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Mastering Arabic: 'Ilm Challenge Pack

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THE COMPLETE COURSE FOR BEGINNERS

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JANE WIGHTWICK &
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Mastering Arabic

Second edition

Jane Wightwick &
Mahmoud Gaafar

HIPPOCRENE BOOKS, INC.
New York

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1

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:

	<i>Name of letter</i>	<i>Pronounced</i>
	bā'	'b' as in 'bat'
	tā'	't' as in 'tap'
	thā'	'th' as in 'thin'
	nūn	'n' as in 'nab'
	yā'	'y' as in 'yet'

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

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*.

Printed letter (*naskh*)Handwritten letter (*riq'a*)

ب

ب

ت

ت

ث

ث

ن

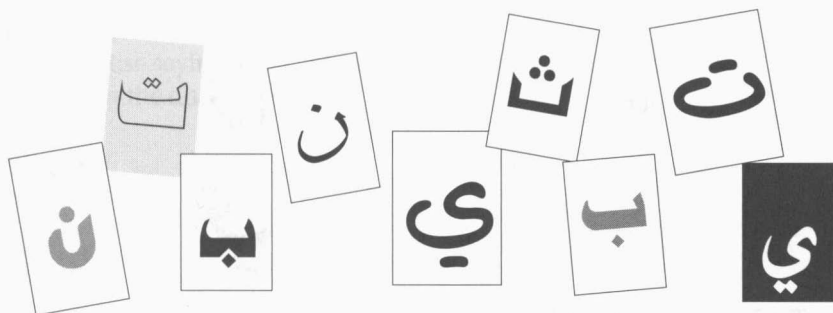
ن

ي

ي

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.

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:

ب (ba)

ب (bi)

ب (bu)

From this you can see:

- A dash *above* the letter (ـَ) is pronounced as a short 'a' following the letter. This vowel is called *fathā*.
- A dash *below* the letter (ـِ) is pronounced as a short 'i' following the letter. This vowel is called *kasra*.
- A comma shape *above* the letter (ـُ) is pronounced as a short 'u' following the letter. This vowel is called *ḍamma*.

Exercise 2

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

1 ب

4 ت

7 ب

2 ت

5 ي

8 ث

3 ث

6 ن

Exercise 3

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

1 ب

4 ت

7 ن

2 ن

5 ب

8 ث

3 ي

6 ت

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*)

ب + ث = بث

ت + ب = تب

ث + ب + ت = ثبت

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 *nūn* 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:

ب + ن = بن

ن + ي = ني

ب + ي + ت = بيت

ب + ن + ي = بني

ي + ب + ث = يبت



Handwriting practice



Notice how these letters are joined when written by hand:

ب + ث = بث

ب + ن = بن

ب + ث + ت = بت

ب + ن + ي = بني

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.

اتصالات ناجحة أعادت الأمور إلى
طبيعتها بين السعودية والمنظمة

Exercise 5

Write out these combinations of letters. The first is an example:

$$1 \quad \text{ت} + \text{ي} + \text{ن} = \text{تَيْن}$$

$$2 \quad \text{ن} + \text{ي} =$$

$$3 \quad \text{ت} + \text{ب} + \text{ن} =$$

$$4 \quad \text{ن} + \text{ب} + \text{ت} =$$

$$5 \quad \text{ي} + \text{ب} + \text{ن} + \text{ي} =$$

$$6 \quad \text{ب} + \text{ي} + \text{ت} + \text{ي} =$$

Adding vowels to words

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

$$\text{ت}^{\text{tu}} + \text{ب}^{\text{b}} = \text{تُب}^{\text{tub}}$$

$$\text{ب}^{\text{bi}} + \text{ن}^{\text{n}} = \text{بِن}^{\text{bin}}$$

$$\text{ب}^{\text{bi}} + \text{ن}^{\text{n}} + \text{ت}^{\text{t}} = \text{بِنْتُ}^{\text{bint}}$$

$$\text{ب}^{\text{ba}} + \text{ي}^{\text{y}} + \text{ن}^{\text{na}} = \text{بَيْنَ}^{\text{bayna}}$$

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.

ثَبَّتَ 4

بَيْتَ 1

يَثْبُ 5

ثَبَّتَتْ 2

ثَبْنِ 6

تَبْنِ 3

Shadda

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

(bathth) بَثْ = (th) ث + (th) ث + (ba) بَ

(bunn) بُنْ = (n) ن + (n) ن + (bu) بُ

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:

بُنْ 4

بَثْ 1

بَيْنْ 5

ثَبَّتْ *2

يَبْثْ 6

ثَبَّتْ *3

*Compare the pronunciation of numbers 2 and 3.

Notice that kasra is often written below the shadda (◌ْ) 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.

= ن + ن + تُ 3 = ت + ت + ب 1

= ي + ي + ن 4 = ن + ي + ي + ب 2

Exercise 8

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



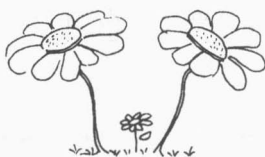
بنت C



بيت B



تبن A



بين E



بن D

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.



Conversation

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:

أَهْلًا (ahlan) Hello

أَهْلًا بِكَ/بِكِ (ahlan bik/biki) Hello to you (*talking to a male/female*)

صَبَاحُ الْخَيْرِ (ṣabāḥ al-khayr) Good morning

صَبَاحُ النُّورِ (ṣabāḥ an-nūr) Good morning (*reply*)

مَسَاءُ الْخَيْرِ (masā' al-khayr) Good evening/afternoon

مَسَاءُ النُّورِ (masā' an-nūr) Good evening/afternoon (*reply*)

مَعَ السَّلَامَةِ (ma'as-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

بِنْتٌ (bint) girl/daughter بُنٌّ (bunn) coffee beans

بَيْتٌ (bayt) house بَيْنَ (bayna) between

تِبْنٌ (tibn) hay

أَهْلًا (ahlan) Hello

أَهْلًا بِكَ/بِكِ (ahlan bik/biki) Hello to you

صَبَاحُ الْخَيْرِ (ṣabāḥ al-khayr) Good morning

صَبَاحُ النُّورِ (ṣabāḥ an-nūr) Good morning (*reply*)

مَسَاءُ الْخَيْرِ (masā' al-khayr) Good evening/afternoon

مَسَاءُ النُّورِ (masā' an-nūr) Good evening/afternoon (*reply*)

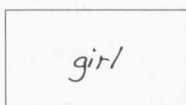
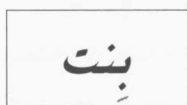
مَعَ السَّلَامَةِ (ma'as-salāma) Goodbye

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.

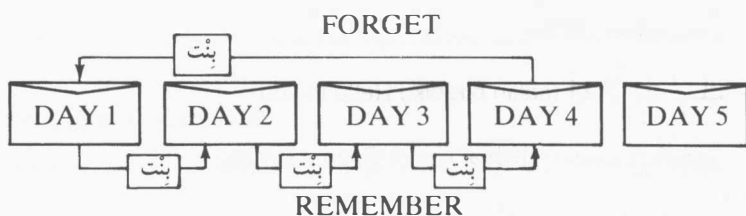
Try the following method to learn your vocabulary:

- 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:



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:



- 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:



Name of letter

Pronounced

alif

(see pages 17 and 20)

dāl

'd' as in 'dad'

dhāl

'th' as in 'that'

rā'

rolled 'r' as in Spanish 'arriva'

zāy

'z' as in 'zone'

wāw

'w' as in 'wet'

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:

ا	و	alif
ذ	ا	dāl
و	ذ	zāy
ز	د	rā'
ا	و	wāw
د	ز	dhāl



Handwriting practice

dāl, dhāl



rā', zāy



wāw



alif



Remember, finish the shape first and then add any dots:



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:

ب + ا = با

ب + ب = باب

ب + ا + ب = باب

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.

ن + ا + ر = نار

ب + ر + د = برد

ز + ي + ن = زين

ا + ب + د + ا = ابادا

ذ + و + ب = ذوب

و + ز + ي + ر = وزير

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 ثوب نزور يبرد

Exercise 2

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

(bard) بَرْد = (d) د + (r) ر + (ba) بَ 1

وَرْد = + + 2

رَبْو = + + 3

= ر + ذ + بَ 4

بر = + + 5

= ر + ر + بُ 6

ثوب = + + 7

= ز + ر + دَ 8

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 (ا), yā' (ي) and wāw (و).



Look at the following and listen to the recording:

بَا (bā) ← بَ (ba)

بِي (bī) ← بِ (bi)

بُو (bū) ← بُ (bu)

From this you should be able to see that:

fatha + alif = ā (long 'a' as in hair or as in heart)

kasra + yā' = ī (long 'i' as in meet)

damma + wāw = ū (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: با بو بي

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:

يَزِدُّ 3	بَرَدٌ 2	نَذَرٌ 1
يَزِيدُ	بَرَّادٌ	نَذِيرٌ

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 ...

زور

... how do you know whether to pronounce it

زُور (zūr) or ...

زَوْر (zawr) or ...

زَوَر (zawar) or even ...

زَوَّار (zawwara) or ...

زَوَّارٌ (zuwwira)?

(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.

دِين 3	وَزِير 1
بَيْت 4	دِين 2

8 بین

5 یرید

9 زین

6 برید

10 وارد

7 بین

Exercise 4

Now try and write the eight words you hear, with their vowels. Each word will be given twice.



زبادي (zabādī) 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:

(in) اِن (udh) اُذ (ab) اَب

The small 'c' shape (ء) 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.

أَنَا 4

إِذْنُ 1

أَنْتَ 5

أُذُنُ 2

أَنْتِ 6

إِيرَانُ 3

Putting words together



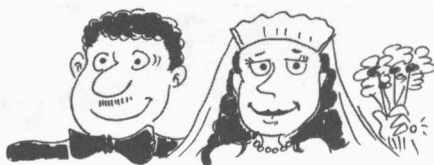
Look at the pictures and listen to the recording.



أَنْوَرُ



نور



أَنْوَرُ وَنُورُ

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



A

بدر وزين 1

زيد وبدر 1

نادر وبدر 2

دينا ونادر 2

زين ونادر 3

زينب وزيد 3

زينب ودينا 4

زينب وبدر 4



D



C

دينا وزين 1

دينا وزينب 1

بدر ونادر 2

زيد وزينب 2

زيد ودينا 3

زيد وزين 3

زين وزيد 4

دينا ونادر 4

Simple sentences



Look at the picture and listen to the recording.

أَنَا زَيْدٌ وَأَنْتَ نَادِرٌ.



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*.)

أَنَا زَيْدٌ.
I (am) Zaid.

أَنْتَ نَادِرٌ.
You (are) Nadir.



Handwriting practice

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

أَنَا نَادِرٌ. أَنْتَ نَادِرٌ.
أَنْتَ دِينَا. أَنْتَ دِينَا.

Exercise 6

Look at the pictures and make sentences for each bubble:



Male and female

Listen to this conversation:

← (read from right to left)



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

وَأَنْتِ؟ And you?

أَنْتِ (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:

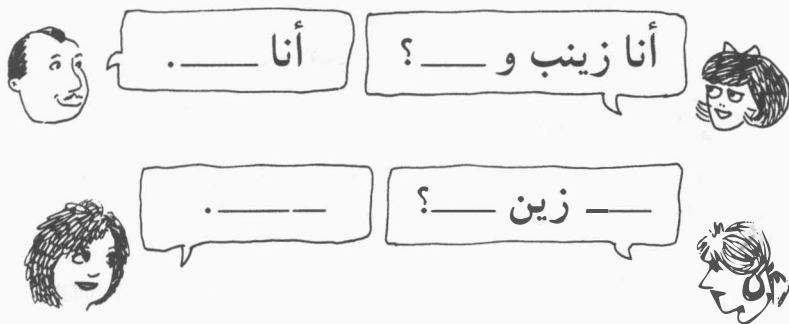
أَنَا (anā) I (male and female)

أَنْتَ (anta) you (male)

أَنْتِ (anti) you (female)

Exercise 7

Fill in the missing words in these conversations:





Conversation

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.

أَنَا توم، وأنت؟ (ahlan, anā Tom w-anti?) Hello, I'm Tom.
And you?

أَنَا دينا. (anā dīnā) I'm Dina.

تَشَرَّفْنَا يَا دينا. (tasharrafnā yā dīnā) Pleased to meet you, Dina.

مَسَاءُ الْخَيْرِ. أَنَا مدام لويس. (masā' al-khayr. anā madām lūwis)
Good evening. I'm Mrs Lewis.

مَسَاءُ النور يا مدام لويس. كَيْفَ الْحَال؟ (masā' an-nūr yā madām lūwis.
kayf al-ḥāl?) Good evening, Mrs Lewis. How are you?

الْحَمْدُ لِلَّهِ. (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

أَنَا (anā) I

أَنْتَ (anta) you (male)

أَنْتِ (anti) you (female)

وَ (wa-) and

زَبَادِي (zabādī) yoghurt

تَشَرَّفْنَا (tasharrafnā)

pleased to meet you

كَيْفَ الْحَال؟ (kayf al-ḥāl)

how are you?

الْحَمْدُ لِلَّهِ (al-ḥamdu lillāh)

fine, thanks

Unit 3 The family

Letters of the alphabet: group 3

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

	<i>Name of letter</i>	<i>Pronounced</i>
	jīm	'j' as in French 'je'*
	ḥā'	Breathy, strong 'h'
	khā'	'ch' as in Scottish 'loch'
	hā'	'h' as in 'house'
	mīm	'm' as in 'mastering'

*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 hā' 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 hā' 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.

- | | |
|----------|---------|
| ◌ ط ح 6 | ◌ ط ح 1 |
| ◌ ط ح 7 | ◌ ط ح 2 |
| ◌ ط ح 8 | ◌ ط ح 3 |
| ◌ ط ح 9 | ◌ ط ح 4 |
| ◌ ط ح 10 | ◌ ط ح 5 |

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:

Printed letter

Handwritten letter

ج

ع

ح

ع

خ

غ

ه

ه

م

م

Notice how jīm, hā' and khā' 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, ḥā', khā'



mīm



hā'



Joining letters: jīm, ḥā', khā' 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.

ج + ر + ب = جرب

ح + ر + م = حرم

أ + خ + ت = أخت

د + م + ج = دمج

م + ي + ز = ميز

أ + م = أم

Tip: sometimes you can see the mīm tucked in under the previous letter or over the following one. For example:

ح + م + د = حمد

م + ح + ا = محا

Exercise 2

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

مِدَحَت A

أَخ B

مَوْج C

نَجَّار D

نَجَاح E

بَحَّار F

أَحْمَد G

أَخْت H

1 أ + ح + م + د

2 ن + ج + ج + ا + ر

3 ب + ح + ح + ا + ر

4 م + و + ج

5 م + د + ح + ت

6 أ + خ + ت

7 أ + خ

8 ن + ج + ا + 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 hā'

Hā' 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: ه
- If it is joined only to the letter *after* it, it looks like this: هـ
- If it is joined only to the letter *before* it, it looks like this: هـ
- If it is joined to letters on *both sides*, it looks like this: هـ or this: هـ
(The second shape is more common in handwriting.)



Handwriting practice

Copy these words:

(start here)

نهر هي هو هذه نه

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.

5 ب + ح + ر

1 ن + ح + ت

6 أ + م + هـ

2 ب + هـ + م

7 هـ + ا + م + د

3 ج + م + د

8 ن + ج + ز

4 ي + ت + ي + هـ

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): ة. This is called *tā' marbūṭa* (literally *tied up tā'*). When the word is said by itself, the *tā' marbūṭa* is not usually pronounced:

مَدِينَة (madīna) city

زَوْجَة (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' marbūṭa*. (There are a few exceptions to this, but they are rare.)

A word could fall into both categories, e.g. زَوْجَة (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.



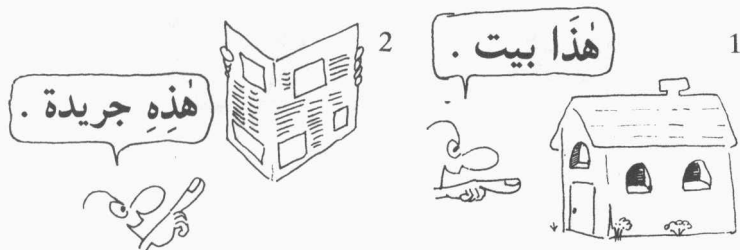
Exercise 4

Listen to these words and decide if they are masculine or feminine.

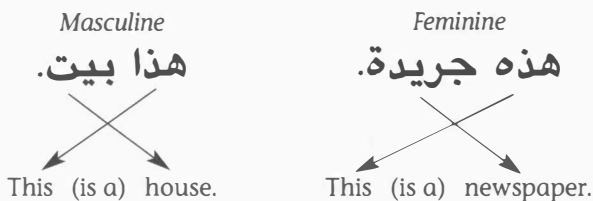


What's this? ما هذا؟

Listen to the recording and repeat the sentences:



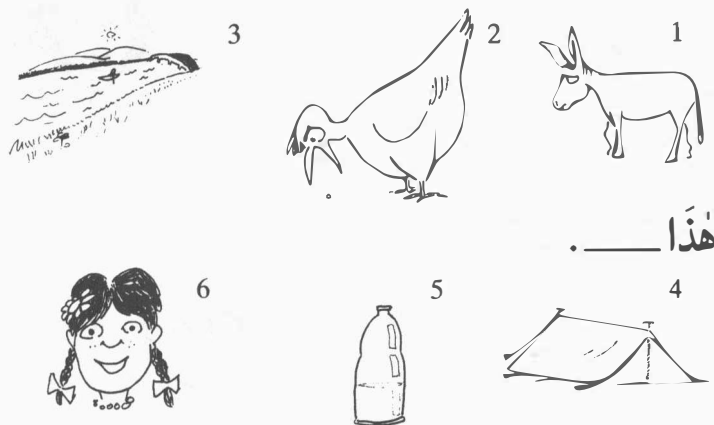
(The vertical dash you can see above the hā' in هذا (hādhā) and هذه (hādhīhi) is an alif. In a very few words, the alif is written above the letter rather than after it. This alif is pronounced as a long ā. Like the other vowel signs, it is not normally included in modern written Arabic.)



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

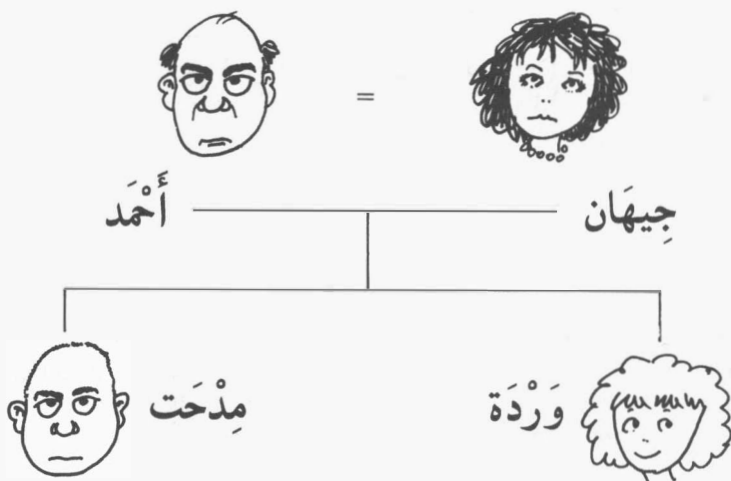
Make a sentence for each picture and then write it down.



هَذَا ____ .

The family

Look at this family tree and read the names.



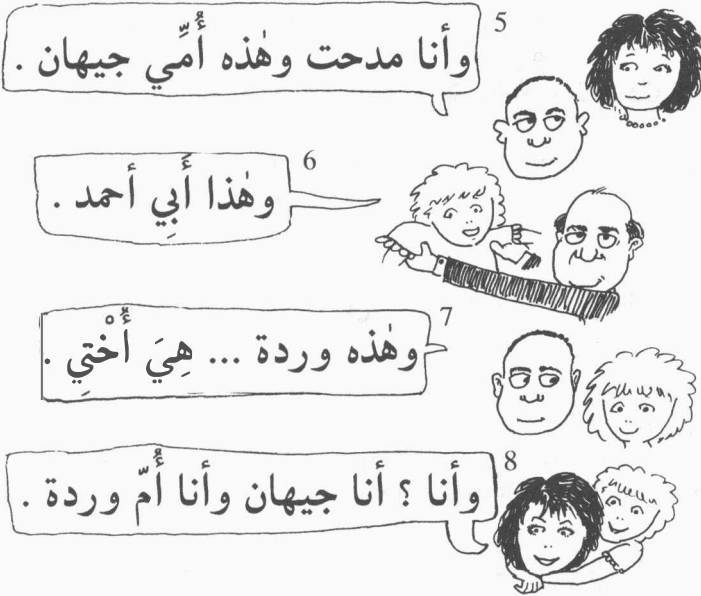
Listen to the recording, looking at the pictures and following the words:

1 أنا أحمد وهذا مدحت ... هُوَ ابني .

2 وأنا جيهان ... وهذا زوجي أحمد .

3 وهذه زوجتي جيهان .

4 أنا وردة وهذا أخي مدحت .



If you take a noun (e.g. بنت bint, daughter/girl) and add '-ī' to the end, it then refers to 'my ...' (e.g. بنتي bintī, my daughter):

$$\text{بنت} + \text{ي} = \text{بنتي}$$

$\swarrow \quad \searrow$
 noun + '-ī' = my daughter

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

$$\text{بنت} + \text{أحمد} = \text{بنت أحمد}$$

$\swarrow \quad \searrow$
 noun + name = 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 tā' marbūṭa (ة), you should pronounce the word with a 't' at the end:

زوجة أحمد (zawjat aḥmad) wife of Ahmed/Ahmed's wife
 خيمة مدحت (khaymat midḥat) Midhat's tent

When letters are added to a word ending in tā' marbūṭa, it 'unties' and changes back to an ordinary tā'. This tā' is pronounced 't' in the normal way:

زوجة (zawja) wife زوجتي (zawjati) my wife

Exercise 6

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

mother

father

son

daughter

wife

husband

sister

brother

أُخْتُ

بِنْتُ

أُمُّ

زَوْج

أَخ

زَوْجَة

ابْن

أَب

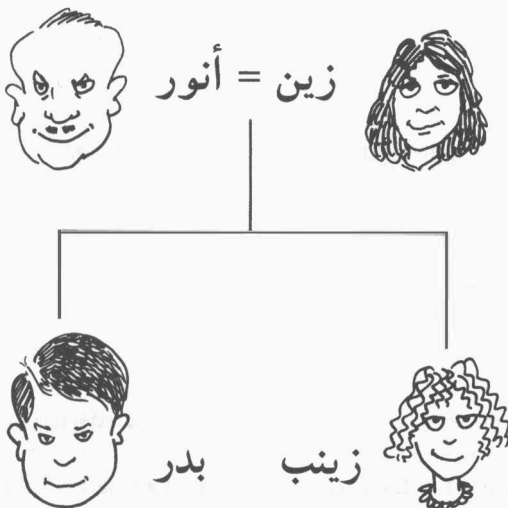
Exercise 7

Look at the family tree on page 32 and fill in the gaps in the sentences, as in the example.

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

Exercise 8

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



- 1 زينب هي بنت زين.



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 hādhihi ... for a female, followed by the family member and name:

مَنْ هَذَا (man hādhā?) Who's this?

هَذَا زَوْجِي جَاك (hādhā zawjī jāk) This is my husband, Jack.

تَشْرَفْنَا يَا جَاك (tasharrafnā yā jāk) Pleased to meet you, Jack.

مَنْ هَذِهِ (man hādhihi?) Who's this?

هَذِهِ بِنْتِي لُوسِي (hādhihi bintī lūsī) This is my daughter, Lucy.

تَشْرَفْنَا يَا لُوسِي (tasharrafnā 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

أُمُّ (umm) mother

أَب (ab) father

ابْن (ibn) son

بِنْت (bint) daughter/girl

أَخ (akh) brother

أُخْت (ukht) sister

زَوْج (zawj) husband

زَوْجَة (zawja) wife

هُوَ (huwa) he (and it, *masc.*)

هِيَ (hiya) she (and it, *fem.*)

هَذَا (hādhā) this (*masc.*)

هَذِهِ (hādhihi) this (*fem.*)

زُجَاجَة (zujāja) bottle

جَرِيدَة (jarīda) newspaper

خَيْمَة (khayma) tent

نَهْر (nahr) river

حِمَار (ḥimār) donkey

دَجَاجَة (dajāja) hen/chicken

مَدِينَة (madīna) city

مَنْ (man) who?

4

Jobs

Letters of the alphabet: group 4

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

	<i>Name of letter</i>	<i>Pronounced</i>
	sīn	's' as in 'sea'
	shīn	'sh' as in 'sheet'
	ṣād	strong, emphatic 's'
	ḍād	strong, emphatic 'd'

You can see that the letters sīn and shīn have the same basic shape, but shīn has three dots above. shīn and thā' 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).

ṣād and ḍād have the same basic shape, but ḍād 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 ṣād, ḍād and ḥā' to distinguish them from their more familiar equivalents.

Handwriting letters: group 4

Look at the handwritten versions of the letters in group 4:

Printed letter

Handwritten letter

س

س

ش

ش

ص

ص

ض

ض

You can see that the handwritten letters look similar to the printed versions except that the three dots on shīn have become joined, as they did with thā' (ث). The 'w' shape at the beginning of sīn and shīn can also become 'smoothed out' in handwriting, like this: .

However, as a beginner, it's easier to stick to the more standard versions.

**Handwriting practice**

sīn, shīn

س

ṣād, ḍād

ص

س ش 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 ض + ر + ب = ضرب

2 م + ص + ر = مصر

3 ب + ي + ض = بيض

4 س + ي + د = سيد

5 ح + ش + م = حشم

6 ح + ر + س = حرس



Handwriting practice

ṣād, ḍād

– joined only to the letter after:

...ص

– joined on both sides

...ص...

– joined only to the letter before:

ص...

sīn, shīn

– joined only to the letter after:

...س

– joined on both sides:

...س...

– joined only to the letter before:

س...

ṣād and ḍād are emphatic letters and have no direct equivalent in English. The difference in the pronunciation of sīn and ṣād is similar to the difference between the initial sounds of the English words 'sit' 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 hā' (ه) and ḥā' (ح). Listen to these pairs of words and repeat them after the recording. Each pair is given twice.

4 حَرَمَ	1 ضَرَبَ
هَرَمَ	دَرَبَ
5 صَارَ	2 حَزَمَ
سَارَ	هَزَمَ
6 ضَرَسَ	3 صَدَّ
دَرَسَ	سَدَّ



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.

9 س ص	5 س ص	1 س ص
10 س ص	6 ه ح	2 د ض
11 ه ح	7 د ض	3 ه ح
12 س ص	8 د ض	4 د ض

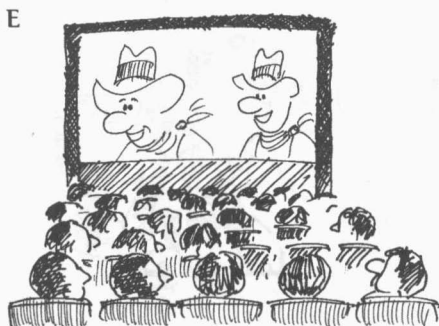
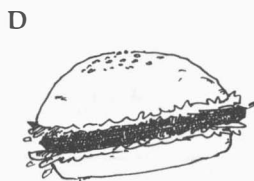
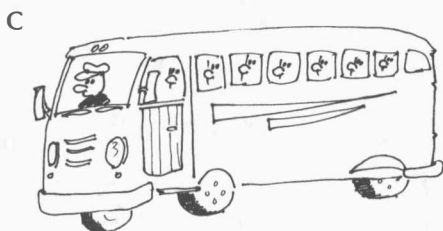
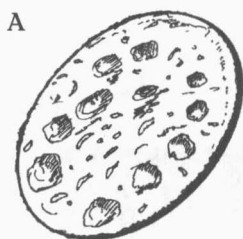
Now check your answers and repeat the words after the recording.

Exercise 2

All these Arabic words are similar to English. Can you match them to the pictures?

1 بَاص 3 شُورْت 5 بُورْجَر

2 بِيْتَزَا 4 تَنِس 6 سِيْنِمَا





Handwriting practice

Practise writing these words from Exercise 2:

باص سُورَت تَنس بِيْتِزَا بُوْرَجِر

Jobs



Listen to the recording and look at the pictures:

2 أنا مُدْرِسَة.



هي مُدْرِسَة.

1 أنا مُدْرِس.



هو مُدْرِس.

4 أنا مُرَاسِلَة.



هي مُرَاسِلَة.

3 أنا مُرَاسِل.



هو مُرَاسِل.

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). مُدْرِس (mudarris) male teacher, مُدْرِسَة (mudarrisa) female teacher; مُرَاسِل (murāsīl) male correspondent, مُرَاسِلَة (murāsila) female correspondent.

Exercise 3

Here are some more jobs. Look at the list and listen to the recording.

خباز

baker

محاسب

accountant

ممرضة

nurse (fem.)

مهندس

engineer

نجار

carpenter

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



3



2



1 هي ممرضة.



6



5



4

Making words plural



Look at the pictures and listen to the recording:

2



هُنَّ مُدَرِّسَاتُ .

1



هُمْ مُدَرِّسُونَ .

4



هُنَّ مُحَاسِبَاتُ .

3



هُمْ مُحَاسِبُونَ .



masculine singular + ūn = masculine plural



masculine singular + āt = feminine plural

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.



_____ 2 _____ 1 هن



_____ 4 _____ 3



6

5



Conversation

Talking about what you do

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

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

أنا مدرس/ممرضة. (ānā mudarris/mumarriḍa) I'm a teacher/a nurse.

ʿamal 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؟ (ayna ʿamalak/-ik?) Where's your job?

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

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

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

أنا تلميذ/تلميذة. (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-rafaʿ رفع)

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:

بِنْتُ (pronounced 'bintun')

The ending (ـُ) is written above the final letter like the vowels, and is pronounced 'un'. So the sentence هَذَا بَيْتٌ (hādhā bayt), This is a house, would be هَذَا بَيْتُنْ (hādhā baytun) if fully pronounced.

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

نَجَّارٌ (najjārūn) carpenter

زُجَاجَةٌ (zujājātun*) bottle

مُمَرِّضَاتٌ (mumarriḍātun*) 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:

مُدَرِّسُونَ (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

نَحْنُ (naḥnu) we

هُمْ (hum) they (masc.)

هُنَّ (hunna) they (fem.)

مُدَرِّسٌ (mudarris) teacher

مُحَاسِبٌ (muḥāsib) accountant

خَبَّازٌ (khabbāz) baker

مُمَرِّضَةٌ (mumarriḍa) nurse

مُهَنْدِسٌ (muhandis) engineer

نَجَّارٌ (najjār) carpenter

مَا عَمَلُكَ؟ (mā amalak/-ik?) What's your job?

أَيْنَ عَمَلُكَ؟ (ayna amalak/-ik?) Where's your job?

مَا شَاءَ اللَّهُ! (mā shā'a allāh) Wonderful!

مُرَاسِلٌ (murāsil) correspondent

طَالِبٌ (ṭālib) student

تَلْمِيزٌ (tilmīdh) pupil

تَنِيسٌ (tanis) tennis

باصٌ (bāṣ) bus

سِينِمَا (sīnimā) cinema

بِيتْزَا (bītzā) pizza

شُورْتٌ (shūrt) shorts

بُورْجَرٌ (būrgar) burger

Describing things



Letters of the alphabet: group 5



Listen to the recording and look at the letters:

	<i>Name of letter</i>	<i>Pronounced</i>
	fā'	'f' as in 'foot'
	qāf	see below
	kāf	'k' as in 'kettle'
	lām	'l' as in 'lamb'

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

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 <u>same</u> 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:

Printed letter

ف

ق

ك

ل

Handwritten letter

ف

ق (ق)

ك

ل

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.



Handwriting practice

fā'



qāf



kāf



lām



أبت

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:

ف + ر + ق = فرق

ق + ر + ن = قرن

ق + ف + ل = قفل

ل + ف + ق = لفق

م + ل + ل = ملل

It is important to remember that lām can be joined on *both sides*, as beginners often confuse this letter with alif, which can be joined only to the letter before:

$$\begin{aligned} \text{ج} + \text{ا} + \text{ب} &= \text{جَاب} \\ \text{ج} + \text{ل} + \text{ب} &= \text{جَلْب} \end{aligned}$$

kāf, like hā' (هـ), 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: ك
- If it stands at the beginning or in the middle of a word, it looks like this: كـ

Exercise 2

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

كلمات رئيس مصر الصادقة
تعكس عمق علاقات الشعبين الشقيقين





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: ك

stage 2: كـ

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

stage 1: tin

stage 2: tin

Now practise copying these words:

كـ لـ ب كـ تـ ب كـ مـ كـ

Everyday objects



Look at these pictures and listen to the recording:



3 قَلَم



2 مِفْتَاح



1 كِتَاب



6 كَلْب



5 قَمِيص



4 حَقِيْبَة



9 خَاتِم



8 سَيَّارَة



7 دَرَّاجَة

Exercise 3

Now make a sentence for each picture, as in the example:

1 هذا 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:

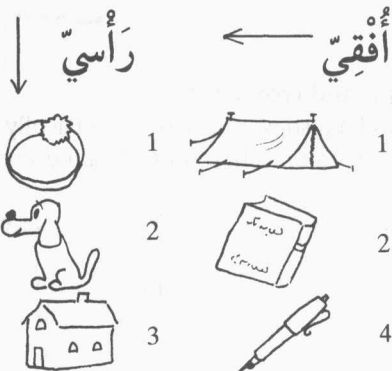
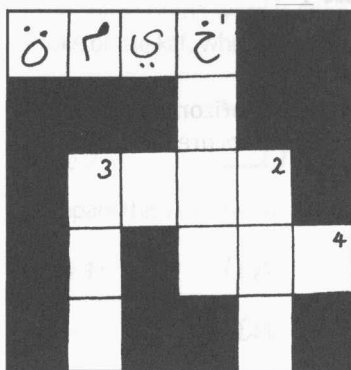
محاسب (horizontal)

م (vertical)
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.



قَدِيم 2



جَدِيد 1



سَلِيم 4



مَكْسُور 3



ثَقِيل 6



خَفِيف 5



جَمِيل 8



قَبِيح 7



أَبْيَض 10



أَسْوَد 9

Now listen to these sentences:

القلم سليم.



الحقيبة خفيفة.



هذا القلم مكسور.



هذه الحقيبة ثقيلة.



القلم



ال (al) the + قلم (qalam) pen = القلم (al-qalam) the pen

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

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

هذا القلم مكسور



masculine noun + adjective This pen is broken

هذه الحقيبة ثقيلة



feminine noun + adjective with هـ This bag is heavy

An adjective must have the feminine ending (ة, a) 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 ة a to the adjective if necessary.

- 1 هذا القميص _____ . (white)
- 2 وهذا _____ أسود. (shirt)
- 3 _____ البنت جميلة. (This)
- 4 _____ البنت _____ . (ugly) (And this)
- 5 _____ السيّارة _____ . (old) (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: شُكْرًا (shukran) thank you.

Now listen to these descriptions:

هذا كتاب البنت وكتابها جديد وأبيض.



هذا كتاب الولد وكتابها قديم وأسود.



وهذه حقيبة المدرس وحقيبته جديدة.



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

Possessive endings

You have now met the following endings which describe possession:

my (masculine & feminine)	-ī	كِتَابِي (kitābī) my book
your (masculine)	-(u)ka*	كِتَابُكَ (kitābuka) your book
your (feminine)	-(u)ki*	كِتَابُكِ (kitābuki) your book
his	-(u)hu*	كِتَابُهُ (kitābuhu) his book
her	-(u)hā	كِتَابُهَا (kitābuhā) her book

*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' marbūṭa, the tā' unties and is pronounced:

حَقِيبَةٌ (ḥaqība) حَقِيبَتُكَ (ḥaqībatuka)

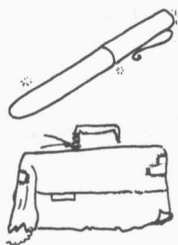
Exercise 7

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



هذا _____ الولد وقلمه _____ .

و _____ حقيبة _____ .



Exercise 8

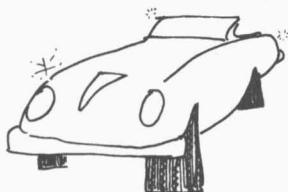
Read the description of Jihan's dog. Then look at the pictures of Jihan and her friend Mohammed, together with some of their possessions.

هذا كلب جيهان وهو أبيض.

كلبها قبيح وثقيل.



جِيهَان



مُحَمَّد



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 ال (al, the) to an indefinite noun, you make it definite. The case ending you met in Unit 4 changes slightly:

بِنْتُ (bintun) a girl/daughter (*indefinite*)

الْبِنْتُ (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:

بِنْتُكَ (bintuka) your (*masculine*) daughter

بِنْتُكِ (bintuki) your (*feminine*) daughter

بِنْتُهُ (bintuhu) his daughter

بِنْتُهَا (bintuhā) her daughter

But notice that when you add ي (ī, 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.

السَّيَّارَةُ جَدِيدَةٌ. (as-sayyāratu jadīdatun) The car is new.

بِنْتُكَ جَمِيلَةٌ. (bintuka jamīlatun) Your daughter is beautiful.

الْكِتَابُ قَدِيمٌ. (al-kitābu qadīmun) The book is old.

Elision of ال

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

الْحَقِيْبَةُ (al-ḥaqība) the bag

هَذِهِ الْحَقِيْبَةُ (hādhihi l-ḥaqība) this bag (*not* hādhihi al-ḥaqība)



Conversation

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.

ممکن ...؟ (mumkin ...?) May I have ...? (literally 'possible?')

ممکن کتابي من فضلك؟ (mumkin kitābī min faḍlak?)

May I have my book, please? (*said to a male*)

ممکن القميص الأبيض من فضلك؟ (mumkin al-qamīṣ al-abyaḍ min faḍlik?)

May I have the white shirt, please? (*said to a female*)

أريد ... (urīd ...) I'd like ...

أريد حقيبة جديدة. (urīd ḥaqība jadīda) I'd like a new bag.

أريد بيتزا من فضلك. (urīd pītza min faḍlak) I'd like pizza, please.

When the item is handed over, you may hear:

تفضل (tafaḍḍal) Here you are. (*said to a male*)

تفضلي (tafaḍḍali) 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 (būrgar) a burger

هذه الزجاجة (hādhihi z-zujāja) this bottle

قلمك (qalamak) your pen

القميص الأسود (al-qamīṣ al-aswad) the black shirt

مفتاحي (miftāhī) my key



Vocabulary in Unit 5

قَلَم (qalam) pen

مِفْتَاح (miftāḥ) key

كِتَاب (kitāb) book

قَمِيص (qamīṣ) shirt

كَلْب (kalb) dog

حَقِيبَة (ḥaqība) bag

خَاتَم (khātim) ring

سَيَّارَة (sayyāra) car

دَرَّاجَة (darrāja) bicycle

وَلَد (walad) boy

شُكْرًا (shukran) thank you

أَسْوَد (aswad) black

أَبْيَض (abyaḍ) white

مُمْكِن؟ (mumkin) may I have?

مِنْ فَضْلِكَ (min faḍlak/min faḍlik) please (to a male/female)

تَفَضَّلْ / تَفَضَّلِي (tafaḍḍal/tafaḍḍalī) here you are (to a male/female)

مَكْسُور (maksūr) broken

سَلِيم (salīm) whole/unbroken

جَدِيد (jadīd) new

قَدِيم (qadīm) old

خَفِيف (khafīf) light (weight)

ثَقِيل (thaqīl) heavy

جَمِيل (jamīl) beautiful

قَبِيح (qabīḥ) ugly

كَ... (-ka) your (masc.)

كِ... (-ki) your (fem.)

هُ... (-hu) his

هَا... (-hā) her

ي... (-ī) my

أُرِيد (urīd) I'd like