ (أَمَراء) emir, prince
- إِمَارَةً (إِمَارَات) emirate
- سَفِيرُ (سُفِرَاء) ambassador
- سِفَارَةَ (سِفَارَات) embassy
- رَئِيسَ (رُؤْسَاء) president, head (of)
- رَئِاسَةَ (رَئِاسَات) presidency, chair
- زَعِيمَ (زُعْمَاء) leader
- زِعَامَةَ (زِعَامَات) leadership
- وَكِيلَ (وُكَلَاء) agent
- وكَالَةَ (وُكَالَات) agency
- مُسَاعِدَ (مُسَاعِدَون) aide, assistant
Nā'ib (nāʿib) deputy
مَجِيلَة الْوُزَرَاء (maǧīs al-wuzarāʾ) the Cabinet (council of ministers)
ذُهْر (zuhr) noon
ظُهْرًا / بُعْدَ الْظُهْر (zuhran/baʿda l-zuhr) in the afternoon
عِقَاد (qaqad) held/convened (meeting, wedding, etc.)
حَضْر (ḥaḍar) attended (meeting, etc.)
إِسْتَقبَلَ (istaqbal) received, welcomed
إِجْتِمَاعٍ (اجْتِمَاعٍ) meeting
جِلْسَةٌ (عَمَل) (jalsat (ʿamal)) (working) session
مُؤْتِمَرٍ (مُؤْتِمَرَات) (muʿtamar, muʿtamarāt) conference
مَعَارِضٍ (مَعَارِضَات) (maqrād, maqrāḍ) exhibition
إِفْتِتَاحٍ (إِفْتِتَاحَات) (iftitāḥ, iftitāḥāt) opening (ceremony)
الدِّفْع (ad-dīfāʿ) defence
الإِقْتِصاد (al-ʾiqtiṣād) the economy
الزِّراعة (az-zirāʿa) agriculture
الصَّناعة (aṣ-ṣināʿa) industry
التَّعْلِيم (at-taʿlīm) education
العَدْل (al-ʿadl) justice
الخَارِجِيَّة (al-khārijiyya) the exterior
الدَّاخِلِيَّة (ad-dākhiliyya) the interior
الثَّقَافة (ath-thaqāfa) culture
الصِّحَّة (aṣ-ṣiḥḥa) health
حَزْبِ (أَحْزَاب) (ḥizb, aḥzāb) (political) party
شَأْنٍ (سُوُون) (shaʿn, shuʿūn) affair, matter
عَسَكَرٍ (ʿaskarī) military
### Exercise 1
Fill in the missing figures and words in the table below. Remember to start with the right-hand column.

<table>
<thead>
<tr>
<th>70</th>
<th>80</th>
<th>90</th>
<th>95</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>أربعين</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ثمانية عشر</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>تسعون</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>وخمسين</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>واثنان عشر</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>واحد عشر</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2
Now write down the numbers you hear on the recording. The first is an example.

Exercise 3
Can you finish these sequences of numbers?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4
The following is a newspaper extract about international aid. Firstly, look at the article and additional vocabulary and try to answer the questions on page 200 in English.

طائرة (طائرات) (tā'ira (tā'irāt)) plane
بلغ (balagh) reached
وصل (waṣal) arrived
معونات (ma'ūnāt) aid
نقل (naqal) carried
وزن (wazn) weight
الولايات المتحدة (al-walāyāt al-muttahida) the United States
الدولة السعودية
الإمارات
الرياض
الدول العربية
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
الإمارات
العراق
السعودية
1 Where are the aid planes going?
2 How many aid planes have been sent altogether?
3 How many tonnes of aid have so far been sent?
4 Which country has sent the most planes?
5 Which western country has sent the most planes?
6 Which newspaper reported this news item?

Now look at the list of countries and answer these questions in Arabic.
(Give short answers.)

Remember:

كم \begin{align*}
\text{ singular noun } \\
3-10 \begin{align*}
\text{ plural noun } \\
11 \text{ upwards } \begin{align*}
\text{ singular noun }
\end{align*}
\end{align*}
\end{align*}

For 2 things, use the dual ending: طائرتان (2 planes)
For 1 thing, use the singular with no number: طائرة (a/one plane)

1 هناك كم دولة في القائمة؟
2 هل فرنسا في القائمة؟
3 هل مصر بين السعودية واليمن في القائمة؟
4 كم طائرة للسعودية؟
5 كم طائرة للليبيا؟
6 هل لليمن عشر طائرات؟
7 كم طائرة لنيجيريا؟
8 هل لمصر 14 طائرة؟
9 هل لأمريكا طائرة؟
10 هل لسوريا طائرة؟
Exercise 5
So far you have met seven Arabic plural patterns:

<table>
<thead>
<tr>
<th>مَدْرَسُونَ</th>
<th>مَدْرَسَةَ</th>
<th>مَدْرَسِينَ</th>
<th>مَدْرَسَاتِ</th>
<th>أَقَلاَمَ</th>
<th>بَيْتَ</th>
<th>كَلَّبَ</th>
<th>دُوْلَةَ</th>
<th>وَزِيرَ</th>
<th>فَعَلاَلَةَ</th>
</tr>
</thead>
<tbody>
<tr>
<td>نَتَّ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
<td>مَنْ</td>
</tr>
<tr>
<td>(ünün/ин)</td>
<td>(ات)</td>
<td>(افعال)</td>
<td>(فعول)</td>
<td>(فعال)</td>
<td>(فعل)</td>
<td>(فاعل)</td>
<td>(فاعل)</td>
<td>(فعال)</td>
<td>(فاعل)</td>
</tr>
</tbody>
</table>

Copy out the table below the box and then, in the correct columns, write the plurals of these words you know, as in the example:
Exercise 6
Now make questions and answers for each picture, as in the example.

1.
كم كلبًا في الصورة؟
هناك ثلاثة كلاب في الصورة.

3.

5.

6.

7.
Exercise 7
Match the items to the material from which they are made, as in the example:

Now request the items, like this:

أريد مائدة خشب، من فضلك.
I'd like a wooden table, please.

Exercise 8
Complete this table:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>خضراء</td>
<td>أخضر</td>
</tr>
<tr>
<td>white</td>
<td></td>
<td>أزرق</td>
</tr>
<tr>
<td>black</td>
<td></td>
<td>أصفر</td>
</tr>
<tr>
<td>red</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now choose a colour to fill each gap in the sentences on page 204.
Exercise 9
Remind yourself of the verb in the past by reviewing the table on page 178. Then write the correct form of the verb in brackets to complete the story (note: فرعوني firunī = pharaonic).

Remember:
1 You do not need to write the pronoun, just the right form of the verb.
2 The verb is singular when it is before the subject.
Review

Exercise 10

Listen to the interview with the Minister of the Economy and fill in the gaps in his diary. Listen once without writing and then again, pausing if necessary.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>上午</td>
<td>اجتماع مع وزير الاقتصاد العربي</td>
<td>موكر وزير الاقتصاد العربي</td>
<td>المفتش العام</td>
<td></td>
</tr>
</tbody>
</table>
Now make eight questions using the diary on page 205 and as many of the question words below as you can. Two examples have been given for you.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هل؟ (question marker)</td>
<td>where?</td>
</tr>
<tr>
<td>أين؟</td>
<td>where?</td>
</tr>
<tr>
<td>متى؟</td>
<td>when?</td>
</tr>
<tr>
<td>لماذا؟</td>
<td>why? ('for what?')</td>
</tr>
<tr>
<td>ماذا؟</td>
<td>what?</td>
</tr>
</tbody>
</table>

Now join in the conversations on the recording, speaking when prompted. You could also practise with a native speaker, another learner or a teacher, with one of you playing the part of the storekeeper.
Vocabulary in Unit 15

طائرة (طائرات) (tā‘ira, tā‘irat) plane
 بلغ (balagh) reached
 وصل (waṣal) arrived
 معاونة (معونات) (ma‘ūna, ma‘ūnāt) aid/relief/help
 نقل (naqal) carried
 وزن (أوزان) (wazn, awzān) weight
 الولايات المتحدة (الولايات المتحدة) (al-walāyāt al-muttaḥida) the United States
 راية (رائات) (rāya, rāyat) flag/banner
 لماذا؟ (limādḥa) why?
 فرعوني (fīrūnī) pharaonic
 مفتش (ون/ين) (mufattish) inspector
 عام (gāmm) general
What's the time?

كم الساعة؟

Look at the clocks and listen to the times on the recording:

كم الساعة?
الساعة السابعة.

كم الساعة?
الساعة الواحدة.

كم الساعة?
الساعة الثالثة.

كم الساعة?
الساعة العاشرة.
<table>
<thead>
<tr>
<th>Arabic Time Description</th>
<th>English Time Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(as-sāʿa al-wāḥida)</td>
<td>one o'clock</td>
</tr>
<tr>
<td>(as-sāʿa ath-thānya)</td>
<td>two o'clock</td>
</tr>
<tr>
<td>(as-sāʿa ath-thālitha)</td>
<td>three o'clock</td>
</tr>
<tr>
<td>(as-sāʿa ar-rābiʿa)</td>
<td>four o'clock</td>
</tr>
<tr>
<td>(as-sāʿa al-khāmisa)</td>
<td>five o'clock</td>
</tr>
<tr>
<td>(as-sāʿa as-sādīsa)</td>
<td>six o'clock</td>
</tr>
<tr>
<td>(as-sāʿa as-sābīqa)</td>
<td>seven o'clock</td>
</tr>
<tr>
<td>(as-sāʿa ath-thāmina)</td>
<td>eight o'clock</td>
</tr>
<tr>
<td>(as-sāʿa at-tāsiʿa)</td>
<td>nine o'clock</td>
</tr>
<tr>
<td>(as-sāʿa al-ʿāshira)</td>
<td>ten o'clock</td>
</tr>
<tr>
<td>(as-sāʿa al-ḥādya ʿashara)</td>
<td>eleven o'clock</td>
</tr>
<tr>
<td>(as-sāʿa ath-thānya ʿashara)</td>
<td>twelve o'clock</td>
</tr>
</tbody>
</table>

As-sāʿa athānīya/ath-thālitha, etc. literally means ‘the second/third hour’. In spoken Arabic you will often hear the regular (cardinal) numbers used with time, for example as-sāʿa ithnayn/thalātha, two/three o'clock.

Tip: ساعة (sāʿa) can also mean ‘clock’ or ‘watch’ as well as ‘hour’.

**Exercise 1**
Say and write questions and answers for these times:
More about time

Arabic uses the words نِسْف, half, and رَبع, quarter, to describe 30 and 15 minutes as English does. In addition, the word ثلث, third, is used to describe 20 minutes (a third of an hour).

Listen to the times on the recording:

Look at the following clocks and listen to the times on the recording:
Exercise 2
Now say and write questions and answers for these times:

![Clocks showing different times]

‘At’ and ‘on’
Arabic doesn’t have the equivalent of the English words ‘at’ or ‘on’ when talking about time. Days of the week and times are simply put directly after the event they describe:

When’s the party?
(matā l-ḥafla?)

The party’s on Thursday (al-ḥafla yawm al-khamīs as-ṣāʿa ath-thāliṭhā) at three o’clock.

Exercise 3
Salwa and her friend Nabil want to go to the cinema and they’re discussing what films are showing. Listen and fill in the days and times below.

<table>
<thead>
<tr>
<th>Arabic film</th>
<th>American film</th>
<th>French film</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday showing times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday showing times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday showing times</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Every day

Listen to what Mahmoud does every day (starting top right, page 213).

وَبَعْدَ ذَلِكَ يَأْكُلُ الْغَسِّاءَ.
وَيَكْتُبُ دُرُوْسَهُ.
وِيُشْرِبُ زَجَاجَةَ كُولاً وَلَكِنْ أَختِهِ فَاطِمَةَ
تُشْرِبُ فَنْجَانَ شَايَ.
أخِيَ يُلْبِسُ الْبِيْجَامَا
السَّاعَةُ الْتَاسِعَةُ إِلَّاَ رَبِيعًا.
كل يوم
يغسل محمود وجهه الساعة السابعة.

ثم يخرج من البيت الساعة الثامنة.
وياكل الإفطار الساعة السابعة والنصف.

يرجع الساعة الثالثة والثلث.
ويدهب إلى المدرسة بالأتوبيس.
Means of transportation are preceded by بال- (bil-, by [the]):

- **by bus** بالآوتوبس
- **by plane** بالطائرة
- **by car** بالسيارة
- **by train** بالقطار
- **by bicycle** بالدراجة

**He and she**

Look at these sentences, taken from the picture story.

- كل يوم يشرب محمود زجاجة كولا. (kull yawm yashrab mahmud zujajat kula) Every day Mahmoud drinks a bottle of cola.
- كل يوم تشرب فاطمة فنجان شاي. (kull yawm tashrab fatiima finjan shai) Every day Fatima drinks a cup of tea.
Notice that the verb 'drinks' changes from *yashrab* for Mahmoud ('he', *huwa*) to *tashrab* for Fatima ('she', *hiya*):

\[
\begin{align*}
(هو) & \text{ يشرب} \\
(هي) & \text{ تشرب}
\end{align*}
\]

Similarly the verb 'goes' would change from *yadhab* to *tadhhab*:

\[
\begin{align*}
\text{يذهب محمود إلى المدرسة بالأتوبيس.} & \quad \text{Mahmoud goes to school by bus.} \\
\text{تذهب فاطمة إلى المدرسة بالدراجة.} & \quad \text{Fatima goes to school by bicycle.}
\end{align*}
\]

**Exercise 4**

Listen to what Mahmoud's sister, Fatima, does every day, and match the sentences to the times, as in the example.

Now write a paragraph about what Fatima does every day. Use some of the words and phrases you know to join the sentences. Begin like this:

كل يوم تغسل فاطمة وجهها الساعة السابعة والنصف ثم…
Negative statements

Listen to the recording and look at the pictures and sentences below:

Exercise 5

Make sentences for these pictures, following the models above.
Asking questions about every day

Listen to Mahmoud's and Fatima's teachers asking them about their everyday routines.

ما هو مدة خروجك من المنزل في الصباح؟
كيف تكون في المدرسة؟
ماذا تشرب بعد العشاء؟

وأنت، ما هو مدة خروجك من المنزل في الصباح؟
وهل تكون في المدرسة بالدراجة أو بالسيارة؟
ماذا تشرب بعد العشاء؟

أخرج الساعة الثامنة والثلاث.
لا أذهب بالأتوبيس، أذهب بالدراجة.
أشرب شاي.

أخرج الساعة الثامنة.
أذهب بالأتوبيس.
أشرب زجاجة كولا.

Every day
Present tense

In this unit you have met some verbs in the present tense, used when talking about what happens routinely or what is happening now. In the past tense, endings are added after the root letters to show the subject. The present tense is mainly formed by adding prefixes before the root, although there are sometimes also endings.

Here is an example of a present verb, using the verb ‘drink’. The prefixes and endings around the root are underlined.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drink</td>
<td>أَشْرَبَ (ashrab)</td>
</tr>
<tr>
<td>you (masc.) drink</td>
<td>تُشرِبْ (tashrab)</td>
</tr>
<tr>
<td>you (fem.) drink</td>
<td>تَشرِبُينَ (tashrabina)</td>
</tr>
<tr>
<td>he drinks</td>
<td>يَشرِبْ (yashrab)</td>
</tr>
<tr>
<td>she drinks</td>
<td>تُشرِبْ (tashrab)</td>
</tr>
<tr>
<td>we drink</td>
<td>نَشرِبْ (nashrab)</td>
</tr>
<tr>
<td>you (pl.) drink</td>
<td>تَشرِبونَ (tashrabuna)</td>
</tr>
<tr>
<td>they drink</td>
<td>يَشرِبونُ (yashrabuna)</td>
</tr>
</tbody>
</table>

‘She’ and the three words for ‘you’ all start with ta- in the present tense. The feminine ‘you’ ends in -îna and the plural ‘you’ and ‘they’ end in -una. (In spoken dialects these endings are often shortened to -i and -ü.)

Note that when two alifs combine in Arabic, they are written as one with a wavy madda sign above, pronounced ā. For example:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I eat</td>
<td>أَكُولَ (äkul)</td>
</tr>
</tbody>
</table>

Exercise 6
Think of three more questions and answers each for Mahmoud and Fatima, following the examples on page 217.

Exercise 7
Now talk about what you do everyday. First, think about your daily routine. What time do you have a wash? Have your breakfast? Leave the house in the morning? How do you travel? Return from work, university (جامعة jami'a) or school? Have dinner? What do you drink in the evening?
Then write a paragraph about what you do every day. Start like this:

كل يوم أغسل وجهي الساعة...

Education

At school

في المدرسة

Look at the different subjects and listen to the recording.

Take care to distinguish between the similar words used for sport and mathematics/arithmetic:

- sport = الرياضة (ar-riyāda)
- mathematics/arithmetic = الرياضيات (ar-riyādiyyāt)
Look at the timetable and try to remember the names of the subjects.

<table>
<thead>
<tr>
<th></th>
<th>الخميس</th>
<th>الأربعاء</th>
<th>الخميس</th>
<th>الأربعاء</th>
<th>السبت</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td>8:00</td>
<td></td>
<td>8:00</td>
</tr>
<tr>
<td>10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>غداء</td>
</tr>
<tr>
<td>3:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does the class study? Listen to the headteacher asking the class teacher what her class studies on Saturday morning:
Exercise 8
Look at the school timetable and make up more questions and answers between the parent and the teacher for the following:

Exercise 9
Now complete this paragraph about the children's school day. (Remember: use a singular verb before a plural subject, a plural verb after a plural subject.)
At university
في الجامعة

Here is some more useful vocabulary for talking about university life:

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>المحاضرة (muḥāḍara)</td>
<td>lecture</td>
</tr>
<tr>
<td>الكليّة (kulliyya)</td>
<td>faculty/college</td>
</tr>
<tr>
<td>المكتبة (maktaba)</td>
<td>library</td>
</tr>
<tr>
<td>أستاذ (ustādh)</td>
<td>professor</td>
</tr>
<tr>
<td>الطب (aṭ-ṭibb)</td>
<td>medicine</td>
</tr>
<tr>
<td>الهندسة (al-handasa)</td>
<td>engineering</td>
</tr>
<tr>
<td>الحقوق (al-ḥuqūq)</td>
<td>law</td>
</tr>
</tbody>
</table>

**Exercise 10**

Listen to Hisham talking about a typical day at university. Make notes in English about the following:
- the name of his university
- his degree subject
- his daily routine.

**Vocabulary learning**

The *middle vowel* of the present tense changes from one verb to the next:

- يشرب (yashrab) drinks
- يخرج (yakhruj) goes out
- يغسل (yaghsil) washes

There is no automatic way of knowing which is the middle vowel, but the dictionary will show the present tense vowel separately:

<table>
<thead>
<tr>
<th>Arabic Verb</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>غسل (gasal)</td>
<td>to wash (ب s.o., s.th. with), launder (ب s.th. with); to cleanse, clean (s.th., e.g., the teeth); to purge, cleanse, clear, wash (s.th., of)</td>
</tr>
</tbody>
</table>

It is best to learn the past and present verbs together. If you are using the card system, write the middle vowel on the present verb:
Structure notes

Present tense
Those parts of the present tense that do not have a suffix (extra letters on the end) end with a damma (u), but this is generally only pronounced in more formal Arabic. The present verb with its full endings would be:

I drink (ashrabu)
you (masc.) drink (tashrabu)
you (fem.) drink (tashrabina)
he drinks (yashrabu)
she drinks (tashrabu)
we drink (nashrabu)
you (pl.) drink (tashrabuna)
they drink (yashrabuna)

Vocabulary in Unit 16

ساعة (ساعات) (sā'a, sā'āt) hour/watch/clock
dقيقة (دقائق) (daqīqa, daqā'iq) minute
نصف (nišf) half (also 30 minutes)
ثلث (thulth) third (also 20 minutes)
ربع (rub) quarter (also 15 minutes)
كل (kull) every/all
كل يوم (kull yawm) every day
إفطار (iftār) breakfast
غداء (ghadā') lunch
عشاء (ňashā') dinner/supper
أوتوبيس (رات) (ütūbīs, ütūbīsāt) bus
قطار (قطارات) (qiṭār, qiṭārāt) train
Darās/yadārs (to study)
Ghass/yaghīs (to wash)
Labīs/yalbās (to wear/put on)
Wa jh/wujūh (face)
Darūs (dūrūs) (lesson/class)
Ta'līm (education)
Ar-riyāḍa (sport)
At-tārikh (history)
At-tarbīyya ad-dīnīyya (religious education)
Al-jughrāfiyya (geography)
Al-kimiyāʾ (chemistry)
Al-mūsīqā (music)
Ar-rasm (drawing/art)
Al-ʿarabīyya (Arabic (language))
Al-injilīzīyya (English (language))
Ar-riyādiyyāt (mathematics)
Muhāḍara, muḥādarāt (lecture)
Kulliya, kulliyāt (faculty/college)
Maktaba, maktabāt (library)
Ustādh (professor)
At-ṭibb (medicine)
Al-handasa (engineering)
Al-ḥuqūq (law)
Ḥattā (until)
Eating and drinking

At the grocer’s

Look at the pictures and listen to the recording:
Exercise 1
Here are some more things you might buy in a grocer’s shop. The Arabic is very similar to the English. Can you match them?

- biscuits  
  ارز

- shampoo  
  سكر

- rice  
  مكرونة

- cake  
  شامبو

- sugar  
  بسكويت

- macaroni  
  كعك

Describing packaging

Here are some useful words to describe food packaging.

| (زجاجة) zujāja | bottle |
| (أنبوبة) anbūba | tube |
| (علبة) ulba | box/packet/tin/carton |
| (كيس) kīs | bag/sack |
| (قطعة) qit'ā | piece |
Now listen to these examples:

These are iğâfa phrases, so the tā’ marbūta will be pronounced if the first word is feminine: zujājat zayt (a bottle of oil); ġulbat baskawīt (a packet of biscuits), etc.

**Exercise 2**
Write the words in the box in one of the columns, as in the example. (There may be more than one correct answer.)
Listen to a customer buying some provisions.

- **إِلَهَيْنِي مُنِ فَضْلِك عَلَیْهِ طَآَطُم ... وَكِیْسَ سَکْرِ.**
- **وقْطِعَة بَیِّضاء مِن فَضْلِکْ.**
- **نَصْفْ کِیْلُو ... کَمِ الحَسَاب؟**
- **تَفْضِّلْ ...**
- **أَللَّه يُسَلِّمْک.**

**Words:**
- **صَبَحَ الْخَیْر** (ṣabāḥ al-khayr) - good morning
- **صَبَحَ الْنُور** (ṣabāḥ an-nūr) - good morning (reply)
- **مَسَاءَ الْخَیْر** (masāʾ al-khayr) - good afternoon/evening
- **مَسَاءَ الْنُور** (masāʾ an-nūr) - good afternoon/evening (reply)
- **مَعَ السَّلَامَة** (māxa salāma) - goodbye
- **اللَّه يُسَلِّمْک** (āllah yusallimak(-ik)) - goodbye (reply to man/woman)
- **أَعْطِنِی** (aṭṭini) - give me
- **تَفْضِّلْ / تَفْضِّلِی** (tafaḍḍal/tafaḍḍali) - here you are (to man/woman)
- **تَحْتَ أَمْرِک** (taḥt amrak(-ik)) - at your service (to man/woman)
- **الْحَسَاب** (al-ḥisāb) - the bill
Exercise 3
Read the speech bubbles and think about which order they should be in:

Now listen to the dialogue on the recording, and write numbers next to the bubbles in the correct order. The first is done for you.

In the restaurant
This newspaper advertisement appeared for the Layalina (layalina, 'Our nights') restaurant:

- كامل: complete
- خدمة: service
- نُرحب: we welcome
- شهي: delicious
- فقط: only
- مطعم: restaurant
Exercise 4
Look at the advertisement on page 229 and see how many of the details you can fill in on the form.

Tip: رَقم (raqm) = number as in ‘figure’ (e.g. telephone number);
    عَدَد (edad) = number as in ‘quantity’

Words for places
Many Arabic words for places begin with م- (م-), for example مَطْعَم (mattam, restaurant). These words are called nouns of place. The root letters connected with a particular activity are put into the pattern مَعْلَة (mugal), or sometimes مَعْلَة (mugala) or مَعْلَة (mugal), to mean the place where the activity happens. The root letters طَمْا (tam -m) are connected with food, and so the noun of place, مَطْعَم (mattam, ‘place of food’), has come to mean ‘restaurant’.

Here are some more nouns of place you have already met:

<table>
<thead>
<tr>
<th>بالعربي</th>
<th>بالإنجليزية</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَدْرَسَة</td>
<td>‘place of study’, i.e. school, from root درس</td>
</tr>
<tr>
<td>مَكْتُب</td>
<td>‘place of writing’, i.e. office or desk, from root كتب</td>
</tr>
<tr>
<td>مَصْنَع</td>
<td>‘place of manufacture’, i.e. factory, from root صنع</td>
</tr>
<tr>
<td>مَتحف</td>
<td>‘place for works of art’, i.e. museum, from root تحف</td>
</tr>
<tr>
<td>مَجْلِس</td>
<td>‘place of sitting’, i.e. council, from root مجلس</td>
</tr>
</tbody>
</table>
The plurals of nouns of place are predictable. Listen to these plurals and repeat the pattern.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Noun of place (meaning)</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَطْرَسَة</td>
<td>مَطْرَسَة</td>
<td>playing field/pitch/court</td>
</tr>
<tr>
<td>مَكَتِبٍ</td>
<td>مَكَتِبٍ</td>
<td></td>
</tr>
<tr>
<td>مَصَانِع</td>
<td>مَصَانِع</td>
<td></td>
</tr>
<tr>
<td>مَتَاحِف</td>
<td>مَتَاحِف</td>
<td></td>
</tr>
<tr>
<td>مَجَالِس</td>
<td>مَجَالِس</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 5 Dictionary work
Using your existing knowledge and your dictionary, complete this table.
Waiter!

Listen to the dialogue between a customer and a waiter. The customer orders three courses and a drink.

Listen once without looking at the text. Can you make out some of the dishes the customer wants? Then listen again, following the Arabic.

Exercise 6
Put a tick next to the dishes the customer orders from the menu, as in the example.
Eating and drinking

Exercise 7
Here is the customer’s bill. Look at the menu and fill in the prices.

Exercise 8
Now imagine this is your bill, with some of the prices and dishes missing. Referring to the menu again, complete this bill:

Conversation

At the restaurant
Use your completed bill from Exercise 8 and imagine that you are ordering this meal from the waiter. Prepare what you’re going to say, using the dialogue on page 232 as a model, and then play the part of the customer on the recording.
In the kitchen

We are now moving into the kitchen of the restaurant to see what the cook, Ahmed, has been doing today.

Listen to the recording and look at the pictures.

أحمد طَبَّاح في مطعَم. ماذا فعل اليوم؟

Forms of the verb

The verbs نَظَفَ (nazzaf, cleaned), سَخَّنَ (sakhkhan, heated), جَهَّزَ (jahhaz, prepared) and أَخَرَجَ (akhraj, took out) all follow a slightly different pattern from the verbs you already know. This is because they are forms of the verb.

In English you can sometimes find verbs which are derived from the same word, but which have slightly different endings which affect the meaning, for example:

liquefy
liquidate
liquidise

Arabic takes this concept of manipulation much further. The root letters of a verb can be put into a number of patterns to give different, but connected, meanings. These patterns are called forms.
Eating and drinking

There are ten forms altogether, but the ninth is rare. The basic form of the verb is *form I*. This is the form you already know. For example:

- غسل/يغسل (ghasal/yaghsil) to wash
- درس/يدرس (daras/yadrus) to study

The other verb forms fall into three groups that share characteristics:

- Forms II, III and IV
- Forms V and VI
- Forms VII, VIII and X

The verbs نظف (nazzaaf), سخن (sakhkhan), جهز (jahhaz) and اخرج (akhraj) all fall into the first group of verb forms.

**Forms II, III and IV**

In the past tense forms II, III and IV are formed as follows:

- **Form II**: doubling the second root letter with a shadda (سقط):
  
  \[\text{فعل} \rightarrow \text{فعل} \]

- **Form III**: adding a long á after the first root letter:
  
  \[\text{فعل} \rightarrow \text{فعل} \]

- **Form IV**: adding a short a before the first root letter (and a sukūn over it):
  
  \[\text{فعل} \rightarrow \text{فعل} \]

In the present tense, form II retains its shadda, form III its long á and form IV its sukūn, but all three forms are vowelled with a َة as the first vowel and a kasra (ـ) as the last.
The different forms have various general meaning patterns connected with them. For example, forms II and IV often make an action transitive (i.e. carrying out the action on someone/something else). So سخن (sakhan) means ‘to be hot’, but form II سخن (sakhkhan) means ‘to make hot’ or ‘to heat’. In a similar way, خرخ (kharaj) means ‘to go out’, but form IV خرخ (akhraj) means ‘to take out’ or ‘to eject’.

Form III can have the meaning pattern of doing something with someone else. For example, كتاب (katab) means ‘to write’, but كتاب (katab) means ‘to write to someone else’ or ‘to correspond with’.

These meaning patterns are a guide which can help you expand your vocabulary through your knowledge of root letters. However, sometimes the reason why a particular form is used for a particular meaning is not obvious or has become altered over time, and you need to remember the individual verb.

The variations in the forms of the verb do not affect the endings and prefixes used to show the subject. These remain the same as those you have already learnt – see pages 156 and 218. The exception is that the first vowel of the present verb becomes ‘u’ in forms II, III and IV rather than ‘a’ in all the other forms:

Hel sakkhanta l-khubz? Did you heat the bread? (hal sakkhanta l-khubz?) (form II)

Safarna bit-ta’ira We travelled by plane. (sáfarnā biḥ-tā’ira) (form III)

Kull yawm yuhrjūna z-zubāla Every day they take out the rubbish. (kull yawm yuhrjūna z-zubāla) (form IV)

Unazzif al-mā’ida baqda l-‘ashā’ I clean the table after dinner. (unazzif al-mā’ida baqda l-‘ashā’) (form II)

Forms of the verb in the dictionary

Very few root letters can be put into all the forms of the verb. Generally, most roots have some forms in common circulation.

If you look up a verb in Wehr’s dictionary, you will find the forms referred to by Roman numerals. In the example entry for the root سخن on page 237, you can see that forms II and IV exist (although IV is not common). None of the other forms is used with this root.
Eating and drinking

sakuna ٰٰ, sakana ٰٰ and sakna ٰٰ (سَكُنَّا, سَكَانَا, سَكَنَّا) to be
or become hot or warm; to warm (up);
to be feverish II to make hot, to heat,
warm (ٰٰ s.th.) IV = II

Exercise 9 Dictionary work
Using your existing knowledge and your dictionary, complete this table as in the example.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Form</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to heat</td>
<td>سخَنٰ</td>
<td></td>
<td>II</td>
<td>سخن</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>III</td>
<td>سفر</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II</td>
<td>صلح</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IV</td>
<td>سلم</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II</td>
<td>رتب</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>III</td>
<td>حدث</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>II</td>
<td>درس</td>
</tr>
</tbody>
</table>

Have you done it? هل فعلته؟
The owner of the restaurant is now checking that Ahmed has done everything he's supposed to:

نعم، غسلتها.
نعم، طبخته.
نعم، نظفتها.
Attached pronouns

In English we say 'our house', putting the pronoun 'our' before the noun 'house'. However, with a verb we use a different pronoun and we put it after the verb: 'he saw us'. The same is true of 'their dog' and 'I helped them', 'its door' and 'she cleaned it', etc.

Arabic doesn't make this distinction. The same pronouns can be used with a verb or a noun, and they all come attached to the end of the word. For this reason, they are known as attached pronouns. You have already learnt these attached pronouns with nouns (see pages 60 and 127). Now you can also use them with verbs. The one small difference is that the attached pronoun -i (my) becomes -ni when used with a verb:

<table>
<thead>
<tr>
<th>Arabic (kitābi)</th>
<th>English (my book)</th>
</tr>
</thead>
<tbody>
<tr>
<td>استقبلني الوزير (istaqbalanī al-wazīr)</td>
<td>the minister received me</td>
</tr>
</tbody>
</table>

Remember that non-human plurals are treated as feminine singular:

- his/him, its/it (masculine singular) = -hu
- her, it/its (feminine singular) = -hā
- their/them (human plurals) = -hum
- their/them (non-human plural) = -hā – same as feminine singular

Exercise 10

Look at the tasks on page 234 that Ahmed should have completed, and write three more questions and answers between the owner and Ahmed, following the examples on page 237.

Exercise 11

Now change these sentences to use attached pronouns, as in the example.

1 حضر الوزير المعرض. حضره الوزير.
2 استقبلت الرئيسة زعماء الأحزاب.
3 استقبل الأمير وزير الخارجية.
4 وجدت فاطمة الشباك المكسور.
5 كل يوم يكتب محمود دروسه.
6 عقد الرئيس جلسة عمل.
7 شربت فنجان قهوة.
8 كل يوم نطبخ العشاء مساءً.
He didn’t do it  لَمْ يَفْعَلهُ

The next day the owner of the restaurant brings in Samir, a new cook, to replace Ahmed while he is on holiday. Look at the picture and listen to the recording:

Past negative
Remember that a present verb is made negative by putting لا (lā) in front of the verb: لا اذهب بالسيارة (lā adhhab bis-sayyāra) I don’t go by car/I’m not going by car.

There are two ways of making a past verb negative:

with past verb
ما غَسَلَ الأطباق

with present verb
لَمْ يَغَسِلَ الأطباق

He didn’t wash the dishes.
is more common in Modern Standard Arabic and ما is more common in spoken Arabic, but both are acceptable.

It can seem confusing that the past negative can be made with لم and a present verb, but you can draw analogies to English – we say ‘He washed the dishes’ but ‘he didn’t wash the dishes’.

When لم is put in front of the present verb parts for أنتم (anti, you fem.), أنتمم (antum, you pl.) and هم (hum, they), the verb loses the نون on the end. An extra, silent alif is written after the final وَ.  

<table>
<thead>
<tr>
<th>you (fem.) didn’t mend</th>
<th>لم + تمَلَحْون = لم تمَلَحْيَ</th>
<th>لم + تمَلَحْوُن = لم تمَلَحْوُ</th>
<th>لم + يَتَمَلَحْوُن = لم يَتَمَلَحْوُ</th>
</tr>
</thead>
<tbody>
<tr>
<td>you (pl.) didn’t mend</td>
<td>(lam tusallihi)</td>
<td>(lam tusallihu)</td>
<td>(lam yussallihu)</td>
</tr>
<tr>
<td>they didn’t mend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 12

Look back at the picture on page 239 and the sample sentences. Using the prompts below, make sentences about other tasks the replacement cook hasn’t completed. You can use either لم or ما, as in the example.

1 أخرج/زبالة

لم يَجْرَكَ الزبالة.* لم يَجْرَكَها. ما أخرجَ الزبالة. ما أخرجَها.

2 نظف/شباك

3 سخن/خز

4 صلاح/كرسي مكسور

5 جهز/سلطة

Exercise 13

The owner rings up Samir to find out what he’s done. Make up a conversation between them. You could start like this:

- صباح الخير يا سمير. كيف المطعم؟ ماذا فعلت؟
- صباح النور. فعلت كل شيء.
- هل طبخت اللحم؟
- ... لا، لم أطبخه.
Vocabulary in Unit 17

- (baqqāl) grocer
- (jubna) cheese
- (ḥālib) milk
- (bayd) eggs
- (zayt) oil
- (khubz) bread
- (غاشیر) juice
- (ارز) rice
- (سکر) sugar
- (مکرون) macaroni
- (بسكويت) biscuits
- (کعک) cake
- (مُسَحوق الغسيل) washing powder
- (مَجْعَون الأَسْنان) toothpaste
- (شَبْعُن) soap
- (شَامبُو) shampoo
- (انبَبا، انَبِب) tube
- (قَطْعَة) piece
- (سَلَاطَة) salad
- (أَيِس كِرَيم) ice-cream
- (لحم) meat
- (جارِسون) waiter
- (خِدْمَة) service
كامل (kāmil) complete
فُقَط (faqat) only
شَهيّ (shahiyy) delicious
طَبَّاخ (ṭabbākh, ṭabbakhūn) cook/chef
صَباح / مَسَاء الخَير (ṣabāh/masā’ al-khayr) good morning/evening
صَباح / مَسَاء النَّور (ṣabāh/masā’ an-nūr) reply to above
تَحَت أَمْرك / أمْرك (taḥt amrak/-ik) at your service (to a man/woman)
تَفَضْلِي / تفَضْلُي (tafaḍḍal/tafaḍḍalī) Here you are (take it, come in, etc.) (to a man/woman)
يا مَدَام (yā madām) Madam
يا سَيْدِي (yā sayyidi) Sir
أَعْطِني (aṭīnī) give me
مَع السَّلَامَة (ma’a sālāma) goodbye
اللَّه يسَلِّمك (allāh yusallimak/ik) reply to a man/woman
رَقْم (أَرْقَام) (raqm, arqām) number (numeral)
عَدَد (أَعْداد) (eṣṣad, aṣṣād) number (quantity)
حِسَاب (حِسَابات) (ḥisāb, ḥisābāt) bill
مَجْمَوع (majmū’) total
حَجز / يَحْجز (ḥajaz/yahjiz) to book, reserve
لَعب / يَلْعب (la’ēb/yalēb) to play
عَرْض / يُعْرض (aɾaḍ/yəɾiḍ) to show/exhibit
طَبْخ / يَطْبخ (ṭabakh/yatbukh) to cook
أَخْذ / يَأَخْذ (akhadh/yakhuḍh) to take
صَلَح / يَصَلَح (ṣallah/yuṣallīh) to mend
Eating and drinking

نظاف / ينظف (nazzaf/yunazzif) to clean
سخن / يسخن (sakhkan/yusakhkhin) to heat
جهز / يجهز (jahhaz/yujahhiz) to prepare
اخرج / يخرج (akhraj/yukhrij) to take out/eject
ربالة (zubala) rubbish
مطبخ (مطابخ) (matbakh, matabikh) kitchen
ملعب (ملاعب) (malab, malæib) playing field/pitch/court
مدخل (مدخلي) (madkhal, madhakhil) entrance
مخرج (خارج) (makhray, makharij) exit
مسجد (مساجد) (masjid, masajid) mosque
مغسلة (مغسلات) (maghsala, maghasil) laundry/launderette
Comparing things

The biggest in the world

Look at the pictures and listen to the recording:

1. This boy is very long...
2. This is the tallest in the world.
3. This is the oldest in the class.
4. This is the oldest palace...
5. This is the fastest car in the world...
6. This is the oldest house.

أكبر في العالم

بالصور والإ🏆ملاز، سمِّي الأٌكبر في العالم.

1. هذا الولد طويل...
2. هذا الكبير في العالم.
3. هذا أطول في المدرسة.
4. هذا أقدم في القصر.
5. هذه السيارة أسرع...
6. هذا البيت أقدم.
Comparatives and superlatives

Comparatives (taller, older, etc.) and superlatives (tallest, oldest, etc.) are formed in Arabic using the following pattern:

<table>
<thead>
<tr>
<th>اَفْعَ الَّ (af' al)</th>
<th>اَوْلُ طوِيل ل</th>
<th>اَقَدَم قدِيم</th>
<th>اَسْرَع سرِيع</th>
</tr>
</thead>
<tbody>
<tr>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
</tr>
<tr>
<td>طوِيل</td>
<td>طوِيل</td>
<td>قدِيم</td>
<td>سرِيع</td>
</tr>
<tr>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
</tr>
<tr>
<td>اَوْلُ</td>
<td>اَوْلُ</td>
<td>اَقَدَم</td>
<td>اَسْرَع</td>
</tr>
<tr>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
<td>root letters</td>
</tr>
<tr>
<td>طوِيل</td>
<td>طوِيل</td>
<td>قدِيم</td>
<td>سرِيع</td>
</tr>
</tbody>
</table>

Comparatives and superlatives

Comparatives (taller, older, etc.) and superlatives (tallest, oldest, etc.) are formed in Arabic using the following pattern:
Comparatives do not usually change according to whether they are describing something masculine, feminine or plural. The pattern remains the same:

It's the oldest palace in the country.
(huwa aqdam qaṣr fī d-dawla)

She's the tallest girl in the school.
(hiya atwal bint fī l-madrasa)

They're faster than these boys.
(hum asrā' min hā'ulā'ī l-awlād)

If the second and third root letters of an adjective are the same, they are written together with a shadda (ٌ) in the comparative. If the third root letter is waw or yā', this changes to alif maqṣūra (see tip on page 77) in the comparative:

light → root letters خ/ف/ح → أخفّر lighter/lightest
sweet → root letters ح/ل/و → أحلّي sweeter/sweetest

Exercise 1
Make these adjectives into comparatives, as in the examples. The first nine adjectives should be familiar; the last six are new.

1. طويل — أطول (atwal)
2. كبير — أكبر (akbar)
3. جميل
4. قبيح
5. صغير
6. قديم
7. جديد
8. شديد
9. سريع
10. رخيص
11. كثير
12. فاضل
13. غني
14. فقير
15. هام
Exercise 2
Now choose one of the comparatives you formed in Exercise 1 to complete each sentence:

1. (the Nile) نهر في العالم.
2. القاهرة مدينة في أفريقيا.
3. آسيا قارة في العالم.
4. الفضّة من الذهب.
5. السيّارة من الدّراجة.
6. اللوزة من البطيخة.

At the car rental office

Bashir wants to rent a car and has gone to the car rental office to enquire. Before you listen to his conversation, first decide what comparisons you might need to make between different cars available (for example, price). Then remind yourself of the Arabic adjectives and comparatives for these descriptions, for example, رخيص (rakhîṣ)/أرخص (arkhaṣ), inexpensive/more inexpensive.
Exercise 3
Listen once to the dialogue and see whether you can find out the following:
1. For how long does Bashir want the car?
2. When does he want the car rental to start?
3. Would he prefer a large or a small car?
4. What make and colour is the car he decides to rent?
5. How much is the rental per day?

Listen for a second time and fill in the chart below, comparing the three cars that Bashir is offered. Note: غالية (ghālyā) = expensive (fem.).

<table>
<thead>
<tr>
<th></th>
<th>Car 1</th>
<th>Car 2</th>
<th>Car 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>largest</td>
<td>✅</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smallest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fastest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>newest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheapest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>most expensive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 4
Put the phrases in the order you heard them in the dialogue between Bashir and the car rental assistant. Then listen to check your answer.

- عندنا هذه السيارة الكبيرة الجميلة. □ Bermā'a waθmānin fī līlim.
- من متى يا سيدي؟ □ Man maṭī yā ʾsiddī?
- اسمك من فضلك. □ ʾAsmākh min faslik.
- البساه أَرَخْس وأصغر. □ ʾับbaisah ṣaḥrás wawsagr.
- بكم الحمراء؟ □ Man ṣābīna ḥmrā′a?
- غالية! هل هناك أَرَخْس منها؟ □ Ǧāliya! ḥal ʾignal ṣaḥrās minhu?
- مساء الخير. أريد سيارة لخمسة أيام. □ Muṣā al-xīr. ʾArid ʾsībā′a l-khimsa ʿayām. □ لا لكنَّها قديمة. ممكن أَجَد منهما؟ □ Lā kūn ṣāhīma. mukīn ʾajūd minhu?
Comparing things

Comparing past and present

Fawzi and Fawzia have fallen on hard times. Look at the pictures of them now (الآن, al-án) and twenty years ago (منذ عشرين سنة, mundhu 15shrín sana).

Now listen to the description and follow the text below.

منذ عشرين سنة كان فوزي غنيًا. كان أغنى رجل في المدينة...
ولكنه الآن فقير وضعيف.

في الماضي، كانت زوجته فوزية ممثلة في الأفلام السينمائية...
كانت لها أكبر سيارة في الشارع... ولكنها الآن فقيرة وليس لها سيارة، لها دراجة مكسورة.

<table>
<thead>
<tr>
<th>The past, الماضي</th>
<th>Now, الآن</th>
</tr>
</thead>
<tbody>
<tr>
<td>he was rich</td>
<td>هو غنيًا</td>
</tr>
<tr>
<td>she was an actress</td>
<td>هي ممثلة</td>
</tr>
<tr>
<td>she had a car</td>
<td>لها سيارة</td>
</tr>
<tr>
<td>he had a beautiful house</td>
<td>له بيت جميل</td>
</tr>
</tbody>
</table>

Tip: Arabic expresses the concept of ‘ago’ using the word منذ (mundhu) which literally means ‘since’: منذ عشرين سنة ( mundhu 15shrín sana, twenty years ago), منذ يومين (mundhu yawmayn, two days ago), etc.
lākin + attached pronoun
If you want to follow the word لكن (lākin, but) with a pronoun (huwa, hiya, āna, etc.), then you must use the attached pronouns (see pages 60 and 127). In addition, the pronunciation before the pronoun will become lākinn(a). For example:

\[
\begin{align*}
\text{lākinnahu} &= \text{ho} + \text{lākin} \\
\text{lākinnahā} &= \text{hiya} + \text{lākin} \\
\text{lākinni} &= \text{āna} + \text{lākin}
\end{align*}
\]

Exercise 5
Complete the following paragraphs about Fawzi and Fawzia, using the words in the box. (You may only use each word once.)

ولكنها

الدجاجة

كانت

بيت

المدينة

أبيض

منذ

فؤزى غنيًا. كان له

عشرين سنة

جمال وكبر في وسط

ولكنه الآن فقير و

له بيت.

في الماضي، زوجته فؤزية غنية، وكان لها سيارة

وكبيرة وكبب وصغير، الآن فقيرة

وليس لها كلب، لها
Comparing things

Now listen to Fawzi telling us about how things used to be:

أنا فوزي ... منذ عشرين
سنة كنت غنيًا. كنت أغني
رجل في المدينة.

Was/were (kān)

Many sentences do not need the verb ‘to be’ in the present. However, it is required in the past. The verb كان (kān) is used.

kān is a little different from the other verbs you have met so far as it seems to have only two root letters. The root is actually كأوكن، but the wāw can change into a long or short vowel. In the past tense, the parts of the verb for huwa (he), hiya (she) and hum (they) have a long ā in the middle, but the other parts of the verb have a short u. However, the endings indicating the subject are still the same as other verbs:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Past Tense</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>(kuntu)</td>
<td>أنا كنتُ</td>
</tr>
<tr>
<td>you (masc.)</td>
<td>(kunta)</td>
<td>أنت كنتَ</td>
</tr>
<tr>
<td>you (fem.)</td>
<td>(kunti)</td>
<td>أنت كنتَ</td>
</tr>
<tr>
<td>he</td>
<td>(kāna)</td>
<td>هو كانَ</td>
</tr>
<tr>
<td>she</td>
<td>(kānat)</td>
<td>هي كانتَ</td>
</tr>
<tr>
<td>we</td>
<td>(kunnā)</td>
<td>نحن كناَ</td>
</tr>
<tr>
<td>you (pl.)</td>
<td>(kuntum)</td>
<td>أنتم كنتمَ</td>
</tr>
<tr>
<td>they</td>
<td>(kānū)</td>
<td>هم كانوا</td>
</tr>
</tbody>
</table>

Tip: kān is an important verb to learn. Try covering one of the two columns and testing yourself until you can remember all the different parts.
When the information that follows the verb käñ (the predicate) is a noun or adjective without tā’ marbūta, you need to add the additional alif tanwin (‘), see page 144:

إِنَّهُ كَانَ مَدِرَّسًا؟ (hal kunta mudarrisan)

In the past Fawzi was rich.
(fī l-māḍī kāna fawṣī ghanīyan)

Exercise 6
Say and write the following in Arabic:
1 Ahmed was a teacher in the past.
2 The weather was hot yesterday.
3 I was in the office on Saturday.
4 The tree was taller than my house.
5 Where were you (pl.) at 9 o’clock?
6 We were in the centre of town.

Exercise 7
Fill in the gaps in the sentences using the correct form of käñ, as in the example:

١ مَنْذُ عِشْرِينَ سَنَةٍ كُنتُ غَنيٍّا. الآن أنا فقير.

٢ مَنْذُ عِشْرِينَ سَنَةٍ أمَّهَد فِي الجيْش. الآن هو محاسب.

٣ مَنْذُ نَصِفِ سَاعَةٍ فِي المدرسة. الآن هم في بيوتهم.

٤ مَنْذُ سِتِّينَ سَنَةٍ الْرِياْض مَدِينة صغيرَة. الآن هي أكبر مديْنة فِي السعوْديَّة.

٥ فِي الماضي مَدِرَّسَا. الآن أنت مُفْتِش فِي وَكَارَة التَّعْلِيْم.

٦ مَنْذُ دَقِيقَتَيْنِ فِي البنك. الآن نحن عند البقَال.
Comparing things

Exercise 8
Now join the sentences in Exercise 7 using ولكن (wa-lākin), for example:

منذ عشرين سنة كنت غنيا ولكني الآن فقير.

Can you make two or three comparisons in Arabic like this about your life now and in the past?

Weak verbs
Verbs like كأن (kān) that have either الوا (w) or يأ (yā) as one of the root letters are called weak verbs. This is because الوا and يأ are ‘weak’ letters that can be pronounced as consonants (w or y) or as vowels.

Most irregularities in Arabic verbs are due to الوا or يأ being one of the root letters, particularly the second or third root. The main consequence is that the root sound is often replaced by a long or short vowel, leaving only two obvious root consonants.

The precise rules as to how weak verbs behave take time and practice to absorb. However, it is possible to follow some general principles.

Hollow verbs
Weak verbs with الوا (w) or يأ (yā) as the second root letter are called hollow verbs since the middle root letter often disappears. كأن is a hollow verb, as are many other common verbs. Their main characteristics are:

In the past:
- هو, هي, and هم have a long ā in the middle (كانت (kānt), she was; بيعوا (bāyū), they sold)
- the other parts of the verb have a short vowel in the middle: u if the middle root letter is الوا (كنت (kīntu), I was); and i if the middle root is يأ (بعنا (bīnā), we sold).

In the present:
- there is a long vowel in the middle: ī if the middle root letter is يأ (يزيد (yazīd), it increases); and usually ū if the middle root letter is الوا (أزر (azūr), I visit).

Defective verbs
Weak verbs with الوا (w) or يأ (yā) as the third root letter are called defective verbs. They are characterised by a long vowel at the end مش (mashā/yamshī), to walk; كحك (shakā/yashkū, to complain).

In the past tense, this long vowel can change to ay or aw when an ending is added مشيت (mashayt), I walked; شكونا (shakwnā), we complained).
**Weak verbs in the dictionary**

You will need to look up weak verbs using the root letters, including \( waw (و) \) or \( ya' (ی) \).

If you see the past of a hollow verb written like this - طَارَ - or like this without vowels - طَرَتَ - you will not be able to tell whether the middle root letter is \( waw \) or \( ya' \). You may have to look in the dictionary under both roots. When you find the correct root you will see an entry like this:

\[
\text{طَارَ (طَارِانّ) to fly; to fly away, fly off, take to the wing; to hasten, hurry, rush, fly (لَيّ to); to be in a state of commotion, be jubilant, exult, rejoice; طَارَ بَ to snatch away.}
\]

**Exercise 9  Dictionary work**

Here are some common weak verbs. Complete the table using your dictionary, as in the example:

<table>
<thead>
<tr>
<th>المعني (Meaning)</th>
<th>المصدر (Root)</th>
<th>المضارع (Present)</th>
<th>الماضي (Past)</th>
</tr>
</thead>
<tbody>
<tr>
<td>to fly</td>
<td>ط/ي/ر</td>
<td>يطير</td>
<td>طَارَ (طَرَتَ)</td>
</tr>
<tr>
<td></td>
<td>ز/و/ر</td>
<td></td>
<td>زَرَ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>جرى</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>بَاع</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>عاد</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>دعا</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>زاد</td>
</tr>
<tr>
<td></td>
<td>ق/و/ل</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>د/م/ي</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Forms of the verb: V and VI

The second group of verbal forms comprises forms V and VI.

In the past tense, forms V and VI look like forms II and III with ُذُ (ta-) added on the front:

Form V:

\[ 
\text{تً} + \text{form II} 
\]

Form VI:

\[ 
\text{تً} + \text{form III} 
\]

The present is similar to the past, with both tenses vowelled with fathas:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form V</td>
<td>(yatafaعَل)</td>
</tr>
<tr>
<td>Form VI</td>
<td>(yatafaعَل)</td>
</tr>
</tbody>
</table>

Many common verbs are form V, and, like form I, the meaning is often intransitive (something you do yourself rather than an action performed on someone/something else). In contrast, form VI often carries the meaning of doing something together, or as a group.

- to speak/talk (V)  
  (تاَذِدَّثً/يَتَذِدَّثً)
- to learn (V)  
  (تَعَلَّمً/يَتَعَلَّمً)
- to remember (V)  
  (تَذِكَّرً/يَتَذِكَّرً)
- to cooperate (VI)  
  (تَعاَوَنً/يَتَعاَوَنً)
- to exchange (VI)  
  (تَبَادَلً/يَتَبَادَلً)
- to discuss/talk (VI)  
  (تانَاقِشً/يَتَناقِشً)
Do you speak Arabic?
(hal tatahaddath al-arabiyya)

Where did you learn it?
(ayna ta'allamtaha)

I don't remember your son.
(la atadhakkar ibnak)

We are cooperating with the ministry.
(nataqawan ma'a l-wizara)

The leaders exchanged ideas and talked together.
(tabadala zu'amâ' al-afkar wa-tanâqashu ma'ana)

Tip: Be careful not to confuse the additional -ت- (ta-) of forms V and VI with the present tense -ت- (ta-) prefix for 'you'. If appropriate you will need both, e.g. (tatadhakkar, you remember). In fact, the present tense of forms V and VI can generally be recognised by the distinctive opening sounds tata-, nata-, yata-, etc.

Exercise 10
Put these sentences into the past, as in the example.

1 نتعلم الإنجليزية. - تعلمنا الإنجليزية.
2 نتعلم العربية.
3 هل تتنكر صديقك منير؟
4 نتعاون سيرة مع المدرسين.
5 نتناقش معا.
6 يتحدث الوزراء عن المعرَض ويتبادلون الأفكار.
Exercise 11
Write a short letter to a friend telling him or her about a day trip you took yesterday to an historic town near you. Look back at page 180 to remind yourself of some useful general phrases for letter writing. Follow this plan for your letter:

• open with some greetings
• tell your friend where you were yesterday
• ask your friend if he/she remembers this town
• you were with your friends, Nadia and Anwar
• you travelled by train because it’s faster than the bus
• the weather was very cold, but the town was beautiful
• you visited the museum, but you didn’t go to the market
• you learnt about the history of the town
• in the past, the museum was a palace (the oldest in the country)
• you didn’t eat in a restaurant, you took sandwiches

This exercise is a chance for you to create your own letter. There’s no definitive correct answer, but it is a good idea to show your letter to a teacher or an Arabic-speaking friend if possible.

Vocabulary in Unit 18

العالم (al-‘alam) the world
قارة (قارةات) (qārra, qārrāt) continent
أفريقيا (afriqyā) Africa
آسيا (āsyyā) Asia
النيل (an-nīl) the Nile
سريع (sarīʿ) fast
حلو (ḥilw) sweet/beautiful
غني (ghanīy) rich
فقير (faqīr) poor
هام (hāmm) important
râхîś (inexpensive/cheap)
ghâlin, ghâlya (expensive (masc., fem.))
kâthîr, akhâr (many/a lot, more/most)
fâdîl, afdal (good, better/best)

استئجار السيّارات
(isti'âr as-sayyârât) car rental

الممثل (ممثلون)
mumathhil, mumathhilûn (actor)
الممثلة (ممثلات)
mumathhila, mumathhilât (actress)

الماضي (al-mâdî) the past
مّنذ (mundhu) since
السنة (سنوات) (sana, sanawât) year
مّنذ عشرة سنة (mundhu 'ishrin sana) 20 years ago
اليوم (al-yawm) today
الآن (al-ân) now

sandîwîsh (sandîwîshât) sandwich
فكرة ( أفكار) (fikra, afkar) idea/thought
كان / يكون (kân/yakûn) to be
طير / يطير (târ/yatîr) to fly
بائع / يبيع (bâ'î, yabî) to sell
قال / يقول (qâl/yaqûl) to say
زور / يزور (zâr/yazûr) to visit
عاد / يعود (gâd/yâqûd) to go back/return
زاد / يزيد (zâd/yazîd) to increase/go up (in price, etc.)
مشي / يمشي (mashâ/yamshî) to walk
رمي / يرمي (ramâ/yarmî) to throw
Comparing things

\( \text{جرِي} / \text{يُجري} \) (jarā/yajrī) to run

\( \text{شُكَّا} / \text{يُشَكو} \) (shakā/yashku) to complain

\( \text{دَعَا} / \text{يُدعو} \) (da‘ā/yadğu) to call

\( \text{تَحَدَّث} / \text{يَتَحَدَّث} \) (taḥaddath/yataḥaddath) to speak/talk

\( \text{تَعَلَّمَ} / \text{يَتَعَلَّمَ} \) (ta‘allam/yata‘allam) to learn

\( \text{تَذَكَّرَ} / \text{يَتَذَكَّرُ} \) (tadhakkar/yatadhakkar) to remember

\( \text{تَعاَوْنُ} / \text{يَتَعاَوَنُ} \) (ta‘āwan, yata‘āwan) to cooperate

\( \text{تَبَادَال} / \text{يَتَبَادَال} \) (tabādal, yatabādal) to exchange (views, etc.)

\( \text{تَناقِشُ} / \text{يَتَنَاقِشُ} \) (tanāqash, yatanāqash) to discuss
Future plans

Months of the year

Look at the months and listen to the recording:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>١</td>
<td>٢</td>
</tr>
<tr>
<td>يناير</td>
<td>فبراير</td>
</tr>
<tr>
<td>٦</td>
<td>٧</td>
</tr>
<tr>
<td>يوليوز</td>
<td>أغسطس</td>
</tr>
<tr>
<td>٣</td>
<td>٤</td>
</tr>
<tr>
<td>سبتمبر</td>
<td>أبريل</td>
</tr>
<tr>
<td>٨</td>
<td>٩</td>
</tr>
<tr>
<td>أكتوبر</td>
<td>مايو</td>
</tr>
<tr>
<td>١٠</td>
<td>١١</td>
</tr>
<tr>
<td>نوفمبر</td>
<td>يونيو</td>
</tr>
<tr>
<td>١٢</td>
<td>١</td>
</tr>
</tbody>
</table>

Exercise 1

Write down the month after the one you hear on the recording. For example:

١ مارس

Now make sentences as follows:

١ شهر مارس بعد فبراير وقبل أبريل.

The month of March is after February and before April.
If you look at the top of an Arabic newspaper or website, you may well see two dates. One refers to the Western calendar and one to the Muslim calendar. The most famous month of the Muslim calendar is Ramadan, the month of fasting. The Muslim date will have the letter "هجرة" (ه) after it, which stands for hijra (هجرة or 'flight', as the calendar starts with the Prophet Muhammad's flight from Mecca to Medina in 622 AD. The Western date is followed by a "م" (م), which stands for "ميلادىة" (ميلادىة or 'birth' (of Christ).

There are also alternative names for the months of the Western calendar, which are used in some Arab countries. The more international names are used here, but the alternatives and the months of the Muslim calendar appear in Appendix 3 for reference.

In the future
في المستقبل

Today is 22 February. Look at the Minister for Health's diary for this week and see whether you can work out what he is scheduled to do today.
It's 11 o'clock in the morning. What's the Minister doing?

The minister is attending a meeting.
(yahdur al-wazir ijtimâ‘an)

The minister will attend a meeting.
(sa-yahdur al-wazir ijtimâ‘an)

He is visiting the new hospital.
yazur al-mustashfa l-jadid

He will visit the new hospital.
(sa-yazur al-mustashfa l-jadid)

Notice that all Arabic words, such as سـ (sa-), which consist of only one letter with a short vowel are written together with the next word:

he will visit (sa-yazur) ـ يُزور
and a girl (wa-bint) ـ وُبنت
Jihan has (li-jihan) ـ لِجِهان
by car (bis-sayyara) ـ بالسيارة
so she returned (fa-raja‘at) ـ فَرجعت
Future plans

**Exercise 2**

<table>
<thead>
<tr>
<th>tomorrow</th>
<th>the day after tomorrow</th>
<th>yesterday</th>
<th>the day before yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>غداً</td>
<td>بعده غد</td>
<td>أمس</td>
<td>أول أمس</td>
</tr>
<tr>
<td>(ghadan)</td>
<td>(baeda ghad)</td>
<td>(ams)</td>
<td>(awwal ams)</td>
</tr>
</tbody>
</table>

Using the diary on page 261, fill in the gaps in this description of the minister’s schedule tomorrow, 23 February:

غداً، 23 فبراير صباحًا، سيحضر الوزير ______ مع _______ الوزراء الساعة الحادية ______ و _______ ذلك ______ جلسة عمل مع ______ في وزارة ______ الساعة ______ إلا ربعًا.

Now write a similar description for his schedule on 20 and 24 February, taking care to use the correct tense.

**Exercise 3**

Think of something on your agenda today. It could be anything – going to school, university or work, going to a restaurant, attending a meeting or an exhibition, etc. In addition, think of something else that you did yesterday and the day before yesterday, and one thing that you will do tomorrow and likewise the day after tomorrow.

Firstly, try to write each event for the five days in note form in Arabic as if in a diary. Then write a description of your schedule for each day. For example, you could start something like this:

اليوم ١٤ أبريل والآن الساعة السادسة مساءً، سأذهب إلى وسط المدينة مع أمي وسنأكل سمكًا في مطعم.

غداً، ١٥ أبريل، سأحضر اجتماعًا في المكتب صباحًا.
An international tour

This is a newspaper article about an international tour due to be conducted by an American politician.

Exercise 4

Firstly, read the six questions below and give yourself three minutes to find as many of the answers as you can in the article.

1. What is the position of the minister in the American government?
2. How many countries will he visit on his tour?
3. Name three of the countries he will visit.
4. When is he starting his tour?
5. Where is he setting out from?
6. Where is he going first?
Exercise 5
Now match the cities with the countries in which they can be found:

الْبَحْرِينَةَ → باريس
أمَرِيْكَا → بروكسل
أمَنَ → الْرِّيَاضِ
بَلْجِيْكَا → المنامة
فرِنْسَا → واشنطن
السعودية → مسقط

Using the article and your answers above, plot on the map below the route the minister will be taking. The first leg has been done for you.

Exercise 6
Use your map and the article to fill in the missing information below.

يوم الاثنين ٢٨ نوفمبر: واشنطن إلى باريس
يوم الخميس ١ ديسمبر: باريس إلى مسقط
يوم الاثنين ٢ ديسمبر: مسقط إلى المنامة
يوم الأحد ٤: المنامة إلى الكويت
يوم الثلاثاء
Exercise 7
Use the two tables below and the information in Exercise 6 to make sentences about the minister’s tour, as in the examples:

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>البت</td>
<td>واشنطن</td>
<td>باريس</td>
<td>بروكسل</td>
<td>الكويت</td>
<td>مسقط</td>
<td>البحرين</td>
<td>الرياض</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>نوفمبر</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>دیسمبر</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The minister will leave Washington for Paris on Monday, 28 November.**

**He will visit Paris in the period from 28 November to 1 December.**
Future plans

The flying bicycle

Mad Professor Filfil has invented a flying bicycle. He's testing his invention on a bystander. Listen to the story following the comic strip (from right to left).
Forms of the verb: VII, VIII and X

VII, VIII and X make up the final group of verbal forms. These three forms share characteristics:
- the past tense has an initial 'i' (I) but is otherwise vowelled with 'a'
- the present tense is the opposite - vowelled with 'a' except the final vowel, which is 'i'.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form VII</td>
<td>(yanfa'il)</td>
</tr>
<tr>
<td>Form VIII</td>
<td>(yaft'il)</td>
</tr>
<tr>
<td>Form X</td>
<td>(yastaf'il)</td>
</tr>
</tbody>
</table>

Examples

Form VII can be recognised by the nun before the root letters. This form often has a passive meaning:

- to be broken; to become broken
- to be thrust forward; to move off

Form VIII is common and can be recognised by the tā' between the first and second root letters:

- to come close (to); to approach
- to meet; to gather together

Form X can be recognised by the sin and tā' together ('st') before the root letters.

- to receive (guests, etc.)
- to take up (time); to last

Exercise 8

Here is some new vocabulary from the comic strip on page 269. Try to guess the words and phrases using the context and your existing knowledge, as in the example.
Future plans

he fell
he took off
it seems that
it is necessary that
watch out!
the ground
a bottle of petrol (benzīn)
come closer!
before you try
in a little while

Check your answers in the answer section. Then listen again to the comic strip and see how much more you can understand.

Other features of verbs

You now have a good idea about how Arabic verbs work in general, including the past and present tenses, the future using sa- with the present tense, negative verbs, weak verbs, and forms of the verb.

There are other features of Arabic verbs which will help you to recognise vocabulary and manipulate roots. For example, verbs can be turned into nouns or participles to create related words. These often follow predictable patterns, particularly with the forms of the verb. Here are a few examples using familiar words:

مكسور (maksūr) broken, passive part., form I
كسر (kasar) to break

اجتماع (ijtima‘) meeting, noun, form VIII
اجتمع (ijtama‘) to meet

مدرس (mudarris) teacher, active part., form II
درس (darras) to teach

إسلام/مسلم (islām/muslim) Islam/Muslim, noun/active part., form IV
اسلم (aslam) to surrender (to God)

دفاع (dīfā‘) defence, noun, form III
دفاع (dāfa‘) to defend
We cannot cover all the different possibilities within the scope of this course, but you will find a summary in Appendix 2. This will be a useful reference when you want to identify the root letters in a word and look it up in the dictionary. With time and further study, you will learn to recognise these patterns and start to manipulate them yourself.

**Exercise 9  Dictionary work**
Using your dictionary, complete this table as in the example.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Form</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to move off</td>
<td>عنَطَقَ</td>
<td>اَنْطَقَ</td>
<td>VII</td>
<td>طَلِقَ</td>
</tr>
<tr>
<td>to move off</td>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to move off</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to move off</td>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to move off</td>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to move off</td>
<td>VII</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary in Unit 19**

شَهْرٌ (أَشْهُر)  (shahr, ash-hur) month

- يناير (yanāyir) January
- فبراير (fibrāyir) February
- مارس (māris) March
- أبريل (abrīl) April
- مايو (māyū) May
- يونيو (yūniyū) June
- يوليو (yūliyū) July
### Future plans

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>(aghustus) August</td>
<td>August</td>
</tr>
<tr>
<td>(sibtambir) September</td>
<td>September</td>
</tr>
<tr>
<td>(uktübir) October</td>
<td>October</td>
</tr>
<tr>
<td>(nufambir) November</td>
<td>November</td>
</tr>
<tr>
<td>(disambir) December</td>
<td>December</td>
</tr>
<tr>
<td>(al-mustaqbal) the future</td>
<td>The future</td>
</tr>
<tr>
<td>(ghadan) tomorrow</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>(bueda ghad) the day after tomorrow</td>
<td>The day after tomorrow</td>
</tr>
<tr>
<td>(awwal ams) the day before yesterday</td>
<td>The day before yesterday</td>
</tr>
<tr>
<td>(urubâ) Europe</td>
<td>Europe</td>
</tr>
<tr>
<td>(al-khaliî) the Gulf</td>
<td>The Gulf</td>
</tr>
<tr>
<td>(fatra,fatrât) period (of time)</td>
<td>Period (of time)</td>
</tr>
<tr>
<td>(madhûr) (above) mentioned</td>
<td>Above mentioned</td>
</tr>
<tr>
<td>(al-arâd) the ground</td>
<td>The ground</td>
</tr>
<tr>
<td>(saqât/yasqût) to fall</td>
<td>To fall</td>
</tr>
<tr>
<td>(hâwal/yuhâwil) to try, to attempt</td>
<td>To try, to attempt</td>
</tr>
<tr>
<td>(ghadâr/yughadîr) to leave, to depart</td>
<td>To leave, to depart</td>
</tr>
<tr>
<td>(aqlaq/yuqlaq) to take off (aeroplane, etc.)</td>
<td>To take off (aeroplane, etc.)</td>
</tr>
<tr>
<td>(intâlaq/yanta liq) to move off, to set out</td>
<td>To move off, to set out</td>
</tr>
<tr>
<td>(intabah/yantabih) to take care, to watch out</td>
<td>To take care, to watch out</td>
</tr>
<tr>
<td>(iqtarab/yaqtarib) to come close (to), to approach</td>
<td>To come close (to), to approach</td>
</tr>
<tr>
<td>(ijtama/yajtami) to meet, to gather together</td>
<td>To meet, to gather together</td>
</tr>
<tr>
<td>(istaghraq/yastaghriq) to take up (time), to last</td>
<td>To take up (time), to last</td>
</tr>
<tr>
<td>(lâ budd an) It is necessary that ...</td>
<td>It is necessary that ...</td>
</tr>
<tr>
<td>(yabdû an) It seems/appears that ...</td>
<td>It seems/appears that ...</td>
</tr>
</tbody>
</table>
Review

Exercise 1
Fill in the missing words in the shopping phrases, and then put the conversation in the correct order:

؟
صباح النور يا سيدي.
تحت تفضُّل.
 أعطني فضلك كيس سكر و عصير تفاح.
صباح الله يسلمك.
13 جنيه من تفضُّلي السلامة.

Exercise 2
Listen to Salwa and Ahmad in a restaurant. Fill in the chart below according to what they decide to order, as in the example.

<table>
<thead>
<tr>
<th>المشروبات</th>
<th>الحلويات</th>
<th>الطبق الرئيسي</th>
<th>الطبق الأول</th>
</tr>
</thead>
<tbody>
<tr>
<td>سلوي</td>
<td>عصير منجة</td>
<td>أحمد</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3
Look back at the menu on page 232 and choose a meal for a vegetarian customer.

Then make up a conversation similar to that on page 232 between the waiter and the (male) customer ordering the vegetarian meal.

Finally, complete the bill below for your vegetarian customer.

Exercise 4
Write the plural of these words, as in the example:

1. بَيْت - بُيوت
2. شَيخ - شиров
3. وَكيل - وكيلات
4. كِتاب - كُتب
5. وزِير - وزراء
6. مَكتب - مكتبات
7. قَطار - قطارات
8. مَمْثلَة - ممثلات
9. مِدينة - مدن
10. طَبق - طبقات
11. سَنة - سنوات
12. منْحَف - معانف
13. مَساعِد - مساعدو
14. أمِير - أمير

Try to make sentences containing each of the plurals, e.g.:

هناك بيوت جميلة في المدينة القديمة.

There are beautiful houses in the old town.
Exercise 5
Look at the clocks and give the time and date in Arabic, as in the example.

Exercise 6
Last year, Fatima went on a seven-month tour of the world. Listen to her talking about where she went, and write the countries next to the months in which she visited them.

<table>
<thead>
<tr>
<th>Month</th>
<th>France/Belgium</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 7**

How many of these verbs can you remember? Fill in the chart below, as in the example.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Form</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>to approach</td>
<td>VIII</td>
<td>يقترب</td>
<td>اقترب</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>أخرج</td>
</tr>
<tr>
<td></td>
<td></td>
<td>يغسل</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>بنطلق</td>
<td></td>
</tr>
<tr>
<td>to mend/fix</td>
<td>II</td>
<td></td>
<td>اجتمع</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>عقد</td>
</tr>
<tr>
<td>to try/attempt</td>
<td>III</td>
<td>يرتب</td>
<td></td>
</tr>
<tr>
<td>to clean</td>
<td></td>
<td></td>
<td>زار</td>
</tr>
<tr>
<td></td>
<td></td>
<td>يتعاون</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>تذكر</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 8
Re-write these sentences, starting with the phrase in brackets, as in the example.

Remember:
Present negative  Past negative
لا + present verb  ما + past verb or
لا + present (without final ن if applicable)

1. عقد الوزير أمس جلسة عمل. (كل يوم...)
كل يوم يعقد الوزير جلسة عمل.

2. ذهبت زينب أمس إلى البنك. (كل يوم...)
ني غداً...

3. زُننا أول أمس المتحف في وسط المدينة. (أمس...)
كل يوم ينظفون الأطلالق. (أمس...)

4. لا نتذكر اسم المدرسة. (أمس...)

5. ينطلق الأصدقاء الآن إلى المدينة. (منذ 3 ساعات...)

6. اجتمع وزراء الاقتصاد في عمان وتبادلوا الأفكار. (اليوم...)

7. في السنوات الماضية لم تتعاون دول العالم الثالث. (الآن...)

Exercise 9
Look at the list on page 277 of things Nadia has to do today. It is now the afternoon and she has ticked off what she has done so far.

Using the verbs in the box and looking at the list, make sentences about what Nadia has done today, as in the example.

غسل / يغسل  ذهبت / يذهب  رتب / يرتب  طبَّخ / يطبَّخ
نظف / ينظف  أخرج / يخرج  كتب / يكتب  صلَّح / يصلَّح
She didn't mend her bicycle.
She didn’t mend it.

**Conversation**

**Review**

In your final review, you’re going to tell us about yourself, your job or studies, and what you did for your holiday last year.

Firstly, prepare the following information in Arabic. Look back at the relevant units if you need to remind yourself of the language you’ll need.

- your name
- where you’re from
- your occupation (job/student – look in a dictionary if necessary)
- where you went for your holiday last year
- what month it was
- how you travelled
- what the weather was like
- one thing you did on holiday and one thing you ate
- one thing you didn’t do

Now join in the conversations on the recording. You’ll be asked questions which will prompt the information you have prepared. There is no single correct answer – the reply is up to you. Replay the conversation as many times as you like, making up different answers every time.

Good luck!

حَظَّ سَعِيدٍ!
Advice on further study

You have now come to the end of this course and we hope that it has encouraged you to continue your study of Arabic. *Mastering Arabic* has given you a solid foundation in the Arabic script and informal standard Arabic, as used throughout the Middle East.

You are now in a position to decide in which direction to go, and this obviously depends on your particular needs and interests. Your main options are:

- to continue to study Modern Standard Arabic in more depth
- to study a particular spoken dialect
- to branch into the classical language.

The following notes are intended to help you decide how you would like to continue your studies, and to tell you what material is available to you. You will probably want to concentrate on one of the above options, but they are not mutually exclusive and you may like to sample them all.

**Modern Standard Arabic**

If you have an interest in understanding Arabic in the form of TV and radio programmes, newspapers, comics, books, signs, advertisements, correspondence, conference proceedings, formal speeches, etc., then you should continue to expand your knowledge of Modern Standard Arabic (MSA).

**Course books**

There are a number of programmes for MSA which will take you beyond the scope of *Mastering Arabic*. Most have accompanying audio and some have video, although this can be expensive. Make sure you choose one that matches your needs. Some, for example, are designed for use in a classroom and are difficult to follow if you're working by yourself. Others may be traditional and not contain a variety of activities and exercises. Try to find one which suits your style of learning. You could classify your level now as ‘early intermediate’.

If you are interested in continuing to study MSA, you should also make sure you have good dictionaries and reference books for grammar, verbs and vocabulary. Again, choose carefully. It’s better to take your time and browse than to choose a title blind and find that it doesn’t suit your style of learning or your level. If possible, try to find some reference titles that include an element of practice (not just the translation of unconnected sentences).
Arabic media
There is a wealth of other material for you to use to improve your knowledge of Modern Standard Arabic. The growth of Arabic TV satellite stations and internet sites has triggered a renaissance and revitalisation of 'standard' Arabic. Pan Arab communication has suddenly become much more common and immediate than it was before. Politicians, leading personalities and members of the public from different parts of the Middle East now routinely take part in interviews and chat shows intended for a pan Arab audience. It is possible to hear a wide range of Arabic accents and levels of formality all within the same programme, and sometimes within the same sentence! Arabic-speakers from all walks of life are also growing more used to adjusting their language to make themselves understood outside their local area.

Many of these satellite stations are available outside the Middle East, as are Arabic newspapers, magazines and comics. You can sometimes also find short comic strips and cartoons on Arabic websites.

Literature
In 1988 Naguib Mahfouz, an Egyptian writer, won the Nobel prize for literature. He died in 2006 at the age of 94. The prize created international interest in modern Arabic literature. Mahfouz himself has written many novels which can be found outside the Arab World both in the original Arabic and in translation. However, Mahfouz's Arabic style is difficult for a beginner and it would be better to start with graded extracts from literature and then progress to authors such as Taha Hussein or Jibran Khalil Jibran, who use a simpler style. Children's books and fables are also a good way of introducing yourself to Arabic stories.

Look around you
If you go to a part of town where there are a lot of Arabic-speakers, you can look at the signs, posters, labels on imported food, etc. A word of warning: other languages are also written in Arabic script (for example, Farsi and Urdu), so do not panic if you come across material in which all the words look totally unfamiliar and the script has some strange additions. You will also find ingredients and instructions written in Arabic on many food packages and household products.

Spoken dialects
Native speakers are not as aware as learners of the differences between spoken dialects and Modern Standard, and will slip in and out of them quite easily. In informal talk and chat you will find conversations difficult to follow if you cannot understand the dialect.
If your main interest is in talking to Arabic-speakers in everyday informal situations, therefore, you should acquire a knowledge of the appropriate spoken dialect. These vary from region to region but are all more or less related to MSA, so your knowledge will be very useful. In this course, we have tried to point out where there are variations from MSA which are common to many spoken dialects, but to gain fluency you will need either access to native speakers or a course in your chosen dialect, or ideally both.

There are many programmes designed to teach you the dialect of a particular country or region. If possible, choose one that includes Arabic script as well as transliteration (English letters). Having mastered the script, you will find it useful to be able to compare dialect written in Arabic as well as transliteration. If you are unsure about which dialect to learn, then it is best to opt for either Egyptian or Levant (Syria, Jordan, etc.), as these are the most widely understood.

**Classical Arabic**

Classical Arabic, as used in the Qur’an and other religious and classical literature, is structurally not that different from MSA. It is the use of vocabulary and the style of the language that varies, just as Shakespearian English is different from English in *The Times* newspaper.

There are specialist dictionaries and reference books for classical Arabic. They are not always very user-friendly, however, and may be old and difficult to follow. You may find it easier to continue to study Modern Standard and to combine this with reading classical texts which have translations alongside the Arabic, so that you acquire a feel for the style.

It only remains to wish you luck, and to hope that this book has given you the foundation you need to continue to master Arabic.
Appendix 1: The Arabic alphabet

<table>
<thead>
<tr>
<th>Final</th>
<th>Medial</th>
<th>Initial</th>
<th>Isolated</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ</td>
<td>أ</td>
<td>أ</td>
<td>أ</td>
<td>ألف (alif)</td>
</tr>
<tr>
<td>ب</td>
<td>ب</td>
<td>ب</td>
<td>ب</td>
<td>باء (bā')</td>
</tr>
<tr>
<td>ت</td>
<td>ت</td>
<td>ت</td>
<td>ت</td>
<td>تاء (tā')</td>
</tr>
<tr>
<td>ث</td>
<td>ث</td>
<td>ث</td>
<td>ث</td>
<td>ثاء (thā')</td>
</tr>
<tr>
<td>ج</td>
<td>ج</td>
<td>ج</td>
<td>ج</td>
<td>جيم (jīm)</td>
</tr>
<tr>
<td>ح</td>
<td>ح</td>
<td>ح</td>
<td>ح</td>
<td>حاء (ḥā')</td>
</tr>
<tr>
<td>خ</td>
<td>خ</td>
<td>خ</td>
<td>خ</td>
<td>خاء (khā')</td>
</tr>
<tr>
<td>د</td>
<td>د</td>
<td>د</td>
<td>د</td>
<td>دال (dāl)</td>
</tr>
<tr>
<td>ذ</td>
<td>ذ</td>
<td>ذ</td>
<td>ذ</td>
<td>ذال (dhāl)</td>
</tr>
<tr>
<td>ر</td>
<td>ر</td>
<td>ر</td>
<td>ر</td>
<td>راء (rā')</td>
</tr>
<tr>
<td>ز</td>
<td>ز</td>
<td>ز</td>
<td>ز</td>
<td>زاي (zāy)</td>
</tr>
<tr>
<td>س</td>
<td>س</td>
<td>س</td>
<td>س</td>
<td>سين (sīn)</td>
</tr>
<tr>
<td>ش</td>
<td>ش</td>
<td>ش</td>
<td>ش</td>
<td>شين (shīn)</td>
</tr>
<tr>
<td>Final</td>
<td>Medial</td>
<td>Initial</td>
<td>Isolated</td>
<td>Letter</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>ج</td>
<td>ح</td>
<td>ض</td>
<td>ص</td>
<td>صاد (sād)</td>
</tr>
<tr>
<td>ض</td>
<td>ح</td>
<td>ض</td>
<td>ض</td>
<td>ضاد (dād)</td>
</tr>
<tr>
<td>ط</td>
<td>ط</td>
<td>ط</td>
<td>ط</td>
<td>طاء (tā’)</td>
</tr>
<tr>
<td>ظ</td>
<td>ظ</td>
<td>ظ</td>
<td>ظ</td>
<td>ظاء (zā’)</td>
</tr>
<tr>
<td>م</td>
<td>م</td>
<td>م</td>
<td>م</td>
<td>عين (‘ayn)</td>
</tr>
<tr>
<td>غ</td>
<td>غ</td>
<td>غ</td>
<td>غ</td>
<td>غين (ghayn)</td>
</tr>
<tr>
<td>ف</td>
<td>ف</td>
<td>ق</td>
<td>ق</td>
<td>فاء (fā’)</td>
</tr>
<tr>
<td>ق</td>
<td>ك</td>
<td>ك</td>
<td>ك</td>
<td>قاف (qāf)</td>
</tr>
<tr>
<td>ك</td>
<td>ل</td>
<td>ل</td>
<td>ل</td>
<td>كاف (kāf)</td>
</tr>
<tr>
<td>م</td>
<td>م</td>
<td>م</td>
<td>م</td>
<td>لم (lām)</td>
</tr>
<tr>
<td>ن</td>
<td>ن</td>
<td>د</td>
<td>د</td>
<td>ميم (mīm)</td>
</tr>
<tr>
<td>ه</td>
<td>ه</td>
<td>د</td>
<td>ه</td>
<td>نون (nūn)</td>
</tr>
<tr>
<td>د</td>
<td>د</td>
<td>د</td>
<td>د</td>
<td>هاء (hā’)</td>
</tr>
<tr>
<td>و</td>
<td>و</td>
<td>و</td>
<td>و</td>
<td>وو (wāw)</td>
</tr>
<tr>
<td>ي</td>
<td>ب</td>
<td>ب</td>
<td>ي</td>
<td>ياء (yā’)</td>
</tr>
</tbody>
</table>

- **فتحة** (fatha) a dash above the letter, pronounced as a short ‘a’ after the letter, e.g. بَا (ba)
- **ضمة** (damma) a comma-shape above, pronounced as a short ‘u’ after the letter, e.g. بُع (bu)
- **كسرة** (kasra) a dash below, pronounced as a short ‘i’ after the letter, e.g. بِي (bi)
- **سكون** (sukun) a small circle above, showing that no vowel follows the letter, e.g. بَنَت (bint, girl)
- **شدة** (shadda) a small ‘w’ shape, above showing that the letter is doubled, e.g. بُن (bunn, coffee beans)
- **مدة** (madda) a wavy symbol written over an alif and pronounced َا, e.g. آنيسَة (ānisa, young woman)

(Note: These symbols are not generally included in modern written Arabic. This book uses them where necessary for clarity.)
Appendixes

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Appendix 2: The Arabic verb

Tenses

Past tense
The feminine plural verbs are relatively uncommon and so have not been taught. They are included here for your reference.

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I opened (fataḥtu)</td>
<td>(-tu)</td>
<td>تَفَتَّحَتْ</td>
</tr>
<tr>
<td>you (m.) opened (fataḥta)</td>
<td>(-ta)</td>
<td>أَنْتَ تَفَتَّحَتْ</td>
</tr>
<tr>
<td>you (f.) opened (fataḥti)</td>
<td>(-ti)</td>
<td>أَنْتِ تَفَتَّحَتْ</td>
</tr>
<tr>
<td>he/it opened (fataḥa)</td>
<td>(-a)</td>
<td>هَوَيْ تَفَتَّحَ</td>
</tr>
<tr>
<td>she/it opened (fataḥat)</td>
<td>(-at)</td>
<td>أَنْتُ تَفَتَّحَتْ</td>
</tr>
<tr>
<td>we opened (fataḥnā)</td>
<td>(-nā)</td>
<td>نَحْنَوْ تَفَتَّحَنَّا</td>
</tr>
<tr>
<td>you (m. pl.) opened (fataḥtum)</td>
<td>(-tum)</td>
<td>أَنْتُمْ تَفَتَّحُ تُمْ</td>
</tr>
<tr>
<td>you (f. pl.) opened (fataḥtunna)</td>
<td>(-tunna)</td>
<td>أَنْتُنْ تَفَتَّحُ تُنْنَأ</td>
</tr>
<tr>
<td>they (m.) opened (fataḥū)</td>
<td>(-ū)</td>
<td>هُمْ تَفَتَّحُوا</td>
</tr>
<tr>
<td>they (f.) opened (fataḥna)</td>
<td>(-na)</td>
<td>هُنْ تَفَتَّحُنَّا</td>
</tr>
</tbody>
</table>

Present/future tense
The feminine plural verbs are also included for your reference.

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
<th>Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>I open (aftaḥ[u*])</td>
<td>أفتح (a-)</td>
<td>أنا</td>
</tr>
<tr>
<td>you (m.) open (taftaḥ[u*])</td>
<td>تفتح (ta-)</td>
<td>أنت</td>
</tr>
<tr>
<td>you (f.) open (taftahina)</td>
<td>يفتح (ta-)</td>
<td>أنت</td>
</tr>
<tr>
<td>he/it opens (yaftaḥ[u*])</td>
<td>يفتح (ya-)</td>
<td>هو</td>
</tr>
<tr>
<td>she/it opens (taftah[u*])</td>
<td>تفتح (ta-)</td>
<td>هي</td>
</tr>
<tr>
<td>we open (naftaḥ[u*])</td>
<td>نفتح (na-)</td>
<td>نحن</td>
</tr>
</tbody>
</table>
you (m. pl.) open (taftahuna) ُفَتَحُونَ (ta-) أَنْتُمُ تُفَتَّحُونَ
you (f. pl.) open (taftahna) ُفَتَحُنَّ (ta-) أَنْتُنَّإِنْتُنَّ
they (m.) open (yaftahuna) ُفَتَحُونَ (ya-) يُفَتَّحُونَ
you (f. pl.) open (yaftahna) ُفَتَحُنَّ (ya-) يُفَتَّحُنَّ

* The full pronunciation includes a final u, but this is not heard except in formal contexts.

There are also special verb endings for ‘they’ and ‘you’ when the subject is dual. ِنَ (-ä) is added to past verbs and ُنَ (-än) to present verbs:

they both attended حَضَرُوا (haḍarā)
you both drank شَرِبُتُمَا (sharibtumā)
they both travel يُسَافِرُانَ (yusāfirān)
you both cooperated يَتَعاوَنُانَ (yatafāwanān)

**Forms of the verb**

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>المضارع</td>
<td>الماضي</td>
</tr>
<tr>
<td>Form II</td>
<td>ُفَعَّلَ (a-il)</td>
</tr>
<tr>
<td>Form III</td>
<td>ُفَعَّلَ (a-il)</td>
</tr>
<tr>
<td>Form IV</td>
<td>ُفَعَّلَ (a-il)</td>
</tr>
<tr>
<td>Form V</td>
<td>يَتَفَعَّلَ (a-il)</td>
</tr>
<tr>
<td>Form VI</td>
<td>يَتَفَعَّلَ (a-il)</td>
</tr>
<tr>
<td>Form VII</td>
<td>يَنفَعَلَ (a-il)</td>
</tr>
<tr>
<td>Form VIII</td>
<td>يَنفَعَلَ (a-il)</td>
</tr>
<tr>
<td>Form X</td>
<td>يَسْتَفَعَلَ (a-il)</td>
</tr>
</tbody>
</table>

**Verbal nouns from forms of the verb**
The following table shows you the verbal nouns for the different forms. Some of the examples may already be familiar and these can help you to remember the patterns.
### Appendixes

<table>
<thead>
<tr>
<th>Example</th>
<th>Verbal noun</th>
<th>Verb Form</th>
</tr>
</thead>
</table>
| preparation (tajhīz) | تجهيز     | فعل
| / dispute (khilāf)   | خلاف     | فعل
| conversation (muḥādathah) | محادثة | مفاعلة
| information (ί'lām)  | إعلام    | فعل
| progression (taqaddum) | تقدم | فعل
| cooperation (tawāwun) | تعاون | فعل
| withdrawal (insīḥāb) | إنسحاب | فعل
| meeting (ijtimā)     | اجتماع | فعل
| use/usage (istikhdām) | استخدام | استفعال

### Active and passive participles

You can form active and passive participles from verbs. An active participle will show the ‘doer’, or subject, of the action; a passive participle will show the ‘receiver’, or object, of the action.

#### Basic verbs

Active participles are formed using the pattern فاعل (fā`il):

- لاعب (lā`ib) → to play

Passive participles are formed using the pattern مفعول (maf`ūl):

- مكسور (maksūr) → to break

These participles can be used as either nouns or adjectives, for example مكسور (maksūr) can mean ‘broken’ or ‘a broken item’.

### Forms of the verb

Active and passive participles are formed from forms of the verb by taking the present verb and:

- replacing the initial ي (yu-) or يا (ya-) with م (mu-)
- vowelling with a final kasra (i) for the active participle and a final fatha (a) for the passive participle:
  - يدرب (yudarrib) → trained (person)
  - يستخدم (yastakhdim) → uses (mustakhdim)
Appendix 3: Months of the year
Islamic lunar calendar

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 المحرم</td>
<td>1 January</td>
</tr>
<tr>
<td>2 صفر</td>
<td>2 February</td>
</tr>
<tr>
<td>3 ربيع الأول</td>
<td>3 March</td>
</tr>
<tr>
<td>4 ربيع الثاني</td>
<td>4 April</td>
</tr>
<tr>
<td>5 جمادى الأولى</td>
<td>5 May</td>
</tr>
<tr>
<td>6 جمادى الآخرة</td>
<td>6 June</td>
</tr>
<tr>
<td>7 رجب</td>
<td>7 July</td>
</tr>
<tr>
<td>8 شعبان</td>
<td>8 August</td>
</tr>
<tr>
<td>9 رمضان</td>
<td>9 September</td>
</tr>
<tr>
<td>10 شوال</td>
<td>10 October</td>
</tr>
<tr>
<td>11 ذو القعدة</td>
<td>11 November</td>
</tr>
<tr>
<td>12 ذو الحجة</td>
<td>12 December</td>
</tr>
</tbody>
</table>

Alternative names for Western months

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أيلول</td>
<td>September</td>
</tr>
<tr>
<td>حزيران</td>
<td>June</td>
</tr>
<tr>
<td>تموز</td>
<td>July</td>
</tr>
<tr>
<td>آب</td>
<td>August</td>
</tr>
<tr>
<td>كانون الثاني</td>
<td>January</td>
</tr>
<tr>
<td>شباط</td>
<td>February</td>
</tr>
<tr>
<td>مارس</td>
<td>March</td>
</tr>
<tr>
<td>نيسان</td>
<td>April</td>
</tr>
</tbody>
</table>

Appendix 4: Broken plurals

<table>
<thead>
<tr>
<th>Plural pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(fījāl) فعل</td>
<td>(kalb) dog → (kilāb)</td>
</tr>
<tr>
<td>(afāl) أفعال</td>
<td>(ṣāhib) friend/owner → (aṣhāb)</td>
</tr>
<tr>
<td>(fījūl) فعل</td>
<td>(kulba) box/packet → (kulab)</td>
</tr>
<tr>
<td>(fūjūl) فعل</td>
<td>(bayt) house → (buyūt)</td>
</tr>
<tr>
<td>(fījul) فعل</td>
<td>(kitāb) book → (kutub)</td>
</tr>
<tr>
<td>(afīl) أفعال</td>
<td>(shahr) month → (ash-hur)</td>
</tr>
<tr>
<td>(fawājil) فواعل</td>
<td>(shāriʿ) street → (shawāriʿ)</td>
</tr>
<tr>
<td>(fuʿalaʾ) فعلاء</td>
<td>(wazīr) minister → (wuzaraʾ)</td>
</tr>
<tr>
<td>(fuʿalān) فعلان</td>
<td>(qamīs) shirt → (qumšān)</td>
</tr>
<tr>
<td>(fuʿāʾil) فعلائل</td>
<td>(risāla) message → (rasāʾil)</td>
</tr>
<tr>
<td>(faʿālil) فعلال</td>
<td>(maktab) office → (makātib)</td>
</tr>
<tr>
<td>(faʿālīl) فعلال</td>
<td>(miftāḥ) key → (mafātīḥ)</td>
</tr>
</tbody>
</table>
Answers to exercises

UNIT 1

Exercise 1
See the table of printed and handwritten letters on page 3.

Exercise 2

1  ب 4  ت 7  ب
2  ت 5  ي 8  ث
3  ث 6  ن

Exercise 3

1  bi 4  tu 7  nu
2  na 5  ba 8  thu
3  ya 6  ti

Exercise 4
Exercise 5

\[ \begin{align*} 
1 & \quad t + y + n = \text{تین} \\
2 & \quad n + y = \text{نی} \\
3 & \quad t + b + n = \text{تن} \\
4 & \quad n + b + t = \text{نبن} \\
5 & \quad y + b + n + y = \text{پینی} \\
6 & \quad b + y + t + y = \text{پینی} 
\end{align*} \]

Exercise 6

\[ \begin{align*} 
1 & \quad بیت \\
2 & \quad تبنت \\
3 & \quad تبن \\
4 & \quad تبن \\
5 & \quad تبن \\
6 & \quad تبن 
\end{align*} \]

Exercise 7

\[ \begin{align*} 
1 & \quad ب + t + t + t = تین \\
2 & \quad ب + ي + ي + ي = ني \\
3 & \quad ب + ت + ت + ت = تین \\
4 & \quad ب + ي + ي + ت = بین
\end{align*} \]

(tunn) \quad (batt) \quad (nayy) \quad (bayyin)

Exercise 8

A4 (tibn) B3 (bayt) C1 (bint) D2 (bunn) E5 (bayna)

UNIT 2

Exercise 1

See the table on page 13.

Exercise 2

\[ \begin{align*} 
1 & \quad (d) + (r) + (ba) = ب\text{ن} \\
2 & \quad (d) + (r) + (wa) = و\text{ن} \\
3 & \quad (w) + (b) + (ra) = ب\text{n} \\
4 & \quad (r) + (dh) + (ba) = ب\text{n} \\
5 & \quad (r) + (r) + (bi) = ب\text{n} \\
6 & \quad (r) + (r) + (bu) = ب\text{n} \\
7 & \quad (b) + (w) + (tha) = ث\text{n} \\
8 & \quad (z) + (ra) + (da) = د\text{n} 
\end{align*} \]
Exercise 3

1. زير
2. دين
3. دين
4. بيت
5. يريد
6. بريد
7. دين
8. دين
9. بيت
10. يريد

Exercise 4

1. بدر
2. نور
3. رد
4. نادر
5. نار
6. نور
7. برد
8. نادر

Exercise 5

<table>
<thead>
<tr>
<th>A4</th>
<th>B3</th>
<th>C1</th>
<th>D3</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (zaynab)</td>
<td>1 (zayn)</td>
<td>2 (din)</td>
<td>3 (zayd)</td>
</tr>
<tr>
<td>5 (nadir)</td>
<td>2 (din)</td>
<td>2 (din)</td>
<td>3 (zayd)</td>
</tr>
<tr>
<td>6 (badr)</td>
<td>3 (zayd)</td>
<td>2 (din)</td>
<td>3 (zayd)</td>
</tr>
</tbody>
</table>

Exercise 6

1. أنا زين.
2. أنا بدر.
3. أنا دين.
4. أنا دين.

Exercise 7

1. أنا نادر.
2. أنا زين وأنت؟
3. أنا دين.
4. أنا دين.
5. أنا زين.
6. أنا بدر.
7. أنا دين.
8. أنا دين.
9. أنا زين.
10. أنا دين.
11. أنا زين.
12. أنا بدر.
13. أنا دين.
14. أنا دين.
15. أنا زين.
16. أنا بدر.
17. أنا دين.
18. أنا دين.
19. أنا زين.
20. أنا بدر.
21. أنا دين.
22. أنا دين.
23. أنا زين.
24. أنا بدر.
25. أنا دين.
26. أنا دين.
27. أنا زين.
28. أنا بدر.
29. أنا دين.
30. أنا دين.
UNIT 3

Exercise 1

1. 1 2 3 4 5

6. 6 7 8 9 10

Exercise 2

5A (midḥat) 1G (ahmād)
6H (ukht) 2D (najjār)
7B (akh) 3F (bahhār)
8E (najāḥ) 4C (mawj)

Exercise 3

1. ً ً َ

2. ً ً َ

3. ً ً َ

4. ً ً َ

5. ً ً َ

6. ً ً َ

7. ً ً َ

8. ً ً َ

Exercise 4

1. feminine
2. feminine
3. masculine
4. feminine
5. feminine
6. feminine
7. masculine
8. masculine
Exercise 5

1. هذا حمار.
2. هذه دجاجة.
3. هذا نهر.
4. هذه خيمة.
5. هذه زجاجة.
6. هذه بنت.

Exercise 6

sister أخت
daughter بنت
mother أم
husband زوج
brother أخ
wife زوجة
son ابن
father اب

Exercise 7

1. مديحة هي ابن أحمد.
2. وردة هي أخت مديحة.
3. أحمد هو زوج جيهان.
4. وردة هي بنت جيهان.
5. جيهان هي أم وردة.
6. جيهان هي زوجة أحمد.

Exercise 8

There are many possibilities for different sentences using this family tree. Use Exercise 7 as a guide.

Tip: Take care with أب (ab, father) and أخ (akh, brother). When they are put in front of another name, a long ū is added, making abū and akhū:

(انور هو أبو رينب) Anwar is Zaynab's father.
(أبو رينب هو بدر) Badr is Zaynab's brother.
UNIT 4

Exercise 1

9 ص ص ص ص ص ص ص ص ص ص ص ص
10 ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح
11 ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح
12 ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح ء ح

Exercise 2

1C 2A 3F 4B 5D 6E

Exercise 3

1 هي ممرضة.
2 هي مهندس.
3 هي خبازة.
4 هو محاسب.
5 هو نجار.
6 هي مهندسة.

Exercise 4

Feminine plural  Masculine plural

خبازات    خبازون
محاسبات    محاسبون
ممرضات    ممرضون
مهندسات    مهندسون
نجارات    نجارون
Exercise 5

1. نحن محاسبون.
   هم محاسبون.

2. نحن مهندسون.
   هم مهندسون.

3. نحن نجارون.
   هم نجارون.

Optional exercise (Structure notes)

1. (muhāsibun) هو محاسب.
2. (najjārun) هو نجار.
3. (muhandisatun) هي مهندسة.

UNIT 5

Exercise 1

1. same
2. same
3. different
4. same
5. different
6. different
7. same
8. different

Exercise 2
Answers to exercises

Exercise 3

1. هذا كتاب.
2. هذا مفتاح.
3. هذا قلم.
4. هذه حقيقة.
5. هذا قميص.
6. هذا كلب.
7. هذه دراجة.
8. هذه سيارة.
9. هذا خاتم.

Exercise 4

Exercise 5

جميل ... قبيح
ثقيل ... خفيف
 أبيض ... أسود
مكسور ... سليم
جديد ... قديم

Exercise 6

1. هذا القميص أبيض.
2. هذا القميص أسود.
3. هذه السيارة جديدة.
4. وهذه البنت قبيحة.
5. وهذه السيارة قديمة.
6. وهذه السيارة جديدة.
Exercise 7

This word. Thank you.
This word and word is new and white.
And this is a size and a small window.

Exercise 8
(Model answers: yours may vary slightly.)

This is a door and is a dark color.
This is a bike and is a shabby and ancient.
This is a shirt and is white and white.
This is a dog and is black and light.
This is a window and is white and white.
This is a car and is a new and a wheel.
This is a window and is white.
This is a window and is white and a wheel.

Exercise 9
Try to check your descriptions with an Arabic-speaker.

UNIT 6

Exercise 1

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>ط</td>
<td>ت</td>
<td>ظ</td>
<td>ن</td>
<td>ص</td>
<td>س</td>
<td>ض</td>
<td>د</td>
</tr>
</tbody>
</table>

Exercise 2

1 ✔
3 ✗
5 ✔
7 ✗
2 ✗
4 ✔
6 ✗
8 ✔
**Exercise 3**
See alphabet in Appendix 1, pages 281-2.

**Exercise 4**
1D 2B 3A 4C

**Exercise 5**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ع + ل + م = علِي</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>ج + م + ع = جمع</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>غ + ط + س = غُطس</td>
<td>3</td>
</tr>
</tbody>
</table>

**Exercise 6**

<table>
<thead>
<tr>
<th>Word</th>
<th>Initial letter</th>
<th>Sun letter?</th>
</tr>
</thead>
<tbody>
<tr>
<td>البنت</td>
<td>ب</td>
<td>✗</td>
</tr>
<tr>
<td>التبن</td>
<td>ب</td>
<td>✓</td>
</tr>
<tr>
<td>الثوب</td>
<td>ن</td>
<td>✓</td>
</tr>
<tr>
<td>النهر</td>
<td>ي</td>
<td>✓</td>
</tr>
<tr>
<td>الياسمين</td>
<td>ي</td>
<td>✗</td>
</tr>
<tr>
<td>الدجاجة</td>
<td>د</td>
<td>✓</td>
</tr>
<tr>
<td>الذباب</td>
<td>د</td>
<td>✓</td>
</tr>
<tr>
<td>الراديو</td>
<td>ر</td>
<td>✓</td>
</tr>
<tr>
<td>الزجاجة</td>
<td>ز</td>
<td>✓</td>
</tr>
<tr>
<td>الولد</td>
<td>ر</td>
<td>✗</td>
</tr>
<tr>
<td>الفيلم</td>
<td>ف</td>
<td>✗</td>
</tr>
<tr>
<td>القميص</td>
<td>ق</td>
<td>✗</td>
</tr>
<tr>
<td>الكتاب</td>
<td>ك</td>
<td>✗</td>
</tr>
<tr>
<td>الليمون</td>
<td>ل</td>
<td>✓</td>
</tr>
<tr>
<td>الطين</td>
<td>م</td>
<td>✗</td>
</tr>
<tr>
<td>الظاهر</td>
<td>ن</td>
<td>✗</td>
</tr>
<tr>
<td>العرب</td>
<td>ع</td>
<td>✗</td>
</tr>
<tr>
<td>الغرب</td>
<td>غ</td>
<td>✗</td>
</tr>
</tbody>
</table>
### Exercise 7

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>5</td>
</tr>
<tr>
<td>d</td>
<td>1</td>
</tr>
<tr>
<td>g</td>
<td>6</td>
</tr>
<tr>
<td>a</td>
<td>7</td>
</tr>
<tr>
<td>e</td>
<td>8</td>
</tr>
<tr>
<td>h</td>
<td>4</td>
</tr>
</tbody>
</table>

### Exercise 8

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ظل هذه خزانة؟</td>
<td>هل هذا كلب؟</td>
</tr>
<tr>
<td>4</td>
<td>لا هي مائدة.</td>
</tr>
<tr>
<td>نعم. هو كلب.</td>
<td></td>
</tr>
<tr>
<td>ظل هذه درجة؟</td>
<td>هل هذا كتاب؟</td>
</tr>
<tr>
<td>5</td>
<td>لا. هو قلم.</td>
</tr>
<tr>
<td>لا. هي سيارة.</td>
<td></td>
</tr>
<tr>
<td>ظل هذا شباك؟</td>
<td>هل هذا مفتاح؟</td>
</tr>
<tr>
<td>6</td>
<td>لا. هو خاتم.</td>
</tr>
<tr>
<td>نعم. هو شباك.</td>
<td></td>
</tr>
</tbody>
</table>

### Exercise 9

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>الزجاجة تحت المائدة.</td>
<td>1</td>
</tr>
<tr>
<td>الجريدة على الكرسي.</td>
<td>2</td>
</tr>
<tr>
<td>الحمار بين الخيمة والسيارة.</td>
<td>3</td>
</tr>
<tr>
<td>الصورة بجانب الشباك.</td>
<td>4</td>
</tr>
<tr>
<td>الكلب في الحقيبة.</td>
<td>5</td>
</tr>
<tr>
<td>الصورة فوق التلفزيون.</td>
<td>6</td>
</tr>
</tbody>
</table>
Exercise 10

1. نعم، هو بجانب المائدة.
2. التليفزيون على المائدة.
3. المائدة بين الخزانة والكرسي.
4. نعم، هي بجانب السرير.
5. الخزانة بجانب الباب.
6. لا، هو على المائدة.
7. السرير تحت السرير.
8. لا، هو بجانب الخزانة.
9. هي على المائدة.
10. نعم، هي بين الكرسي والخزانة.

UNIT 7

Exercise 1

1C 2A 3D 4B

1. بدر محاسب وهو في البنك.
2. زينب مريضة وهي في المستشفى.
3. زين مدرسة وهي في المدرسة.
4. أحمد مهندس وهو في المصنع.
Answers to exercises

Exercise 2
1  ✓
2  ✓
3  ✗
4  ✓
5  ✗

Exercise 3
1. There are three apples on the table and one isn't.
2. There is a car in the street and one isn't.
3. There is a boy beside the chair and one isn't.
4. There is a dog under the tree and one isn't.

Exercise 4
1. Tina
2. Rose
3. Hamma
4. Daba
5. Loza
6. Batha

Exercise 5
1. There is a new car in front of the factory.
2. There is a broken pen on the table.
3. I like my new car.
4. There is no tree beside the hospital.
5. There is a new school in the school.
6. Ahmed is a new accountant in the bank.
Exercise 6

1. هي كبيرة.
2. هو طويل.
3. هي صغيرة.
4. هي قوية.
5. هو ضعيف.
6. هي قصيرة.

Exercise 7

Your drawing should feature the following:
- a street
- a hospital in the middle of the picture, with a tall nurse standing by the door
- a new white factory on the right of the hospital, with big beautiful trees in front of it
- an ugly black dog under the trees and some pigeons above it
- a small school to the left of the hospital, with an old bicycle next to the gate/door.

UNIT 8

Exercise 1

1. م + ص + ر = مصر
2. ع + م + 1 + ن = عمان
3. د + م + ش + ق = دمشق
4. م + س + ق + ط = سقطر
5. ل + ب + ن + 1 + ن = لبنان
6. ب + ي + ر + و + ت = بيروت
7. ب + غ + د + 1 + د = بغداد
### Exercise 2

<table>
<thead>
<tr>
<th>word with الله</th>
<th>sun letter</th>
<th>first letter</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>(al-bayt)</td>
<td></td>
<td>no</td>
<td>بيت</td>
</tr>
<tr>
<td>(an-nahr)</td>
<td></td>
<td>yes</td>
<td>نهر</td>
</tr>
<tr>
<td>(al-khayma)</td>
<td></td>
<td>no</td>
<td>خيمة</td>
</tr>
<tr>
<td>(adh-dhubāb)</td>
<td></td>
<td>yes</td>
<td>ذباب</td>
</tr>
<tr>
<td>(az-zujāja)</td>
<td></td>
<td>yes</td>
<td>زجاجة</td>
</tr>
<tr>
<td>(al-warda)</td>
<td></td>
<td>no</td>
<td>وردة</td>
</tr>
<tr>
<td>(al-maṣna)</td>
<td></td>
<td>no</td>
<td>مصنع</td>
</tr>
<tr>
<td>(al-kitāb)</td>
<td></td>
<td>no</td>
<td>كتاب</td>
</tr>
<tr>
<td>(as-sayyāra)</td>
<td></td>
<td>yes</td>
<td>سيارة</td>
</tr>
<tr>
<td>(ad-darrāja)</td>
<td></td>
<td>yes</td>
<td>دراجة</td>
</tr>
<tr>
<td>(al-qamīs)</td>
<td></td>
<td>no</td>
<td>قميص</td>
</tr>
<tr>
<td>(al-ḥaqība)</td>
<td></td>
<td>no</td>
<td>حقيقة</td>
</tr>
<tr>
<td>(ash-shubbāk)</td>
<td></td>
<td>yes</td>
<td>شباك</td>
</tr>
<tr>
<td>(aṣ-ṣūra)</td>
<td></td>
<td>yes</td>
<td>صورة</td>
</tr>
</tbody>
</table>

### Exercise 3

<table>
<thead>
<tr>
<th>male</th>
<th>female</th>
<th>both</th>
</tr>
</thead>
<tbody>
<tr>
<td>زيد/أنور/حسين/أحمد/محمد/مدحت/بدر</td>
<td>جيهان/دينا/زينب</td>
<td>زين/نور</td>
</tr>
</tbody>
</table>

### Exercise 4

<table>
<thead>
<tr>
<th>father</th>
<th>mother</th>
<th>son</th>
<th>elder daughter</th>
<th>younger daughter</th>
</tr>
</thead>
<tbody>
<tr>
<td>حسين</td>
<td>جيهان</td>
<td>أحمد</td>
<td>دينا</td>
<td>زينب</td>
</tr>
</tbody>
</table>
Exercise 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرس</td>
<td>مدرسون</td>
<td>مدرسة</td>
<td>مدرسة</td>
</tr>
<tr>
<td>مهندس</td>
<td>مهندسون</td>
<td>مهندسة</td>
<td>مهندسات</td>
</tr>
<tr>
<td>نجار</td>
<td>نجارون</td>
<td>نجاراة</td>
<td>نجاراة</td>
</tr>
<tr>
<td>خياز</td>
<td>خيازون</td>
<td>خبازة</td>
<td>خبازات</td>
</tr>
<tr>
<td>ممرض</td>
<td>ممرضون</td>
<td>مرضة</td>
<td>ممرضات</td>
</tr>
<tr>
<td>محاسب</td>
<td>محاسبون</td>
<td>محاسبة</td>
<td>محاسبات</td>
</tr>
</tbody>
</table>
Exercise 6

1. جريدة
2. هلا
3. زينب
4. هناك
5. مصنع
6. نباب
7. كتاب
8. باب

Exercise 7

1. هذه سيارة.
2. هذا مفتاح.
3. هذا كتاب.
4. هذه دراجة.
5. هذه حقيقة.
6. هذا باب.
7. هذا تلفزيون.
8. هذا شباك.
9. هذا سرير.
10. هذا كرسي.
11. هذا كوب.
12. هذا قلم.

Exercise 8

The answer to this depends on where you put the objects. Try to check your answer with an Arabic-speaker.

Exercise 9

مكسور ... سليم
قوي ... ضعيف
أبيض ... أسود
cheon ... قصير
خفيف ... ثقيل
جميل ... جميل
قبيح ...

(Model answer: yours may vary slightly.)

هذه صورة بيت جميل، وعلى يمين البيت هناك شجرة طويلة. لون هذا البيت الجميل أبيض، ولكن الباب أسود. أمام البيت هناك سيارة جديدة ولكن على يسار السيارة هناك دراجة مكسورة، والدراجة أمام الشجرة الطويلة. وهناك دجاجة صغيرة تحت السيارة. على يمين الصورة هناك حمار جميل، وبين الحمار الجميل والسيارة هناك كلب أبيض وقبيح.
Exercise 10

1 هل الحمار قبيح؟ لا، هو جميل.

2 هل السيارة أمام البيت؟ نعم، هي أمام البيت.

3 هل الكلب جميل؟ لا، هو قبيح.

4 هل الدراجة سليمة؟ لا، هي مكسورة.

5 هل الدجاجة على السيارة؟ لا، هي تحت السيارة.

6 هل باب البيت أبيض؟ لا، هو أسود.

7 هل الشجرة طويلة؟ نعم، هي طويلة.

8 هل الكلب بين الحمار والسيارة؟ نعم، هو بين الحمار والسيارة.

Exercise 11

1 هذا قلمي.

   هذا قلم زينب. هذا قلمها.

2 هذا بيتي.

   هذا بيت نادر. هذا بيته.

3 هذه دراجتي.

   هذه دراجة زين. هذه دراجتها.

4 هذه سيارتي.

   هذه سيارة زيد. هذه سيارته.
## UNIT 9

**Exercise 1**

| ضرر | ءما | بث | نين | سوزلاء بل | صقاص | زنعيض رزه |กำหนابل عراق | ميلان أوخ بح | جب نلاردن بس | فنان لجت ثي اعغ | نسا وحي قغي وري | زنين وش ضه محتف | زذذت زءوري ا | عمان ان حب نعس | رم نن حغ زذث شق |
|------|----|----|-----|---------|-------|-----------|-------------|---------------|-------------|----------------|-------------|--------------|--------------|----------------|---------------|-------------|

**Exercise 2**

1. لا، هي في العراق.
2. لا، هي في العراق.
3. نعم، هي في السعودية.
4. هي في الأردن.
5. نعم، هي بين السعودية وسوريا.
6. هي في عمان.
7. نعم، هي تحت السعودية.
8. لا، هي بجانب سوريا.
Exercise 3

1. القاهرة في مصر وهي عاصمة مصر.
2. الخرطوم في السودان وهي عاصمة السودان.
3. طرابلس في ليبيا وهي عاصمة ليبيا.
4. عمّان في الأردن وهي عاصمة الأردن.
5. بيروت في لبنان وهي عاصمة لبنان.
6. دمشق في سوريا وهي عاصمة سوريا.
7. بغداد في العراق وهي عاصمة العراق.
8. الرياض في السعودية وهي عاصمة السعودية.
9. مسقط في عمان وهي عاصمة عمان.
10. صنعاء في اليمن وهي عاصمة اليمن.

Exercise 4

1. أسوان في جنوب مصر.
2. سبأ في غرب مصر.
3. الإسكندرية في شمال مصر.
4. بورسعيد في شرق مصر.

Exercise 5

1C  2A  3F  4E  5G  6H  7I  8B  9D
### Exercise 6

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأردن</td>
<td>أردني</td>
</tr>
<tr>
<td>العراق</td>
<td>عراقي</td>
</tr>
<tr>
<td>اليابان</td>
<td>ياباني</td>
</tr>
<tr>
<td>أمريكا</td>
<td>أمريكي</td>
</tr>
<tr>
<td>أسبانيا</td>
<td>إسباني</td>
</tr>
<tr>
<td>روسيا</td>
<td>روسي</td>
</tr>
<tr>
<td>الصين</td>
<td>صيني</td>
</tr>
<tr>
<td>عمان</td>
<td>عمانى</td>
</tr>
<tr>
<td>إيطاليا</td>
<td>إيطالي</td>
</tr>
<tr>
<td>سوريا</td>
<td>سوري</td>
</tr>
<tr>
<td>لبنان</td>
<td>لبنانى</td>
</tr>
<tr>
<td>مصر</td>
<td>مصري</td>
</tr>
<tr>
<td>ليبيا</td>
<td>ليبي</td>
</tr>
<tr>
<td>فرنسا</td>
<td>فرنسي</td>
</tr>
<tr>
<td>ألمانيا</td>
<td>ألماني</td>
</tr>
<tr>
<td>إنجلترا</td>
<td>إنجليزي</td>
</tr>
</tbody>
</table>

### Exercise 7

1. هو من الأردن. هو أردني.
2. هو من روسيا. هو روسي.
3. هي من مصر. هي مصريّة.
4. هي من إيطاليا. هي إيطاليّة.
5. هو من السعودية. هو سعوديّ.
6. هي من لبنان. هي لبنانِية.
7. هو من أمريكا. هو أمريكِيّ.
8. هي من ليبيا. هي ليبيّة.
Exercise 8

1. هو من أمريكا. هو أمريكي.
2. هي من اليابان. هي يابانية.
3. هم من السعودية. هم سعوديون.
4. هم من روسيا. هم روسي.
5. هن من أسبانيا. هن أسبانيات.

Exercise 9

1. هم يمنيون.
2. هن ألمانيات.
3. هم إنجليز.
4. هن لبنانيات.
5. هل هن سعوديات؟
6. هل هم روس؟

Exercise 10

(With model description: yours may vary slightly.)

محمد نور محاسب في دمشق. محمد سوري، ولكن زوجته
زينب يمنية. زينب ممرضة في دمشق.
UNIT 10

Exercise 1
See pages 115–16.

Exercise 2
1 film 6 kilo
2 telephone 7 democracy
3 tomatoes 8 parliament
4 potatoes 9 medal
5 cigarette 10 million

Exercise 3
1 تليفونات 3 برلمانات
2 ديموقراطياَات 4 ميداليات

Exercise 4
1 كتابان/كتابين
2 مفتاحان/مفتاحين
3 مدرستان/مدرستين
4 نهرين/نهرين
5 جريدتان/جريدتين
6 دولتان/دولتين

Exercise 5
1 أربعة جنيهات
2 خمسة تليفونات
3 خبازان/خبازين
4 عشر مرضات
5 ست ميداليات

Exercise 6
1 هناك كم سيارة في الصورة؟ هناك خمس سيارات.
2 هناك كم شجرة في الصورة؟ هناك ست شجرات.
3 هناك كم مرضة في الصورة؟ هناك ثلاث مرضات.
4 هناك كم كلبان في الصورة؟ هناك كلبان.
5 هناك كم مهندس في الصورة؟ هناك أربعة مهندسين.
6 هناك كم زجابة في الصورة؟ هناك زجاجاتان.
Exercise 7

- ابحثي لعملة جنودية؟ 10000 نظم، 100000 نقط.
- ابحثي لعملة جنودية؟ 5000 نظم، 50000 نقط.
- ابحثي لعملة جنودية؟ 2500 نظم، 25000 نقط.
- ابحثي لعملة جنودية؟ 1250 نظم، 12500 نقط.
- ابحثي لعملة جنودية؟ 625 نظم، 6250 نقط.
- ابحثي لعملة جنودية؟ 312.5 نظم، 3125 نقط.

Exercise 8

- ابحثي لحذاء؟ 3000 نقط.
- ابحثي لحذاء؟ 1500 نقط.
- ابحثي لحذاء؟ 750 نقط.
- ابحثي لحذاء؟ 375 نقط.
- ابحثي لحذاء؟ 187.5 نقط.
- ابحثي لحذاء؟ 93.75 نقط.

Exercise 9

أريد قلادة ذهب/فضة من فضلك.
أريد خاتم ذهب/فضة من فضلك.
أريد صندل جلد من فضلك.
أريد تي-شيرت قطن من فضلك.
أريد قميص حرير/قطن من فضلك.
أريد زجاجة زجاج من فضلك.
أريد كرسي خشب من فضلك.
أريد حقيبة جلد من فضلك.
أريد طبق نحاس/فضة من فضلك.

I'd like a gold/silver necklace, please.
I'd like a gold/silver ring, please.
I'd like some leather sandals, please.
I'd like a cotton T-shirt, please.
I'd like a silk/cotton shirt, please.
I'd like a glass bottle, please.
I'd like a wooden chair, please.
I'd like a leather bag, please.
I'd like a copper/silver plate, please.
UNIT 11

Exercise 1

<table>
<thead>
<tr>
<th>General meaning</th>
<th>Root</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculating</td>
<td>ح/ب</td>
<td>محاسب</td>
</tr>
<tr>
<td>bigness</td>
<td>ك/ر</td>
<td>كبير</td>
</tr>
<tr>
<td>carving (wood)</td>
<td>ن/ج</td>
<td>نجار</td>
</tr>
<tr>
<td>opening</td>
<td>ف/ح</td>
<td>مفتاح</td>
</tr>
<tr>
<td>sealing (a letter)</td>
<td>خ/م</td>
<td>خاتم</td>
</tr>
<tr>
<td>moving along</td>
<td>د/ج</td>
<td>دراجة</td>
</tr>
<tr>
<td>producing</td>
<td>ص/ع</td>
<td>مصنع</td>
</tr>
<tr>
<td>falling sick</td>
<td>م/ض</td>
<td>ممرضة</td>
</tr>
<tr>
<td>studying</td>
<td>د/س</td>
<td>مدرسة + مدرسة</td>
</tr>
</tbody>
</table>

Exercise 2

- بيت => أفلام (pattern 1)
- قلم => أفلام (pattern 2)
- بنك => بيوت (pattern 1)
- فيلم => أولاد (pattern 1)
- ولد => بنوك (pattern 2)
Exercise 3

1. ألوان، لون (lawn) colour
2. أطباق، طبق (tabaq) plate
3. أصحاب، صاحب (sāhib) friend/owner
4. أشكال، شكل (shakl) shape
5. أوقات، وقت (waqt) time
6. أسواق، سوق (sūq) market
7. أكواب، كوب (kūb) cup
8. سيف، سيف (sayf) sword
9. قلوب، قلب (qalb) heart
10. ملوك، ملك (malik) king
11. شموع، شمعة (shamʿa) candle
12. شيوخ، شيخ (shaykh) sheikh

Exercise 4

1. هذه قلوب. هي قلوب.
2. هذه بيوت. هي بيوت.
3. هؤلاء أولاد. هم أولاد.
4. هذه أطباق. هي أطباق.
5. هذه أشكال. هي أشكال.
6. هؤلاء شيوخ. هم شيوخ.

Exercise 5

1. هذه بيوت.
2. هؤلاء أولاد.
3. هؤلاء أكواب؟ هم مكسورة.
4. هؤلاء شيوخ. هم شيوخ.
5. أين البنوك؟ هن هنا.
6. الدرجات خفيفة.
7. هل هؤلاء مدرسون؟
8. لا، هم محاسبون.
9. هذه السيف جميلة.
10. هذه الأدوات مدرسون.
Exercise 6

أريد ستة أطباق ورق، من فضلك.
أريد عشرة أكواب بلاستيك، من فضلك.
أريد ست قبعات، من فضلك.
أريد سبع زجاجات كولا، من فضلك.
أريد خمس شموع، من فضلك.
أريد تسعة أكياس بلاستيك، من فضلك.

Exercise 7

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Feminine (&amp; non-human plurals)</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>خضراء</td>
<td>أحضر</td>
</tr>
<tr>
<td>blue</td>
<td>زرقاء</td>
<td>أزرق</td>
</tr>
<tr>
<td>black</td>
<td>سوداء</td>
<td>أسود</td>
</tr>
<tr>
<td>yellow</td>
<td>صفراء</td>
<td>أصفر</td>
</tr>
</tbody>
</table>

Exercise 8

1 قميص أحمر
2 سيارة حمراء
3 الكلب الأسود
4 الأطباق البيضاء
5 الورقة الأحمرة
6 الورقة الزرقاء
7 الورقة الصفراء
8 الشموع الصفراء

UNIT 12

Exercise 1

thief   لص
investigation  تحقيق
yesterday  أمس
theft/robbery  سرقة
with    مع
1 In Amman (Jordan).
2 A million dollars.
3 Yesterday.
4 The Kuwaiti bank.
5 Two.

**Exercise 2**

1 هل كتبت خطابات في مكتبي؟ نعم، كتبت خطابات في مكتبي.
2 هل ذهبت إلى مطعم أمريكي؟ لا، ذهبت إلى مطعم عربي.
3 هل أكلت سمكًا في المطعم؟ نعم، أكلت سمكًا في المطعم.
4 هل رجعت إلى البيت (بيتك) مساءً؟ نعم، رجعت إلى البيت (بيتك) مساءً.
5 هل سمعت عن السرقة في الراديو؟ لا، سمعت عن السرقة في التليفزيون.

**Exercise 3**

5 وجلست على مكتبي.
6 ذهبت إلى مطعم صيني.
7 وفي المطعم سمعت عن السرقة في الراديو.
8 رجعت من المطعم إلى البنك.
9 وجدت الشباك المكسور.

**Exercise 4**

5 لماذا فعلت في مكتبك؟
6 ما اسمك؟
7 هل ذهبت إلى مطعم عربي؟
8 ماذا أكلت في المطعم؟

1 أين شربت القهوة؟
2 هل ذهبت إلى مطعم عربي؟
3 متى سمعت عن السرقة؟
4 ماذا أكلت في المطعم؟
Answers to exercises

Exercise 5

1. أمس، خرجت من البيت صبحًا.
2. ذهبت إلى البنك.
3. هل أكلت النفاح؟
4. أولاً، كتب خطابات.
5. أين سمعت عن السرقة؟

Exercise 6

اسها زينب شوقي وبيتها في وسط مدينة عبّات.
أمس ذهبت إلى البنك الكويتي صباحًا.
أولاً شربت فنجان شاي... وفتحت الإذاعة.
ثم جلسات على مكتبه وبعد ذلك ذهبت إلى البثعم وسمعت عن السرقة في الراديو.

Exercise 7

أكلت سمكًا في المطعم أمس.
شربت دينا زجاجة كولا.
وجدت ولدا صغيرًا بجانب باب المدرسة.
أولاً، فتحت زينب خزانة البنك الكويتي صباحًا.
جلس على كرسي خشبي.
أخيرًا، رجعت إلى بيتها مساءً.
Exercise 8

2 ذهب إلى مصنع السيارات في جنوب المدينة.

5 ذهب إلى مدرسة كبيرة في وسط المدينة.

3 شرب فنجان قهوة مع المهندسين في المصنع.

1 خرج من القصر الملكي.

7 رجع إلى القصر الملكي.

6 جلس مع الأولاد والبنات والمدرسين.

4 سمع من المهندسين عن السيارة الجديدة.

Exercise 9

<table>
<thead>
<tr>
<th>Meaning</th>
<th>المَعنى</th>
<th>Root</th>
<th>الكلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>minister</td>
<td>وزر</td>
<td>الوزير</td>
<td></td>
</tr>
<tr>
<td>ambassador</td>
<td>سفر</td>
<td>السفير</td>
<td></td>
</tr>
<tr>
<td>ministry</td>
<td>وزر</td>
<td>وزارة</td>
<td></td>
</tr>
<tr>
<td>exhibition/show</td>
<td>عرض</td>
<td>معرض</td>
<td></td>
</tr>
<tr>
<td>letter/message</td>
<td>رس ل</td>
<td>رسالة</td>
<td></td>
</tr>
<tr>
<td>relation/link</td>
<td>ع ل ق</td>
<td>علاقة</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 13

Exercise 1

<table>
<thead>
<tr>
<th>Plural</th>
<th>Pattern</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>جبال</td>
<td>فعال</td>
<td>جبل</td>
</tr>
<tr>
<td>جمال</td>
<td>فعال</td>
<td>جمل</td>
</tr>
<tr>
<td>لعب</td>
<td>فعل</td>
<td>لعبة</td>
</tr>
<tr>
<td>بحار</td>
<td>فعل</td>
<td>بحر</td>
</tr>
<tr>
<td>تحف</td>
<td>فعل</td>
<td>تحفة</td>
</tr>
<tr>
<td>دول</td>
<td>فعل</td>
<td>دولة</td>
</tr>
<tr>
<td>رياح</td>
<td>فعل</td>
<td>ريح</td>
</tr>
<tr>
<td>mountain</td>
<td>camel</td>
<td>toy</td>
</tr>
</tbody>
</table>

Exercise 2

1.كم عدد جبال هنالك في الصورة؟
2.كم عدد جمال هنالك في الصورة؟
3.كم عدد لعبة هنالك في الصورة؟
4.كم عدد جبال هنالك في الصورة؟
5.كم عدد رجال هنالك في الصورة؟
6.كم عدد علب هنالك في الصورة؟

Exercise 3
See page 169.

Exercise 4
See page 169.

Exercise 5
Exercise 6

(waysid wasittin rajulan) 61 رجلاً
(thalathwa washirin sayfan) 23 سيفًا
(ithnawasabun qalam) 72 قلمًا
(thamanyawakhamsin kalban) 58 كلًاب
(tisewasarbaun Sura) 49 صورة
(thamanyawashirin mitahan) 28 مفتاحًا
(sitt eashar zujaja) 16 زججة
(thamanyateashar jamalan) 18 جملاً
(thalathatiswein khayma) 93 خيمة

Exercise 7

ما هي درجة الحرارة؛ درجة الحرارة 15. الطقس بارد. 1
ما هي درجة الحرارة؛ درجة الحرارة 40. الطقس حار. 2
ما هي درجة الحرارة؛ درجة الحرارة 30. الطقس معتدل. 3
ما هي درجة الحرارة؛ درجة الحرارة 10. الطقس بارد. 4
ما هي درجة الحرارة؛ درجة الحرارة 50. الطقس حار جدًا. 5
ما هي درجة الحرارة؛ درجة الحرارة 25. الطقس معتدل. 6

Exercise 8

درجة الحرارة 18. لا. الطقس معتدل. 1
درجة الحرارة 29. نعم. 7
الطقس غائم وبارد. 2
درجة الحرارة الصغرى 20. لا. درجة الحرارة الصغرى. 8
هناك 40 مدينة. 9
الطقس صحو و معتمد. 4
لا. الطقس صحو. 10
Exercise 9

1. Ahmad.
2. London.
3. Cold and cloudy.
4. Centre of town.
6. To the museum.
7. Went back to the hotel.
8. Have you written a letter to me?

Exercise 10

عذرزي سيه،
كيف حالك؟ نحن في باريس والطقس حار وممتع. ذهبنا أمس
مباهما إلى متحف كبير وأكلنا في مطعم فرنسي في وسط
اللندن. بعد ذلك أنا ذهبت إلى البنك ولكن نادر والأولاد
ذهبوا إلى التلفزيون. وأنت؟ هل كتب لي خطابًا؟
مع تحياتي زيتي

UNIT 14

Exercise 1
See page 169.

Exercise 2

يوم الجمعة قبل يوم السبت.
يوم الخميس بعد يوم الأربعاء.
يوم الأحد قبل يوم الاثنين.
يوم الثلاثاء قبل يوم الأربعاء.
يوم السبت بعد يوم الجمعة.
### Exercise 3
- **algebra**
- **emir (prince)**
- **saffron**
- **alkali**
- **vizier (minister)**
- **tamarind**
- **alcohol**

### Exercise 4
- سفراء - ambassadors
- رؤساء - presidents/chairmen
- زعماء - leaders
- وكلاة - agents

### Exercise 5
- سفرات - (female) ambassadors
- رئياسات - (female) presidents/chairwomen
- زعيمات - (female) leaders
- وكيلات - (female) agents

### Exercise 6
<table>
<thead>
<tr>
<th>Meaning</th>
<th>General noun</th>
<th>Root letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ministry</td>
<td>وزارة</td>
<td>روز</td>
</tr>
<tr>
<td>embassy</td>
<td>سفارة</td>
<td>سفر ر</td>
</tr>
</tbody>
</table>
Exercise 7

What did the president do on the second day?

He attended the opening of the new factory. And he held a meeting with the Italian ambassador.

What did the president do on the third day?

He received the prince of Jordan in his office. And then he met with the leaders of the parties.

Exercise 8

1 Prince Abdullah/the ambassador of Pakistan

استقبل الأمير عبد الله سفير باكستان.
Prince Abdullah received the ambassador of Pakistan.

2 the Egyptian President/a Saudi princess

استقبل الرئيس المصري أميرة سعودية.
The Egyptian President received a Saudi princess.

3 the (female) Minister of Education/teachers' leaders

حضرت وزيرة التعليم اجتماعًا مع زعماء المدرسين.
The (female) Minister of Education attended a meeting with teachers' leaders.
4 the Minister of Agriculture/the German President

The German President wrote a message to the Minister of Agriculture.

5 Prince Sulaiman/the British ambassador

Prince Sulaiman attended a meeting with the British ambassador.

6 the Syrian President/the Deputy Foreign Minister

The Syrian President received the Deputy Foreign Minister.

7 the Minister of Justice/the Iraqi president

The Minister of Justice wrote a message to the Iraqi President.

8 the Emir of Kuwait/the ambassadors of Europe

The Emir of Kuwait wrote a message to the ambassadors of Europe.

Exercise 9

1 ذهب وزير الدفاع البريطاني إلى الرياض.

2 استقبل الأمير حسن الوزير البريطاني.

3 استقبل الأمير الوزير في مكتبه ظهر أمس.

4 الأمير حسن هو رئيس الوزراء.

5 بعد الاستقبال رجع الوزير البريطاني إلى لندن.

6 الأمير حسن هو وزير الدفاع السعودي.

7 الأمير أشرف هو نائب وزير الدفاع.

8 حضر الجلسة من جانب السعودي أميران ومساعد.
Exercise 10

١ خُرج السفراء من السفارة وذهبوا إلى القصر الملكي.
٢ عقد الوزير جلسة عمل مع السفير اليمني.
٣ ذهب الزعماء إلى المصنع وسمعوا عن السيارة الجديدة.
٤ جلّسَت الرئيسة على مكتَبتها وكتبت رسالة إلى وزير الدفاع.
٥ أكل الرجال سمكًا في المطعم. وبعد ذلك شربوا زجاجات كولا.
٦ حضرت وزيرة الاقتصاد افتتاح بنك جديد.
٧ ذهبت زينب إلى البنك ووجدت الشباك المكسور.
٨ ماذا فعلت الرئيسة يوم الثلاثاء؟

UNIT 15

Exercise 1

٣٠ ثلاثين
٤٠ أربعين
٥٠ خمسين
٦٠ ستين
٧٠ سبعين
٨٠ ثمانين
٩٠ تسعين
٩٥ خمسة وتسعة
٤٣ ثلاثة وأربعين
٤٤ أربعة وثلاثين
٢٠ عشرين
١٠ عشرة
٢ واحد
٢٢ اثنان
٣٢ ثلاثة عشر
٤٢ أربعة عشر
٥٢ خمسة عشر
٦٢ ستة عشر
٧٢ سبعة عشر
٨٢ ثمانية عشر
٩٢ تسع عشر
٩٨ خمسة وأربعون
١٨ ثمانية عشر
١٩ تسعة عشر
٣٤ أربعة وثلاثين
Exercise 2

<table>
<thead>
<tr>
<th></th>
<th>38</th>
<th>9</th>
<th>43</th>
<th>7</th>
<th>61</th>
<th>5</th>
<th>94</th>
<th>3</th>
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<td>79</td>
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<td>8</td>
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<td>2</td>
<td>60</td>
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</tbody>
</table>

Exercise 3

<table>
<thead>
<tr>
<th></th>
<th>22</th>
<th>30</th>
<th>18</th>
<th>14</th>
<th>12</th>
<th>8</th>
<th>6</th>
<th>3</th>
</tr>
</thead>
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<tr>
<td></td>
<td>33</td>
<td>24</td>
<td>21</td>
<td>15</td>
<td>18</td>
<td>6</td>
<td>77</td>
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</tr>
<tr>
<td></td>
<td>121</td>
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<td>66</td>
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<td></td>
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<td>69</td>
<td>42</td>
<td>28</td>
<td>21</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>50</td>
<td>34</td>
<td>21</td>
<td>8</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

(add together the previous two numbers)

Exercise 4

1 Khartoum.
2 113.
3 2291.
4 Saudi Arabia.
5 Belgium.
6 Ash-sharq Al-Awsat.

1 15 دولة
2 لا
3 لا (مصر بين السعودية والكويت)
4 51 طائرة
5 خمس طائرات
6 نعم
7 طائرتان
8 لا (مصر 13 طائرة)
9 نعم
10 لا
Answers to exercises

Exercise 5

<table>
<thead>
<tr>
<th>أفعال</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
</tr>
</thead>
<tbody>
<tr>
<td>مساعدةك أميرات</td>
<td>أولاد</td>
<td>شموع</td>
<td>رجال</td>
<td>تحق</td>
<td>زعماء</td>
</tr>
<tr>
<td>جنّيّات</td>
<td>أسواق</td>
<td>شؤون</td>
<td>جبّال</td>
<td>علّب</td>
<td>سفراء</td>
</tr>
<tr>
<td>سيّارات</td>
<td>أحزاب</td>
<td>لصوص</td>
<td>جمال</td>
<td>لعب</td>
<td>وكلاء</td>
</tr>
<tr>
<td>كرات</td>
<td>أفلام</td>
<td>سيف</td>
<td>بحار</td>
<td>صور</td>
<td>رؤساء</td>
</tr>
<tr>
<td>دراجات</td>
<td>أكياس</td>
<td>بنوك</td>
<td>تليفونات</td>
<td>أكواب</td>
<td>قلوب</td>
</tr>
<tr>
<td>سيّارات</td>
<td>أطباقي</td>
<td>شيوخ</td>
<td>ملوك</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 6

1. 1 كم كلب في الصورة؟ هناك ثلاثة كلاب في الصورة.
2. 2 كم جملاً في الصورة؟ هناك أربعة جمالي في الصورة.
3. 3 كم سيارة في الصورة؟ هناك عشر سيارات في الصورة.
4. 4 كم صورة في الصورة؟ هناك خمس صور في الصورة.
5. 5 كم درّاجة في الصورة؟ هناك سبع دراجات في الصورة.
6. 6 كم رجلًا في الصورة؟ هناك سنتين رجال في الصورة.
7. 7 كم علبة في الصورة؟ هناك ثلاث علب في الصورة.
8. 8 كم لعبة في الصورة؟ هناك ثماني لعب في الصورة.
Exercise 7

Meaning Feminine  Masculine

green  خضراء  أخضر
blue  زرقاء  أزرق
white  بيضاء  أبيض
black  سوداء  أسود
yellow  صفراء  أصفر
red  حمراء  أحمر

[add colour of your door (masc.)]  
[add colour of your car (fem.)]  

Answers to exercises
Exercise 9
في الأسبوع الماضي، ذهب أحمد وفاطمة وصاحبهما الألماني هانز إلى القاهرة ووصلوا هناك يوم السبت مساءً.
يوم الأحد خرج الأصدقاء صباحًا وذهبوا إلى المتحف المصري في وسط المدينة. ووجدوا هناك معرضًا لـ "المتحف فرعوني". بعد ذلك ذهبوا إلى مطعم بجانب المتحف وأكل أحمد وفاطمة سمكًا من البحر الأحمر. ولكن هانز أكل بورجر.
يوم الاثنين حضر أحمد وهانز مؤتمراً ثقافياً. ولكن فاطمة جلسَت في البلكون وكتبَت خطابًا لأمها. أخيرًا، رجع الأصدقاء يوم الثلاثاء.

Exercise 10

<table>
<thead>
<tr>
<th>الظهر</th>
<th>الصباح</th>
</tr>
</thead>
<tbody>
<tr>
<td>جلسة عمل مع المفتتح العام</td>
<td>افتتاح البنك الياباني الجديد</td>
</tr>
<tr>
<td>السفير السوداني في مكتبتي</td>
<td></td>
</tr>
<tr>
<td>اجتماع مع وزير العدل الاقتصاد العربي</td>
<td>مؤتمر وزراء الاقتصاد العرب</td>
</tr>
<tr>
<td>المؤتمر الاقتصادي في القصر الملكي</td>
<td>معرض البنوك الإسلامية</td>
</tr>
<tr>
<td>الأربعاء</td>
<td>الخميس</td>
</tr>
</tbody>
</table>

There are many possible questions. Try to check yours with an Arabic-speaker.
UNIT 16

Exercise 1

1. كم الساعة؟ الساعة الخامسة.
2. كم الساعة؟ الساعاتة التاسعة.
3. كم الساعة؟ الساعة الثامنة.
4. كم الساعة؟ الساعة الثانية.
5. كم الساعة؟ الساعة الحادية عشرة.

Exercise 2

1. كم الساعة؟ الساعة العاشرة والثاني.
2. كم الساعة؟ الساعة الثامنة والربع.
3. كم الساعة؟ الساعة الثانية والنصف.
4. كم الساعة؟ الساعة العاشرة إلا ثلثاً.
5. كم الساعة؟ الساعة السادسة إلا عشر دقائق.
6. كم الساعة؟ الساعة الحادية عشرة إلا خمس دقائق.

Exercise 3

<table>
<thead>
<tr>
<th>Arabic film</th>
<th>American film</th>
<th>French film</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday showing</td>
<td>1.30pm</td>
<td>3pm</td>
</tr>
<tr>
<td>times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday showing</td>
<td>1.30pm</td>
<td>9pm</td>
</tr>
<tr>
<td>times</td>
<td></td>
<td>6pm</td>
</tr>
<tr>
<td>Saturday showing</td>
<td>4.45pm</td>
<td></td>
</tr>
<tr>
<td>times</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 4

Try to check your paragraph with an Arabic-speaker.

Exercise 5

(These are model answers: yours may vary slightly.)

1. لا تذهب فاطمة إلى المدرسة بالدراجة.
2. لا يذهب محمود إلى المدرسة الساعة السابعة والنصف، يذهب الساعة الثامنة.
3. لا يشرب محمود فنجان شاي، يشرب زجاجة كولا.
4. لا تغسل فاطمة وجهها الساعة الواحدة والثلث، تغسل وجهها الساعة السابعة والنصف.

Exercise 6 & Exercise 7

Try to check your answers with an Arabic-speaker.

Exercise 8

1. لماذا تدرس يوم الثلاثاء ظهراً؛ ندرس الموسيقى من الساعة الواحدة والنصف حتى الساعة الثالثة.
2. لماذا تدرس يوم الثلاثاء صباحاً؛ ندرس الرياضيات من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس الإنجليزية حتى الساعة الثانية عشرة.
3. لماذا تدرس يوم الاثنين ظهراً؛ ندرس الرسم من الساعة الواحدة والنصف حتى الساعة الثالثة.
Answers to exercises

Exercise 9

كل يوم يخرج الأولاد من بيوتهم الساعة الثامنة إلا ربعًا ويذهبون إلى المدرسة بالأوتوبيس يدرسون حتى الساعة الثانية عشرة وبعد ذلك يأكلون الغداء.

بعد الغداء يدرسون من الساعة الواحدة والنصف حتى الساعة الثالثة ثم يرجعون من المدرسة إلى بيوتهم.

Exercise 10

- Damascus University
- medicine
- lectures on Sunday/Tuesday/Thursday
- eggs/tea for breakfast
- leaves house 10am
- university by train
- attends lectures/sits in library until 4pm
- returns home
- Friday goes to cinema with friends
- eats in falafel restaurant

UNIT 17

Exercise 1

biscuits
- أرز
shampoo
- شامبو
rice
- مكرونة
cake
- بسكويت
sugar
- سكر
macaroni
- كعك
Exercise 2

<table>
<thead>
<tr>
<th>Anbouna</th>
<th>Gate</th>
<th>Kays</th>
<th>Ulube</th>
<th>Zajjajah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kukek</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majoun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arz</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helib</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kol 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3

- مساء الخير.
- مساء النور يا مدام... تحت أمرك.
- أعطني من فضلك زجاجة زيت...
- لتر؟
- لا نصف لتر من فضلك.
- تفضلي.
- وعلبة مكرونة كبيرة وكيسين أرز.
- تفضلي يا مدام.
- شكرًا... كم الحساب من فضلك؟
- عشرة جنيهات.
- تفضلي.
- شكرًا... مع السلامة يا مدام.
- الله يسلماك.
Exercise 4

Exercise 5

<table>
<thead>
<tr>
<th>Plural</th>
<th>Noun of place (meaning)</th>
<th>Verb (meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ملاعب</td>
<td>playing field/pitch/court</td>
<td>لعب/يلعب to play</td>
</tr>
<tr>
<td>معارض</td>
<td>exhibition/show</td>
<td>عرض/يعرض to exhibit/show</td>
</tr>
<tr>
<td>مداخل</td>
<td>entrance</td>
<td>دخل/يدخل to enter</td>
</tr>
<tr>
<td>مخرج</td>
<td>exit</td>
<td>خرج/يخرج to exit/go out</td>
</tr>
<tr>
<td>مطاعم</td>
<td>restaurant</td>
<td>طعم/يطعم to taste</td>
</tr>
<tr>
<td>مطبخ</td>
<td>kitchen</td>
<td>طبخ/يطبخ to cook</td>
</tr>
<tr>
<td>مغاسل</td>
<td>launderette</td>
<td>غسل/يغسل to wash</td>
</tr>
<tr>
<td>مساجد</td>
<td>mosque</td>
<td>سجد/يسجد to bow in worship</td>
</tr>
</tbody>
</table>
Exercise 6

Answers to exercises

Exercise 7
Exercise 8

Answers to exercises

<p>| | | | |</p>
<table>
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</tr>
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<td>60</td>
<td>لحم بالبطاطس</td>
<td></td>
<td></td>
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<td>68</td>
<td>كعكة باللوز</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>شاي باللبن</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>المجموع</td>
<td></td>
<td></td>
</tr>
<tr>
<td>166</td>
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<td></td>
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</tr>
<tr>
<td>17</td>
<td>خدمة 10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>183</td>
<td>المجموع بالخدمة</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 9

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Form</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to heat</td>
<td>يُسُخِنَ</td>
<td>سَخَّنَ</td>
<td>II</td>
<td>سخَن</td>
</tr>
<tr>
<td>to travel</td>
<td>يُسافر</td>
<td>سَافَر</td>
<td>III</td>
<td>سفر</td>
</tr>
<tr>
<td>to mend/fix</td>
<td>يُصِلَح</td>
<td>صَلَح</td>
<td>II</td>
<td>صَلِح</td>
</tr>
<tr>
<td>to embrace Islam</td>
<td>يُسَلِّم</td>
<td>أَسَلِم</td>
<td>IV</td>
<td>سَلَم</td>
</tr>
<tr>
<td>to tidy/arrange</td>
<td>يُرْتِب</td>
<td>رَتِب</td>
<td>II</td>
<td>رَتِب</td>
</tr>
<tr>
<td>to talk/discuss</td>
<td>يُحَادث</td>
<td>حَادث</td>
<td>III</td>
<td>حَدِث</td>
</tr>
<tr>
<td>to teach</td>
<td>يُدَرِّس</td>
<td>دَرَس</td>
<td>II</td>
<td>دَرَس</td>
</tr>
</tbody>
</table>

Exercise 10

1 هل سُخِنت الخبز؟ نعم، سخَّنته.
2 هل أُخْرِجَت الزبالة؟ نعم، أَخْرَجَتْها.
3 هل جُهِرت السلطة؟ نعم، جَهَرَتْها.
Exercise 11

1. حضرته الوزير.
2. استقبالهم الرئيسة.
3. استقبال الأمير.
4. وجدته فاطمة.
5. كل يوم يكتبها محمود.
6. عقدها الرئيس.
7. شرينته.
8. كل يوم نطبخه مساءً.

Exercise 12

1. لم يخرج الزُّبالة. لم يخرجها. ما أخرجها.
2. لم ينظف الشبَّاك. لم ينظفها. ما نظفته.
3. لم يشكن الحَّبَّز. لم يشكنها. ما سخنه.
4. لم يصلح الكرسي المكسور. لم يصلحه. ما صلدَّه الكرسي المكسور. ما صلدَّه.
5. لم يجهز السلطة. لم يجهزها. ما جهِّزها.

Exercise 13
Try to check your conversation with an Arabic-speaker.

UNIT 18

Exercise 1

9. سريع أسرع (asraً)
10. رخيص أرخص (arkhas)
11. كثير أكثر (akthar)
12. فاضل أفضل (afdal)
13. غني أغنى (aghna)
14. فقير أفقر (afqaً)
15. هام أهم (ahamm)
1. طويل أطول (atwal)
2. كبير أكبر (akbar)
3. جميل أجمل (ajmal)
4. قبيح أقبيح (aqbah)
5. صغير أصغر (asghar)
6. قدم أقدم (aqdam)
7. جديد أجد (ajadd)
8. شديد أشد (ashadd)
Exercise 2

1. The Nile is the longest river in the world.
2. Cairo is the largest city in Africa.
3. The oldest car is the oldest brand.
4. The oldest city is the oldest city.
5. The oldest car is the oldest brand.

Exercise 3

<table>
<thead>
<tr>
<th>Car 1</th>
<th>Car 2</th>
<th>Car 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Exercise 4

1. We buy this car today.
2. How old are you?
3. What is your name?
4. How old is your car?
5. What is your car?
6. How fast is your car?
7. How new is your car?
8. How expensive is your car?

Exercise 5

Since eighteen years ago, I have been very happy. I have a big and beautiful house in the city. But the city has not been the same. In the past, it had a very beautiful house. And now it is very expensive, but it is not for me. I have a big and beautiful house, and it is not for me.
Exercise 6

1. كان أحمد مدرسًا في الماضي.
2. الطقس كان حارًا أمس.
3. كنت في المكتب يوم السبت.
4. كانت الشجرة أطول من بيتتي.
5. أين كنت الساعة التاسعة؟
6. كنت في وسط المدينة.

Exercise 7 & Exercise 8 (in brackets)

1. منذ عشرين سنة كنت غنيًا. الآن أنا (ولكنك الآن) فقير.
2. منذ ثلاثين سنة كان أحمد في الجيش. الآن هو (ولكنك الآن) محاسب في بنك.
3. منذ نصف ساعة كانوا في المدرسة. الآن هم (ولكنهم الآن) في بيوتهم.
4. منذ ستين سنة كانت الرياض مدينة صغيرة. الآن هي (ولكنها الآن) أكبر مدينة في السعودية.
5. في الماضي كنت مدرسًا. الآن أنت (ولكنك الآن) معلم في وزارة التعليم.
6. منذ دقيقتين كنت في البنك. الآن نحن (ولكننا الآن) عند البقال.

Exercise 9

<table>
<thead>
<tr>
<th>المعنى</th>
<th>المصدر</th>
<th>المضارع Present</th>
<th>الماضي Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>to fly</td>
<td>ط/ي/ر</td>
<td>يطير</td>
<td>طار</td>
</tr>
<tr>
<td>to visit</td>
<td>ز/و/ر</td>
<td>يزور</td>
<td>زار</td>
</tr>
<tr>
<td>to run</td>
<td>ج/ر/ي</td>
<td>يجري</td>
<td>جرى</td>
</tr>
<tr>
<td>to sell</td>
<td>ب/ي/ع</td>
<td>يبيع</td>
<td>باع</td>
</tr>
<tr>
<td>to return</td>
<td>ع/و/د</td>
<td>يعود</td>
<td>عاد</td>
</tr>
<tr>
<td>to call</td>
<td>د/ع/و</td>
<td>يدعو</td>
<td>دعو</td>
</tr>
<tr>
<td>to increase</td>
<td>ز/ي/د</td>
<td>يزيد</td>
<td>زاد</td>
</tr>
<tr>
<td>to say</td>
<td>ق/و/ل</td>
<td>يقول</td>
<td>قال</td>
</tr>
<tr>
<td>to throw</td>
<td>ر/م/ي</td>
<td>يرمي</td>
<td>رمي</td>
</tr>
</tbody>
</table>
Exercise 10

1. نعلمنا الإنجليزية.
2. تعلمنا العربية.
3. هل تذكر صديقك منیر؟
4. تعاونت سميره مع المدرسين.
5. نناقشنا معًا.
6. تحدث الوزراء عن المعرض وتبادلوا الأفكار.

Exercise 11
Try to check your conversation with an Arabic-speaker.

UNIT 19

Exercise 1

شهر مارس بعد فبراير وقبل أبريل.
شهر يونيو بعد مايو وقبل يوليو.
شهر سبتمبر بعد أغسطس وقبل أكتوبر.
شهر أغسطس بعد يوليو وقبل سبتمبر.
شهر مايو بعد ديسمبر وقبل فبراير.
شهر مايو بعد أبريل وقبل يونيو.
شهر أكتوبر بعد سبتمبر وقبل نوفمبر.
شهر أبريل بعد مارس وقبل مايو.

Exercise 2

غداً. ٢٣ فبراير صباحًا. سيحضِر الوزير اجتماعًا مع رئيس الوزراء الساعة الحادية عشرة وبعد ذلك سيغخد جلسة عمل مع المساعدين في وزارة الصحة الساعة الخامسة إلا ربعًا.
أول أمس، ٢٠ فبراير، زار الوزير الكويت.
بعد غد ٢٤ فبراير، سيزور الوزير الأردن.

Exercise 3
Try to check your diary and description with an Arabic-speaker.
Exercise 4
1 Minister of Defence.
2 Six.
3 Any three from France, Belgium, Oman, Bahrain, Saudi, Kuwait.
4 Tomorrow.
5 Washington.
6 Paris.

Exercise 5
الرياض/السعودية
 المنامة/البحرين
 مسقط/عُمان
واشنطن/أمريكا
باريس/فرنسا
بروكسل/بلجيكا

Exercise 6
يوم الاثنين 68 نوفمبر: واشنطن إلى باريس
يوم الخميس 1 ديسمبر: باريس إلى بروكسل
يوم السبت 2 ديسمبر: بروكسل إلى مسقط
يوم الأحد 4 ديسمبر: مسقط إلى المنامة
يوم الاثنين 5 ديسمبر: المنامة إلى الرياض
يوم الثلاثاء 6 ديسمبر: الرياض إلى الكويت
Exercise 7
There are many possible sentences. Try to check yours with an Arabic-speaker.

Exercise 8

he fell  انتهي
he took off  زجاجة بنزين
it seems that  اقترب
it is necessary that  سقط
watch out!  قيل أن تحاول
the ground  يبدو أن
a bottle of benzene  لا بد أن
come closer!  بعد قليل
before you try  الأرض
in a little while  اقلع

Exercise 9

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Form</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to move off</td>
<td>انطلق</td>
<td></td>
<td>VII</td>
<td>طلق</td>
</tr>
<tr>
<td>to take care</td>
<td>انتبه</td>
<td></td>
<td>VIII</td>
<td>نبه</td>
</tr>
<tr>
<td>to enquire</td>
<td>استعلم</td>
<td></td>
<td>X</td>
<td>علم</td>
</tr>
<tr>
<td>to work</td>
<td>يستغل</td>
<td></td>
<td>VIII</td>
<td>شغل</td>
</tr>
<tr>
<td>to use/employ</td>
<td>يستخدم</td>
<td></td>
<td>X</td>
<td>خدم</td>
</tr>
<tr>
<td>to listen</td>
<td>استمع</td>
<td></td>
<td>VIII</td>
<td>سمع</td>
</tr>
<tr>
<td>to overturn</td>
<td>انقلب</td>
<td></td>
<td>VII</td>
<td>قلب</td>
</tr>
</tbody>
</table>
UNIT 20

Exercise 1

Answers to exercises 34 7

Exercise 1

٦ ونصف كيلو جبنة بيضاء من فضلك. كم الحساب؟
٧ صباح النور يا سيدي.
٨ تحت أمرك ... تفَضّل.
٩ أعطني من فضلك كيس سكر وزجاجة (علبة) عصير تفاح.
١٠ صباح الخير.
١١ الله يسلامك.
١٢ ۱۳ جنيه من فضلك.
١٣ تفَضّلِي. مع السلامَة.

Exercise 2

<table>
<thead>
<tr>
<th>الحلويات</th>
<th>الطبق الرئيسي</th>
<th>المشروبات</th>
<th>المشروبات</th>
<th>المشروبات</th>
</tr>
</thead>
<tbody>
<tr>
<td>كعك</td>
<td>دجاج بالبطاطس</td>
<td>سلطة</td>
<td>عصير منجة</td>
<td>سلوي</td>
</tr>
<tr>
<td></td>
<td></td>
<td>سمك بالرز</td>
<td>مكرونة</td>
<td>أحمد</td>
</tr>
</tbody>
</table>

Exercise 3

You should have chosen the tomato salad and the macaroni with tomato. The final bill and conversation will depend on your choice of dessert and drink. Try to check them with an Arabic-speaker.

Exercise 4

١ بيت بيبوت ٦ مكتَب مكتَب
٢ شيخ شيوخ ٧ قطار قطارات
٣ وكيل وكيل ٨ مَمثَلة مَمثَلة
٤ كتاب كتاب ٩ مدينة مدينَة
٥ وزير وزراء ١٠ مساعد مساعدون/ين
٦ نرس نرس ١١ سنة سنوات
٧ شيخ شيوخ ١٢ سنة سنوات
٨ وكيل وكيل ١٣ مَمثَلة مَمثَلة
٩ كتاب كتاب ١٤ طبق أطباق
١٠ وزير وزراء ١٥ أمير أمراء
Exercise 5

1. ساعة الثانية ظهرًا، يٰوم ١٤ ٠٠٠٠
2. الساعة السادسة ونصف صباحًا، يٰوم ٢٤ أكتوبر
3. الساعة الثامنة مساءً، يٰوم ١٠ يوليو
4. الساعة الخامسة إلا ربعاً، يٰوم ١٥ ديسمبر
5. الساعة السابعة والثالث صباحًا، يٰوم ٦ مارس
6. الساعة الحادية عشرة إلا خمس دقائق صباحًا، يٰوم ١ أبريل

Exercise 6

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>France/Belgium</td>
</tr>
<tr>
<td>April</td>
<td>Germany</td>
</tr>
<tr>
<td>May</td>
<td>England</td>
</tr>
<tr>
<td>June</td>
<td>America</td>
</tr>
<tr>
<td>July</td>
<td>America</td>
</tr>
<tr>
<td>August</td>
<td>Canada</td>
</tr>
<tr>
<td>September</td>
<td>Mexico</td>
</tr>
</tbody>
</table>

Exercise 7

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Form</th>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>to approach</td>
<td>VIII</td>
<td>يقترب</td>
<td>اقترب</td>
</tr>
<tr>
<td>to take out</td>
<td>IV</td>
<td>يخرج</td>
<td>أخرج</td>
</tr>
<tr>
<td>to wash</td>
<td>I</td>
<td>يغسل</td>
<td>غسل</td>
</tr>
<tr>
<td>to set off</td>
<td>VII</td>
<td>ينطلق</td>
<td>انطلق</td>
</tr>
<tr>
<td>to mend/fix</td>
<td>II</td>
<td>يصلح</td>
<td>صلح</td>
</tr>
</tbody>
</table>
Answers to exercises

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>to meet</td>
<td>اجتماع</td>
</tr>
<tr>
<td>to hold/convene</td>
<td>عقد</td>
</tr>
<tr>
<td>to try/attempt</td>
<td>حاول</td>
</tr>
<tr>
<td>to tidy/arrange</td>
<td>رتب</td>
</tr>
<tr>
<td>to clean</td>
<td>نظف</td>
</tr>
<tr>
<td>to visit</td>
<td>زار</td>
</tr>
<tr>
<td>to cooperate</td>
<td>تعاون</td>
</tr>
<tr>
<td>to remember</td>
<td>يذكَر</td>
</tr>
<tr>
<td>to take up (time)</td>
<td>يستغرق</td>
</tr>
</tbody>
</table>

Exercise 8

1. كل يوم يعقد الوزير جلسة عمل.
2. كل يوم تنزه زينب إلى البنك.
3. غدا سنزور المتحف في وسط المدينة.
4. نظفوا الأطباق أمس.
5. لم نتذكر (ما تذكَّرنا) اسم المدرسة أمس.
6. منذ 3 ساعات انطلق الأصدقاء إلى المدينة.
7. اليوم يجتمع وزراء الاقتصاد في عمَّان ويتبادلون الأفكار.
8. الآن لا نتعاون دول العالم الثالث.
Exercise 9

1. لم تُصلِح دراجتها المكسورة. لم تصلِحها.
2. صلَحت الكرسي المكسور. صلَحته.
3. غسلَت قميص أحمد. غسلَته.
4. لم تكتب رسالة لأمها. لم تكتُبها.
5. رتَبَت اللعب في الخزانة. رتَبتُها.
6. طبخت العشاء. طبخَته.
7. لم تنظف الأطباق. لم تنظفها.
8. لم تخرج الزيالة. لم تخرجَها.
9. ذهبت إلى البنك. ذهبت إليه.
10. لم تنظف المطبخ. لم تنظفه.
The following glossary contains the key words presented in *Mastering Arabic*.

The meanings given are as used in this book. There may be alternative English or Arabic meanings. For these, you will need to use a dictionary.

Plurals are given in brackets after the singular.

Verbs are followed by (v.) in the English. (If a word is not followed by (v.), you can presume that it is not a verb.) Both the past and present tenses are given in Arabic.

| A | about (a subject, etc.) | عَنْ | قَوْقُ | مُحَاسِبٌ | مَمَثُّلٌ (وَنَ/بِن) | طَائِرَةٌ (ات) | شَأْنٌ (شَئْنُ) | أَفْرِيقِيَّا | بَعْدَ | بَعْدُ ذَلِك | بَعْدُ الظُهْرِ | وَكَالَةٌ (ات) | وَكِيلٌ (وُكِلاءَ) |
|---|------------------------|-----|-------|----------|-------------|-------------|-------------|-------------|-----|-------------|-------------|-------------|-------------|-------------|
|   | about                  | عَنْ | قَوْقُ | مُحَاسِبٌ | مَمَثُّلٌ (وَنَ/بِن) | طَائِرَةٌ (ات) | شَأْنٌ (شَئْنُ) | أَفْرِيقِيَّا | بَعْدَ | بَعْدُ ذَلِك | بَعْدُ الظُهْرِ | وَكَالَةٌ (ات) | وَكِيلٌ (وُكِلاءَ) |
ago: ... ago
agriculture
aid (e.g. foreign aid)
aide
all
all right
almonds
ambassador
America
American
and so
appears: it appears that
apples
approach (v.)
April
Arab/Arabic
Arabic (language)
arrive (v.)
artefact
Asia
assistant
at (used to talk about possession)
attempt (v.)
attend (v.)
August
B

bag/case

bag (plastic, etc.)
baker
ball
banana(s)
bank
banner
basket
be (v.)
beautiful
bed
before
before that
begin (v.)
below
beside
better, best
Best wishes (close of letter, etc.)
between
bicycle
big
bill
biscuits
black (masc./fem.)
blue (masc./fem.)

بكيس (آكياس)
حَبَّاز (ون/ين)
كَرَة (ات)
مَوْز
بنوك (بنوك)
راية (رایات)
سلة (سلال)
كان / يكون
جميل، حلو
سرير (آسرة)
قبل
قبل ذلك
بدأ / يبدأ
تحت
بجانب
أفضل
مع تحتاني
بين
دراجة (ات)
كبر
حساب (ات)
بسكويت
أسود / سوداء
أزرق / زرقاء
book
book (v.)
bookshop
bottle
box
boy
bread
breakfast
broken
brother
burger
bus
but
C
cabinet (of ministers)
cake
call (v.)
camel
can I have? (possible?)
candle
capital (city)
car
carpenter
carry (v.)
carton
certainly

كتاب (كتَّاب)
حجز / يَحْجز
مكتبة (ات)
زجاجة (ات)
علبة (علب)
ولد (أولاد)
خبز
إفطار
مكسور
أخ (أخوة)
بورجر
باص (ات) / أتوبيس (ات)
لكن
مجلس (مجلس)
كعكة
دعاء / يدعو
جمال (جمال)
ممكن؟
شمعة (شموع)
عاصمة (عواصم)
سيارة (ات)
نجار (ون/بن)
حمل / يحمل
غلبة (غلب)
حاضر
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>كرسيّ (كراسي)</td>
</tr>
<tr>
<td>chairman, leader</td>
<td>رئيس (رؤساء)</td>
</tr>
<tr>
<td>chairmanship</td>
<td>رئاسة (ات)</td>
</tr>
<tr>
<td>cheap</td>
<td>رخيص</td>
</tr>
<tr>
<td>cheese</td>
<td>جبنة</td>
</tr>
<tr>
<td>chef</td>
<td>طبّاخ (ون/ين)</td>
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<td>chemistry</td>
<td>الكيمياء</td>
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<td>chicken</td>
<td>نَجْاجة (نَجَاج)</td>
</tr>
<tr>
<td>China</td>
<td>الصين</td>
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<tr>
<td>Chinese</td>
<td>صيني</td>
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<tr>
<td>cigarette</td>
<td>سيجارّة (سَجائر)</td>
</tr>
<tr>
<td>cinema</td>
<td>سينما</td>
</tr>
<tr>
<td>city</td>
<td>مدينة (مَدن)</td>
</tr>
<tr>
<td>class, lesson</td>
<td>دَرَس (ذُروس)</td>
</tr>
<tr>
<td>clean (v.)</td>
<td>نَظَف / يَنظف</td>
</tr>
<tr>
<td>clear (weather)</td>
<td>صَحو</td>
</tr>
<tr>
<td>clock</td>
<td>ساعة (ات)</td>
</tr>
<tr>
<td>cloudy</td>
<td>غائم</td>
</tr>
<tr>
<td>coffee</td>
<td>قهوّة</td>
</tr>
<tr>
<td>coffee beans</td>
<td>بن</td>
</tr>
<tr>
<td>cola</td>
<td>كولا</td>
</tr>
<tr>
<td>cold</td>
<td>بارد</td>
</tr>
<tr>
<td>colour</td>
<td>لون (الْوَان)</td>
</tr>
<tr>
<td>come close (v.)</td>
<td>اقترب / يقترب</td>
</tr>
<tr>
<td>complain</td>
<td>شكا / يشكو</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>concerning</td>
<td>عن</td>
</tr>
<tr>
<td>condition</td>
<td>حال (أحوال)</td>
</tr>
<tr>
<td>conference</td>
<td>مؤتمَر (ات)</td>
</tr>
<tr>
<td>continent</td>
<td>قارَة (ات)</td>
</tr>
<tr>
<td>convene (v.)</td>
<td>عقد / يعقد</td>
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<tr>
<td>cook (person)</td>
<td>طباخ (ون/ين)</td>
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<tr>
<td>cook (v.)</td>
<td>طبخ / يطبخ</td>
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<tr>
<td>cooperate (v.)</td>
<td>تعاون / يتَعاون</td>
</tr>
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<td>cotton</td>
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<td>country</td>
<td>دولة (دول)</td>
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<tr>
<td>course (of a meal)</td>
<td>طبق (اطباق)</td>
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<tr>
<td>court (tennis, etc.)</td>
<td>ملعب (ملاعب)</td>
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<tr>
<td>cultivate (v.)</td>
<td>زرع / يزرع</td>
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<td>culture</td>
<td>ثقافة (ات)</td>
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<td>cup</td>
<td>فنَّجان (فناجين)</td>
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<td>cupboard</td>
<td>خَزائِن (ات)</td>
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<td>daughter</td>
<td>بنت (بنات)</td>
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<tr>
<td>day</td>
<td>يوم (أيام)</td>
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<tr>
<td>day after tomorrow</td>
<td>بعد غد</td>
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<td>day before yesterday</td>
<td>أول أمس</td>
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<td>dear (opening of letter; masc./fem.)</td>
<td>غزيري / غزيزتي</td>
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<td>December</td>
<td>ديسمبر</td>
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<td>defence</td>
<td>دفاع</td>
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<td>defend (v.)</td>
<td>دافع</td>
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<td>degree (temperature, etc.)</td>
<td>درجة (ات)</td>
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delicious
democracy
depart (v.)
deputy
desk
desserts
Dinar
dinner
Dirhem
discuss (v.)
do (v.)
dog
donkey
door
drawing
drink (v.)
drum

East
eat (v.)
economy
education
eggs
Egypt
Egyptian
eight

شهي
الديمقراطية
غادر / يغادر
نائب (نواب)
مكتب (مكاتب)
حلويات
دينار (دنانير)
عشاء
برهم (درهم)
تناول / يتناول
فعل / يفعل
كلب (كلاب)
حمار (حمير)
باب ( أبواب)
رسم (رسم)
شرب / يشرب
طبلة (طبول)
شرق
أكل / يأكل
اقتصاد
تعليم
بيض
مصري
ثمانية
<table>
<thead>
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<th>English</th>
<th>Arabic</th>
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<tr>
<td>eighteen</td>
<td>ثمانيّة عشرة</td>
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<td>eighty</td>
<td>ثمانين</td>
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<td>eleven</td>
<td>أحد عشر</td>
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<td>embassy</td>
<td>سفارة (ات)</td>
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<td>emir</td>
<td>أمير (أُمراء)</td>
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<td>emirate</td>
<td>إمارة (ات)</td>
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<td>مِهِنِّدِس (وِن/يِن)</td>
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<td>England</td>
<td>انجلِترا</td>
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<td>الانجليزِيَّة</td>
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<td>English (language)</td>
<td>مدخل (مداخل)</td>
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<td>entrance</td>
<td>أوروبا</td>
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<td>Europe</td>
<td>مساء</td>
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<td>كلًّا</td>
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<td>every</td>
<td>كل يوم</td>
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<tr>
<td>every day</td>
<td>تبادل / يتبادل</td>
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<td>exchange (views, etc.)</td>
<td>عرض / يعرض</td>
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<td>exhibit (v.)</td>
<td>مُعَرَض (مُعَارِض)</td>
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<td>exhibition</td>
<td>خُُرُج / يخرَج</td>
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<td>exit</td>
<td>خارجية (خارجية)</td>
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<td>exit (v.)</td>
<td>وجه (وُجَوًه)</td>
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<td>exterior</td>
<td>مصنَّع (مُصانع)</td>
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<td>F</td>
<td>كلية (ات)</td>
</tr>
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<td>face</td>
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<td>factory</td>
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<td>faculty (university)</td>
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<td>English</td>
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<td>fall (v.)</td>
<td>سقط / بسقط</td>
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<td>سريع</td>
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<td>father</td>
<td>أب (آباء)</td>
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<td>February</td>
<td>فبراير</td>
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<td>fifteen</td>
<td>خمسة عشر</td>
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<td>خمسين</td>
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<td>figs</td>
<td>تين</td>
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<td>film</td>
<td>فيلم (أفلام)</td>
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<td>find (v.)</td>
<td>وجد / يجد</td>
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<td>fine (weather)</td>
<td>صحو</td>
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<td>firstly</td>
<td>أولاً</td>
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<td>fish</td>
<td>سمك</td>
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<td>خمسة</td>
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<td>راية (رايات)</td>
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<td>flies</td>
<td>دباب</td>
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<td>fly (v.)</td>
<td>طار / يطير</td>
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<td>for</td>
<td>لـ</td>
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<td>forty</td>
<td>أربعين</td>
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<td>four</td>
<td>أربعة</td>
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<td>fourteen</td>
<td>أربعة عشر</td>
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<td>فرنسي (ون/بن)</td>
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<td>Friday</td>
<td>يوم الجمعة</td>
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<td>friend</td>
<td>صاحب (أصحاب)</td>
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future

game

general (adj.)

geography

German

Germany

girl

give me

glass (material)

go (v.)

go back (v.)
go out (v.)
gold

good evening/afternoon

good morning

goodbye

green (masc./fem.)
greeting
grocer

ground

Gulf (the)

from

G

good evening /afternoon

good morning

goodbye

green (masc./fem.)
greeting
grocer
ground

Gulf (the)

half

hat

he
head (of organisation, etc.)
health
hear (v.)
heart
heat
heat (v.)
heavy
hello
help
helper
hen
her
here you are (masc./fem./plural)
his
history
hold (a meeting, etc.) (v.)
home
hospital
hot
hotel
hour
house
how?
how are you?
how many?
how much?

hundred

husband

I

I'd like...

ice-cream

idea

important

in

in front of

in the middle of

increase (v.)

industry

inexpensive

inspector

interior

investigation

Iraq

Iraqi

it (masc./fem.)

Italian

Italy

J

January

Japan

Japanese

بِكَمْ؟

مَائَة (مئات)

زُوجَة (أزواجه)

أنا

أريد...

آيس كريم

فُكرَة (أفكار)

هَامٌ

في

 أمام

فِي وَسْط

زَاد / يَزِيد

صناعة (ات)

رَحِص

مَفتَش (ون/ين)

داخلية

تحقيق (ات)

العراق

عَراقي

هو / هي

إيطالي

إيطاليا

يناير

اليابان

ياباني
English–Arabic glossary

Jordan
Jordanian
juice
July
June
justice
K
key
kilo
king
kitchen
L
laundry, launderette
law (study)
lead (v.)
leader
leadership
learn (v.)
leather
leave (v.)
Lebanese
Lebanon
lecture
left (direction)
lesson
letter (mail)
library
Libya
Libyan
light (weight)
lake: I'd like
Lira (money)
long
lunch

M
macaroni
madam
man
mangoes
many
March
market
masterpiece
mathematics
matter
May
me
meat
medal
medicine (study)
meet (v.)
meeting
mend (v.)
mentioned: above mentioned
middle
Middle East
mild
military
milk
million
minister
ministry
minute
moderate
Monday
month
more, most
morning
mosque
mother
mountain
move off (v.)
museum
music
my
name
nation
nationality
necessary: it is necessary that
necklace
new
ewspaper
nine
nineteen
ninety
no
noon
north
November
now
number (numeral)
number (quantity)
nurse

O
October
office
oil
old (of objects)
old (of people)
Oman
Omani
on
on the left of
on the right of

English–Arabic glossary
لا ـ بـَدْ أـن
قـلـادة (قـلـائـد)
جـديد
جـرـيدة (جرـائـد)
تـسـعة
تـسـعة عـشر
تـسـعين
لا
ظـهـر
شـمال
نـوـفـمـبر
الآن
رـقم (أـرقـام)
عـدد (أـعـداد)
مـمـرـضة (اـت)
أـكـتوـبر
مـكـتـب (مـكاتـب)
زـيـت (زـيـوت)
قـدـيم
كـبير السـن
عـمان
عـمـانيّ (وـن/يـن)
عـلـى
عـلـى يـسـار
عـلـى يـمـين
one
only
open (v.)
opening ceremony
oranges
our
overcast (weather)
packet
palace
parliament
party (celebration)
party (political)
past: the past
pen
period (of time)
pharaonic
picture
piece
pigeons
pitch (football, etc.)
pizza
plane
plastic
plate
play (v.)
playing field
please (masc./fem.)
poor
potatoes
Pound (money)
prefer (v.)
prepare (v.)
presidency
president
price
prince
princess
profession
professor
pupil (school)
put on (for clothes, etc.) (v.)
put out (rubbish, etc.) (v.)
Q quarter
R receive (guests, etc.) (v.)
red (masc./fem.)
religious education
remember (v.)
reserve (v.)
restaurant
return (v.)
rice
rich
right (direction)
ring
river
Riyal
robbery
rose
royal
rubbish
run (v.)
Russia
Russian

S
salad
sandals
sandwich
Saturday
Saudi (country)
Saudi (nationality)
say (v.)
school
sea
seems: it seems that
sell (v.)
September

أرز
غني
يمين
خاتم (حُوائط)
نهر (أنهار)
ريال (ات)
سرقة (ات)
وردة (ورد)
ملكي
زبالة
جري/يجري
روسيا
روسي (روس)
سلطنة (ات)
صنعل
سندويتش
يوم السبت
السعودية
سعودي (ون/بن)
قال / يقول
مدرس (مدرسة)
بحر (بحار)
ببزو أن
باع / بيع
سبتمبر
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<td>service</td>
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<tr>
<td>at your service</td>
<td>نحن أمرك (ان)</td>
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<td>session</td>
<td>جلسة (ان)</td>
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<tr>
<td>set out (v.)</td>
<td>انطلق / تنطلق</td>
</tr>
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<td>seven</td>
<td>سابعة</td>
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<td>seventeen</td>
<td>سابعة عشر</td>
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<td>seventy</td>
<td>سبعين</td>
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<td>shampoo</td>
<td>شامبو</td>
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<td>shape</td>
<td>شكل (أشكال)</td>
</tr>
<tr>
<td>she</td>
<td>هي</td>
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<td>sheikh</td>
<td>شيخ (شيوخ)</td>
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<td>قميص (قمصان)</td>
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<td>قصير</td>
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<td>shorts</td>
<td>شورت</td>
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<td>show (v.)</td>
<td>عرض / يعرض</td>
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<td>حرير</td>
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<td>فضية</td>
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<td>since (e.g. ‘since 1982’)</td>
<td>منذ (1982)</td>
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<td>sir</td>
<td>سيّ مي</td>
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<td>sister</td>
<td>أخت (أخوات)</td>
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<td>sit down (v.)</td>
<td>جلّس / يجلس</td>
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<td>six</td>
<td>ستة</td>
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<td>small</td>
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so
soap
son
south
Spain
Spanish
speak (v.)
sport
state (condition)
state (country)
street
strong
student
study (v.)
Sudan
Sudanese
sugar
Sunday
supper
sweet
sword
Syria
Syrian
table
take (v.)
take off (plane, etc.) (v.)
take out (rubbish, etc.) (v.)
take up (of time, etc.) (v.)
talk (v.)
tall (for people)
tea
teacher
telephone
television
temperature
ten
tennis
tent
thank you
theft
their (masc./fem.)
then
there is/are
there is not/are not
these (people)
these (non-humans)
they (masc.)
they (fem.)
thief
third
thirteen
thirty
this (masc.)
this (fem.)
thought
three
throw (v.)
Thursday
time
tin (of beans, etc.)
to (for)
to (towards)
today
tomatoes
tomorrow
toothpaste
total
towards
town
toy
train
tree
try (v.)
tube
Tuesday

ثلاثة عشَر
ثلاثَين
هذَا
هذَه
فَكْرَةٌ (أَفْكَار)
ثَلَاثَة
رَمَى / يَرْمَى
بُوْمَ الخَمْيِس
وَقُتِّ (أَوْقَاتِ)
عَلْبَةٌ (عَلَبَ)
إِلَى
اليَوْم
طَمَاطم
غَدًا
مَجْمُوعُ الأسْنَان
إِلَى
مَدِينَةٌ (مُدْنَة)
لُغَةٌ (لَعْبَ)
قَطَارٌ (أَتَ)
شَجْرَةٌ (شَجَر)
حَاوَلٌ / يُحَاوَل
أنْبَوَةٌ (أنَابِيب)
يَوْمُ الثَلَاثَاء
twelve
twenty
two
ugly
university
until
visit (v.)
waiter
walk (v.)
wash (v.)
washing powder
watch (wrist)
watch out (v.)
water
watermelons
we
weak
wear (v.)
weather
Wednesday
week
weight
west
what (+ noun)?
what's your name?
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<td>what (+ verb)?</td>
<td>ماذا؟</td>
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<td>when?</td>
<td>متى؟</td>
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<td>أين؟</td>
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<td>which?</td>
<td>أي؟</td>
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<td>white (masc./fem.)</td>
<td>أبيض / بيضاء</td>
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<td>whole, unbroken</td>
<td>سليم</td>
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<td>why?</td>
<td>لماذا؟</td>
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<td>wife</td>
<td>زوجة (أت)</td>
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<td>wind (fem.)</td>
<td>ريح (رياح)</td>
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<tr>
<td>window</td>
<td>شبابك (شبهابيك)</td>
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<td>with</td>
<td>مع بـ...</td>
</tr>
<tr>
<td>wood</td>
<td>خشب</td>
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<td>working session, workshop</td>
<td>جلسة عمل</td>
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<td>world (the)</td>
<td>العالم</td>
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<td>write (v.)</td>
<td>كتب / يكتب</td>
</tr>
<tr>
<td>year</td>
<td>سنة (سنوات / سنون)</td>
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<td>yellow (masc./fem.)</td>
<td>أصفر / صفراء</td>
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<td>Yemen</td>
<td>اليمن</td>
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<td>Yemeni</td>
<td>يمني</td>
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<td>yes</td>
<td>نعم</td>
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<td>yesterday</td>
<td>أمس</td>
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<tr>
<td>you (masc./fem./plural)</td>
<td>أنت / أنتم</td>
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<td>young</td>
<td>صغير السن</td>
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<td>your (masc./fem./plural)</td>
<td>نـك / نـكم</td>
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<td>as first letter of word</td>
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