



THIRD EDITION

MASTERING ARABIC 1

JANE WIGHTWICK & MAHMOUD GAAFAR

PALGRAVE **MASTERS SERIES**

Mastering Arabic 1

Third edition

**Jane Wightwick &
Mahmoud Gaafar**



palgrave

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Preface

In developing the *Mastering Arabic* series we have always been concerned to make the course as approachable and enjoyable as possible. In preparing this third edition of *Mastering Arabic 1* we have again looked closely at how we might improve the experience of learning Arabic and hope that our innovations in this edition will build on the success of earlier editions. For example, the introduction of colour has allowed us to signal important language points, to enhance the visual accessibility, and to use photos that put the Arabic language in its cultural context from the very beginning.

At the same time we have enhanced the accompanying website, in particular by adding new video material which is integrated into the text with questions and photos. Also on the website are interactive flashcards, further activities, and additional reference both for the individual learner and for the classroom teacher.

We now have a very long list of teachers, learners and academics who have kindly contributed to and reviewed *Mastering Arabic 1* since its inception. There is no longer room to name them all, but special mention for this edition goes to Souad Baameur, Lecturer for Arabic Language and Culture at Richmond, the American International University in London; Taoufiq Cherkaoui, Lead Practitioner of Arabic, French and Assessment for Learning, and Education Consultant for Cambridge International Examinations; and Dr Abul Kalam Azad, Principal at Briton College, London. The course is immeasurably better for the input from all of our contributors.

We are grateful to everyone at Palgrave for their continued enthusiasm for *Mastering Arabic*, and specifically to Dominic Knight, Helen Bugler, Isobel Munday and Phillipa Davidson-Blake. For this edition, we would also like to thank Andrew Nash for his impeccable copyediting and helpful suggestions. They, together with an extraordinary number of other staff busying away in the background, have supported us all the way and helped to mould *Mastering Arabic* into what has proved to be a gratifyingly successful language-learning programme.

Jane Wightwick and Mahmoud Gaafar

Introduction

Overview of the Arabic language

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 frequently 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 1 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 are 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' or 'How are you?'

We have chosen to teach the Modern Standard in *Mastering Arabic 1* 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 as possible to the spoken form. In this way, you will find that *Mastering Arabic 1* enables you to understand Arabic in a variety of different situations and provides an excellent base from which to expand your knowledge of the written and spoken language.

How to use *Mastering Arabic 1*

This course has over two hours of accompanying audio and being able to access this recording 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: . The CD track number is referenced under the audio symbol for easy access.

The *Mastering Arabic* series also includes a free companion website offering a wealth of support for both learners and teachers (see page xiii). Links to the website are marked with symbols similar to this:   .

We are assuming that when you start this course 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 two hundred 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 course, with the optional support of the companion website, 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 help you to recognise 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 in 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 of the book that cover that area.

Reference material

This section is found at the end of the book and includes alphabet and verb tables, lists of plurals and months of the year, a vocabulary glossary and an index for easy reference, plus answers to all the exercises in *Mastering Arabic 1*.



You'll find a brief audio introduction on the first track of CD1.

CD1: 01

Companion books

Alongside *Mastering Arabic 1* are three companion books: *Mastering Arabic 1: Activity Book*; *Mastering Arabic Grammar* (published in the US as *Easy Arabic Grammar*); and *Mastering Arabic Script* (published in the US as *Easy Arabic Script*). These complement the main course, providing extra practice and additional information.

So now you're ready to start learning with *Mastering Arabic 1*. We hope you enjoy the journey.

Acknowledgements and photo credits

The authors and publishers wish to thank the following who have kindly given permission for the use of copyright material: Oxford University Press for material from *The Oxford Arabic Dictionary*, 2014; Otto Harrassowitz Verlag for material from Hans Wehr, *A Dictionary of Modern Arabic*, ed. J. Milton Cowan, 1991.

The authors and publishers wish also to thank Amani Zitouni, Cyrine El Oued and Mahmoud Abdou for the use of their images and recorded video material.

Music for the audio was composed by Leila Gaafar.

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Free online companion website
www.palgrave.com/masteringarabic

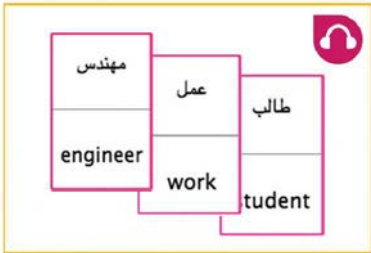
The *Mastering Arabic* companion website is packed with a wealth of resources for both self-study and teaching. Take a look at some of the features:



Lively PowerPoint® presentations are ideal for introducing or revising new language.



Engaging videos, featuring native speakers from different parts of the Arabic-speaking world, enhance listening skills.



Audio flashcards teach you the spelling and pronunciation of essential words.



Printable transcripts allow you to check your understanding of the listening activities.

Name	Printed	Handwritten	Name	Printed	Handwritten
alif	ا	ا	dad	ط	ض
ba'	ب	ب	da'	ظ	
ta'	ت		za'	ظ	
tha'		ث	ayn		ع
jim	ج		ghayn	غ	
ha'	ح		ha'		هـ

Enlarged, printable activities let you repeat selected exercises as many times as you want.



Stimulating classroom games boost skills in both spoken and written Arabic.

Language units

1 Getting started






أ ب ت 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 audio:

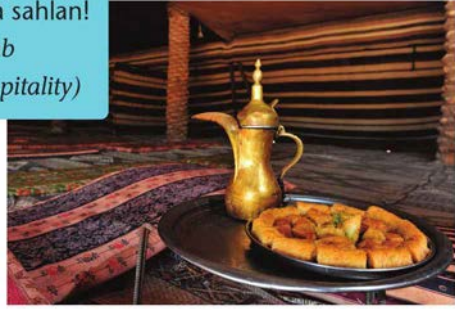
CD1: 02

	<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 opposite. It is useful to be able to recognise and write Arabic handwritten script from the beginning, but be aware that individual styles vary. Concentrate at first on the basic differences between printed and handwritten letters.

أهلاً وسهلاً! ahlan wa sahan!
Hello and welcome! (Arab
culture is famous for hospitality)



Printed letter

ب

ت

ث

ن

ي

Handwritten letter

ب

ت

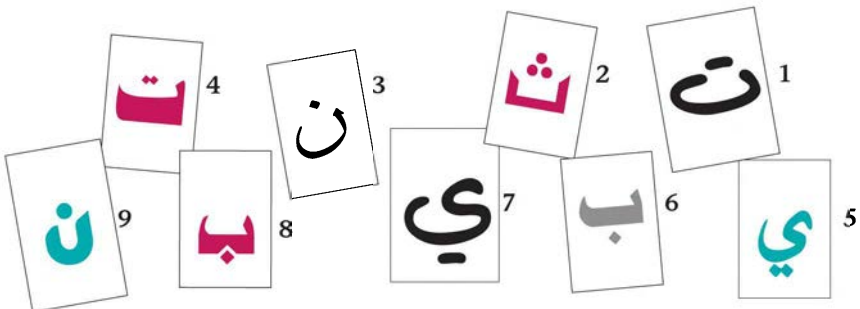
ث

ن

ي

Exercise 1

Look at the letters below and decide which each is. Follow the exercise numbers right to left to accustom your eyes to moving in that direction.





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'



Finish the main shape of the letter first and then add the dots:

bā'



tā'



thā'



nūn



yā'



Tip: There are *no* capital letters in Arabic.



On the companion website (www.palgrave.com/masteringarabic) you can find a printable worksheet that will help you practise writing these letters.

Vowels

Arabic script is a form of shorthand. Not all the vowel sounds are included. The short vowels in Arabic (a, i, u) are written above and below the main script. If you read an Arabic newspaper, novel or website you will rarely see these vowels, as they are not usually written. Imagine the English sentence 'They can find the key.' as 'thy cn fnd th ky'. The Arabic reader is expected to deduce the meaning of words from experience and context.

Mastering Arabic 1 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 audio:



CD1: 03

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 *fatha*.
- 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*.



CD1: 04

Exercise 2

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

ب 7	ث 4	ب 1
ث 8	ي 5	ن 2
	ت 6	ت 3

Exercise 3

Now practise saying these letters with their vowels; then check your pronunciation in the answer section at the back of the book.

ن 7	ت 4	ب 1
ث 8	ب 5	ن 2
	ت 6	ي 3

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)

بث = ث + ب

تب = ب + ت

ثبت = ت + ب + ث

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:

←

بن = ن + ب

ني = ي + ن

بيت = ت + ي + ب

بني = ي + ن + ب

يبث = ث + ب + ي

On the *Mastering Arabic* website you can find a teaching grid with a unit-by-unit overview of how the *Mastering Arabic* companion books can support your learning, including handwriting practice and additional activities to reinforce your learning.



Handwriting practice



Notice how these letters are joined when written by hand:

ب + ث = بث

ب + ن = بن

ب + ث + ت = بثت

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.



On the *Mastering Arabic* website you can find a printable worksheet that will help you practise handwriting these combinations.

Exercise 4

Look at the newspaper headline below. 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 ولبنان

Exercise 5

Handwrite these combinations of letters.

The first is an example:

_____ تين = ن + ي + ت 1

_____ = ن + ي 2

_____ = ن + ب + ت 3

_____ = ن + ب + ت 4

_____ = ي + ن + ب + ي 5

_____ = ي + ت + ي + ب 6

**Adding vowels to words**

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

(tub) تُب = (b) ب + (tu) تُ ←

(bin) بِن = (n) ن + (bi) بِ

(bint) بِنْتُ = (t) ت + (n) ن + (bi) بِ

(bayna) بَيْنَ = (na) نَ + (y) ي + (ba) بَا

Sukūn

A small circle (sukūn) above a letter (◌ْ) indicates that there is *no* vowel sound after that letter – see bint and bayna above. Notice that the sukūn is not usually put above the *last* letter of a word.

Exercise 6

Listen to the audio and write the vowels on these words. Each word will be said twice.

CD1: 05

ثَبَّتَ 4	بَيْتَ 1
يَثِبُ 5	ثَبَّتَ 2
ثَبْنُ 6	تَبْنُ 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 indicate that the sound is doubled. For example:

(bathth) بَثَّ = (th) ث + (th) ث + (ba) بَ
 (bunn) بُنَّ = (n) ن + (n) ن + (bu) بُ

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



CD1: 06

Listen to these examples and repeat them with the audio. Each example is given twice. Notice that kasra is often written below the shadda (ّ) rather than below the letter itself – see example 5:

بُنَّ 4	بَثَّ 1
بَيْنَّ 5	ثَبَّتَّ *2
يَبَثَّ 6	ثَبَّتَّ *3

* To hear the shadda compare the pronunciation of examples 2 and 3.

Exercise 7

Write these letter combinations and then try to pronounce them. Check your pronunciation with the audio or answer section.

CD1: 07

_____ = ت + ن + ن + ت 3 _____ = ت + ت + ت 1
 _____ = ن + ي + ي + ن 4 _____ = ن + ي + ي + ن 2

Exercise 8

Look at these words and try to remember the meanings:



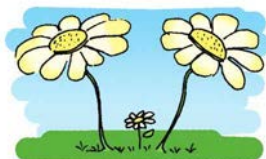
بِنْت C



بَيْت B



تَبْن A



بَيْن E



بُن D

Handwrite the Arabic words on a separate piece of paper and cover the pictures. Then match the Arabic words you have written with this English:

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

Conversation sections

The Conversation panels 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 expressions in these panels on the audio, 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.



صباح الخير ṣabāḥ al-khayr
Good morning (Sunrise over Luxor)

CD1: 08



Conversation

Greetings and leave-taking

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 وَسَهْلًا	(ahlan wa sahlan)	Hello and welcome
أَهْلًا بِكَ/بِكِ	(ahlan bik/biki)	Hello to you (<i>talking to a male/female</i>)
صَبَاحَ الْخَيْرِ	(ṣabāḥ al-khayr)	Good morning
صَبَاحَ النُّورِ	(ṣabāḥ an-nūr)	Good morning (<i>reply</i>)
مَسَاءَ الْخَيْرِ	(masā' al-khayr)	Good evening
مَسَاءَ النُّورِ	(masā' an-nūr)	Good evening (<i>reply</i>)
مَعَ السَّلَامَةِ	(maʿa s-salāma)	Goodbye

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



Vocabulary in Unit 1

بِنْتٍ (bint) girl/daughter	بُنٌّ (bunn) coffee beans
بَيْتٍ (bayt) house	بَيْنَ (bayna) between
تِبْنٍ (tibn) hay	تِينٍ (tīn) figs

أَهْلًا	(ahlan) Hello
أَهْلًا وَسَهْلًا	(ahlan wa sahlan) Hello and welcome
أَهْلًا بِكَ/بِكِ	(ahlan bik/biki) Hello to you
صَبَاحَ الْخَيْرِ	(ṣabāḥ al-khayr) Good morning
صَبَاحَ النُّورِ	(ṣabāḥ an-nūr) Good morning (<i>reply</i>)
مَسَاءَ الْخَيْرِ	(masā' al-khayr) Good evening/afternoon
مَسَاءَ النُّورِ	(masā' an-nūr) Good evening/afternoon (<i>reply</i>)
مَعَ السَّلَامَةِ	(maʿa s-salāma) Goodbye



You'll find a PowerPoint presentation on the companion website to help you remember the key words in every unit.

Vocabulary learning

Arabic presents some challenges to the beginner trying to learn vocabulary, as both the words *and* the script are unfamiliar. However, you can use strategies to help yourself. 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.

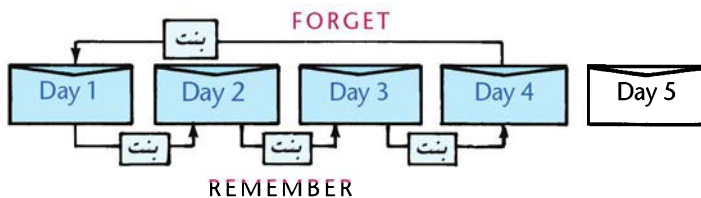
Try the following method to learn your vocabulary:

- 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 in pencil, on one side of a card and the English on the other:

بنت girl

This is good handwriting practice and will help you remember the word.

- 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, this time trying to remember the Arabic.
- If you remember a word, move that card to the 'Day 2' envelope; if you forget, put it in the 'Day 1' envelope.
- Each day, take the cards out of each envelope in turn starting with the highest-numbered envelope and working down to 'Day 1'. (After you have completed five days you'll have cards in each envelope.)
- If you forget a card at any point it returns to the 'Day 1' envelope.



- If you can remember a word five days running you can throw the card away. (Or you could erase the pencil vowel marks and put it back in the 'Day 1' envelope.)
- You can add up to 15 words a day to the 'Day 1' envelope. How many you add will depend on the progress of the other cards up the sequence of envelopes.



You can adapt the method above for electronic flashcards. The *Mastering Arabic* companion website has some ready-made online flashcards. In addition, there are various flashcard websites and downloadable apps that will allow you to make and sort your own Arabic flashcards.

2 Putting words together



Letters of the alphabet: group 2



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

CD1: 09

	<i>Name of letter</i>	<i>Pronounced</i>
	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'



بيتزا وزيتون *bītzā wa zaytūn*

Pizza and olives

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:

د	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:



On the website you can find a worksheet to practise handwriting these letters.



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

ا + ب = اب

ب + ا + ب = باب

The letters in group 2 have the same basic shape wherever they appear in a word, and *always* have a space after 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 = ابا

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.

Exercise 2

Fill in the missing letters and pronunciation as in the example:

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

وَرْد = + + 2

رَبْو = + + 3

= ر + ذ + بَ 4

بِر = + + 5

= بُ + ث + يَ 6

ثَوْب = + + 7

= زَ + رَ + دَ 8

Long vowels

In Unit 1 you met the three Arabic vowel signs: fatḥa (a), kasra (i) and ḍamma (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 audio:

CD1: 10

بَا (bā) ← بَ (ba)

بِي (bī) ← بِ (bi)

بُو (bū) ← بُ (bu)

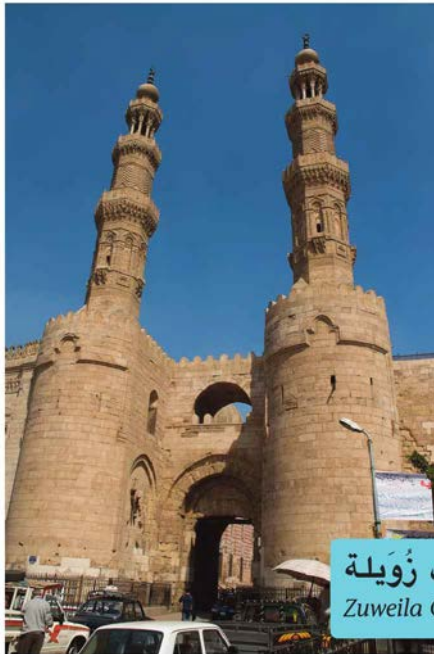
From this you should be able to see that long vowels are made like this:

letter + alif = ā (long 'a' as in *hair* or as in *far*)

letter + yā' = ī (long 'i' as in *meet*)

letter + wāw = ū (long 'u' as in *boot*)

Tip: The pronunciation of the long ā varies, depending on the sound before it. For example, the ā in the word باب *bāb* (door/gate) is pronounced as in 'hair'; but in the word نار *nār* (fire) the ā is pronounced as in 'far'.



باب زُوَيْلَة *bāb zuwayla*
Zuweila Gate (Old Cairo)



Handwriting practice

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

ابن ود دار ثوب نزور يبرد



On the website you can find a worksheet to help you practise handwriting these combinations.



Now listen to the pairs of words on the audio and then repeat them.

CD1: 11

Listen carefully for the difference in the short and long vowels. Each pair is given twice:

يَزِد 3

بَرَد 2

نُذِر 1

يَزِيد

بَرَاد

نُذُور

It may have occurred to you that if the vowel signs are not usually included at all in written Arabic, then pronunciation requires interpretation. For example, if you come across this word ...

زور

it could be pronounced:

زور (zūr) or ...

زُور (zawr) or ...

زُور (zawar) or even ...

زُور (zawwara) or ...

زُور (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 audio and write the short vowels on these words as appropriate. Each word will be given twice.

CD1: 12

بريد	6	وزير	1
بين	7	دين	2
بين	8	دين	3
زين	9	بيت	4
وارد	10	يريد	5

Exercise 4

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

CD1: 13

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) اِنَّ (urīd) اُرِيْدُ (ab) اَبٌ

The small 'c' shape (ء) that accompanies the vowel sign is known as hamza. (For more details about hamza, see Unit 6, page 77.)



Don't forget: you'll find more details of the *Mastering Arabic* companion books on the series website. These include additional activities to help you practise reading and writing the Arabic script.



Listen carefully to these words, each of which begins with a vowel carried by an alif.

CD1: 14

أَنَا 4	أُذُن 1
أَنْتَ 5	أُذُن 2
أَنْتِ 6	إِيرَان 3

Putting words together



Look at the pictures and listen to the audio.

CD1: 15



أَنْوَر



نور



أَنْوَر وَنور

Tip: وَ (wa, 'and') is written joined to the word that follows:

أَنْوَر وَنور (anwar wa-nūr, 'Anwar and Nour').

Exercise 5



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

CD1: 16



Now choose the correct description for each picture:

<p>B</p>	<p>A</p>
<p>1 بدر وزين</p> <p>2 نادر وبدر</p> <p>3 زين ونادر</p> <p>4 زينب ودينا</p>	<p>1 زيد وبدر</p> <p>2 دينا ونادر</p> <p>3 زينب وزيد</p> <p>4 زينب وبدر</p>
<p>D</p>	<p>C</p>
<p>1 دينا وزين</p> <p>2 بدر ونادر</p> <p>3 زيد ودينا</p> <p>4 زين وزيد</p>	<p>1 دينا وزينب</p> <p>2 زيد وزينب</p> <p>3 زيد وزين</p> <p>4 دينا ونادر</p>

Tip: Watch out for the difference in pronunciation between yā' representing the long vowel ī (e.g. the name dīnā) and yā' with a fatḥa over the letter before, when the combination is pronounced ay (zayd). Without the short vowels these look the same in Arabic script, so you need to remember the individual pronunciation. The same is true of wāw representing the long vowel ū (nūr) and with a fatḥa over the letter before, when it is pronounced aw as in 'how' (fawzī).



You'll find a downloadable PowerPoint presentation on the website to help you read and pronounce these Arabic names.

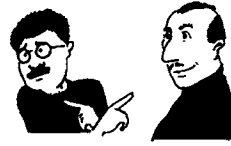
Simple sentences



Look at the picture and listen to the audio.

CD1: 17

أنا زيد وأنت نادر.



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

أنا زيد.
I (am) Zaid.

أنت نادر.
You (are) Nadir.



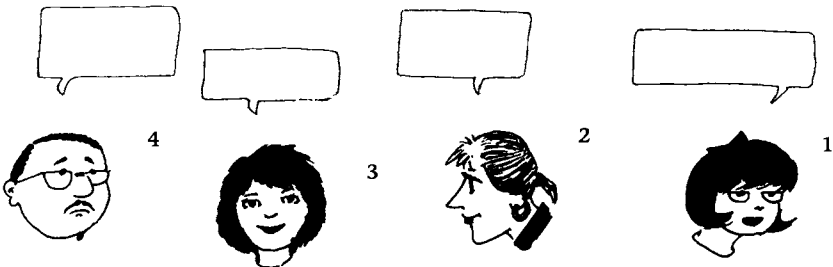
Handwriting practice

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

أنا نادر. أنا نادر.
أنت دينا. أنت دينا.

Exercise 6

Look at the pictures and make sentences for each bubble:



CD1: 18



Conversation

Introducing yourself

The simplest way to introduce yourself is to use *ānā ...* (I'm ...) or *ānā ismī ...* (My name's ...). Listen and repeat these expressions.

أنا نادر. (ānā nādir.) / أنا اسمي نادر. (ānā ismī nādir.)
I'm Nadir./My name's Nadir.

أنا دينا. (ānā dīnā.) / أنا اسمي دينا. (ānā ismī dīnā.)
I'm Dina./My name's Dina.

أنا نادر زيدان. صباح الخير. (ṣabāḥ al-khayr. ānā nādir zīdān.)
Good morning. I'm Nadir Zidane.

أنا اسمي دينا بدران. صباح النور. (ṣabāḥ an-nūr. ānā ismī dīnā badrān.)
Good morning. My name's Dina Badran.

For formal identification, Arabs may add the first name of their father. Western-style middle names are not common.

أنا اسمي نادر بدر زيدان. (ānā ismī nādir badr zīdān.)
My name's Nadir Badr Zidane.

أنا اسمي دينا أنور بدران. (ānā ismī dīnā anwar badrān.)
My name's Dina Anwar Badran.

Male and female



Listen to this conversation:

CD1: 19

(read from right to left) ←



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

وأنت؟ (wa-anti?), and you?

أنت (anti) is used only to refer to a female. Arabic makes a difference between male and female people and objects. It has two *genders*. So we have:

أنا (anā) I (male and female)

أنت (anta) you (male)

أنت (anti) you (female)

Exercise 7

Fill in the missing words in these conversations:

1

أنا _____ أنا زينب و _____؟

2

_____ زين و _____؟

CD1: 20

**Conversation****Meeting someone for the first time**

You've learnt a few greetings and how to introduce yourself, so now you're ready to meet someone. After the introductions you could ask how someone is, or say you're pleased to meet him or her.

Listen to these conversations 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. (tasharrafnā yā dīnā) Pleased to meet you, Dina.

مساء الخير. أنا مدام 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 يا (yā) when addressing someone by name. This is common in many parts of the Arab world.



You'll find a transcript of the conversation sections on the companion website.

**Vocabulary in Unit 2**

أنا (anā) I

أنا اسمي ... (ānā ismī ...) my name's ...

أنت (anta) you (male)

تشرفنا (tasharrafnā) pleased to meet you

أنت (anti) you (female)

كيف الحال؟ (kayf al-ḥāl) how are you?

وَ (wa-) and

الحمد لله (al-ḥamdu lillāh) fine, thanks

3 The family



Letters of the alphabet: group 3



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

CD1: 21

	<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'

Tip: jīm is commonly pronounced 'g' as in 'gate' by Egyptian Arabic-speakers.

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 hā' by beginners, so we will take extra care in showing you how to distinguish the two sounds.

Exercise 1

CD1: 22

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

- | | |
|----------|---------|
| ◦ ح خ 6 | ◦ ح خ 1 |
| ◦ ح خ 7 | ◦ ح خ 2 |
| ◦ ح خ 8 | ◦ ح خ 3 |
| ◦ ح خ 9 | ◦ ح خ 4 |
| ◦ ح خ 10 | ◦ ح خ 5 |

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

Handwriting letters: group 3

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

*Printed letter**Handwritten letter*

ج

ج

ح

ح

خ

خ

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'



On the website you can find a worksheet to practise handwriting these letters.



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



أخ وأخت
akh wa-ukht
Brother and sister

د + م + ج = دمج

م + ي + ز = ميز

أ + م = أم

Tip: Sometimes you can see the mīm positioned over the following letter and/or tucked in under the previous one (including another mīm). For example:

م + م + ا = مام م + ح + ا = ماح

Exercise 2

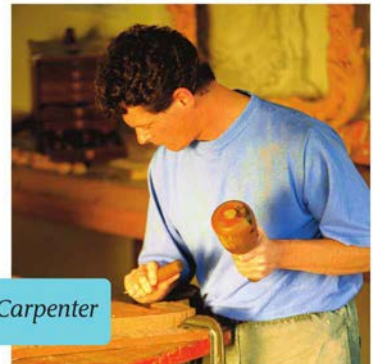
Join the words with the correct combinations of letters, as in the example:

مِدْحَتْ A	أ + ح + م + د 1
أَخْ B	ن + ج + ج + ا + ر 2
مَوْجْ C	ب + ح + ح + ا + ر 3
نَجَّارْ D	م + و + ج 4
نَجَاحْ E	م + د + ح + ت 5
بَحَّارْ F	أ + خ + ت 6
أَحْمَدْ G	أ + خ 7
أُخْتْ H	ن + ج + ا + ح 8



CD1: 23

Now try to pronounce the words. Check your answer and pronunciation against the audio or in the answer section. (See page 19 for an explanation of words that start with alif.)




نَجَّارْ najjār Carpenter


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**

Practise writing hā' in the different positions.



Two of the most common words in the Arabic language start with the letter hā':

هُوَ (huwa) he

هِيَ (hiya) she

Exercise 3

Handwrite these combinations of letters. When you've finished, check your answers and correct any mistakes you made. 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 + ي
_____ 7 هـ + م + د	_____ 3 ج + م + د
_____ 8 ن + ج + ز	_____ 4 ي + ت + ي + هـ



On the website you can find a worksheet for further practice joining jīm, ḥā', khā', hā' and mīm, and handwriting common words such as 'he' and 'she'.

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 'tied up' tā' (ت): ة. This is called tā' marbūṭa (marbūṭa literally means 'tied up'). When the word is said by itself, the tā' marbūṭa is usually pronounced as -a, without the sound of the tā':

مَدِينَةٌ (madīna) city

زَوْجَةٌ (zawja) wife

There are two main categories of words which are feminine:

- 1 Female people – women, girls, and other words for females (mother, daughter, 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.)

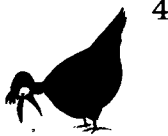
A word could fall into both categories, e.g. زَوْجَةٌ (zawja) wife.

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 whether they are masculine or feminine.

CD1: 24



4

دَجَاجَةٌ



3

بَيْتٌ



2

بِنْتٌ



1

خَيْمَةٌ



8

نَهْرٌ



7

حِمَارٌ



6

زُجَاجَةٌ



5

جَرِيدَةٌ

web
PPT

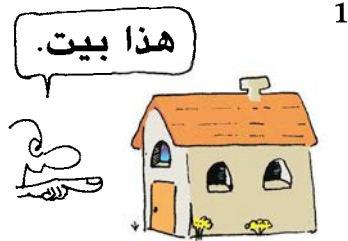
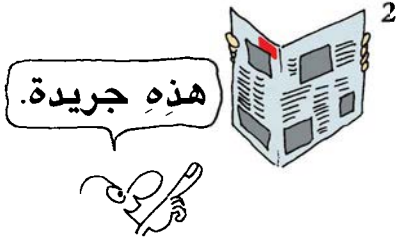
You'll find a downloadable PowerPoint presentation on the website to help you remember the masculine and feminine words.

What's this? ما هذا؟

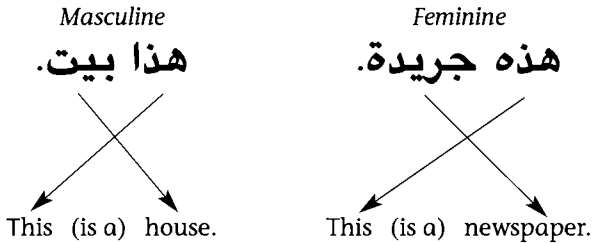


Listen to the audio and repeat the sentences:

CD1: 25



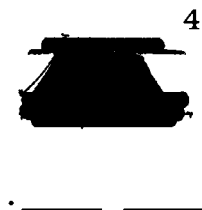
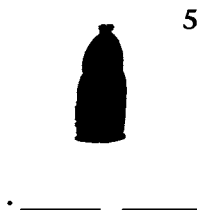
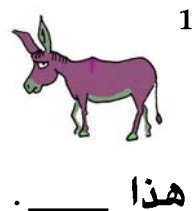
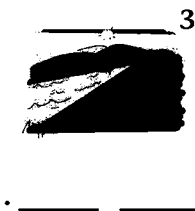
Tip: In a few common words such as هذا (hādhā) and هذه (hādhīhi), you hear a long ā but this is not written as an alif in the spelling. Watch out for this and learn the spelling and pronunciation of these words by heart.



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'.

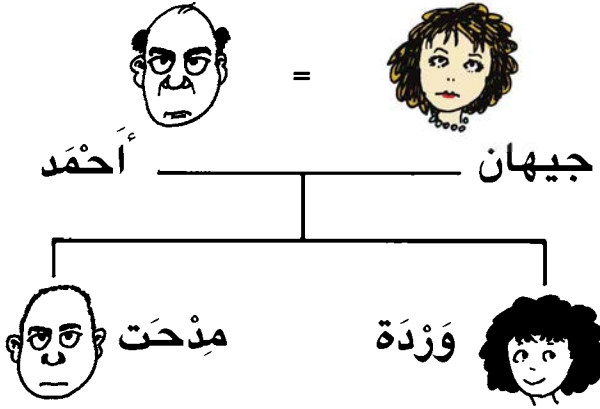
Exercise 5

Make a sentence for each picture and then try writing it.



The family

Look at this family tree and read the names.



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

CD1: 26

1 أنا أحمد وهذا مدحت. هُو ابني.

2 وأنا جيهان... وهذا زَوْجِي أحمد.

3 وهذه زَوْجَتِي جيهان.

4 أنا وردة. وهذا أخي مدحت.

5 وأنا مدحت وهذه أمِّي جيهان.



If we take a noun (e.g. ابن *ibn*, son) and add '-ī' to the end, it then refers to 'my ...' (e.g. ابني *ibnī*, my son):

إبن + ي = ابني
 noun + -ī = my son

We could also put the noun directly in front of a name. Putting two nouns together like this with a possessive meaning is known as إضافة *iḍāfa*, which literally means 'addition'.

إبن + أحمد = ابن أحمد
 noun + name = son of Ahmed, or Ahmed's son

When the *first* noun in *iḍāfa* ends in *tā' marbūṭa* (ة), or when an ending such as -ī (my) is added, you should 'untie' the *tā'* and pronounce it as -at. In addition, when an ending is added, the spelling reverts to a regular *tā'*.

زوجة أحمد (zawjat aḥmad) wife of Ahmed/Ahmed's wife

مدينة بيروت (madīnat bayrūt) the city of Beirut

زوجتي (zawjatī) my wife

مدينتي (madīnatī) my city/town

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

Tip: The word بنت (bint) means 'girl' and is also informally used to mean 'daughter'. The more formal alternative for 'daughter' is ابنة (ibna).

CD1: 27

**Conversation****Talking about where you live and who you live with**

You can use the expression *ānā askun fī ...* (I live in ...) to talk about where you live:

أنا أسكن في بيروت. (*ānā askun fī bayrūt.*) I live in Beirut.

أنا أسكن في مدينة دربي. (*ānā askun fī madīnat dārbī.*)
I live in the city of Derby.

You could also add information about who you live with, using the word *maʿa* (with):

أنا أسكن مع زوجتي وابني. (*ānā askun maʿa zawjatī wa ibnī.*)
I live with my wife and [my] son.

أنا أسكن في بيروت مع أبي وأمي. (*ānā askun fī bayrūt maʿa abī wa ummī.*)
I live in Beirut with my father and [my] mother.

Listen to the examples, and then have a go at talking about yourself.

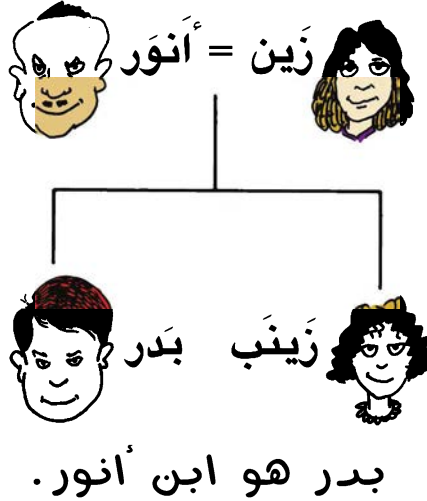
Exercise 7

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, as in the example:



هذه بنتي hādhihi binti
This is my daughter

CD1: 28



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 audio, then try to introduce members of *your* family. The audio will help you.



You'll find a transcript of the conversation sections on the companion website.



Vocabulary in Unit 3

أُمُّ (umm) mother

هَذَا (hādhā) this (*masc.*)

أَبٌ (ab) father

هَذِهِ (hādhihi) this (*fem.*)

ابْنٌ (ibn) son

زُجَاجَةٌ (zujāja) bottle

بِنْتُ (bint) girl/daughter (*informal*)

جَرِيدَةٌ (jarīda) newspaper

ابْنَةٌ (ibna) daughter (*formal*)

خَيْمَةٌ (khayma) tent

أَخٌ (akh) brother

نَهْرٌ (nahr) river

أُخْتُ (ukht) sister

حِمَارٌ (ḥimār) donkey

زَوْجٌ (zawj) husband

دَجَاجَةٌ (dajāja) hen/chicken

زَوْجَةٌ (zawja) wife

مَدِينَةٌ (madīna) city

هُوَ (huwa) he (and it, *masc.*)

مَنْ (man) who?

هِيَ (hiya) she (and it, *fem.*)

مَعَ (maʿa) with

أَنَا أُسْكُنُ فِي (ānā askun fī) I live in

4 Jobs

أب ت Letters of the alphabet: group 4

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

CD1: 29

	Name of letter	Pronounced
س	sīn	's' as in 'sea'
ش	shīn	'sh' as in 'sheet'
ص	ṣād	strong, emphatic 's'
ض	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.

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 our Roman alphabet (*transliterated*), a dot is put under such letters as ṣād, ḍād and ḥā' to distinguish them from their more familiar equivalents, sīn, dāl and hā'.

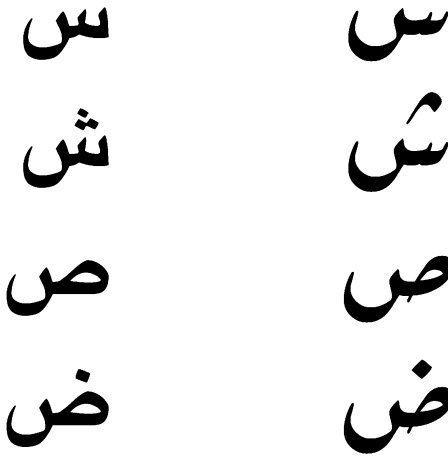


Handwriting letters: group 4


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

Printed letter



Handwritten letter



You can see that the handwritten letters in this group look similar to the printed versions except that the three dots on *shīn* have become joined, as they did with *thā'* (ث).

Tip: the 'w' shape at the beginning of *sīn* and *shīn* can become 'smoothed out' in handwriting, like this: . It's worth recognising that this happens. However, as a beginner, it's easier to stick to the more standard versions.

👁️ **Handwriting practice**

sīn, shīn	
ṣād, ḍād	
س ص ش ض	



On the website you can find a worksheet to practise handwriting these letters.



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...



On the website you can find a worksheet to practise handwriting these letters.

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 'silly' and 'sorry'; and that between dāl and ḍād is similar to the difference between 'dīn' and 'ḍot'.

It is important to try to distinguish between emphatic and non-emphatic letters, and also between hā' (ه) and ḥā' (ح). Listen to these pairs of words and repeat them after the audio. Each pair is given twice.



CD1: 30

ضَرْبَ 1	حَرَمَ 4
دَرْبَ	هَرَمَ
حَرَمَ 2	صَارَ 5
هَرَمَ	سَارَ
صَدَّ 3	ضَرَسَ 6
سَدَّ	دَرَسَ

Exercise 1



CD1: 31

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

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

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

مطعم بيتزا maṭʿam bītzā
Pizza restaurant

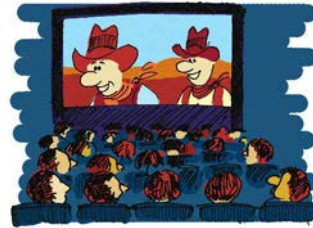
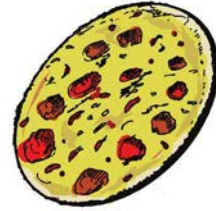


Exercise 2

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

1 باص 3 شوٲت 5 بورجر

2 بيتزا 4 تنس 6 سينما

**Handwriting practice**

Practise writing these words from Exercise 2:

باص شوٲت سينما تنس بيتزا

Jobs



Listen to the audio and look at the pictures:

CD1: 32

2 أَنَا مُدَرِّسَةٌ.



هي مُدَرِّسَةٌ.

1 أَنَا مُدَرِّسٌ.



هو مُدَرِّسٌ.

4 أَنَا مُصَوِّرَةٌ.



هي مُصَوِّرَةٌ.

3 أَنَا مُصَوِّرٌ.



هو مُصَوِّرٌ.

A word referring to a single male (*masculine singular*) can be made to refer to a single female (*feminine singular*) by adding a fatḥa (ـَ) and a tā' marbūṭa (ة):
 مدرّس (mudarris) male teacher, مدرّسة (mudarrisa) female teacher; مصوّر (muṣawwir) male photographer, مصوِّرة (muṣawwira) female photographer.

Exercise 3



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

CD1: 33

خبّاز	baker
محاسب	accountant
ممرضة	nurse (<i>fem.</i>)
مهندس	engineer
نجار	carpenter

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



3



2



1

هي مُرَضَّة.



6



5



4



Download a PowerPoint presentation to help you remember the jobs.

Family occupations



You can combine the vocabulary you learnt in Unit 3 and the occupations to talk about what your family does for a living. Listen to these examples:

CD1: 34

أبي مهندس. (abī muhandis) My father is an engineer.

أمِّي مصوِّرة. (ummī muṣawwira) My mother is a photographer.

أخي محاسب. (akhī muḥāsib) My brother is an accountant.

أختي ممرضة. (uktī mumarriḍa) My sister is a nurse.

وزوجتي ممرضة كذلك. (wa zawjatī mumarriḍa kadhālik) And my wife is a nurse as well.

Exercise 4

Anwar has written a short passage about himself and his family. Read the text and fill in the missing information in the table below.



أنا إسمي أنور. أنا مُصَوِّرٌ وَرَؤُوجَتِي نور
مُهَنْدِسَةٌ. أَبِي إِسْمُهُ حَسَنٌ وَهُوَ نَجَّارٌ. أُمِّي
شَادِيَةٌ مُحَاسِبَةٌ وَأَخِي بَدْرٌ مُحَاسِبٌ كَذَلِكَ.

Family member	Name	Occupation
me	Anwar	
wife		
father		
mother		
brother		



If you are learning in a group, play 'Happy Families' with an Arabic twist.

CD1: 35

**Conversation****Talking about what you do**

If you want to know what someone does for a living, you can ask:

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

أنا مدرِّسٌ/ممرضةٌ. (anā mudarris/mumarrīḍa) 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؟ (ayna amalak/amalik?) 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 طالبٌ/طالبةٌ. (anā ṭālib/ṭāliba) I'm a student (male/female).

أنا تلميذٌ/تلميذةٌ. (anā tilmīdh/tilmīdha) I'm a pupil (male/female).

A good phrase to express interest or admiration is:

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

Listen and then try to say what your job is and where you work or study.



You'll find a full transcript of the conversation on the website.

Making words plural



Look at the pictures and listen to the audio.

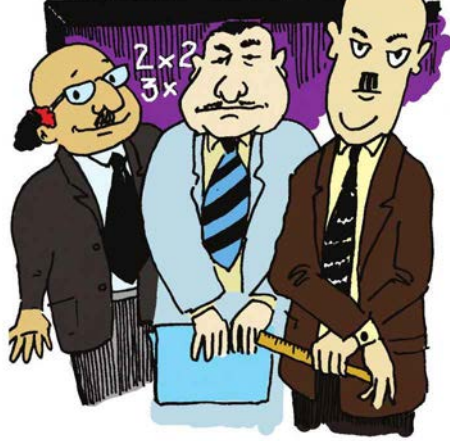
CD1: 36

2 نَحْنُ مُدْرِّسَات.



هُنَّ مُدْرِّسَات.

1 نَحْنُ مُدْرِّسُونَ.



هُمُ مُدْرِّسُونَ.

4 نَحْنُ مُحَاسِبَات.



هُنَّ مُحَاسِبَات.

3 نَحْنُ مُحَاسِبُونَ.



هُمُ مُحَاسِبُونَ.

مدرّسون

masculine singular + ūn = masculine plural

مدرّسات

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 unit 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.

If the group is mixed, the masculine plural is used. For this reason, the feminine plural is not as common. (Spoken dialects often use the masculine plural only, whatever the gender of the group.)

Exercise 5

Look again at the words listed in Exercise 3. Write the masculine and feminine plurals for these words.

Exercise 6

Now write the words in the speech bubbles and underneath the pictures, as in the example.



2



هن 1



4



3



6



5

CD1: 37



Conversation

Talking about where you work or study

It's useful to be able to talk about your place of work or study.

You can use the phrase 'I work in ...' followed by your workplace:

أنا أعمل في ...	(anā aʿmal fī)	I work in ...
مكتب	(maktab)	an office
مستشفى	(mustashfā)	a hospital
مطعم	(maṭʿam)	a restaurant
مصنع	(maṣnaʿ)	a factory

Or you can say 'I study in ...' and add some more detail:

أنا أدرس في ...	(anā adrus fī)	I study in ...
مدرسة في لندن	(madrasa fī lundun)	a school in London
جامعة تونس	(jāmiʿat tūnis)	the University of Tunis

Listen to those expressions and practise the ones that apply to you.

Then have a go at talking about what you and your family do. Try to include the following information:

- a greeting
- your name
- what you do and where you work or study
- the occupation of a male family member
- the occupation of a female family member

If you don't know the Arabic for your occupation and don't have access to a native speaker, try using an internet translation site (with audio so that you can hear the Arabic). Why not record yourself? You can send it to an Arabic friend or teacher, or post it on a forum for learners of Arabic.



You'll find a full transcript of the conversation on the website.



Video: Amani talks about her family

Go to www.palgrave.com/masteringarabic to play the video of Amani talking about her family. See if you can answer these questions:

- 1 What does Amani do?
- 2 Where is she based?
- 3 What are the occupations of her parents?
- 4 Who else does Amani mention?

Don't worry if you don't understand everything. Just listen for the key information. You'll find a transcript, a translation and an extension activity on the website.



Structure notes

These notes are intended to give more details about the grammar of the Arabic language. They will be useful mainly for recognition purposes – you needn't learn them slavishly. If you only 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 words. However, unlike many languages, for example German, these endings are rarely pronounced and only exist in spoken dialects in set expressions. So learners of Arabic (and native speakers) can get by without a detailed knowledge of these endings.

You may meet the full endings in readings of classical literature, the Qur'ān, poetry, and in more formal radio and TV broadcasts, especially if the speaker wishes to speak perfectly inflected, 'high-end' Arabic. You will rarely find them written in newspapers or magazines. However, there are some occasions in Modern Standard Arabic when the endings affect the spelling and pronunciation, so a basic knowledge of how they work is desirable.

The nominative case (الرفع ar-rafaʿ)

There are three cases. The first is the *nominative*. (We'll come to the other two later.) The easiest way to identify 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 (تُ) is written above the final letter, and is pronounced '-un'. So the sentence هذا بَيْتٌ (hādhā bayt, This is a house), would be هَذَا بَيْتٌ (hādhā baytun) if fully pronounced. Look at these other nouns with their case endings:

نَجَّارٌ	(najjārun)	carpenter
زُجَّاجَةٌ	(zujājātun*)	bottle
مُمرضَاتٌ	(mumarriḍātun)	nurses

* The tā' marbūta is pronounced '-at' when a case ending is added to the noun, as it is in iḍāfa (see page 33).

The sound masculine plural, for example مُدَرِّسُونَ (mudarrisūn), works in a different way. More details of this will be given in later units.

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

مُصَوِّرٌ (muṣawwir) photographer

هُمْ (hum) they (*masc.*)

طَالِبٌ (ṭālib) student

هُنَّ (hunna) they (*fem.*)

تَلْمِيذٌ (tilmīdh) pupil

مُدَرِّسٌ (mudarris) teacher

تَنِيْسٌ (tanis) tennis

مُحَاسِبٌ (muḥāsib) accountant

بَاصٌ (bāṣ) bus

خَبَّازٌ (khabbāz) baker

سِينِمَا (sīnimā) cinema

مُمَرِّضَةٌ (mumarrīḍa) nurse

بِيْتَزَا (bītzā) pizza

مُهَنْدِسٌ (muhandis) engineer

شُورْتٌ (shūrt) shorts

نَجَّارٌ (najjār) carpenter

بُورْجَرٌ (būrgar) burger

مَا عَمَلُكَ؟ (mā ʿamalak/ʿamalik?) What's your job? (*to a man/woman*)

أَيْنَ عَمَلُكَ؟ (ayna ʿamalak/ʿamalik?) Where's your job? (*to a man/woman*)

... أَنَا أَعْمَلُ فِي (anā aʿmal fī) I work in ...

مَكْتَبٌ (maktab) an office

مَطْعَمٌ (maṭʿam) a restaurant

مُسْتَشْفَى (mustashfā) a hospital

مَصْنَعٌ (maṣnaʿ) a factory

... أَنَا أَدْرُسُ فِي (anā adrus fī) I study in ...

... جَامِعَةٍ (jāmiʿat) the University of ...

... مَدْرَسَةٍ فِي (madrasa fī) a school in ...

كَذَلِكَ (kadhālik) as well

مَا شَاءَ اللَّهُ! (mā shāʿa allāh) Wonderful!



On the website you can find links to interactive audio flashcards to review the key vocabulary in *Mastering Arabic* Units 1–4.

5 Describing things

أب ت

Letters of the alphabet: group 5



Listen to the audio and look at the letters:

CD1: 38

ف

Name of letter

Pronounced

fā'

'f' as in 'foot'

ق

qāf

see page 52

ك

kāf

'k' as in 'kettle'

ل

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 our Latin-script 'l'. Both lām and kāf have distinctive shapes which are not shared with any other letter.



بيت جميل وقديم bayt jamīl wa qadīm
A beautiful old house (Sidi bou Said, Tunisia)

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 audio).

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 course 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 whether each pair of words begins with the same or different letters.

CD1: 39 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

Handwritten letter

ف

ف

ق

ق (ق)

ك

ك

ل

ل

Notice how in the handwritten version the ‘hamza’ shape in the middle of the kāf becomes ‘joined’ to the rest of the letter for the sake of speed. The alternative handwritten version of qāf should be noted so that you will recognise it, although it is generally easier for beginners to write the more standard version.

 Handwriting practice

fā'



qāf



kāf



lām



On the website you can find a worksheet to practise handwriting these letters.



Joining letters: group 5

fā', qāf and lām all lose their tails when they are joined to a following letter. This leaves fā' and qāf with the same shape when at the beginning or in the middle of a word. The only difference is that fā' has one dot above and qāf has 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*. Beginners often confuse this letter with alif, which can be joined only to the letter before:

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

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 6 qāfs. Can you find and circle them?

كلمات أمير قطر الصديقة
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: كـ

Stage 2: ك

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

Stage 1: tin

Stage 2: tin

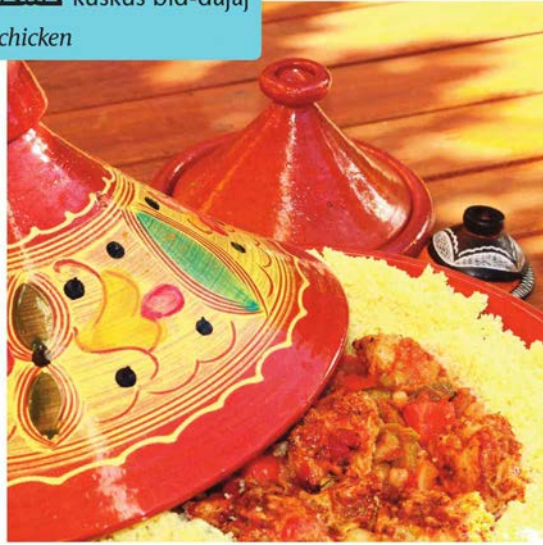
Now practise copying these words:

كـ ل ب كـ ل ب كـ ل ب كـ ل ب كـ ل ب كـ ل ب



On the website you can find a worksheet to practise joining kāf.

كسكس بالدجاج kuskus bid-dajā
Couscous with chicken



Everyday objects



CD1: 40

Look at these pictures and listen to the audio:



3

قَلَم



2

مِفْتَاح



1

كِتَاب



6

كَلْب



5

قَمِيص



4

حَقِيْبَة



9

خَاتِم



8

سَيَّارَة



7

دَرَّاجَة



On the website you can find an activity to help you with spelling these words.

Exercise 3

Now make a sentence for each picture on page 55, 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 letters are used. However, because of the way Arabic letters are joined, vertical words have to be written using the separate, isolated letters:

Horizontal:

accountant

محاسب

Vertical:

a
c
c
o
u
n
t
a
n
t

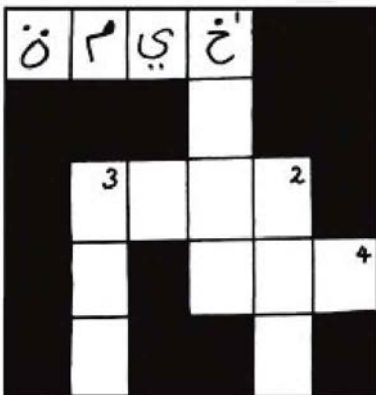
م
ح
ا
س
ب

Arabic crosswords are compiled entirely in separate letters.

Exercise 4

Look at the picture clues and complete the crossword.

One clue is completed for you.



رَأْسِيَّ ↓



1



2



3

أَفْقِيَّ ←



1



2



4

Describing things



Look at these pairs of descriptive words (*adjectives*) and listen to the audio.

CD1: 41



2

قَدِيم



1

جَدِيد



4

سَلِيم



3

مَكْسُور



6

ثَقِيل



5

خَفِيف



8

جَمِيل



7

قَبِيح



10

أَبْيَض



9

أَسْوَد

Tip: قديم (qadīm, old) is normally used with objects, not people.



Download a PowerPoint presentation to help you remember the adjectives.



Now listen to these sentences:

القلم سليم.	
الحقيبة خفيفة.	
هذا القلم مكسور.	
هذه الحقيبة ثقيلة.	

Using ال (al, the)

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 hādha 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 (hādha l-qalam), this pen.

هذا القلم مكسور

masculine noun + adjective This pen is broken

هذه الحقيبة ثقيلة

feminine noun + adjective with هـ This bag is heavy

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

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.

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

الْحَقِيْبَة (al-ḥaqība) the bag

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

Be careful about distinguishing these:

هَذَا قَلَمٌ. (hādha qalam) This is a pen.

هَذَا الْقَلَم (hādha l-qalam) 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 to match the English in brackets.

Remember to add the feminine ending ة a to the adjective if necessary.

(This shirt is white.) . _____ هذا القميص 1

(And this shirt is black.) وهذا _____ أسود. 2

(This town is beautiful.) _____ المدينة جميلة. 3

(And this town is ugly.) . _____ المدينة _____ 4

(This car is old.) . _____ السيّارة _____ 5

(And this car is new.) . _____ _____ _____ 6

Possessive endings (attached pronouns)

Look at these endings, which describe possession:

my	-ī	كتَابِي (kitābī)	my book
your (talking to a male)	-(u)ka*	كتَابُكَ (kitābuka)	your book
your (talking to a female)	-(u)ki*	كتَابِكِ (kitābuki)	your book
his	-(u)hu*	كتَابُهُ (kitābuhu)	his book
her	-(u)hā	كتَابُهَا (kitābuhā)	her book

*Tip: In informal Arabic these endings are often 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, baḡ) حَقِيبَتُكَ (ḥaqībatuka, informal ḥaqībatak)

CD1: 43



Conversation

Asking about names

You can use the informal attached pronouns to ask someone's name, or to talk about the names of family members. For example:

مَا اسْمُكَ؟ (mā ismak?) What's your name? (to a male)

أَنَا اسْمِي مُحَمَّدٌ. (āna ismī muḥammad) My name's Mohammed.

مَا اسْمُ زَوْجَتِكَ؟ (mā ism zawjatak?) What's your wife's name?

اسْمُهَا فَاطِمَةٌ. (ismuhā fāṭima) Her name's Fatima.

مَا اسْمُكِ؟ (mā ismik?) What's your name? (to a female)

أَنَا اسْمِي كَرِيمَةٌ. (āna ismī karīma) My name's Karima.

وَابْنِكَ؟ مَا اسْمُهُ؟ (w-ibnik? mā ismuh?) And your son? What's his name?

اسْمُهُ قَاسِمٌ. (ismuh qāsim) His name's Qasim.

Listen to the example conversations, and then have a go at talking about the names of your family members.



You'll find a full transcript of the conversations on the website.

Whose is it?



Listen to these two exchanges and read the descriptions below:

CD1: 44



Tip: Two fathas above alif (أ) at the end of a word is pronounced -an:
شُكْرًا (shukran), thank you; أَهْلًا (ahlan), hello.

هذا كِتَابِ البِنْتِ وكِتَابُهَا جَدِيدٌ وَأَبْيَضٌ.



هذا كِتَابِ الوَلَدِ وكِتَابُهُ قَدِيمٌ وَأَسْوَدٌ.



وهذه حَقِيبَةُ المَدْرَسِ وحقِيبَتُهُ جَدِيدَةٌ.



Exercise 7

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.



جيهان	مُحَمَّد

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

Tip: The adjectives أبيض (abyaḍ, white) and أسود (aswad, black) have a special feminine form which you will learn later in the course. For the moment, stick to using these colours with masculine objects.

Exercise 8

Try to describe some of your own possessions, using the sentences you produced in Exercise 7 as models.

CD1: 45

**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.

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

؟ممكن كتابي من فضلك (mumkin kitābī min faḍlak?)

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

؟ممكن 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 ḥaḳība 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 (tafaḍḍalī) Here you are. (*said to a female*)

And don't forget to say 'thanks': شكراً (shukran).

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

هذه الزجاجة (hādhīhi z-zujāja) this bottle

قلمك (qalamak) your pen

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

مفتاحي (miftāhī) my key



You'll find a full transcript of the conversation on the website.



If you're learning in a group, play the 'May I have' game. You'll find instructions on the website.

Structure notes

Definite and indefinite

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 (<i>indefinite</i>)
الْبِنْتُ (al-bintu)	the girl/daughter (<i>definite</i>)

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 daughter (<i>talking to a male</i>)
بِنْتُكِ (bintuki)	your daughter (<i>talking to a female</i>)
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, which you have already 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.



Vocabulary in Unit 5

قَلَمٌ (qalam) pen

دَرَّاجَةٌ (darrāja) bicycle

مِفْتَاحٌ (miftāḥ) key

سَيَّارَةٌ (sayyāra) car

كِتَابٌ (kitāb) book

خَاتِمٌ (khātim) ring

قَمِيصٌ (qamīṣ) shirt

حَقِيْبَةٌ (ḥaqība) bag

كَلْبٌ (kalb) dog

وَلَدٌ (walad) boy

خَفِيفٌ (khafif) light (weight)

ثَقِيلٌ (thaqīl) heavy

قَبِيحٌ (qabīh) ugly

جَمِيلٌ (jamīl) beautiful

جَدِيدٌ (jadīd) new

قَدِيمٌ (qadīm) old

مَكْسُورٌ (maksūr) broken

سَلِيمٌ (salīm) whole/unbroken

أَسْوَدٌ (aswad) black

أَبْيَضٌ (abyaḍ) white

...ي (-ī) my

...كَ (-ka, informal -ak) your (masc.)

...كِ (-ki, informal -ik) your (fem.)

...هُ (-hu, informal -uh) his

...هَا (-hā) her

مَا اسْمُكَ؟ (mā ismak/mā ismik) what's your name? (to a male/female)

...مُمْكِنٌ (mumkin) may I have ...?

...أُرِيدُ (urīd) I'd like ...

كُكْسُوسٌ (kuskus) couscous

دَجَاجٌ (dajāj) chicken

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

شُكْرًا (shukran) thank you





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

6 Where is it?

أبت Letters of the alphabet: group 6

This is the final group of letters. All of these sounds are less familiar to a non-Arab ear, so listen carefully to the audio:

CD1: 46

	<i>Name of letter</i>	<i>Pronounced</i>
	tā'	Strong, emphatic 't'
	zā'	Strong, emphatic 'z'
	ʿayn	Guttural 'ah' (see below)
	ghayn	a gargling sound similar to a French 'r'

You can see that the ṭā' and ẓā' share the same basic shape, and that ʿayn and ghayn also share the same basic shape. A single dot distinguishes each pair of letters.

Emphatic letters

The letters ṭā' and ẓā', together with ṣād and ḍād you met in Unit 4, are 'emphatic' sounds. You should take care to distinguish the sound from their non-emphatic equivalents. The emphatic letters are pronounced further back in the mouth, a little like the difference between the English words 'silly' and 'sorry' or 'tin' and 'ton'.

When Arabic is written in English letters (transliterated), a dot is put under the emphatic letter to distinguish it from its non-emphatic equivalent.

مدينة صنعاء في اليمن
 madīnat ṣanʿā' fil-yaman
 The city of Sanaa in Yemen



Listen to the audio and repeat the letters below.

CD1: 47

Emphatic letter

Non-emphatic letter

ط ṭā'

ت tā'

ظ zā'

ذ dhāl

ص ṣād

س sīn

ض ḍād

د dāl

Exercise 1



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

CD1: 48

5

ط 1

6

2

7

3

8

4

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

ḡayn and ghayn

These two letters, especially ḡayn, 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 to recognise.

- ghayn (غ) is pronounced like the French 'gr' as in 'gratin', and is similar to the noise you make when you gargle.
- ḡayn (ع) 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 ḡayn as a letter at all, but to native speakers it is a letter like any other and leaving it out when you speak could lead to blank looks. ḡayn does not have a near equivalent in English, so the Arabic letter itself is used in the transliteration.



Repeat the six words that you hear on the audio. They all contain the letter ghayn. Then repeat the next six words, which all contain the letter ḡayn.

CD1: 49

Exercise 2



Listen to the eight words on the audio. Decide whether or not the word begins with ḡayn. The first is an example. Each word is repeated.

CD1: 50

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

Handwriting practice

tā', zā'

ḡayn, ghayn



On the website you can find a worksheet to practise handwriting these letters.

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.

(The alphabet starts in the left-hand column.)

Name	Printed	Handwritten
alif	ا	ا
bā'	ب	ب
tā'	ت	
thā'		ث
jīm	ج	
ḥā'	ح	
khā'		خ
dāl	د	
dhāl		ذ
rā'		ر
zāy	ز	
sīn		س
shīn	ش	
ṣād	ص	

Name	Printed	Handwritten
ḍād		ض
ṭā'	ط	
ẓā'	ظ	
ʿayn		ع
ghayn	غ	
fā'		ف
qāf	ق	
kāf	ك	
lām		ل
mīm	م	
nūn	ن	
hā'		ه
wāw	و	
yā'		ي



On the website you can find a large printable version of this activity.



Joining letters: group 6

ṭā' and zā'

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

و + س + ط = وسط
 ط + ي + ر = طير
 ن + ظ + ر = نظر
 ظ + ب + ي = ظبي
 ر + ب + ا + ط = رباط



Handwriting practice

ṭā' and zā' are formed a bit like ṣād and ḍād, except that there is no 'dink' after the loop:

- joined only to the letter after: ...ط
- joined on both sides: ...ط...
- joined only to the letter before: ط...

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

Stage 1: صر

Stage 2: نظر

Practise copying these words:

وسط طير نظر ظبي رباط



You'll find a printable worksheet on the website to practise handwriting.

عayn and ghayn

Like hā' (هـ), these two letters change their shapes depending on where they appear in a word.

- Joined only to the following letter they look like this: ...ع (like the isolated version without its tail)
- Joined on both sides they look like this: ...ع...
- Joined only to the letter before they look like this: ع...

Look carefully at how عayn and ghayn combine:

غ + ي + ر = غير

م + و + ع + د = موعد

ص + غ + ي + ر = صغير

ش + ا + ر + ع = شارع

م + ص + ن + ع = مصنع

م + غ + ر + ب = مغرب

Notice especially that عayn 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).



في مدينة الرباط، المغرب
fi madinat al-rabāt, al-maghrib
In the city of Rabat, Morocco



Handwriting practice

- Joined only to the letter after:

ع...

- Joined on both sides:

...ع...
 1 2 3

- Joined only to the letter before:

ع...

Practise copying these words:

غير عاطف صغير بالخ جامع



On the website you can find a worksheet to practise joining these letters.

Exercise 4

Each of these twelve cities in the Arab world contains one of the four new letters: ṭā', zā', ʿayn or ghayn. Can you match the Arabic spelling to the English equivalent?

- | | | |
|---------------|------------|----------------|
| مَسْقَط 3 | بَغْدَاد 2 | أَبُو ظَبِي 1 |
| الْخَرْطُوم 6 | عَدَن 5 | صَنْعَاء 4 |
| عَمَّان 9 | طَنْجَة 8 | بَنْغَازِي 7 |
| الرِّبَاط 12 | غَزَّة 11 | بُور سَعِيد 10 |

- a Baghdad b Amman c Port Said d Abu Dhabi e Khartoum f Gaza
 g Tangiers h Muscat i Benghazi j Rabat k Sanaa l Aden

Exercise 5

Handwrite these combinations of letters, as in the example :

- _____ علي = ع + ل + ي 1
- _____ = ج + م + ع 2
- _____ = غ + ط + س 3
- _____ = ظ + ل + م 4
- _____ = ط + ي + ن 5
- _____ = ن + ع + م 6
- _____ = ب + غ + د + ا + د 7
- _____ = م + س + ق + ط 8

Sun letters

Listen to these two sentences:

CD1: 51

القَمِيصُ أبيض. (al-qamīṣ abyāḍ) The shirt is white.

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

القَمِيص is pronounced al-qamīṣ, but السَيَّارة is pronounced as-sayyāra. When ال (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 first letter of the word sounds as though it is pronounced twice: as-sayyāra.

Letters like sīn, which take over the sound of the lām, are known as 'sun 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 (sīn, shīn, ṣād and ḍād) are sun letters, and none of the letters in group 3 (jīm, ḥā', khā', mīm and hā').

You will gradually become used to hearing the the sun letters and mimicking what you hear.

Exercise 6

Listen to these words, identify the initial letter and decide which of them is a sun letter. The first is an example. Each word will be given twice.

CD1: 52

Sun letter?	Initial letter	Word
×	ب	البنات
		التبن
		الثوب
		النهر
		الياسمين
		الدجاجة
		الذباب
		الراديو
		الزجاجة
		الولد
		الفيلم
		القميص
		الكتاب
		الليمون
		الطين
		الظاهر
		العرب
		الغرب

Asking questions



Look at these objects and listen to the audio:

CD1: 53



4

باب



3

سَرِير



2

كُرْسِيّ



1

مَائِدَة



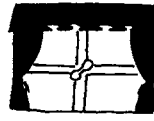
8

خَزَانَة



7

صُورَة



6

شُبَّاك



5

تَلِيْفِزْيُون

Exercise 7

Fill in the missing words in the sentences and match them to the correct pictures, as in the example. (To review هذا hādhā and هذه hādhihi, see page 31.)



a



b



c



d



e



f



g



h

1 هذا كُرْسِيّ .

2 خَزَانَة .

3 مَائِدَة .

4 باب .

5 شُبَّاك .

6 تَلِيْفِزْيُون .

7 سَرِير .

8 .

Yes/no questions

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

هل هذا نهر. (hādhā nahr) This is a river.

هل هذا نهر؟ (hal hādhā nahr) Is this a river?

هل هذه جريدة. (hādhihi bjar) This is a newspaper.

هل هذه جريدة؟ (hal hādhihi bint) Is this a newspaper?

Exercise 8

Listen to these two exchanges:

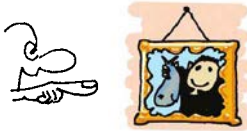


CD1: 54



هل هذا كرسي؟ (hal hādhā kursi?)

لا، هو سرير. (lā, huwa sarīr.) ✗



هل هذه صورة؟ (hal hādhihi šūra?)

نعم، هي صورة. (naʿam, hiya šūra.) ✓

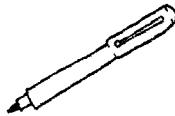
Tip: Note the reversed shape of the Arabic question mark (؟) and comma (،). The comma is also raised to sit on the line rather than below it.

Now say and write exchanges for each of these pictures, following the examples.

3 مفتاح؟



2 كتاب؟



1 خزانة؟



6 شبّاك؟



5 درّاجة؟



4 كلب؟





Practise yes/no questions with the 'Mystery object' game on the website.

Hamza (ء)

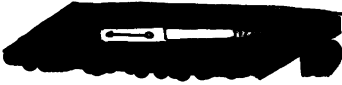
The hamza shape (ء) that you have seen sitting on an alif in words such as أمّ (umm, mother) or أب (ab, father) can also be found written in other ways. One of these is on a yā' letter shape with no dots, as in مائدة (mā'ida, table). When it falls in the middle of a word, hamza is pronounced as a short pause or sigh. There are detailed rules concerning how to write hamza, but it is best at first to learn each word as it appears.

Where? أين؟



Listen to the audio and look at the pictures:

CD1: 55



1 أينَ القلم؟

هو عَلَى المائدة.



2 أينَ الكلب؟

هو تَحْتَ المائدة.



3 أينَ الولد؟

هو بين الكرسى والمائدة. هي في الخزانة.

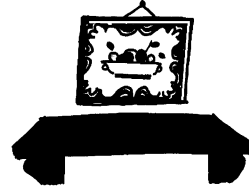


4 أينَ البنت؟



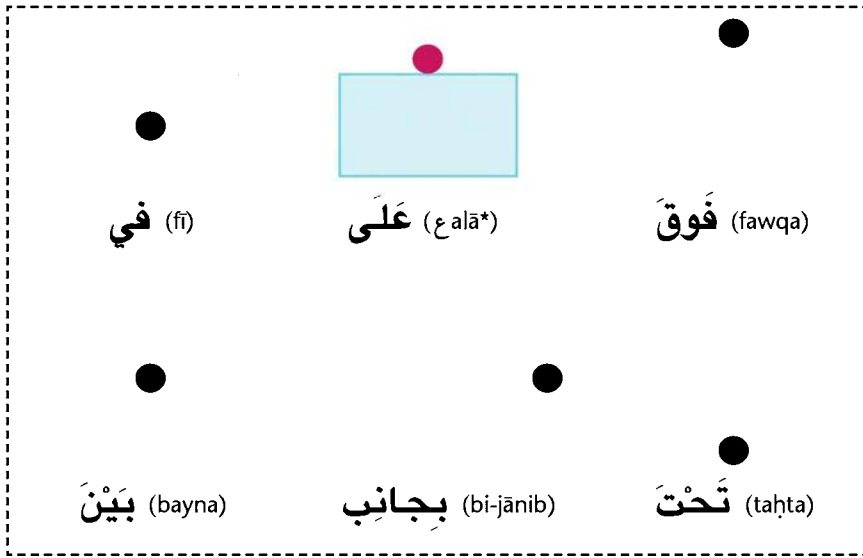
5 أينَ الصورة؟

هو بِجَانِبِ الكرسى.



6 أينَ الكلب؟

هي فَوْقَ المائدة.



* Note: على (عalā, on) finishes with a yā' with no dots and yet is pronounced ā. Some words that end in ā are written with a yā' instead of an alif. This makes no difference to the pronunciation and is only ever found at the end of a word. This yā' is known as alif maqṣūra.

web
PPT

On the companion website you can find a PowerPoint presentation to help you remember the objects and positional words in Unit 6.

Exercise 9

Fill in the gaps in these sentences:



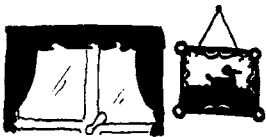
2

الجريدة _____ الكرسي.



1

الزجاجة _____ المائدة.



4

_____ الصورة



3

_____ الخيمة و _____



6



5

Exercise 10

Now look at this bedroom and answer the questions, as in the example.



- 1 هل الكرسيّ بجانب المائدة؟
نعم، هو بجانب المائدة.
- 2 أين التليفزيون؟
- 3 أين المائدة؟
- 4 هل الصورة بجانب الشبّاك؟
- 5 أين الخزانة؟
- 6 هل التليفزيون تحت الشبّاك؟
- 7 أين السرير؟
- 8 هل الباب بجانب المائدة؟
- 9 أين الحقيبة؟
- 10 هل المائدة بين الكرسيّ والخزانة؟



If you are learning in a group, play 'Describe my room'. Instructions are on the companion website.

Arabic and computers

Keying Arabic is simpler than writing by hand as the computer automatically joins the letters. An Arabic keyboard will show mainly separate letters (ج م ل, etc.). All you need to do is key the individual letters in a word. For example, the word جميل, beautiful, is four keystrokes. As you key each letter, you will see the one *before* alter to the correct form:

Keystroke 1:	ج	→	Screen 1:	ج
Keystroke 2:	م	→	Screen 2:	جم
Keystroke 3:	ي	→	Screen 3:	جمي
Keystroke 4:	ل	→	Screen 4:	جميل

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

Anwar's blog مَدَوْنَة أَنْوَر

Anwar and Nur have gone on a Nile cruise for their honeymoon. Anwar is a photographer and has set up a photo blog for the trip. Here is his first entry.
Tip: مركب (markab) = boat; قَمْرَة (qamra) = cabin.

مَدَوْنَة أَنْوَر

نَحْنُ عَلَى الْمَرْكَبِ بَيْنَ الْأَقْصَرِ وَأَسْوَانَ!
 هذه صورة النهر في الصُّبْحِ...
 وهذه هي القمرة...

القمرة كبيرة وجميلة.
 السرير كبير وبجانب الشباك.
 المائدة صغيرة والخزانة صغيرة
 كذلك. التليفزيون فوق الخزانة
 وهو جديد وسليم.

نهر النيل جميل!

Exercise 11

Read Anwar's blog and answer these questions:

- 1 From which location is Anwar blogging?
- 2 At what time of day did Anwar take the photo of the River Nile?
- 3 How does Anwar describe the cabin?
- 4 How does he describe the bed, the table and the cupboard?
- 5 Where is the television? How does he describe it?

Exercise 12

Now see if you can find the Arabic words and expressions in the blog that mean the following. Write the Arabic next to the English equivalent.

- 1 on the boat _____
- 2 in the morning _____
- 3 next to the window _____
- 4 above the cupboard _____
- 5 between Luxor and Aswan _____
- 6 as well _____
- 7 new and unbroken _____
- 8 the River Nile _____

You could start your own Arabic blog. Begin by talking about yourself and describing where you are. You can develop the blog as you learn. Invite fellow students or Arab friends to read your blog and add comments.

CD1: 56

**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 vary from one region to another.

MSA is the foundation that underpins all these dialects. Through MSA you will understand the principles that guide the Arabic language. However, there are variations for basic words used in dialects and it is worth recognising the most common. Two of these are the question words 'What?' and 'Where?':

	<i>What's your name?</i>	<i>Where's the door?</i>
<i>MSA</i>	ما اسمك؟ (mā ismak)	أين الباب؟ (ayna l-bāb)
<i>Egyptian</i>	اسمك ايه؟ (ismak eh)	فين الباب؟ (fayn il-bāb)
<i>Levant/Gulf</i>	شو اسمك؟ (shū ismak)	وين الباب؟ (wayn il-bāb)

Listen to the dialects and compare them with the standard version.

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 Structure notes in Unit 4), but using *kasra*, not *ḍamma*:

	Nominative	Genitive
Indefinite	بنتُ (bintun)	بنتِ (bintin)
Definite	البنتُ (al-bintu)	البنتِ (al-binti)

So the sentence ...

الصورة فوق السرير. (aṣ-ṣūra fawqa s-sarīr) The picture is above the bed.

... would be pronounced as follows, if fully vowelled:

الصورة فوق السرير. (aṣ-ṣūratu fawqa s-sarīri)

The noun **الصورة** (picture) is nominative whereas the word **السرير** (bed) is genitive as it follows the positional word **فوق** (above).



Vocabulary in Unit 6

في (fi) in

صورة (ṣūra) picture/photo

على (alā) on

مائدة (mā'ida) table

فوق (fawqa) above

كرسي (kursi) chair

تحت (taḥta) below

سرير (sarīr) bed

بجانب (bijānib) beside

باب (bāb) door

بين (bayna) between

تلفزيون (tilifizyūn) television

هل...؟ (hal) question marker

شباك (shubbāk) window

نعم (naʿam) yes

خزانة (khazāna) cupboard

لا (lā) no

مركب (markab) boat

أين...؟ (ayna) where?

قمرة (qamra) cabin

مدونة (mudawanna) blog/journal

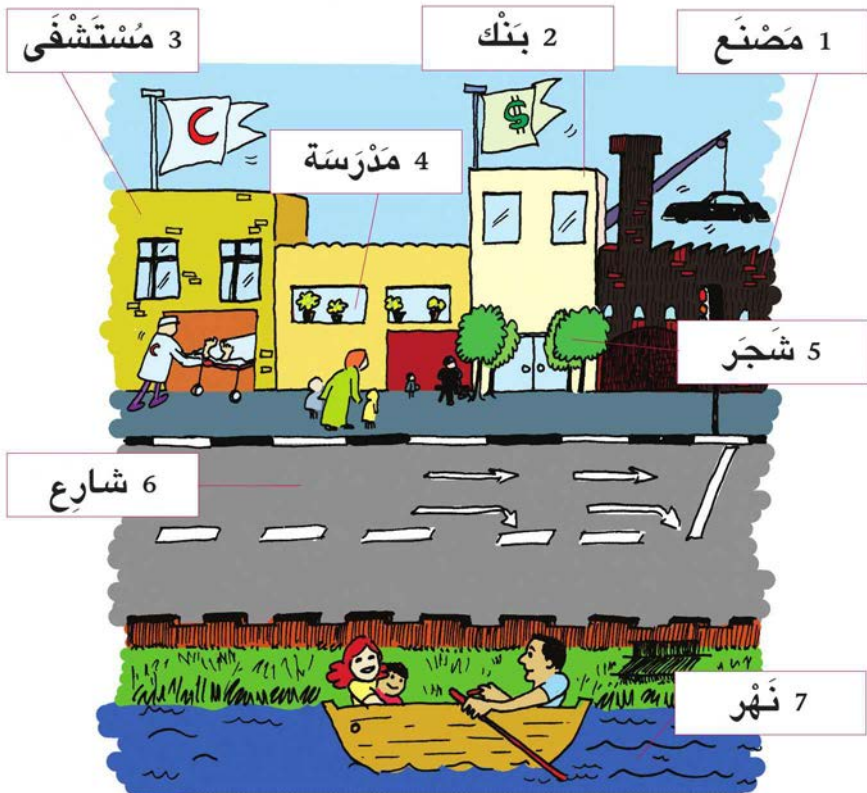
نهر (nahr) river

7

Describing places

Describing your city or town

Look at this picture and read the Arabic labels of the features around town.



Now check your pronunciation of the labels with the audio.

CD1: 57



نهر النيل في وسط القاهرة
nahr an-nīl fī wasaʿ al-qāhira
The River Nile in the centre of Cairo

Exercise 1

Who works where? Match the jobs with the places.

مَدْرَسَة	1	مَمْرُضَة	A
مُسْتَشْفَى	2	مَهْنَدِس	B
بَنْك	3	مَدْرُس	C
مَصْنَع	4	مَحَاسِب	D

Where are they now? Write sentences, as in the example:

- 1 بدر/محاسب بدر محاسب وهو في البنك.
- 2 زينب/ممرضة

- 3 زين/مدرسة

- 4 أحمد/مهندس

What's the town like?



Listen to the description of the town on page 83, following the text below.

CD1: 58

هذه صورة مَدِينَة، وَهُنَاكَ نَهْر فِي الْمَدِينَة،
وَبجَانِب النهر هُنَاكَ شَارِع.
فِي وَسْط الصَّوْرَة هُنَاكَ بَنْك وَبجَانِب الْبَنْك
هُنَاكَ مَدْرَسَة. الْمَدْرَسَة بَيْن الْبَنْك وَالمُسْتَشْفَى.
وَعَلَى يَمِين الْبَنْك هُنَاكَ مَصْنَع أُسُود وَقَبِيح،
وَهُوَ مَصْنَع السِّيَّارَات، وَلَكِنْ لَيْسَ هُنَاكَ سِيَّارَات
فِي الشَّارِع. أَمَام الْبَنْك هُنَاكَ شَجَر جَمِيل،
وَلَكِنْ لَيْسَ هُنَاكَ شَجَرٌ أَمَام المَصْنَع.



Practise writing this description with the 'Speed writing' game on the website.

... على يَمِينٍ (ʿalā l-yamīn) on the right of ...

... على يَسَارٍ (ʿalā l-yaṣār) on the left of ...

... أمام (amām) in front of ...

... في وَسْطٍ (fī wasaṭ) in the centre of ...

هناك (hunāka) there is/there are

ليس هناك (laysa hunāka) there isn't/there aren't

ولكن (wa-lākin) but

هناك شجر أمام البنك.

There are trees in front of the bank.



ليس هناك شجر أمام المصنع.

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



هناك شجر أمام البنك ولكن
ليس هناك شجر أمام المصنع.

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:

صورة مدينة (ṣurat madīna) picture of a town

مصنع السيّارات (maṣnaʿ 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 aḥmad), Ahmad's daughter; حقيبة الولد (ḥaqībat al-walad), the boy's bag. Arabic uses idāfa to describe a close relationship, where English might use the possessive 's, 'of' ('a bottle of water') or a compound ('the clothes store').

The ta' marbūta is always pronounced on the first noun in an idāfa. Only the last noun in an idāfa 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 المدرّس (bayt al-mudarris)	the teacher's house
زُجاجة عَصِير (zujājat eaṣīr)	a bottle of juice
زُجاجة العَصِير (zujājat al-eaṣīr)	the bottle of juice

An idāfa can consist of more than two nouns:

باب بيت المدرّس (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 83 are true or false.

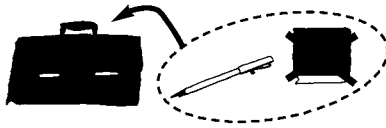
- 1 هناك نهر في المدينة.
- 2 هناك شارع بجانب النهر.
- 3 ليس هناك بنك في الصورة.
- 4 هناك مصنع على يمين البنك.
- 5 هناك مستشفى بين البنك والمصنع.
- 6 هناك ممرضة أمام المستشفى.
- 7 المصنع هو مصنع السيارات.
- 8 في وسط الصورة هناك مستشفى.
- 9 ليس هناك شجر أمام المستشفى.
- 10 المصنع أبيض وجميل.



On the website you can find a PowerPoint presentation to help you remember the key words for places around town.

Exercise 3

Make sentences for each picture, as in the example:



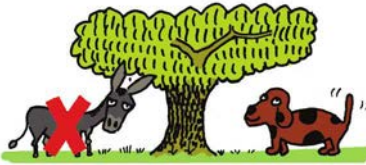
هناك قلم في الحقيبة
ولكن ليس هناك كتاب.



2



1



4



3

CD1: 59

**Conversation****Asking for directions**

The simplest way to ask for directions is to use the phrase: ... min ayna?,
How do I get to ...?:

البنك من أين؟ (al-bank min ayna?) How do I get to the bank?

المستشفى من أين؟ (al-mustashfā min ayna?) How do I get to the hospital?

In directions you are given, you might hear these expressions:

على طول (alā ṭūl) Straight on

... خذ/خذي (khudh/khudhī...) Take ... (talking to a male/a female)

أول شارع (awwal shāriʿ) the first street

ثاني شارع (thāni shāriʿ) the second street

على اليسار (alā l-yaṣār) on the left

على اليمين (alā l-yamīn) on the right

... قريب [ة] من ... (qarīb[a] min ...) near to ...

Listen to the expressions on the audio, and then try to ask about and understand directions to other places around town. The audio will help you.



بنك المغرب bank al-maghrib The Bank of Morocco

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':

	Singular	Plural
Masculine	مُدَّرِّس (mudarris)	مُدَّرِّسُونَ (mudarrisūn)
Feminine	مُدَّرِّسَة (mudarrisa)	مُدَّرِّسَات (mudarrisāt)

The sound masculine plural (-ūn) is only used as a plural for words referring to *male people*. The sound feminine plural (-āt) is used as a plural for words referring to female people, but 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:

	Singular	Plural
car	سَيَّارَة (sayyāra)	سَيَّارَات (sayyārāt)
bicycle	دَرَّاجَة (darrāja)	دَرَّاجَات (darrājāt)
television	تَلِفِيزِيُون (tilfizyūn)	تَلِفِيزِيُونَات (tilfizyūnāt)

Notice that you must remove the tā' marbūṭa before adding the plural ending -āt. There are no absolute rules to tell you which words can be made plural using the sound feminine plural. However, a tip is that this plural is often used with longer Arabic words (for example, mudawannāt, blogs) and with words derived from other languages (for example, tilfizyūnāt, televisions).

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 to the noun:

مصنع أسود قبيح	(masnaʿ aswad qabīḥ) a black ugly factory
المصنع الأسود القبيح	(al-masnaʿ al-aswad al-qabīḥ) the black ugly factory

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

حقيبتى الجديدة	(ḥaqībatī al-jadīda) my new bag
كلبه الأبيض الثقيل	(kalbuhu al-abyaḍ ath-thaqīl) his white heavy dog

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

البنت جميلة.	(al-bint jamīla.)	The girl is beautiful.
البنت الجميلة	(al-bint al-jamīla)	the beautiful girl
بنت جميلة	(bint jamīla)	a beautiful girl

Exercise 4

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

جديدة	سيارة	أمام	هناك	المصنع	1
-------	-------	------	------	--------	---

هناك سيارة جديدة أمام المصنع.

مكسور	هناك	المائدة	قلم	على	2
-------	------	---------	-----	-----	---

في	الجميلة	الجديدة	أنا	سيّارتي	3
----	---------	---------	-----	---------	---

شجر	ليس	بجانب	المستشفى	هناك	4
-----	-----	-------	----------	------	---

في	جديد	هناك	المدرسة	مدرّس	5
----	------	------	---------	-------	---

الجديد	في	بدر	البنك	محاسب	6
--------	----	-----	-------	-------	---

Exercise 5

Listen to these six new adjectives:



CD1: 60

short (qaṣīr) **قَصِير**big (kabīr) **كَبِير**weak (ḍaʿīf) **ضَعِيف**small (ṣaghīr) **صَغِير**strong (qawīy) **قَوِي**long/tall (ṭawīl) **طَوِيل**

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



3



2



1

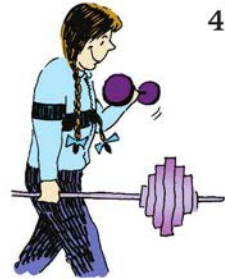
هذه الدراجة كبيرة.



6



5



4

CD1: 61

**Conversation****Describing your town or your room**

Alternative phrases for 'hunāka' and 'laysa hunāka' commonly used in spoken Arabic are 'fih' and 'mā fih' (also pronounced 'mā fish'). Listen to the example sentences on the audio and then try to describe your town or room in a similar way.

..فيه مدرسة كبيرة في المدينة. ما فيه مستشفى.
(fih madrasa kabīra fī l-madīna. mā fih mustashfā.) There's a big school in the town. There isn't a hospital.

..فيه صورة جميلة في غرفتي. ما فيه تليفزيون.
(fih ṣūra jamīla fī ghurfatī. mā fih tilifizyūn.) There's a beautiful picture in my room. There isn't a television.

web

You'll find a full transcript of the descriptions on the website.

Exercise 6

Your friend is looking for somewhere to live and has asked you to translate this advertisement from the local paper. Can you work out what it says?

Tip: شقة (shaqqa) = apartment; شرفة (shurfa) = balcony;
نخل (nakh) = palm trees.

شقة كبيرة وجميلة!

- في مدينة مَرَآكش
- شارع شَرِيف
- قريبة من المستشفى
- بين الجامعة ومدرسة ابن سينا
- هناك نَخل جميل أمام البيت وشُرفة كبيرة

تليفون: 442 137891

Exercise 7

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

CD1: 62

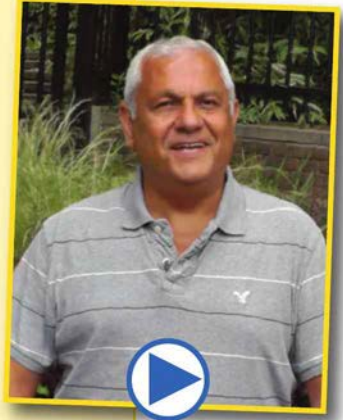
**Video: Mahmoud describes his apartment**

Go to the *Mastering Arabic* website to play the video of Mahmoud introducing himself and talking about his apartment in Cairo (al-qāhira).

See if you can answer these questions:

- 1 What feature of Cairo is near to the apartment?
- 2 What is the name of the street?
- 3 What is there at the start of the street?
- 4 What is there next to Mahmoud's house?
- 5 Is there a television or internet in the apartment? Why/Why not?

You'll find a transcript, a translation and an extension activity on the website.



Structure notes

Genitive with iḍāfa

The second word in an iḍāfa construction (see pages 85–6) is always in the genitive case:

صورةُ مدينةٍ (ṣūratu madīnatin) a picture of a town
حقيبةُ الولدِ (ḥaqībatu l-waladi) the boy's bag



Vocabulary in Unit 7

مَدِينَةٌ (madīna) town/city	يَمِينٍ (yamīn) right
بَنْكٍ (bank) bank	يَسَارٍ (yasār) left
مَدْرَسَةٌ (madrasa) school	وَسَطٍ (wasat) centre
شَجَرٍ (shajar) trees	أَمَامٍ (amāma) in front of
هُنَاكَ (hunāka) there is/are	وَلَكِنْ (wa-lākin) but
لَيْسَ هُنَاكَ (laysa hunāka) there isn't/aren't	كَبِيرٍ (kabīr) big
مَصْنَعٍ (maṣnaʿ) factory	صَغِيرٍ (saghīr) small
مُسْتَشْفَى (mustashfā) hospital	طَوِيلٍ (ṭawīl) long/tall
شَارِعٍ (shāriʿ) street	قَصِيرٍ (qaṣīr) short
غُرْفَةٍ (ghurfa) room	ضَعِيفٍ (ḍaʿīf) weak
شَقَّةٍ (shaqqa) apartment	قَوِيٍّ (qawīy) strong
شُرْفَةٍ (shurfa) balcony	قَرِيبٍ (قَرِيبٍ) (qarīb) near (to)
نَخْلٍ (nakhl) palm trees	عَلَى طَوِيلٍ (ʿalā ṭūl) straight on

... خَذُ / خَذِي (khudh/khudhī ...) Take ... (talking to a male/a female)

أَوَّلِ شَارِعٍ (awwal shāriʿ) the first street

ثَانِيِ شَارِعٍ (thānī shāriʿ) the second street



On the website you can find links to interactive audio flashcards that will help you review the key vocabulary in *Mastering Arabic* Units 5–7.

8 Review

Exercise 1

Handwrite these combinations of letters.

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



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

CD1: 63



شارع في دمشق shāriʿ fī dimashq
A street in Damascus

Exercise 2

Complete this table, as in the examples:

Word with الـ	Meaning	Sun letter?	Initial letter	Word
(al-bayt) الْبَيْت	house	✗	ب	بيت
(an-nahr) النَّهْر	river	✓	ن	نهر
				خيمة
				مدينة
				زجاجة
				شقة
				تين
				كتاب
				سيارة
				دراجة
				قميص
				حقيبة
				يمين
				صورة
				غرفة
				جريدة
				طالب
				ولد

When you've completed the table, try covering all the columns except the right-hand 'Word' column. See if you can remember the meaning and then say the word out loud with الـ, checking your answers one by one.

Exercise 3

Put the names in the correct rows, as in the examples:

مدحت	نور	جيهان	أحمد
حسين	أنور	زيد	زينب
دينا	محمد	زين	بدر

_____ أحمد male

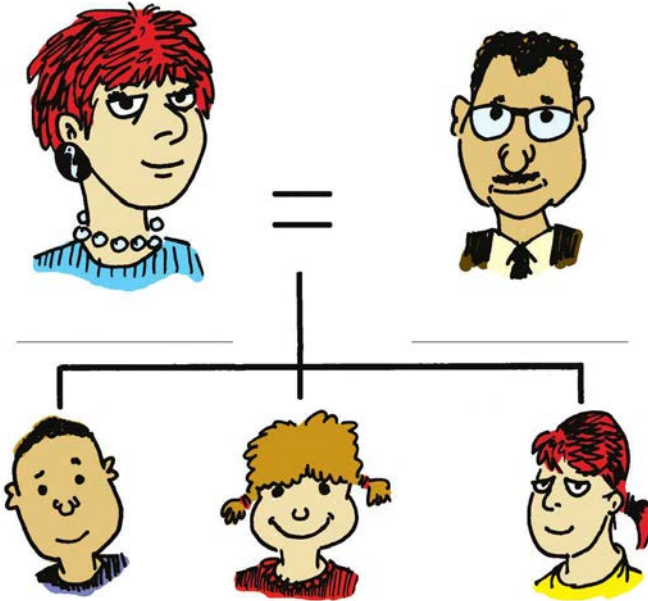
_____ زينب female

_____ نور both

Exercise 4

Listen to the description of the family on the audio and fill in the names on the family tree.

CD1: 64



Now draw a family tree for your own family, or the family of a friend, 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.)

ق	ا	ف	و	ن
م	ث	ظ	م	ي
م	ص	ش	ه	ح
ر	ا	ج	ن	س
ض	ذ	ض	د	ق
ة	م	ت	س	ش
ي	ه	نخ	ط	ر
و	ر	ب	ه	ن
ب	س	ا	ح	م
ا	ل	ز	ج	و
خ	ط	ت	م	ش

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

<i>Feminine pl.</i>	<i>Feminine sing.</i>	<i>Masculine pl.</i>	<i>Masculine sing.</i>
مدرّسات	مدرّسة	مدرّسون	مدرّس

(If you need to remind yourself how to pronounce these professions, look at the vocabulary list on page 50.)





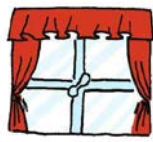







Exercise 6

Find the odd word out in each group of words. The first is an example.

- | | | | | | |
|-------|-------|---------|-------|---------|---|
| حمار | كلب | جريدة | حمامة | دجاجة | 1 |
| أنا | أنتَ | هم | نحن | هل | 2 |
| بدر | زينب | أحمد | مدحت | أنور | 3 |
| هناك | في | بين | فوق | بجانب | 4 |
| مدرّس | نجّار | مصنّع | خبّاز | محاسب | 5 |
| بيت | شقّة | غُرْفَة | أُخت | شُرْفَة | 6 |
| كبير | صغير | ثقيل | خفيف | كتاب | 7 |
| أمّ | أب | باب | أخ | بنت | 8 |

Exercise 7

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

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



Conversation

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.

– تشرفنا (tasharrafna)

Conversation 2

– أهلاً! (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 audio. You could 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.



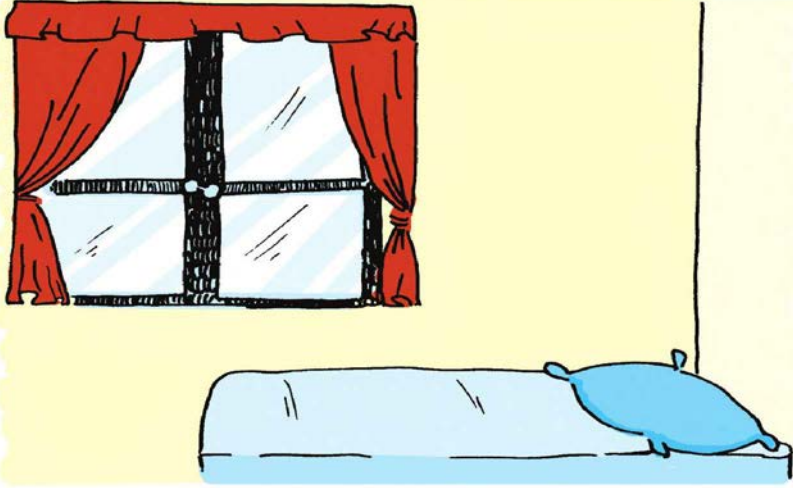
You'll find a full transcript of the conversations on the website.

Exercise 8

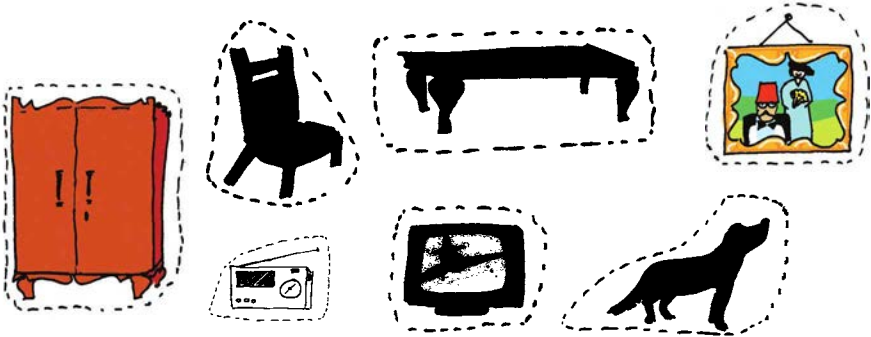


You'll find a large printable version of this activity on the website.

Look at this picture of a bedroom:

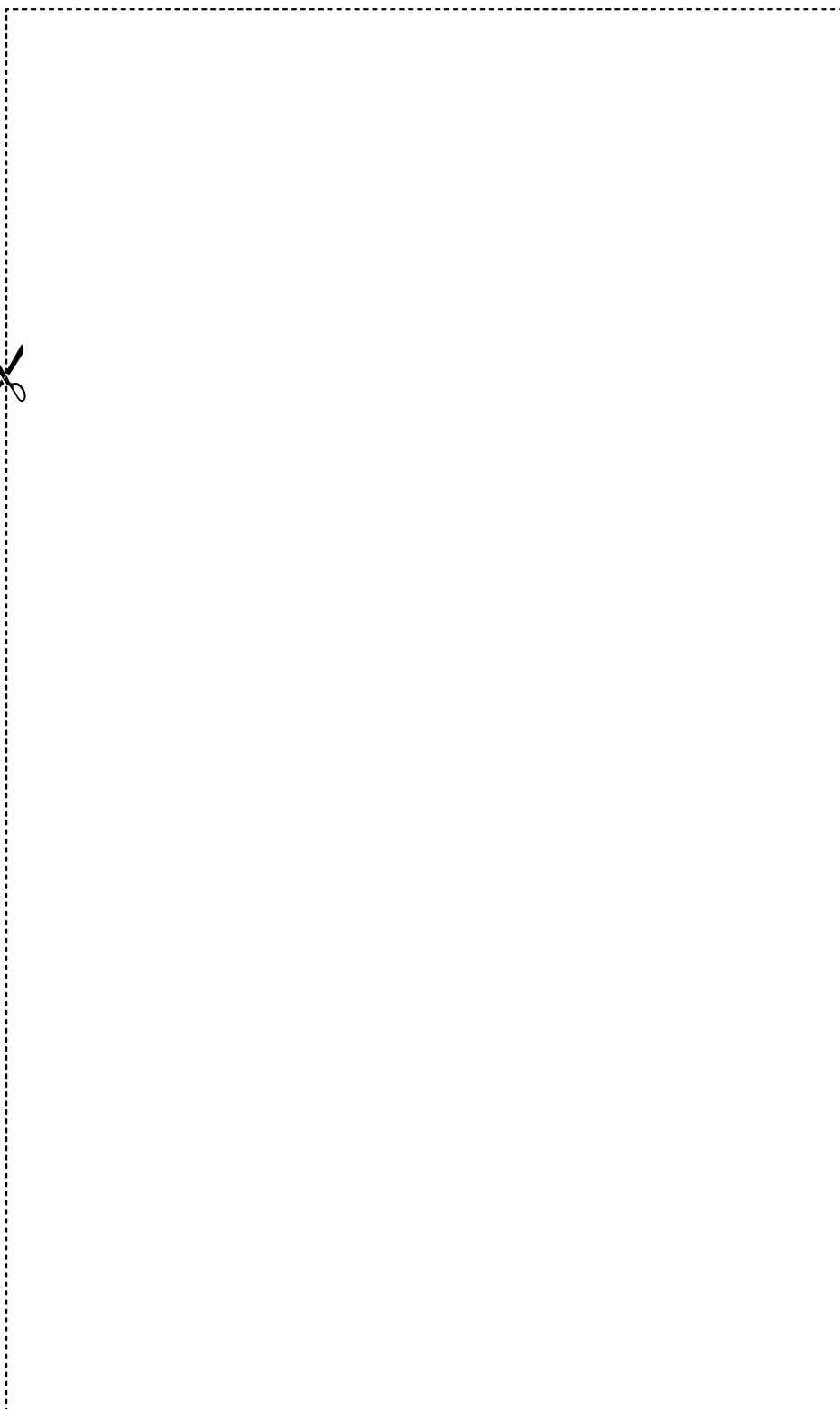


Now cut out these pictures and stick them in the bedroom.



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...

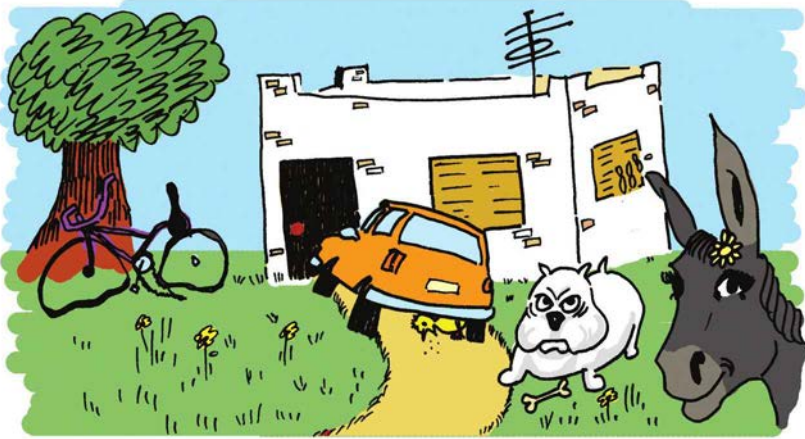


Exercise 9

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 these adjectives to fit into each gap in the description of the picture below. 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 _____ . لون (colour) هذا البيت الجميل

_____ ، ولكن الباب _____ . أمام البيت هناك

سيارة _____ ولكن على يسار السيارة هناك

دراجة _____ ، والدراجة أمام الشجرة _____ .

هناك دجاجة _____ 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 / سيّارة
- 6 الباب / البيت / الأبيض
- 7 الشجرة/الصغيرة / على يسار / بيت
- 8 كلب / بين / حمار / سيّارة

Exercise 11

Look again at these characters you met in Unit 2.



زَيْد



دينا



رَيْن



نادر



زَيْنَب

Read the examples describing Zainab's dog and Zaid's bag:

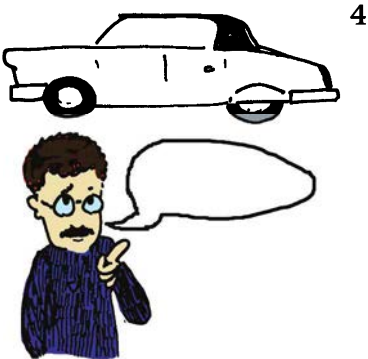


هذه حقيبة زيد.
هذه حقيبته.



هذا كلب زينب.
هذا كلبها.

Now say and write similar sentences for the other characters.



9

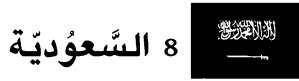
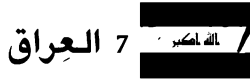
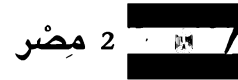
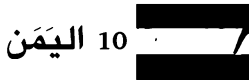
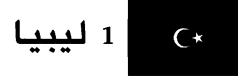
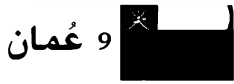
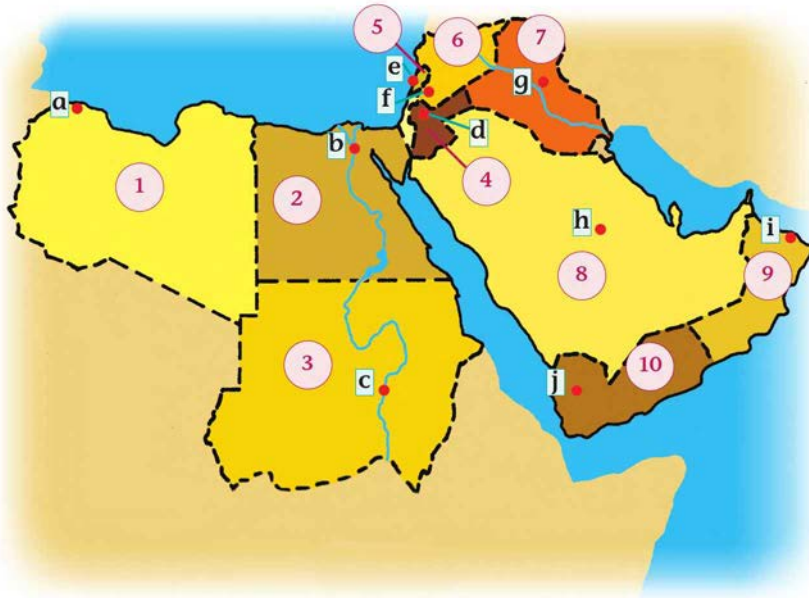
Countries and people

The Middle East الشَّرْق الأَوْسَط



Look at this map of ten countries in the Middle East (الشَّرْق الأَوْسَط, ash-sharq al-awsat) and then listen to the names of the countries. The key to the countries is below the map, together with the relevant national flags.

CD1: 66



Download a PowerPoint presentation to help you remember the Arab countries.

أنا إماراتي من دبي
 āna imārātī min dubay
 I'm Emirati, from Dubai



Capital city عاصمة



Now listen to these capital cities, which are also keyed on the map opposite.

CD1: 67

مَسْقَطُ i

بَيْرُوتُ e

طَرَابُلُوسُ a

صَنْعَاءُ j

دِمَشْقُ f

القَاهِرَةُ b

بَغْدَادُ g

الخَرْطُومُ c

الرِّيَاضُ h

عَمَّانُ d

Tip: Without the vowels the word عمان could be عُمَانُ (eumān), the country of Oman, or عَمَّانُ (eammān), Amman, the capital of Jordan. Watch for the context to tell you which is being referred to.

Exercise 1

Answer these questions referring to the map. The first is an example. Remember that towns and cities are almost always feminine (see Unit 3).

- 1 هل القَاهِرَةُ في اليمن؟
لا، هي في مصر.
- 2 هل بَغْدَادُ في لبنان؟
- 3 هل الرياض في السُّعُودِيَّة؟
- 4 أين عَمَّانُ؟
- 5 هل الأردن بين السُّعُودِيَّة وسوريا؟
- 6 أين مَسْقَطُ؟
- 7 هل ليبيا بجانب اليمن؟
- 8 هل اليمن بجانب عُمان؟

Exercise 2

Join the flag with the appropriate country and capital city, as in the example.

الخردوم ليبيا دمشق

لبنان الرياض مسقط عمان

السودان

مصر

السعودية

بيروت صنعاء سوريا عمان

بغداد

الأردن

القاهرة

طرابلس اليمن

العراق

Exercise 3

Now write ten sentences describing the countries and their capitals. The first is an example:

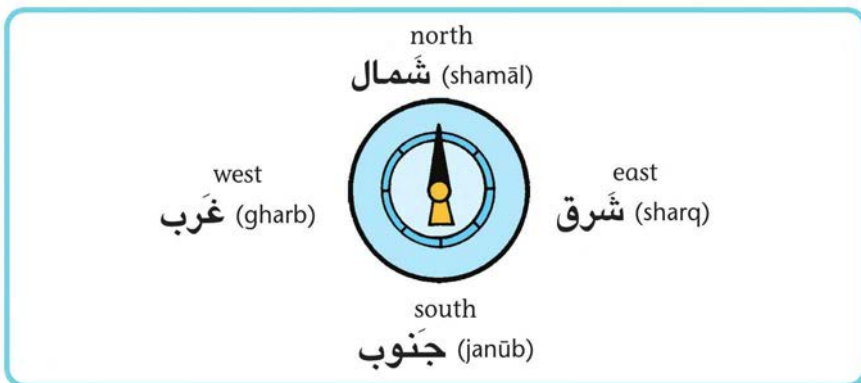
1 القاهرة في مصر وهي عاصمة مصر.

(al qāhira fī miṣr wa-hiya eāṣimat miṣr)

Cairo is in Egypt and it's the capital of Egypt.

Geographical position

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





Now listen to these descriptions:

CD1: 68



مسقط في شمال عُمان.



بيروت في غرب لبنان.



دمشق في جنوب سورية.



بغداد في شرق العراق.

Notice that in Arabic you use the *idāfa* construction (see page 85) to describe geographical position, putting the position (شمال *shamāl*, north) directly in front of the place (عُمان *umān*, Oman) with the meaning 'the north of Oman': عمان في شمال (musqat fī shamāl *umān*, Musqat is in the north of Oman).

Exercise 4

Look at the map of Egypt and read the four towns marked (Alexandria, Port Said, Siwa and Aswan). Then fill the gaps in the descriptions.



1 أسوان في _____ مصر.

2 سيوة في _____

3 إلسكندرية _____ شمال










4 بورسعيد _____

Other countries of the world

Arabic names for foreign countries often end in a long ā sound. As you become more aware of patterns in the Arabic language, you will recognise these foreign names since they stand out as different. There are some variations in how Arabic-speakers say the adopted names for countries, but most pronunciations are more or less similar.

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.

أمريكا	1	A	China	
الصين	2	B	Spain	
روسيا	3	C	America	
اليابان	4	D	Italy	
إنجلترا	5	E	Japan	
فرنسا	6	F	Russia	
ألمانيا	7	G	England	
أسبانيا	8	H	France	
إيطاليا	9	I	Germany	



Now check your pronunciation of the Arabic against the audio.

CD1: 69

أنا من برادفورد في إنجلترا

āna min brādfūrd fī injiltarā

I'm from Bradford in England



Nationalities



Listen to the audio, looking at the pictures and following the Arabic.

CD1: 70

2 هو من أين؟



هو من الرياض.
هو سعودي.

1 هو من أين؟



هو من مسقط.
هو عُماني.

4 هُم من أين؟



هُم من طوكيو.
هم يابانيون.

3 هي من أين؟



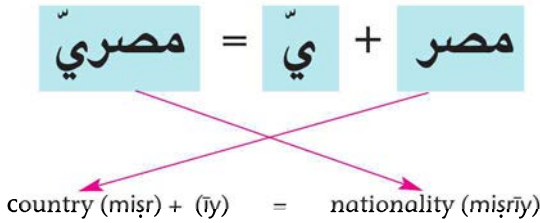
هي من أسوان.
هي مصريّة.

5 هُنَّ من أين؟



هُنَّ من طرابلس. هُنَّ لبيّات.

Nisba adjectives



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 *Kuwaitī*, *Saudi*, *Omani* and *Yemenī*.

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 *بيتي* (baytīy), domestic, or *شمال* (shamāl), north, into *شمالِي* (shamālīy), 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 *tā' marbūṭa* (ṣ), ā or yā, you need to remove this before adding the nisba ending:

سوريا (sūriyā) Syria	➔	سوريّ (sūrīy) Syrian
أمريكا (amrīkā) America	➔	أمريكيّ (amrīkīy) American
ليبيا (lībīyā) Libya	➔	ليبيّ (lībīy) Libyan
مهنة (mihna) profession	➔	مهنيّ (mihnīy) professional
موسيقى (mūsīkā) music	➔	موسيقيّ (mūsīkī) musical

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

















السودان (as-sūdān) Sudan	➔	سودانيّ (sūdānī) Sudanese
اليابان (al-yābān) Japan	➔	يابانيّ (yābānī) Japanese

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

انجلترا (injiltarā) England	➔	انجليزيّ (injilīzī) English
-----------------------------	---	-----------------------------

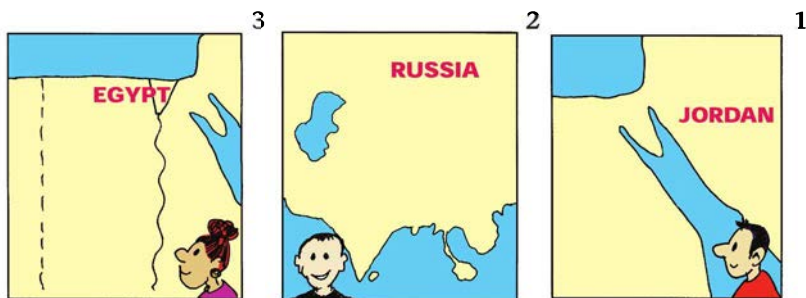
Exercise 6

Complete the following table, filling in the missing countries and nationalities.

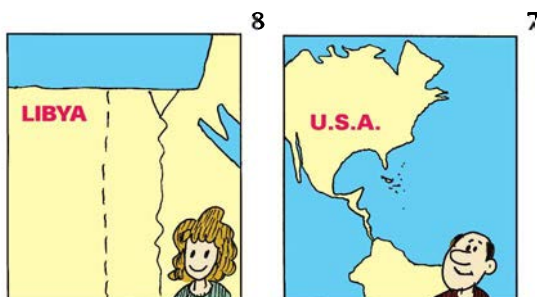
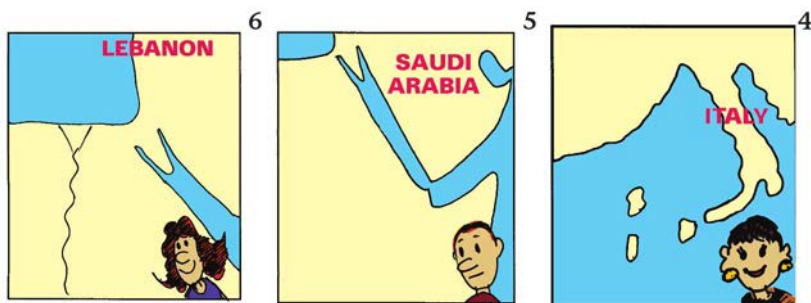
الدَّوْلَة Country	الجنسية Nationality
الأردنّ	
	
اليابان	
	
أسبانيا	
	
	
	
إيطاليا	
	
	
	
	
فرنسا	
ألمانيا	
	
	إنجليزي

Exercise 7

Make sentences about where these people come from, as in the example.



هو من الأردن .
هو أردني .



The *Mastering Arabic* website has guidance and links to Arabic dictionaries where you can look up other countries and nationalities. To create a nationality from a country, follow the rules on page 110. You will need to know your nationality in Arabic to take part in the conversation on page 113.

CD1: 71



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?':

أنت من أين؟ (anta/anti min ayn?) Where are you from? (*masc./fem.*)

A more formal question would be:

ما جنسيتك؟ (mā jinsiyatak/-ik?) What's your nationality? (*masc./fem.*)

The answer could be either of the following:

أنا من لبنان. (ānā min lubnān) I'm from Lebanon.

أنا لبناني/لبنانية. (ānā lubnānīy/lubnānīya) I'm Lebanese. (*masc./fem.*)

You could also be asked:

من أية مدينة؟ (min ayyat madīna?) From which town?

هل هي في الشمال؟ (hal hiya fī sh-shamāl?) Is that in the north?

Now listen to the audio and have a go at answering questions about where *you* come from.



You'll find a full transcript of the conversations on the website.

Plural nationalities

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

	Masc. sing.	Fem. sing.	Masc. plural	Fem. plural
Egyptian	مصري (miṣrīy)	مصرية (miṣrīya)	مصريون (miṣrīyūn)	مصريات (miṣrīyāt)
French	فرنسي (faransīy)	فرنسية (faransīya)	فرنسيون (faransīyūn)	فرنسيات (faransīyāt)

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.

	Masc. sing.	Fem. sing.	Masc. plural	Fem. plural
Arab	عربي (ʿarabīy)	عربية (ʿarabīya)	عرب (ʿarab)	عربيات (ʿarabīyāt)
English	انجليزي (injilīzīy)	انجليزية (injilīzīya)	انجليز (injilīz)	انجليزيات (injilīzīyāt)
Russian	روسي (rūsīy)	روسية (rūsīya)	روس (rūs)	روسيات (rūsīyāt)

Exercise 8



Listen to where these people are from and match the audio to the pictures.

CD1: 72



description: _____



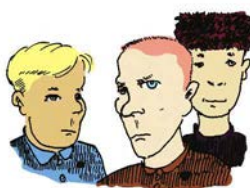
description: 1



description: _____



description: _____



description: _____

Now write about where the people are from. For example:

A هو من نيويورك. هو أمريكي.

Tip: The Arabic pronunciation of words of foreign origin can vary, for example amrīkiy or amarikīy for 'American'.

Personal pronouns

Personal pronouns are words such as 'I', 'he' and 'they'. Here is a summary of the important pronouns. You already know most of these, but pay attention to the plural 'you' used when talking to a *group* of people:

	English	Arabic
<i>Singular</i>	I	أنا (āna)
	you (<i>masc.</i>)	أنتَ (anta)
	you (<i>fem.</i>)	أنتِ (anti)
	he	هُوَ (huwa)
	she	هِيَ (hiya)
<i>Plural</i>	we	نَحْنُ (naḥnu)
	you (<i>plural</i>)	أَنْتُمْ (antum)
	they (<i>masc.</i>)	هُمْ (hum)
	they (<i>fem.</i>)	هُنَّ (hunna)

Exercise 9

Create a sentence or question about nationality using the pronoun and flag prompts, as in these examples:




هي  . ← هي لُبْنَانِيَّة. (She's Lebanese.)

أنتَ  ؟ ← هل أنتَ صيني؟ (Are you Chinese? masc.)

1 هو  . 6 أنتم  ؟ 11 هم  .

2 أنتِ  ؟ 7 أنتَ  ؟ 12 نحن (fem.)  .

3 هم  . 8 هنَّ  . 13 هي  .

4 نحن (masc.)  . 9 نحن (masc.)  . 14 هنَّ  ؟

5 هي  . 10 هو  ؟ 15 أنتم  ؟

Exercise 10

CD1: 73

Look at the immigration form and listen to the conversation at the airport. Listen once without writing; then listen again, filling in the missing information on the form. (Note: مهنة mihna = profession.)

الإسم أحمد حليلين

الجنسيّة

المهنة

اسم الزوجة

جنسية الزوجة

مهنة الزوجة

Exercise 11

Read this description of Ahmed and Dina whom you heard at the airport in Exercise 10:

أحمد حسين مهندس في الرياض.
أحمد سعودي ولكن زوجته دينا مصرية.
دينا مدرّسة في الرياض.

From the following completed immigration form, write a similar description about Mohammad and Zaynab. *Tip:* طبيب (ṭabīb) = doctor.

الإسم محمّد نور.....
الجنسيّة لسوري.....
المهنة طبيب (في دمشق).
اسم الزوجة زينب اللثرييف.
جنسية الزوجة يمنيّة.....
مهنة الزوجة محرّضة.....

**Video: Cyrine talks about herself**

Go to the *Mastering Arabic* website to play the video of Cyrine talking about herself.

See if you can answer these questions:

- 1 What nationality is Cyrine?
- 2 Which town does she live in?
- 3 How does she describe her house?
- 4 What do her parents do?

Don't try to understand everything: just concentrate on the key information.

You'll find a transcript, a translation and an extension activity on the website.





Vocabulary in Unit 9

الشَّرْقُ الْأَوْسَطُ	(ash-sharq al-awsaṭ) The Middle East
لِيبْيَا / لِيْبِي	(libyā/libīy) Libya/Libyan
مِصْرٍ / مِصْرِي	(miṣr/miṣriy) Egypt/Egyptian
السُّودَانُ / سُودَانِي	(as-sūdān/sūdānīy) Sudan/Sudanese
لُبْنَانُ / لُبْنَانِي	(lubnān/lubnānīy) Lebanon/Lebanese
سُورِيَا / سُورِي	(sūriya/sūriy) Syria/Syrian
العِرَاقُ / عِرَاقِي	(al-irāq/irāqīy) Iraq/Iraqi
الأُرْدُنُّ / أُرْدُنِي	(al-urdunn/urdunnīy) Jordan/Jordanian
السَّعُودِيَّةُ / سَعُودِي	(as saʿūdiyya/saʿūdīy) Saudi (Arabia)/Saudi
عُمَانُ / عُمَانِي	(ʿumān/ʿumānīy) Oman/Omani
اليَمَنُ / يَمَنِي	(al-yaman/yamanīy) Yemen/Yemeni
أَمْرِيكَا / أَمْرِيكِي	(amrīkā/amrīkīy) America/American
الصِّينُ / صِينِي	(aṣ-ṣīn/ṣīnīy) China/Chinese
رُوسِيَا / رُوسِي	(rūsiya/rūsiy) Russia/Russian
اليَابَانُ / يَابَانِي	(al-yābān/yābānīy) Japan/Japanese
إِنْجِلْتَرَا* / إِنْجِلِيزِي	(injiltarā/injilīziy) England/English (*also انكلترا)
فَرَنْسَا / فَرَنْسِي	(faransā/faransīy) France/French
أَلْمَانِيَا / أَلْمَانِي	(almānyā/almānīy) Germany/German
أَسْبَانِيَا / أَسْبَانِي	(asbānyā/asbānīy) Spain/Spanish
إِيطَالِيَا / إِيطَالِي	(īṭālyā/īṭāliy) Italy/Italian

عَاصِمَة (ʿaṣīma) capital (city)	شَمَال (shamāl) north
دَوْلَة (dawla) country, state	جَنُوب (janūb) south
جَنَسِيَّة (jinsiyya) nationality	غَرْب (gharb) west
مِهْنَة (mihna) profession	شَرْق (sharq) east
طَبِيب (ṭabīb) doctor	مِنْ (min) from
أَنْتُمْ (antum) you (plural)	

10 Counting things

Arabic numbers 1–10

Europeans adopted Hindu–Arabic numerals in the Middle Ages to replace the clumsy Roman numerals. The set of numerals used most widely in the modern Middle East is the ‘Eastern’ Arabic set, although the figures more familiar to Europeans are also sometimes used. Compare the Eastern Arabic figures 1 to 10 with their European equivalents.

<i>Eastern Arabic</i>	<i>European</i>
١	1
٢	2
٣	3
٤	4
٥	5
٦	6
٧	7
٨	8
٩	9
١٠	10

You can see obvious similarities between the 1 and the 9 in both sets. There is also a theory that the Eastern Arabic ٢ and ٣ were turned on their side to produce the European 2 and 3:





ثلاثة كيلو موز من فضلك
 thalātha kilū mawz, min faḍlak
 Three kilos of bananas, please



Look at the Arabic numbers spelt out below and repeat them after the audio. Each number is given twice:

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٦	سِتَّة (sitta)	١	وَاحِد (wāhid)
٧	سَبْعَة (sabʿa)	٢	اِثْنَان (ithnān)
٨	ثَمَانِيَة (thamānya)	٣	ثَلَاثَة (thalātha)
٩	تِسْعَة (tisʿa)	٤	أَرْبَعَة (arbaʿa)
١٠	عَشْرَة (ʿashara)	٥	خَمْسَة (khamisa)

Direction of Arabic numbers

One unusual feature of Arabic numbers is that they are written from left to right, in the same direction as English numbers. (Look at the Arabic ١٠ 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 12387 starting with the 7 and finishing with the 1). 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:

Arabic script	Arabic number	Arabic script
← شارع النيل	→ ٣٠٧	← عُنْوَاني
Nile Street	307	my address is

Exercise 1

Match the figures with the words, as in the example.

1	٦	خمسة
2	٩	ثلاثة
3	٨	سبعة
4	٣	تسعة
5	١٠	واحد
6	٤	ستة
7	١	ثمانية
8	٥	اثنان
9	٢	عشرة
10	٧	أربعة

Now write the vowels on the Arabic spellings of the numbers.

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 ٣ (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.



On the website you can find a worksheet to practise writing the numbers.

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Conversation

Giving your telephone number and address

You can use the numbers to give your telephone number and address.

You may also need the Arabic word صفر *ṣifr* (zero).

٩٧٢٥٠٥ رقم تليفوني (raqm tilifunī tisʿa, sabʿa, ithnān, khamsa, ṣifr, khamsa) My telephone number is 972505.

عنواني ٧ شارع النيل (unwānī sabʿa shāriʿ an-nīl)

My address is 7 Nile Street.

If you have a higher number in your address, say the individual digits (e.g. 36 as 'three, six'). You can use the numbers above ten as you learn them.

Listen to the examples on the audio, and then have a go at giving your own address and telephone number.



You'll find a full transcript of the conversation on the website.



Counting things

Look at the following and listen to the audio:

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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, ان (-ān), which is added to the *singular*: مدرّسان (mudarrisān), two teachers. There is no need to use the number 2, ithnān, since the dual ending already gives you this information. So ‘two dogs’ would be كلبان (kalbān), ‘two girls’ بنتان (bintān), and so on.

An alternative form of the dual ending is -ayn (kalbayn, bintayn). Both forms are possible in Standard Arabic. Dialects usually stick to -ayn.

When the dual ending is added to feminine words ending in ة (tā’ marbūṭa), it unties the tā’ and so must be pronounced:

Feminine ending with ة	Feminine dual
مدرّسة (mudarrisa) teacher	مدرّساتان/تين (mudarrisatān/-tayn)
سيّارة (sayyāra) car	سيّارتان/تين (sayyāratān/-tayn)

Exercise 2

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

٤ نَهْر	2 books	١ كِتَاب	كِتَابَان/يْن
٥ جَرِيْدَة		٢ مِفْتَا ح	
٦ دَوْلَة		٣ مَدْرَسَة	

Plural with numbers

- The masculine plural مدرّسون (mudarrisūn) becomes مدرّسين (mudarrisīn) when it follows a number. The -īn 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 -īn almost exclusively, so as a beginner you can do the same.
- You may see the numbers with or without the final tā’ marbūṭa, e.g. ‘three’ as ثلاث (thalāth) or ثلاثة (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:

ثلاثة مدرّسين (thalaath mudarrisīn) three (*male*) teachers

ثلاث مدرّسات (thalaath mudarrisāt) three (*female*) 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.

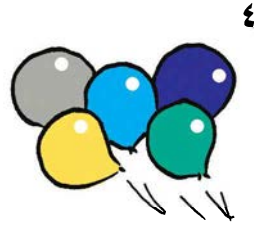
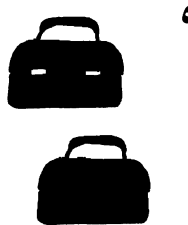
Exercise 3

Look at the pictures and say how many there are, as in the example.

Tip: balloons = بالونات (bālūnāt)



ثلاثة تليفونات



How many? كم؟

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

كم دراجة؟ (kam darrāja) How many bicycles?

kam + singular

In addition, if the word following *kam* does *not* end in *tā' marbūṭa* (such as almost all masculine nouns), an extra ending is added: *ā'*, pronounced -an.

كم كتاباً؟ (kam kitaban) How many books?

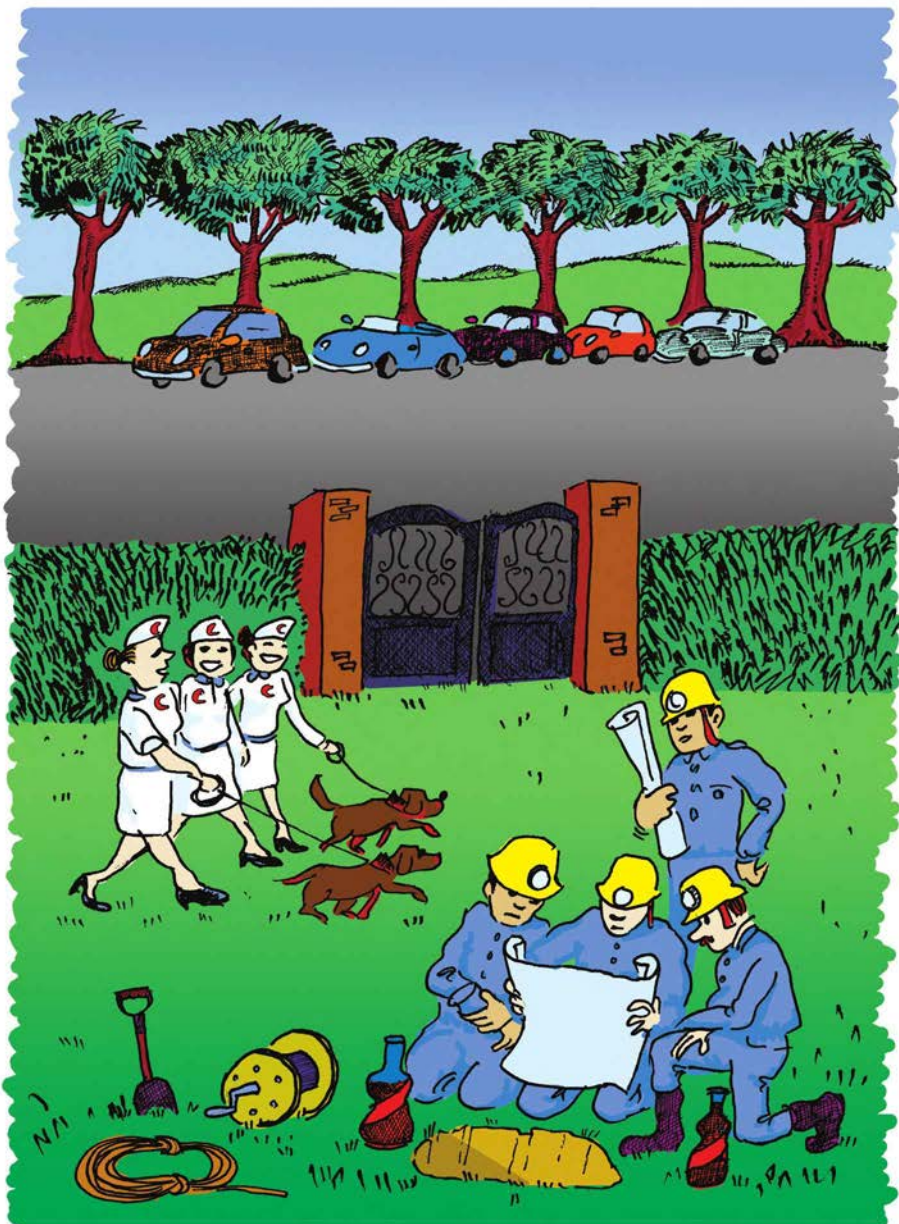
kam + singular with -an

Exercise 4

Ask and answer six questions about this picture, as in the example.

هناك كم سيارة في الصورة؟ How many cars are there in the picture?

هناك خمس سيارات. There are five cars.



How much? بِكَمْ؟

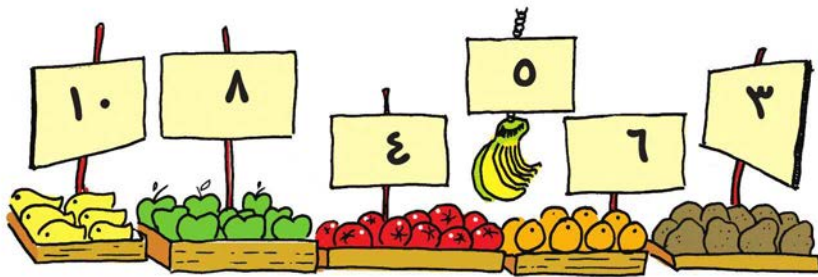
There are many currencies used throughout the Arab world. Here are the most common, together with some of the countries that use them:



جِنِيَهْ	(junayh)	Pound (Egypt, Sudan)
رِيَال	(riyāl)	Riyal (Saudi, Qatar)
دِينَار	(dīnār)	Dinar (Kuwait, Bahrain, Iraq, Jordan)
لِيرَة	(lira)	Lira (Lebanon)
دِرْهَم	(dirham)	Dirham (United Arab Emirates)

Tip: جنية (junayh, pound) is pronounced with a hard 'g' in Egypt – gunayh. The word is derived from the English word 'guinea'.

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



بَطَاطِس	(baṭāṭīs)	potatoes
بُرْتُقَال	(burtuqāl)	oranges
مَوْز	(mawz)	bananas
طَمَاطِم	(ṭamāṭīm)	tomatoes
تَفَاح	(tuffāḥ)	apples
مَنْجَة	(manga)	mangoes



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Now listen to this conversation between the fruit and vegetable trader and his customer. How much are the bananas and how many kilos does she want?



- بِكَم كِيلُو الْمَوْزِ مِنْ فَضْلِكَ؟
- كِيلُو الْمَوْزِ بِخَمْسَةِ جُنَيْهَاتٍ.
- أُرِيدُ ثَلَاثَةَ كِيلُو مِنْ فَضْلِكَ.
- تَفَضَّلِي. ثَلَاثَةَ كِيلُو مَوْزٍ.
- شُكْرًا.

بِكَم = ب + كَم؟

'with' + 'how many?' = 'how much?'

When you answer the question بِكَم (bikam), 'how much?', you should also put بِ (bi), 'with', in front of the amount:

بِكَم كِيلُو الْمَوْزِ؟ (bikam kīlo l-mawz?)

How much is a kilo of bananas?

كِيلُو الْمَوْزِ بِخَمْسَةِ جُنَيْهَاتٍ. (kīlo l-mawz bi-khamsat junayhāt.)

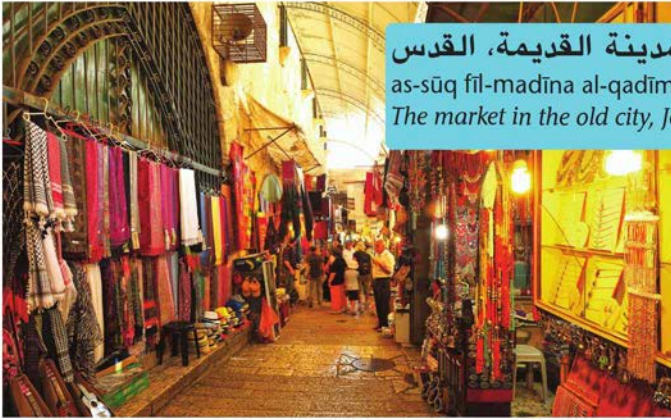
A kilo of bananas is five pounds.

Exercise 5

Look at the question and answer above about the price of a kilo of bananas and make similar exchanges about the other fruit on the stall on page 125.

Exercise 6

Now make up other conversations about the other fruit, based on the conversation above. Vary the fruit, the price and the number of kilos you want.



السوق في المدينة القديمة، القدس
 as-sūq fil-madīna al-qadīma, al-quds
 The market in the old city, Jerusalem

في السوق In the market



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

CD1: 79

صَنْدَل (ṣandal) sandals

طَبْلَة (ṭabla) drum

قِلَادَة (qilāda) necklace

سَلَّة (salla) basket

تِي-شِيرْت (tī shīrt) T-shirt

طَبَق (ṭabaq) plate



Download a presentation to help you remember vocabulary for the market.

Exercise 7

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

بِكَمْ الصَنْدَلِ مِنْ فَضْلِكَ؟

What's it made of?

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

صَنْدَلِ جِلْد (ṣandal jild) leather sandals

قِلَادَة فِضَّة (qilāda fiḍḍa) a silver necklace

Exercise 8

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

			خَشَب (khashab) wood
			قَطْن (qatn) cotton
			جِلْد (jild) leather
			زُجَاج (zujāj) glass
			حَرِير (harir) silk
			فِضَّة (fiḍḍa) silver
			ذَهَب (dhahab) gold
			نُحَاس (nuḥās) copper

Now make requests using أُريد (urīd, I'd like ...). For example:

أريد قلادة ذهب/فضة من فضلك. (I'd like a gold/silver necklace, please.)



If you are learning in a group, take roles in the market. On the website you can find ideas for role-play.

Describing what you have

Arabic does not generally use a verb to express the meaning of 'have/has'. Instead, a number of prepositions are used: عِنْدَ (ʿinda, at), مَعَ (maʿa, with), and لِ (li, to) are three of the most common prepositions used in this way. The preposition is followed by the possessor, as in the following examples:

عند سارة قلادة ذهب. (ʿinda sāra qilādat dhahab.)
Sarah has a gold necklace. ('at Sarah a gold necklace')

القلم مع أختي. (al-qalam maʿa ukhtī.)
My sister has the pen. ('the pen with my sister')

لمحمد سيارة جديدة. (li-muḥammad sayyāra jadīda.)
Mohammad has a new car. ('to Mohammad a new car')

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

لِلْمُحَاسِبِ كَمْبِيُوتَرٍ قَدِيمٍ. (lil-muḥāsib kompyūtir qadīm.)
The accountant has an old computer.

With attached pronouns

You can use these prepositions with the attached pronouns (see Unit 5), but notice that لِ (li) then changes to لَ (la) except for لِي (lī, I have):

لِي أَخٍ فِي الْبِرَازِيلِ. (lī akh fī l-barāzīl.)

I have a brother in Brazil.

لِهَا أُخْتٌ فِي قَطَرٍ. (lahā ukht fī qaṭar.)

She has a sister in Qatar.

عِنْدَهُ كَلْبٌ صَغِيرٌ. (‘indahu kalb ṣaghīr.)

He has a small dog.

مَعَكَ كَبْرِيتٌ؟ (ma‘ak kibrit?)

Do you (*masc.*) have matches [with you]?

So far you have met the singular attached pronouns. The most common plural attached pronouns are كُمْ (-kum) your (*plural*), نَا (-nā) our, and هُمْ (-hum) their. These can also be attached to nouns or prepositions in the same way as the singular pronouns.

هَلْ عِنْدَكُمْ تِينٌ؟ (hal ‘indakum tīn?)

Do you (*pl.*) have figs?

بَيْتُنَا كَبِيرٌ وَلَكِنْ بَيْتَهُمْ أَكْبَرُ. (baytunā kabīr walākin baytuhum akbar.)

Our house is large but their house is larger.

عِنْدَهُمْ طَبَقٌ نَحَاسٌ جَمِيلٌ. (‘indahum ṭabaq nuḥās jamīl.)

They have a beautiful copper plate.

Exercise 9

How could you say these in Arabic?

Anwar has a small black dog. ٦

Sarah has a large car. ١

I have two keys [with me]. ٧

I have a sister in Morocco. ٢

Do you (*pl.*) have oranges? ٨

Mohammed has a new bag. ٣

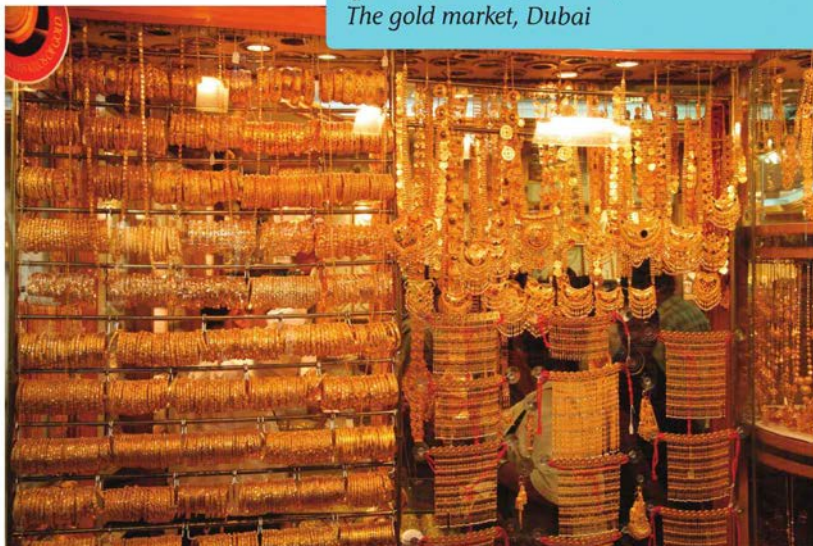
Do you (*masc.*) have a pen [with you]? ٩

We have a beautiful silver plate. ٤

Do you (*fem.*) have a car? ١٠

They have three televisions. ٥

سوق الذهب، دبي
sūq adh-dhahab, dubay
The gold market, Dubai



CD1: 80



Conversation

Buying a ring in the market

Put all you've learnt in this unit to good use in the market.

You're going to buy a ring from one of the stalls in the market. 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 audio, saying your part in the pauses.

* *Tip:* A bag to take away purchases is كيس (kīs) whereas حقيبة (ḥaqība) is a handbag, a suitcase, etc.



You'll find a full transcript of the conversation on the website.

Structure notes**Sound masculine plural case endings**

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 why the sound masculine plural ending changes 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 relatively few instances when a case ending affects the spelling, so it is important to know when it is used.

**Vocabulary in Unit 10**

صِفْر (ṣifr) zero

وَاحِد (wāḥid) one

إِثْنَان (ithnān) two

ثَلَاثَة (thalātha) three

أَرْبَعَة (arbaʿa) four

خَمْسَة (khamsa) five

سِتَّة (sitta) six

سَبْعَة (sabʿa) seven

ثَمَانِيَة (thamānya) eight

تِسْعَة (tisʿa) nine

عَشْرَة (ʿashara) ten

كَمْ؟ (kam) how many?

تَلِفُون (tilfūn) telephone

رَقْم تَلِفُون (raqm tilfūn) telephone number

عُنْوَان (ʿunwān) address

بِكَمْ؟ (bikam) how much?

جُنَيْه (junayh) Pound

رِيَال (riyāl) Riyal

- دينار (dīnār) Dinar
 ليرة (līra) Lira
 درهم (dirham) Dirham
 كيلو (kīlū) kilo
 طماطم (tamātim) tomatoes
 بطاطس (baṭāṭīs) potatoes
 منجّة (manga) mangoes
 تفّاح (tuffāḥ) apples
 برتقال (burtuqāl) oranges
 مؤز (mawz) bananas
 سوق (sūq) market
 صندل (ṣandal) sandals
 طبلة (ṭabla) drum
 قلادة (qilāda) necklace
 سلّة (salla) basket
 تي-شيرت (tī shīrt) T-shirt
 طبق (ṭabaq) plate
 ذهب (dhahab) gold
 فضّة (fiḍḍa) silver
 نحاس (nuḥās) copper
 خشب (khashab) wood
 قطن (qutn) cotton
 جلد (jild) leather
 زجاج (zuḗaj) glass
 حرير (ḥarīr) silk
 كمبيوتر (kumbyūtir) computer
 كبريت (kibrīt) matches
 بالونات (bālūnāt) balloons

11 Plurals and colours

Word roots جُذور الكَلِمات

Look at the following words with their translations:

كِتَاب	a book
مَكْتَب	an office/a desk
كِتَابَة	writing
كَتَبَ	(he) wrote
كَاتِب	writer/clerk
يَكْتُب	(he) writes
مَكْتُوب	(something) written down; a letter (correspondence)
كِتَابِيّ	a booklet
مَكْتَبَة	a library/bookshop

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

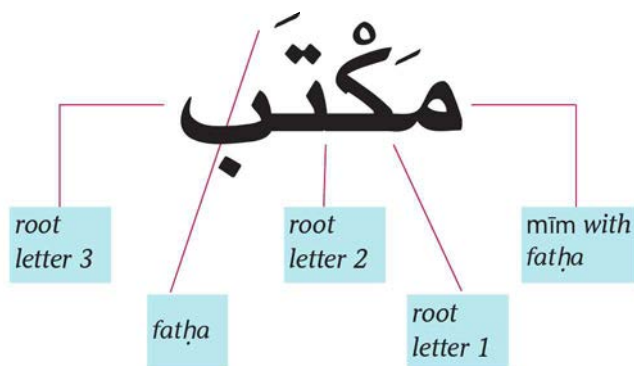
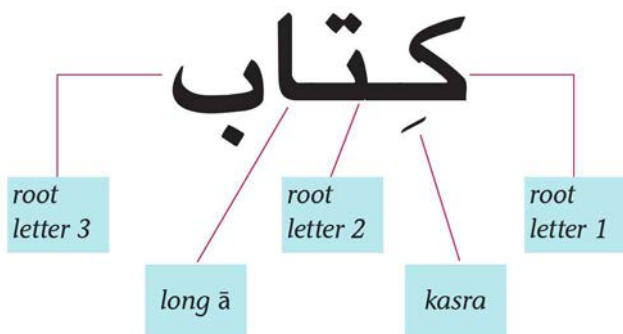
ك	kāf
ت	tā'
ب	bā'

مكتبة الكتاب maktabat al-kitāb
The 'Al-Kitaab' Bookshop



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* (الـجذر, al-jadhr) connected with writing.

The nine words on page 133 each have the string of three root letters *ك/ت/ب*, with different long and short vowels between them. Sometimes extra letters are added before or after the root letters, or both:



The great majority of Arabic words are formed around a sequence of three root letters, so 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 at the front of a sequence (*prefix*) and *tā' marbūta* is a common extra letter at 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.

General meaning	Root	Word
calculating	ح/س/ب	محاسب
bigness	/ /	كبير
carving (wood)	/ /	نجار
opening	/ /	مفتاح
sealing (a letter)	/ /	خاتم
moving along	/ /	درّاجة
producing	/ /	مصنع
falling sick	/ /	ممرضة
studying	/ /	مُدْرَس + مدرّسة



You'll find more details about the Arabic root system, plus a list of common Arabic roots and their general meanings, on the companion website.

External and internal plurals

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) ← مدرّسون/مدرّسين (mudarris)

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

(mumarriḍāt) ← ممرّضات (mumarriḍa, nurse)

(sayyārāt) ← سيّارات (sayyāra, car)

(khiṭābāt) ← خطابات (khiṭāb, letter)

These plurals are *external* plurals. However, many Arabic words cannot be made plural with these external endings. They are made plural by following different *internal* patterns which you will learn in the next few chapters.

Internal plurals (also known as 'broken' plurals) are similar to English plurals such as 'mouse'/'mice' or 'goose'/'geese'. However, Arabic has a number of different internal plural patterns and they are much more common than their English equivalents. It's easier to learn these patterns a few at a time so that you get a feel for the way Arabic internal plurals work.

Plural patterns 1 and 2



Look at the pictures and listen to the audio:

CD2: 01



أَوْلَاد



وَلَد



أَقْلَام



قَلَم



بُيُوت

بَيْت



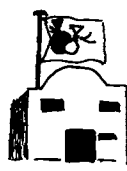
أَفْلَام



فِيلِم

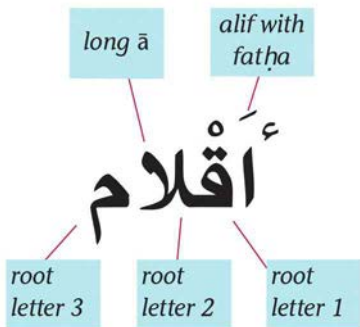


بُنُوك

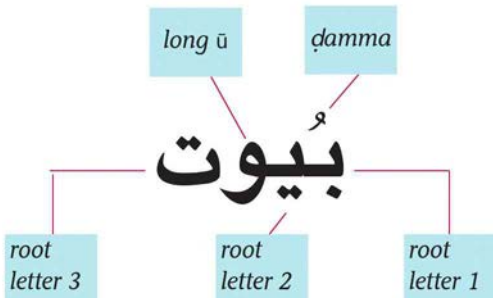


بَنْك

Plural pattern 1



Plural pattern 2



Exercise 3

The following words make their plurals according to pattern 1. Write out their plurals, as in the example.

<i>Plural</i>	<i>Singular</i>
ألوان	لَوْن (lawn) colour
_____	طَبَق (ṭabaq) plate
_____	صَاحِب (ṣāḥib) owner/friend
_____	شَكْل (shakl) shape
_____	وَقْت (waqt) time
_____	سَعْر (sajr) price
_____	عَلَم (alam) flag
_____	كُوب (kūb*) glass/tumbler
_____	عَام (ām*) year

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

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

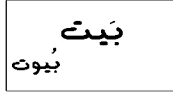
<i>Plural</i>	<i>Singular</i>
سُيُوف	سَيْف (sayf) sword
_____	قَلْب (qalb) heart
_____	مَلِك (malik) king
_____	شَمْعَة (shamʿa) candle
_____	شَيْخ (shaykh) sheikh



Now check your answers with the audio 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 or an electronic equivalent (see Unit 1), include the plural with the singular.



Tip: Just writing or keying the plural will help you to remember it. Make sure that you can remember both the singular and the plural before you pass the vocabulary card to the next stage.



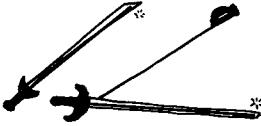
Download a PowerPoint presentation from the website to help you remember words that use plural patterns 1 and 2.

What are these?



Look at the pictures and listen to the audio:

CD2: 03



هذه سيوف.



هذا سيف.



هذه أقلام.



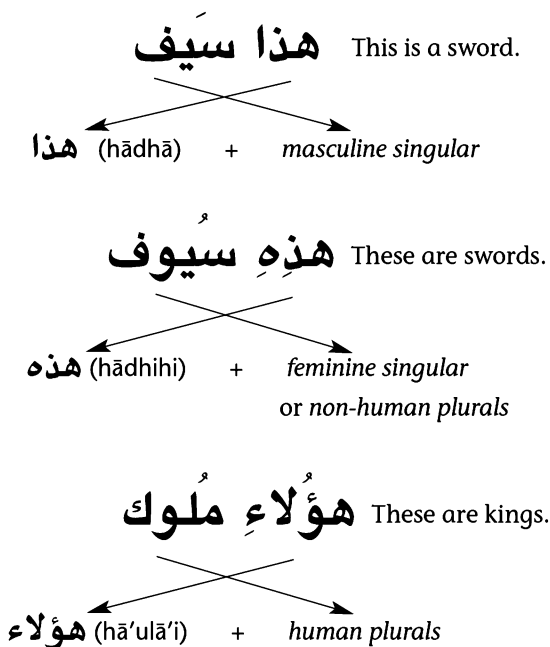
هذا قلم.



هؤلاء ملوك.



هذا ملك.



When forming the plural, there are two different ways of saying 'these': هؤلاء (hā'ulā'i) and هذه (hādhihi). Look at these singulars and their plurals:

هذه ممرضة. هؤلاء ممرضات.	This is a nurse. These are nurses.
هذه حقيبة. هذه حقائب.	This is a bag. These are bags.
هذا ملك. هؤلاء ملوك.	This is a king. These are kings.
هذا قلم. هذه أقلام.	This is a pen. These are pens.

It is important to note that هؤلاء (hā'ulā'i):

- 1 is only used when referring to *people*; and
- 2 is the 'people' plural of both هذه (hādhā) and هذه (hādhihi).

In the singular, هذه (hādhā) and هذه (hādhihi) can be used for both humans and non-humans alike, but not in the plural. The reason for this becomes clear when you consider how the Arabic plural system works.

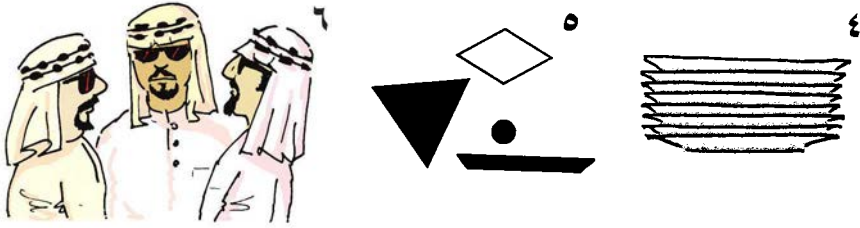
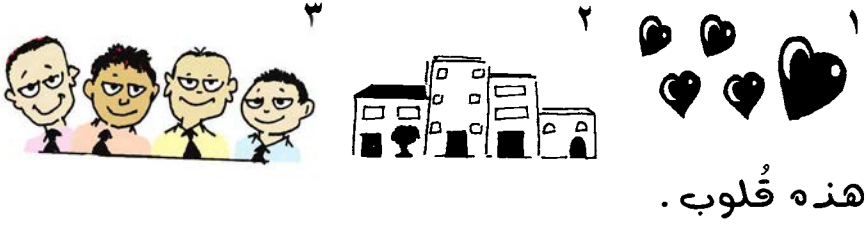
Arabic grammar divides plurals into:

- 1 Humans (the plurals follow gender in a straightforward way).
- 2 Non-humans (including ideas, animals, objects, etc.), which are all considered and treated as feminine singular. Use feminine singular adjectives, verbs, etc. with non-human plurals. For example, you need to use an adjective with a tā' marbūṭa: البيوت جميلة (The houses are beautiful).

Modern Standard Arabic grammar treats all non-human plurals as feminine singular. There is no exception to this rule.

Exercise 4

Write sentences, as in the example.

**Exercise 5**

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

- ١ هذا بيت. هذه بيوت. ٦ أين البنك؟
 ٢ هذا ولد. ٧ الدراجة خفيفة.
 ٣ هل هذا سيف؟ ٨ هذا العلم من أين؟
 ٤ هذا الكوب مكسور. ٩ هل هذا مدرّس؟
 ٥ هذه الشمعة جميلة. ١٠ لا، هو مُحاسب.



أطباق جميلة بألوان كثيرة

aṭbāq jamīla bi-alwān kathīra

Beautiful plates of many colours

The party الحَفْلة

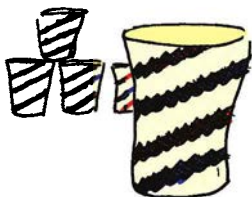


Salwa is arranging a party for her son's fifth birthday. Listen to the items she needs for the party:

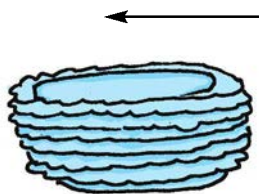
CD2: 04



قُبَّعات وَرَق



أَكواب بلاستيك



أطباق وَرَق



أَكياس بلاستيك



شَموع



زجاجات كولا

Exercise 6

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

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



أريد ستة أطباق ورق، من فضلك.

(urid sittat aṭṭāq warāq, min faḍlak)

I'd like six paper plates, please.



Now listen to Salwa buying some of these items in a party shop:

CD2: 05



– صباح الخير. أريد أطباق

وقبّعات ورق وأكواب

بلاستيك من فضلك.

– حاضر يا مدام. أيّ لون؟

عِنْدَنَا كُلُّ الألوان: أبيض، أحمر،

أخضر، أزرق...

– أَفْضَلُ القَبْعةَ الزَّرْقَاءَ والطَّبَقَ

الأحمر.

– كم يا مدام؟

– ٦ من فضلك، و ١٠ أكواب بيضاء.

– طيب... ٦ قَبْعات زرقاء و ٦ أطباق

حمرًا و ١٠ أكواب بيضاء...

خمسة جنيهات من فضلك.

– تَفَضَّل.

– شكرًا مَعَ السلامة يا مدام.

حاضر (ḥāḍir) certainly

أيّ... (ayy ...) which ...?

كُلُّ... (kull ...) all ...

أَفْضَلُ (ufaḍḍil) I prefer

CD2: 06



Conversation

Going shopping

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.
(urīd akyās bilastīk wa-zujājāt kūlā wa shumūع, min faḍlak)
I'd like some plastic bags, cola bottles and candles, please.

Once you've decided what to say, take the role of the customer.



You'll find a full transcript of the conversation on the website.

Colours الألوان

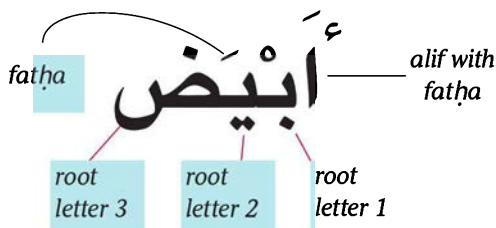
You can usually make an adjective feminine by adding tā' marbūṭa: for example السرير جديد (as-sarīr jadīd), the bed is new; الحقيبة جديدة (al-ḥaqība jadīda), the bag is new. Six adjectives for basic colours are the main exception to this and have their own feminine forms.

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

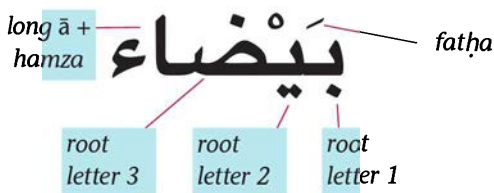
Root letters	Feminine adj.	Masculine adj.	Colour
ب / ي / ض	بَيضاء (bayḍā')	أَبْيَض (abyaḍ)	white
ح / م / ر	حَمراء (ḥamrā')	أَحْمَر (aḥmar)	red

We can now see the pattern for the colour adjectives:

Masculine colour adjective



Feminine colour adjective



Remember that feminine adjectives are also used with non-human plurals, so it's an important form to learn:

طبق أحمر (ṭabaq aḥmar)	a red plate
أطباق حمراء (aṭbāq ḥamrā')	red plates
القبعة الصفراء (al-qubbaʿa aṣ-ṣafra')	the yellow hat
القبعات الصفراء (al-qubbaʿāt aṣ-ṣafra')	the yellow hats

Exercise 7

Here is a table for the four other basic colours, showing the masculine adjectives. Fill in the columns for the feminine adjectives and the root letters:

Root letters	Feminine adj.	Masculine adj.	Colour
		أخضر	green
		أزرق	blue
		أسود	black
		أصفر	yellow




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

CD2: 07

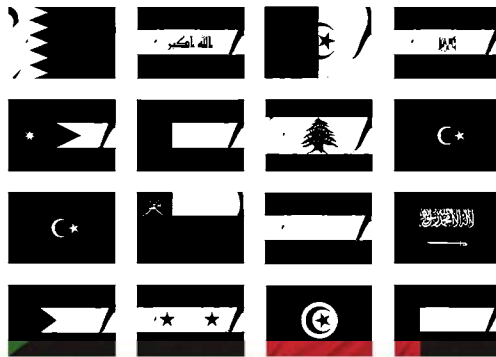
Exercise 8

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

- a red shirt 
- a red car _____
- white plates _____
- green bottles _____
- yellow bags _____
- the black dog _____
- the blue bicycle _____
- the yellow candles _____



Play the 'Colour' game. You can find instructions on the website.



أعلام عربية ألوانها حمراء وسوداء وخضراء.
 aġlām ʿarabiya alwānhā ḥamrā' wa-sawdā' wa-khaḍrā'
 The colours of Arab flags are red, black and green.

Back to school

You have spotted this advertisement for back-to-school items ('Fantastic Prices for the New Year').

أسعار رائعة للعام الجديد!

هل عندكم أولاد في المدرسة؟ نحن عندنا أفضل أسعار في المدينة!



٤,٢٥

أقلام سوداء



٤,٧٥

أقلام زرقاء



١٧,٠٠

قميص أبيض



١٢,٥٠

قبعات حمراء للرياضة



٢٥,٥٠

سروال أسود



٣٤,٠٠

أحذية سوداء للأولاد



١٦,٢٥

حقيبة صفراء صغيرة



٢٧,٥٠

حقيبة خضراء كبيرة

العنوان: ٨ شارع السودان (بجانب المستشفى الجديد)

موقعنا على الإنترنت: www.gandwmadrasajadida.com

(هذه الأسعار حتى ١٠ سبتمبر)

Exercise 9

Scan the advertisement for the following information:

- 1 What is the address of the school shop? Where is it next to?
- 2 What is the question posed on the second line of the advertisement?
- 3 When does the sale end?
- 4 Does the company have a website?
- 5 What is the most expensive item advertised?
- 6 What is the cheapest item?

Exercise 10

Fill in the items, colours and prices in the following table, as in the example.

Tip: Arabic numbers read left to right and a comma is used as the decimal point.

Item	Price
pens (blue)	4.75

Exercise 11

See if you can find the Arabic words and expressions in the advertisement that mean the following. Write the Arabic next to the English equivalent.

- | | | |
|-----------------------------|-------|---|
| trousers | _____ | ١ |
| shoes | _____ | ٢ |
| until | _____ | ٣ |
| fantastic prices | _____ | ٤ |
| for sport | _____ | ٥ |
| for the new year | _____ | ٦ |
| the best prices in town | _____ | ٧ |
| our website on the internet | _____ | ٨ |

Exercise 12

Pretend you are a trader and make an advertisement yourself using the one on page 146 as a model. You could do this on a computer or by hand. Use household items, toys or clothing in different colours and write the descriptions and prices in Arabic according to what you have chosen.

Structure notes

The accusative case

The third, and final, case in Arabic is the *accusative* (النَّصْبُ, an-naṣb). This is made by adding two fathas (َ) 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:

	<i>Indefinite</i>	<i>Definite</i>
<i>Nominative</i>	بِنْتُ (bintu _n)	الْبِنْتُ (al-bintu)
<i>Accusative</i>	بِنْتًا (bintan)	الْبِنْتَ (al-binta)
<i>Genitive</i>	بِنْتِ (bintin)	الْبِنْتِ (al-binti)

Note that the accusative indefinite has an extra alif written on the end of the word, called 'alif tanwīn'. The alif tanwīn is not written if the word ends in a tā' marbūṭa:

مَدِينَةً (madīnatan) سَيَّارَةً (sayyāran)

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

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

أُرِيدُ شَمُوعًا (urīd shumūʿan) I'd like some candles.

أُفَضِّلُ الْقُبْبَةَ الْكَبِيرَةَ. (ufaḍḍil al-qubbaʿata l-kabīra) I prefer the big hat.

and for *adverbial phrases* where the meaning is 'with', 'by', 'in the', and so on:

شُكْرًا (shukran) with thanks (i.e. 'thank you')

صَبَاحًا (ṣabāḥan) 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' marbūṭa follows kam:

كَمْ وُلْدًا؟ (kam waladan) how many boys?

كَمْ مَدِينَةً؟ (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.: رَادِيُو rādyū) when, although theoretically possible, case endings would be very clumsy.



Vocabulary in Unit 11

- (صَاحِب) (صَاحِب) (ṣāḥib, aṣḥāb) friend/owner
 (سُوق) (سُوق) (sūq, awsāq) market
 (سِعْر) (سِعْر) (siʿr, aṣḥār) price
 (فِيلْم) (فِيلْم) (film, aflām) film
 (وَقْتُ) (وَقْتُ) (waqt, awqāt) time
 (عَام) (عَام) (ʿām, aʿwām) year
 (عَلَم) (عَلَم) (ʿalam, aʿlām) flag
 (شَكْل) (شَكْل) (shakl, ashkāl) shape, likeness
 (سَيْف) (سَيْف) (sayf, suyūf) sword
 (قَلْب) (قَلْب) (qalb, qulūb) heart
 (مَلِك) (مَلِك) (malik, mulūk) king
 (شَيْخ) (شَيْخ) (shaykh, shuyūkh) sheikh
 (شَمْعَة) (شَمْعَة) (shamʿa, shumūʿ) candle
 (حَفْلَة) (حَفْلَة) (ḥafla, ḥaflāt) party
 (كُوب) (كُوب) (kūb, akwāb) glass, tumbler
 (طَبَق) (طَبَق) (ṭabaq, aṭbāq) plate
 (كَيْس) (كَيْس) (kīs, akyās) bag (plastic, etc.), sack
 (قُبْعَة) (قُبْعَة) (qubbaʿa, qubbaʿāt) hat
 (سِرْوَال) (سِرْوَال) (sirwāl, sarāwīl) trousers
 (حِذَاء) (حِذَاء) (ḥidhāʿ, aḥdhiya) shoe
 كُولَا (kūlā) cola
 بِلَاسْتِيك (bilāstīk) plastic
 وَرَق (waraq) paper
 مَوْقِع (mawqīʿ) [web]site
 رَائِع (rāʿiʿ) great
 أَفْضَل (afḍal) best

أَيّ	(ayy) which?/any
كُلّ	(kull) all/every
حَتَّى	(ḥatta) until
هَؤُلَاءِ	(hā'ulā'i) these (for people only)
حَاضِر	(ḥāḍir) certainly
أَفْضَلْ	(ufaḍḍil) I prefer
لَوْن (أَلْوَان)	(lawn, alwān) colour
أَبْيَض (بَيْضَاء)	(abyaḍ) white (<i>fem.</i> bayḍā')
أَسْوَد (سَوْدَاء)	(aswad) black (<i>fem.</i> sawdā')
أَخْضَر (خَضْرَاء)	(akhḍar) green (<i>fem.</i> khadrā')
أَحْمَر (حَمْرَاء)	(aḥmar) red (<i>fem.</i> ḥamrā')
أَزْرَق (زَرْقَاء)	(azraq) blue (<i>fem.</i> zarqā')
أَصْفَر (صَفْرَاء)	(aṣfar) yellow (<i>fem.</i> ṣafrā')



On the website you can find links to interactive audio flashcards to help you review the key vocabulary in *Mastering Arabic 1*, Units 9–11.

12 Eating and drinking

At the grocer's عند البقال



Look at the pictures and listen to the audio:

CD2: 08

		
خبز	بيض	جبنة
		
زيت	حليب	معجون الأسنان
		
صابون	مسحوق الغسيل	عصير بزتقال



Download a PowerPoint presentation to help you remember these useful words.

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, as in the example?

biscuits	أرز
shampoo	سكر
rice	مكرونة
cake	شامبو
sugar	بسكويت
macaroni	كعك

Describing packaging

Here are some useful words to describe food and grocery packaging.

زُجاجة (zujāja)	bottle
أنبوبة (unbūba)	tube
علبة (ulba)	box/packet/tin/carton
كيس (kīs)	bag/sack
قطعة (qitʿa)	piece



طعام أساسي taʿām asāsī
Basic food



CD2: 09

Now listen to these examples:

زُجَاجَةٌ زَيْتٍ



عُلبَةٌ بَسْكَوَيْتٍ



أَنْبُوبَةٌ مَعْجُونِ الْأَسْنَانِ



كَيْسٌ سَكَّرٍ



قِطْعَةٌ جُبْنَةٍ



These are idāfa phrases, so tā' marbūṭa is pronounced -at if the first word is feminine: zujājat zayt (a bottle of oil); ulbat baskawīt (a packet of biscuits), etc.

Exercise 2

Copy the table below and write the words in the box in an appropriate column, as in the example. The purpose of the exercise is to create reasonable combinations. There is no single correct answer and the items could appear in more than one column.

عصير برتقال	كولا	جبنة	حليب
مسحوق الغسيل	تين	سكر	شامبو
معجون الطماطم	كعك	بُنْ	طماطم
مكرونة	بيض	تفاح	أرز

زُجَاجَةٌ	عُلبَةٌ	كَيْسٌ	قِطْعَةٌ	أَنْبُوبَةٌ
	حليب			



Listen to a customer buying some provisions at the grocer's.

CD2: 10



– صباح النور يا مدام.

– صَبَاح الخَيْر.

– تَحْتُ أَمْرِكَ.

– أَعْطِنِي مِنْ فَضْلِكَ عَلِيَّةَ
طماطم...

– تَفْضَّلِي.

– وَكَيْسِ سَكَّر.

– أَرْبَعَةَ جَنْيَهَاتٍ
وَنَصْفٍ مِنْ فَضْلِكَ.

– وَقِطْعَةَ جَبْنَةٍ بَيْضَاءٍ مِنْ فَضْلِكَ.
نِصْفَ كِيلُو. كَمْ الْحِسَابِ؟

– شُكْرًا... مَعَ السَّلَامَةِ.

– تَفْضَّل.

– اللَّهُ يُسَلِّمُكَ.

أَعْطِنِي (aʿṭīnī)	give me
تَحْتُ أَمْرِكَ (taḥt amrak/-ik)	at your service (to a male/female)
الْحِسَابِ (al-ḥisāb)	the bill ('the calculation')
مَعَ السَّلَامَةِ (maʿa s-salāma)	goodbye
اللَّهُ يُسَلِّمُكَ (allāh yusallimak/-ik)	goodbye (reply to man/woman)

Exercise 3

Test your understanding of the conversation above. Answer these questions.

- 1 What time of day does the conversation take place?
- 2 The customer wants a tin of something. What is it?
- 3 She also wants a bag of something. What is this?
- 4 What type of cheese does she want, and what quantity?
- 5 How much is the bill?

Exercise 4

Read the speech bubbles and think about which order they should be in:

الله يسلمك .

مساء النور يا مدام ...
تحت أمرك .

تفضل .

لتر؟

تفضلي يا مدام

عشرة جنيهات .

شكراً ... مع السلامة
يا مدام .

وعلبة مكرونة كبيرة وكيسين أرز .

لا ، نصف لتر من فضلك .

شكراً ... كم الحساب من فضلك؟

أعطني من فضلك زجاجة زيت ...

تفضلي .

مساء الخير . ①



Now listen to the dialogue on the audio, and write numbers next to the bubbles in the correct order. The first is done for you.

CD2: 11

My favourite dish **طَبَقِي الْمَفْضَل**



Listen to these useful words and expressions for talking about what you like to eat and drink:

CD2: 12

دجاج مشوي	(dajāj mashwī)	grilled chicken
سمك مقلي	(samak maqlī)	fried fish
لحم في الفرن	(lahm fil-furn)	[roast] meat in the oven
بطاطس محمّرة	(baṭāṭis muḥamarra)	chips/fries
خضروات	(khaḍrawāt)	vegetables
فواكه	(fawākih)	fruit
قهوة	(qahwa)	coffee
شاي	(shāy)	tea
أنا أحب ...	(anā uḥibb ...)	I like ...
أنا لا أحب ...	(anā lā uḥibb ...)	I don't like ...
طَبَقِي الْمَفْضَل هو ...	(ṭabaqī al-mufaḍḍal huwa ...)	My favourite dish is ...

Exercise 5

Read about three people and their favourite foods. Fill in the chart in English according to what they say.



أنا اسمي جمال وأنا أحبّ الدجاج واللحم في الفرن. أحبّ الأرزّ والبطاطس كذلك ولكن لا أحبّ الجبنة أو الحليب. طبّقي المفضّل هو الدجاج المشوي مع الأرز.



اسمي كريمة وأنا لا أحبّ اللحم أو الدجاج، أفضل السمك والخضروات. طبّقي المفضّل هو السمك المقلي في الزيت مع سلّطة الطماطم.



أنا ميدو وطبّقي المفضّل هو البيتزا! أحبّ أيضاً الدجاج المقلي والبطاطس المحمّرة والكولا ولكن لا أحبّ الخضروات أو الفواكه.

Name	Likes	Dislikes	Favourite dish
Jamal			

Now make notes about *your* likes and dislikes and favourite dish. If you haven't yet met the vocabulary, try to find out what the foods and dishes are called in Arabic. Talk out loud using your notes and then try to write a similar paragraph about yourself.

Group words

Group words (*collective nouns*) are singular but have a plural or general meaning. Most group words refer to things that are naturally found together in groups, for example plants or animals. If a *tā' marbūṭa* is added to the word, then the group word refers to only one of the group.

- a chicken (dajāja) دجاجة ← chickens/ chicken (food) (dajāj) دجاج
 a fish (samaka) سمكة ← fish (shoal or food) (samak) سمك
 a banana (mawza) موزة ← bananas (mawz) موز
 an onion (baṣala) بصلة ← onions (baṣal) بصل

Exercise 6

Here are some more group words, some of which are familiar. Read the words and then make them refer to just one of the group, as in the example.

- trees (shajar) شَجَر ٤ a fig (tīna) تينة ← figs (tīn) تين ١
 almonds (lawz) لَوَز ٥ roses (ward) وَرْد ٢
 apples (tuffāh) تَفَّاح ٦ pigeons/pigeon meat (ḥamām) حَمَام ٣

Exercise 7

Here are three dishes from the Arab world:



كَبَاب kebab



مَهَلْبِيَّة mohalabeyya



كُشْرِي koshari

Mark the ingredients you think the dishes contain, as in the example.

Tip: The middle dish is a dessert.

كَبَاب	مَهَلْبِيَّة	كُشْرِي	
			دجاج / لحم
		✓	مكرونه / أرز
			حليب
			بصل
			بطاطس
			سكر

Which of the dishes do you think the people on page 156 would like?

What about you? Which do you think you would prefer?

يا جرسون! Waiter!



Listen to the dialogue between a customer (أ) and a waiter (ب). The customer orders three courses and a drink.

CD2: 13

Listen once without looking at the text. Can you make out some of the dishes the customer wants? Then listen again, following the Arabic.



- أ - يا جرسون! من فضلك!
 ب - نعم!
 أ - واحد سلطة طماطم بالبيض...
 وبعد ذلك سمك بالآرز.
 ب - تحت أمرك يا سيدي. والمشروب؟
 أ - آخذ عصير تفاح بارد من فضلك.
 ب - تحت أمرك. هل تجرّب حلوياتنا الشهية بعد ذلك؟
 أ - نعم. آخذ بعد ذلك آيس كريم بطعم الفانيليا.
 ب - تحت أمرك.

يا جرسون!	(yā gārsūn)	waiter!
أخذ ...	(ākhudh)	I'll have/I'll take ...
بارد	(bārid)	cold
هل تجرّب ...؟	(hal tujarrīb)	will you try ...?
حلوياتنا الشهية	(ḥalawīyātnā ash-shahīyya)	our delicious desserts

Exercise 8

Put a tick on the menu next to what the customer orders, as in the example.

الطبق الأول

سلطة طماطم بالبيض ✓ ٣٠ ريالاً

سلطة دجاج بالمايونيز ٥٠ ريالاً

الطبق الرئيسي

لحم بالبطاطس ٦٠ ريالاً

سمك بالآرز ٧٠ ريالاً

مكرونه بالطماطم والجبنه ٤٥ ريالاً

الحلويات

آيس كريم ٢٥ ريالاً

كعك باللوز ٢٨ ريالاً

المشروبات

قهوة ١٣ ريالاً

شاي ١٥ ريالاً

شاي بالحليب ١٧ ريالاً

عصير برتقال ١٨ ريالاً

عصير تفاح ٢٠ ريالاً

كولا ١٤ ريالاً

Exercise 9

Here is the customer's bill.
Look at the menu and fill
in the prices.

Tip: مجموع (majmūʿ) = total
خدمة (khidma) = service

_____	سلطة طماطم
_____	سمك بالارز
_____	آيس كريم
_____	عصير تفاح
_____	المجموع
_____	+ خدمة ١٠%
_____	المجموع بالخدمة

Exercise 10

Now imagine this is your bill,
with some of the prices and dishes
missing. Referring to the menu
again, complete your bill:

٥٠	_____
_____	لحم بالبطاطس
٢٨	_____
_____	شاي بالحليب
_____	المجموع
_____	+ خدمة ١٠%
_____	المجموع بالخدمة



You'll find a large printable version of these activities on the website.

CD2: 14

**Conversation****At the restaurant**

Use your completed bill from Exercise 10 and imagine that you are ordering this meal from the waiter. Using the dialogue on page 158 as a model, prepare what you're going to say and then play the part of the customer on the audio.



You'll find a full transcript of the conversation on the website.

Using a dictionary

You have now reached the point at which 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 (see pages 133–4).

For example, imagine you want to look up the word مكتب (maktab, office).

- with method 1 you would look under م / ك / ت / ب (reading right to left).
- with method 2 you would look under ب / ت / ك, the root letters (also reading right to left).

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 the standard for many comprehensive reference works. The table on pages 282–3 lists the Arabic letters in alphabetical order and will be a useful reference when you are using a dictionary.

So far, we have written the root letters separately: ب / ت / ك. For the sake of convenience, most linguists and dictionaries write the root letters joined up together.

So we can say that كتب is the root of كتاب (kitāb, book) and مكتب (maktab, office); or that درس is the root of مدرسة (madrasa, school) and درس (dars, lesson).

There are a number of Arabic–English dictionaries on the market. Some are designed mainly for native speakers and do not always show the Arabic vowels or plurals (Arabic-speakers are expected to know them). Other dictionaries also have learners of Arabic in mind and these are the most suitable for your purposes.

The two most comprehensive dictionaries designed with learners in mind are the more recent bilingual *Oxford Arabic Dictionary* (OUP, 2014) and the established but older *A Dictionary of Modern Arabic* by Hans Wehr (Otto Harrassowitz, 1993). The *Oxford Arabic Dictionary* includes both Arabic–English and English–Arabic sections. Wehr's *A Dictionary of Modern Arabic* only includes Arabic–English. These two dictionaries differ somewhat in how they present the information and lay out the entries. However, what both dictionaries share is that they organise Arabic words according to the *root letters*, so you will need to identify the root of an Arabic word in order to look it up. The page opposite shows sample entries from both dictionaries under the root درس.

The *Oxford Arabic Dictionary* also has an online version which identifies possible alternative meanings and roots for words you input (including broken plurals and verbs with different prefixes and endings).



On the website you'll find more guidance on using Arabic dictionaries, links to the online sites and additional activities to help you look up words.

Words for places

Many Arabic words for places begin with ma- (مَ-), for example مَطْعَم (maṭʿam, restaurant).

These words are called *nouns of place*. The root letters that are connected with a particular activity are put into the pattern مَفْعَل (mafʿal), or sometimes مَفْعَلَة (mafʿala) or مَفْعَل (mafʿil), to mean the place where the activity happens.

The root letters طعم (ط-ع-م) are connected with feeding, and so the noun of place, مَطْعَم (maṭʿam, 'place of feeding'), has come to mean 'restaurant'.

Here are some more nouns of place:



مَدْرَسَة	'place of study', i.e. school, from root درس
مَكْتَب	'place of writing', i.e. office or desk, from root كتب
مَصْنَع	'place of manufacture', i.e. factory, from root صنع
مَتَّحَف	'place for works of art', i.e. museum, from root تحف
مَجْلِس	'place of sitting', i.e. sitting area or council, from root جلس



The plurals of nouns of place are predictable. Listen to these plurals and repeat the pattern.

CD2: 15

مَدَارِس	←	مَدْرَسَة
مَكَاتِب	←	مَكْتَب
مَصَانِع	←	مَصْنَع
مَتَاحِف	←	مَتَّحَف
مَجَالِس	←	مَجْلِس



متحف الفن الإسلامي في الدوحة، قطر
maḥaf al-fann al-islāmīy fīd-dūḥa, qaṭar
The Museum of Islamic Art in Doha, Qatar

Exercise 11 Dictionary work

Using your existing knowledge and your dictionary, complete this table.

Plural	Noun of place meaning	Root meaning
مَلَاعِبِ	مَلْعَبٍ playground/court	لَعِبٍ playing
_____	_____	عَرَضٍ showing
_____	مَدْخَلٍ _____	_____
_____	_____	خَرَجٍ going out
_____	مَخْبِزٍ _____	_____
_____	_____	طَبِخٍ _____
_____	_____	غَسَلٍ _____
_____	مَسْجِدٍ _____	_____
_____	_____	kneeling in prayer



Practise nouns of place with the 'Places' game on the website.



Video: Mahmoud talks about his favourite food

Go to the *Mastering Arabic* website to play the video of Mahmoud talking about his favourite food and dishes.

See if you can answer these questions:

- 1 What does Mahmoud like to eat?
- 2 What does he not really like?
- 3 What is his favourite dish called?
- 4 Can you name some of the ingredients?

Try to pick out the key information.

You'll find a transcript, a translation and an extension activity on the website.



Vocabulary in Unit 12

- بَقَّال (baqqāl) grocer
 طَعَام (ṭaʿām) food
 جُبْنَة (jubna) cheese
 حَلِيب (ḥalīb) milk
 بَيْض (bayḍ) eggs
 زَيْت (zayt) oil
 خُبْز (khubz) bread
 عَصِير (ʿaṣīr) juice
 أَرْز (aruzz) rice
 سُكَّر (sukkar) sugar
 مَكْرُونَة (makarūna) macaroni
 بَسْكَوَيْت (baskawīt) biscuits
 كَعْكَ (kaʿk) cake
 مَسْحُوقُ الْغَسِيل (mashūq al-ghasīl) washing powder
 مَعْجُونُ الْأَسْنَان (maʿjūn al-asnān) toothpaste
 صَابُون (ṣābūn) soap
 شَامْبُو (shāmbū) shampoo

- أَنْبُوبَةٌ (unbūba) tube
 قِطْعَةٌ (qitʿa) piece
 لَحْمٌ (lahm) meat
 دَجَاجٌ (dajā) chicken
 سَمَكٌ (samak) fish
 حَمَامٌ (ḥamām) pigeons/pigeon meat
 بَصَلٌ (baṣal) onions
 خَضِرَوَاتٌ (khaḍrawāt) vegetables
 فَوَاكِهٌ (fawākih) fruit
 بَطَاطِسٌ مُحَمَّرَةٌ (baṭāṭis muḥamarra) chips/fries
 كَبَابٌ (kabāb) kebab
 سَلَطَةٌ (سَلَطَاتٌ) (salāṭa, salaṭāt) salad
 حَلَوِيَّاتٌ (ḥalawīyāt) desserts
 آيسٌ كَرِيمٌ (āyis krīm) ice-cream
 شَايٌ (shāy) tea
 قَهْوَةٌ (qahwa) coffee
 لَوْزٌ (lawz) almonds
 وَرْدٌ (ward) roses
 بَارِدٌ (bārid) cold
 شَهِيٌّ (shahī) delicious
 مَقْلِيٌّ (maqli) fried
 مَشْوِيٌّ (mashwī) grilled
 فِي الْفُرْنِ (fīl-furn) in the oven/roasted
 أَنَا [لَا] أُحِبُّ (anā [lā] uḥibb) I [don't] like
 مُفَضَّلٌ (mufaḍḍal) favourite
 جَرَسُونٌ (garsūn) waiter
 تَحْتَ أَمْرِكُ / أَمْرِكِ (taḥt amrak/-ik) at your service (to a man/woman)

يا مَدَام (yā madām) Madam

يا سَيِّدِي (yā sayyidī) Sir

أَعْطِنِي (aʿṭinī) give me

أَأْخُذْ (ākhudh) I'll have/I'll take

هَلْ تُجَرِّبُ؟ (hal tujarrīb) will you try?

اللَّهِ يَسْلَمُكَ (allāh yusallimak/ik) 'May God keep you safe'
reply to goodbye (to a man/woman)

حِسَاب (ḥisāb, ḥisābāt) bill/account

خِدْمَة (khidma, khidmāt) service

مَجْمُوع (majmūʿ) total

مَطْعَم (maṭʿam, maṭāʿim) restaurant

مَكْتَب (maktab, makātib) office/desk

مَتْحَف (maṭḥaf, maṭāḥif) museum

مَجْلِس (majlis, majālis) sitting area/council

مَلْعَب (malʿab, malāʿib) playground/court/stadium

مَعْرَض (maʿraḍ, maʿāriḍ) exhibition

مَخْبِز (makḥbaz, makḥābiz) bakery

مَطْبَخ (maṭḥbakh, maṭāḥbikh) kitchen

مَدْخَل (madkhal, madhākhil) entrance

مَخْرَج (makḥraj, makḥārij) exit

مَسْجِد (masjid, masājid) mosque

مَغْسَلَة (maghsala, maghāsila) laundry

13

What happened yesterday?

What happened yesterday? ماذا حَدَثَ أَمْسَ؟

Look at the today's front page and headline:

سرقة مليون دولار من البنك الكويتي في عمان أمس!

التحقيق مع لصين

أحمد حمدي زينب شوقي



Exercise 1

See whether you can match these Arabic words from the headline to the English, as in the example:

thief/robber

dollar

yesterday

theft/robbery

with

investigation

Kuwaiti

دولار

كُوَيْتِي

مَعَ

تَحْقِيق

لِصٍّ

سَرِقَة

أَمْسَ

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 top right, starting on page 169 and using the numbers on the frames.)

CD2: 16



ذَهَبْتُ إِلَى مَطْعَمٍ عَرَبِيٍّ...



رَجَعْتُ مِنَ الْمَكْتَبِ
إِلَى بَيْتِي مَسَاءً...



وَأَكَلْتُ سَمَكًا.



وَسَمِعْتُ عَنِ السَّرِقَةِ فِي التِّلْفِيزِيُونِ.

Download a PowerPoint presentation of Ahmed's alibi to help you follow the frames.

Start here



أَمْسَ خَرَجْتُ مِنْ بَيْتِي صَبَاحًا...

أَنَا أَحْمَدُ حَمْدِي وَبَيْتِي
فِي جَنُوبِ مَدِينَةِ عَمَانَ.



...وَذَهَبْتُ إِلَى مَكْتَبِي فِي وَسْطِ الْمَدِينَةِ.



وَشَرِبْتُ فَنْجَانَ قَهْوَةٍ.



كَتَبْتُ خِطَابَاتٍ...

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*.

صباحًا. (ṣabāḥan) in the morning	البيت (al-bayt) the house	إلى (ilā) to	البيت (al-bayt) the house	من (min) from	ذهبتُ (dhahabtu) I went
مساءً. (masā'an) in the evening	المكتب (al-maktab) the office	من (min) from	المكتب (al-maktab) the office	إلى (ilā) to	رجعتُ (raja'atu) I returned
	البنك (al-bank) the bank		البنك (al-bank) the bank		

بيتي. (baytī) my house	في (fī) in	شاي (shāy) tea	فنجان (finjān) a cup of	شربتُ (sharibtu) I drank
مكتبي. (maktabī) my office		قهوة (qahwa) coffee	زجاجة (zujājat) a bottle of	
		كولا (kolā) cola	كوب (kūb) a glass of	
		ماء (mā') water		



Now look back at pages 168–9 and listen again to the story, following the words carefully.

CD2: 16
(replay)

شربتُ كوبَ شاي صباحًا.

sharibtu kūb shāy ṣabāḥan

I drank a glass of tea in the morning.



Asking questions about the past



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

CD2: 17



Exercise 2

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

- ١ كتبت خطابات / مكتب
هل كتبت خطابات في مكتبك؟
نعم، كتبتُ خطابات في مكنتي.
- ٢ ذهبت / مطعم أمريكي؟
- ٣ أكلت سمكاً / مطعم؟
- ٤ رجعت / بيت مساءً؟
- ٥ 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 173.)



... إلى مَطْعَمٍ _____



وفي المطعم سَمِعْتُ _____ رَجَعْتُ _____ المطعم
السُرقة في _____ البنك...

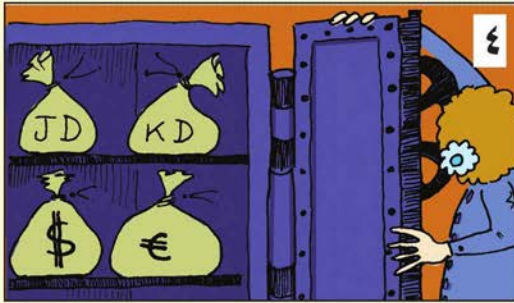


وَوَجَدْتُ _____ المكسورا!

Start here



أنا زينب شوقي و _____ أمس ذهبتُ إلى _____ صباحاً،
في جنوب مدينة عمان.



و _____ فنجان شاي. فَتَحْتُ الخزانة...



وجلسْتُ على مكتبي. (at my desk = على مكتبي)



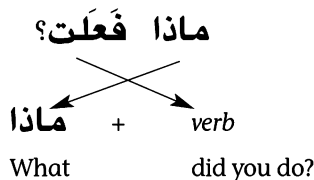
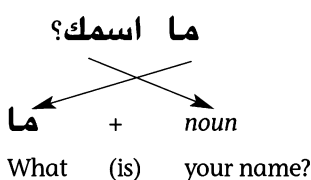
The policeman is now checking Zaynab's story:

CD2: 18



Questions with 'What?'

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



Tip: Arabic verbs are the same whether they are in questions or in sentences. There is no question form ('Did you?'/'Did he?', etc.) in Arabic.

You may have noticed that the past verb endings in the questions vary slightly depending on whether the questions are addressed to a male or a female (compare pages 171 and 174). It's easy to remember:

فَعَلْتَ (faʿalta) is used for a male أَنْتَ (anta)

فَعَلْتِ (faʿalti) is used for a female أَنْتِ (anti)

Exercise 4

Choose a question word from the box to complete each of the questions and answers below. The first one is an example:

هل	ماذا	ما	متى	أين
----	------	----	-----	-----

- ١ ماذا شَرِبْتَ؟
شَرِبْتُ فَنجَان قهوة.
- ٢ شَرِبْتَ القهوة؟
شَرِبْتُ القهوة في مكتبي.
- ٣ ذهبتَ إلى مطعم عربي؟
نعم، ذهبتُ إلى مطعم عربي.
- ٤ أكلتَ في المطعم؟
أكلتُ سمكًا.
- ٥ فَعَلْتَ في مكتبك؟
كَتَبْتُ خِطَابَات.
- ٦ اسمك؟
اسمي أحمد حمدي.
- ٧ سَمِعْتَ عن السرقة؟
سَمِعْتُ عن السرقة مساءً.

All of the questions above are directed at a male. Say the questions out loud, and then say them again as if you were asking a female rather than a male.

Past Verbs

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 (that is, depending on the *subject* of the verb).

Look at how this verb changes depending on the subject:

وَجَدْتُ (wajadtu)	I found
وَجَدْتَ (wajadta)	you (<i>masc.</i>) found
وَجَدْتِ (wajadti)	you (<i>fem.</i>) found
وَجَدَ (wajada)	he found
وَجَدَتْ (wajadat)	she found

Notice that Arabic does not normally use the personal pronouns (هو/أنت/أنا, etc.) with the verb as the *ending* tells you whether the verb relates to 'I', 'you', 'he', etc.

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

Ending		Past stem	Subject	Meaning
(-tu) تُ	+	وَجَدَ (wajad)	أنا	found
(-ta) تَ	+	ذَهَبَ (dhahab)	أنتَ	went
(-ti) تِ	+	خَرَجَ (kharaj)	أنتِ	went out
(-a) ـَ	+	كَتَبَ (katab)	هو	wrote
(-at) تَ	+	أَكَلَ (akal)	هي	ate
		رَجَعَ (rajaʿ)		returned
		فَتَحَ (fataḥ)		opened
		جَلَسَ (jalas)		sat
		فَعَلَ (faʿal)		did/made
		سَمِعَ (samiʿ)		heard
		شَرِبَ (sharib)		drank

Tip: In spoken dialects the final vowel of the past tense is often dropped for anā, anta and huwa. So *I found* and *you (masc.) found* both become wajadt, and *he found* becomes wajad.

You may have noticed that without the vowels the word:

وجدت

could have at least four different meanings:

وَجَدْتُ I found

وَجَدْتَ you (masc.) found

وَجَدْتِ you (fem.) found

وَجَدْتُ she found

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

Exercise 5

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

- ١ أَمَسَ، خَرَجْتُ (خرج) من البيت صباحاً. (أنا)
- ٢ (ذهب) إلى البنك. (هي)
- ٣ هل (أكل) التفاحة؟ (أنت)
- ٤ أولاً، (كتب) خطابات. (هو)
- ٥ أين (سمع) عن السرقة؟ (أنت)
- ٦ (ذهب) إلى البيت و (جلس) على كرسي. (أنا)
- ٧ (شرب) فنجان قهوة مع أختها. (هي)
- ٨ ماذا (فعل) أمس؟ (أنت)

Tip: The past stems of the verbs are vowelled mainly with two fathas (wajad). Sometimes, however, the second vowel can be a kasra (see the last two verbs in the table). Don't worry too much about this variation. The most important factor is the root letters.

أَمَسَ أَكَلْتُ فِي مَطْعَمِ سَمَكٍ.
ams akaltu fī maṭʿam samak
Yesterday I ate in a fish restaurant.



Joining sentences together



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

CD2: 19

أَوَّلًا (awwālan)	firstly
أَخِيرًا (akhīran)	finally
بَعْدَ ذَلِكَ (baʿda thālika)	after that
قَبْلَ ذَلِكَ (qabla thālika)	before that
ثُمَّ (thumma)	then
فَ... (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 الكويتي
اسمه أحمد حمدي وبيته في جنوب
مدينة عمان. خرج أمس من بيته
صباحًا وذهب إلى مكتبه في وسط
الهدينة. أولاً كتب خطابات وبعد ذلك
شرب فنجان قهوة. ثم ذهب إلى مطعم
عربي فأكل سمناً. رجع إلى بيته مساءً
وأخيراً سمح عن السرقة في التلفزيون.

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 البنك.

وفتحت الخزانة.

أولاً شربت فنجان شاي...

وبعد ذلك ذهبت إلى المطعم...

اسمها زينب شوقي

وبيتها في وسط مدينة عمان.

ثم جلست على مكتبها.

أخيراً وجدت الشبان المكسور.

أمس ذهبت إلى البنك الكويتي صباحاً.

وسمعت عن السرقة في الراديو.



Exercise 7

Join the two halves to create a meaningful sentence, as in the example.

ولداً صغيراً بجانب باب المدرسة.	أَكَلْتُ
إلى بيتي مساءً.	شَرِبْتُ دينا
على كرسيٍّ خشبيٍّ.	وَجَدْتُ
سمكاً في المطعم أمس.	أولاً، فتحت زينب
خزانة البنك الكويتي صباحاً.	جَلَسْتُ
زجاجة كولا.	أخيراً، رَجَعْتُ

Exercise 8 ماذا فعل الملك أمس؟

Below you will find seven 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 (qaṣr) = palace.)

- ذهب إلى مصنع السيّارات 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 والمدرّسين.
- سمع من المهندسين عن السيّارة الجديدة.



Now listen to the news broadcast and see if you can make out the actual order he did the activities. Write the numbers in the boxes, as in the example.

CD2: 20

Using as many of the linking phrases on page 178 as possible, write a newspaper article about what the king did yesterday. Start like this:

أولاً خرج الملك من القصر صباحاً و...



Talk about what you did yesterday using the questionnaire on the website.

القصر الملكي في فاس، المغرب

al-qaṣr al-malakī fī fās, al-maghrib

The royal palace in Fez, Morocco



Structure notes

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:

	<i>SMP</i>	<i>Dual</i>
<i>Nominative</i>	نَجَارُون (najjārūn)	نَجَارَان (najjārān)
<i>Accusative + genitive</i>	نَجَارِينَ (najjārīn)	نَجَارَيْن (najjārayn)

The article on page 167 has the title التحقيق مع لصين (at-tahqīq maʿa liṣṣayn, The investigation is with two thieves). The dual ending is genitive as لصين (liṣṣayn) follows the preposition مع (maʿa).

The *sound feminine plural* (SFP) has regular case endings, except for the accusative, which is identical to the genitive:

	<i>Indefinite</i>	<i>Definite</i>
<i>Nominative</i>	خطابات (khiṭābātun)	الخطابات (al-khiṭābātu)
<i>Accusative</i>	خطابات (khiṭābātin)	الخطابات (al-khiṭābāti)
<i>Genitive</i>	خطابات (khiṭābātin)	الخطابات (al-khiṭābāti)

Notice that the SFP accusative indefinite, like tā' marbūṭa, does *not* have the extra alif tanwīn:

كَبَتْتُ خَطَابًا (katabtu khiṭāban)	I wrote a letter.
كَبَتْتُ خَطَابَاتٍ (katabtu khiṭābātin)	I wrote letters.



Vocabulary in Unit 13

لِصٍّ (لُصُوص) (liṣṣ, luṣūṣ) thief/robber

سَرِقَةٌ (سَرِقَات) (sariqa, sariqāt) theft/robbery

تَحْقِيقٌ (تَحْقِيقَات) (taḥqīq, taḥqīqāt) investigation

خِطَابٌ (خِطَابَات) (khiṭāb, khiṭābāt) letter

قَصْرٌ (قُصُور) (qaṣr, quṣūr) palace

فَنَاجِيْنٌ (فَنَاجِيْن) (finjān, fanājīn) cup

كُولَا (kūlā) cola

مَاءٌ (mā') water

عَنْ (ʿan) about/concerning

مَعَ (maʿa) with

إِلَى (ilā) to/towards

مَلَكِيٌّ (malakī) royal

أَمْسٌ (ams) yesterday

صَبَاحٌ (ṣabāḥ) morning

مَسَاءٌ (masā') afternoon/evening

مَتَى؟ (mattā) when?

مَاذَا؟ (mādhā) what? (+ verb)

خَرَجَ (kharaj) went out/exited

ذَهَبَ (dhahab) went

كَتَبَ (katab) wrote

شَرِبَ (sharib) drank

أَكَلَ (akal) ate

رَجَعَ (rajaʿ) returned/went back

فَتَحَ (fataḥ) opened

جَلَسَ (jalas) sat down

سَمِعَ (samiʿ) heard

فَعَلَ (faʿal) did/made

وَجَدَ (wajad) found

أَوَّلًا (awwalan) firstly

أَخِيرًا (akhīran) finally

بَعْدَ ذَلِكَ (baʿda dhālika) after that

قَبْلَ ذَلِكَ (qabla dhālika) before that

ثُمَّ (thumma) then

فَ... (fa) and/and so

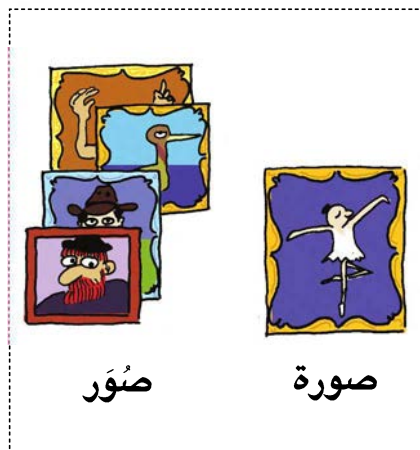
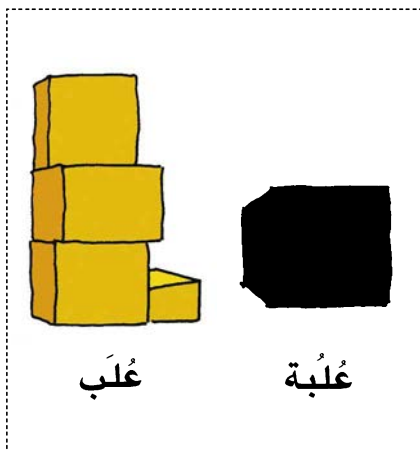
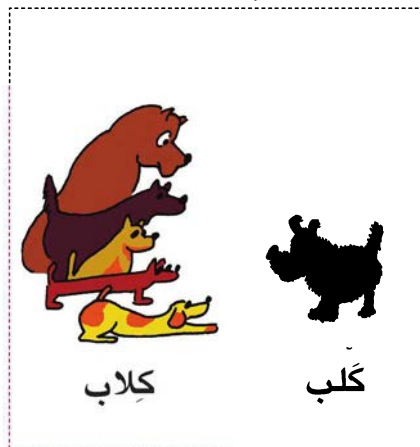
14 Wish you were here

Plural patterns 3 and 4



Look at the pictures and listen to the audio:

CD2: 21



To express plural and other patterns in Arabic, the three root letters ف/ع/ل are used as a standard template (فعل = 'to do/to make'). So we can say that plural pattern 3 is the فِعال (fi'āl) pattern, and pattern 4 is the فُعَل (fu'āl) pattern.

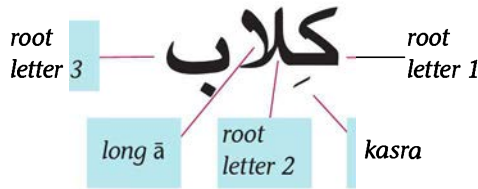


عَلَبْ خَشَبِ فِي السُّوقِ (القاهرة)

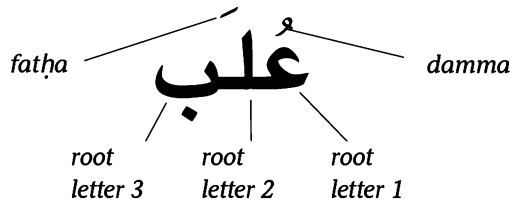
ulab khashab fīs-sūq (al-qāhira)

Wooden boxes in the market (Cairo)

Pattern 3: فِعَال (fiʿāl)



Pattern 4: فُعَل (fuʿal)



Here are the four broken plural patterns you have met so far:

Example	Pattern
قَلَمٌ ← pen أَقْلَامٌ	أَفْعَالٌ (afʿāl) pattern 1
بَيْتٌ ← house بُيُوتٌ	فُعُولٌ (fuʿūl) pattern 2
كَلْبٌ ← dog كِلَابٌ	فِعَالٌ (fiʿāl) pattern 3
عَلْبَةٌ ← box عَلَبٌ	فُعَلٌ (fuʿal) pattern 4

Exercise 1

Here are some more words that fit into the **فِعال** (fi'āl) and **فُعَل** (fu'āl) plural patterns. Write the plurals, as in the example.

Plural	Pattern	Singular	
جِبَال	فِعال	جَبَل	mountain
	فِعال	جَمَل	camel
	فُعَل	لُعْبَة	toy/game
	فِعال	بَحْر	sea
	فُعَل	تُحْفَة	masterpiece/artefact
	فُعَل	دَوْلَة	nation/state
	فِعال	رِيح	wind



Now check your answers with the audio and repeat the patterns. Do this several times so that you begin to hear the rhythm of patterns 3 and 4.

CD2: 22

الجمال في البحر بجانب جبال عُمان

al-jimāl fil-baḥr bi-jānib jibāl 'umān

Camels in the sea beside the mountains of Oman

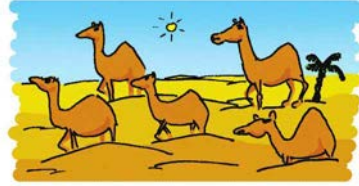


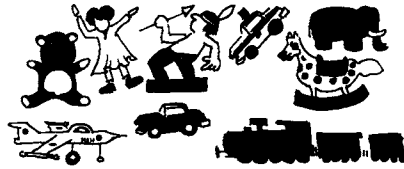
Exercise 2

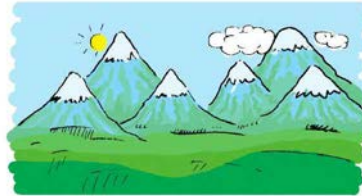
Make questions and answers, as in the example. Remind yourself of the rules for كم kam ('how many') and for spelling the numbers 3-10 (see pages 122-3).

كم كلباً في الصورة؟
 هناك أربعة كلاب.

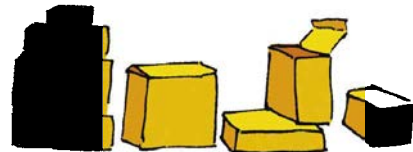












Numbers 11–100

Numbers 11–19



Listen to the audio and repeat the numbers 11–19.

CD2: 23

سِتَّةَ عَشَرَ	١٦	أَحَدَ عَشَرَ	١١
سَبْعَةَ عَشَرَ	١٧	إِثْنًا عَشَرَ	١٢
ثَمَانِيَةَ عَشَرَ	١٨	ثَلَاثَةَ عَشَرَ	١٣
تِسْعَةَ عَشَرَ	١٩	أَرْبَعَةَ عَشَرَ	١٤
		خَمْسَةَ عَشَرَ	١٥

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

Match the figures and the words, as in the example.

١٤	سِتَّةَ عَشَرَ	11
١٧	ثَلَاثَةَ عَشَرَ	14
١١	خَمْسَةَ عَشَرَ	16
١٦	أَرْبَعَةَ عَشَرَ	19
١٩	ثَمَانِيَةَ عَشَرَ	15
١٢	تِسْعَةَ عَشَرَ	18
١٨	إِثْنًا عَشَرَ	17
١٣	سَبْعَةَ عَشَرَ	12
١٥	أَحَدَ عَشَرَ	13

Exercise 4

Say and write these numbers:

٤	٩	١٤	١٥
١٨	١٦	١٢	٥

Numbers 20–100

Now listen to the numbers 20 upwards:



CD2: 24

٢١ واحد وعِشْرين	٢٠ عِشْرين
٢٢ اِثنان وعِشْرين	٣٠ ثَلَاثين
٢٣ ثَلَاثة وعِشْرين	٤٠ اَرْبَعين
٥٦ سِتَّة وخَمْسين	٥٠ خَمْسين
٨٨ ثَمَانِيَة وِثْمَانين	٦٠ سِتِّين
٩٥ خَمْسَة وِتْسَعين	٧٠ سَبْعين
	٨٠ ثَمَانين
	٩٠ تِسْعين
	١٠٠ مِئَة

'Twenty-one', 'fifty-six', etc. in Arabic, are wāḥid wa-eishrīn ('one and twenty'), sitta wa-khamṣīn ('six and fifty'), etc. The units come *before* the tens.

Tip: The tens from 20 to 90 have an alternative ending, ون (-ūn): eishrūn, thalāthūn, etc. However, informally most native speakers use the ين (-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.)

٥ ثلاثة وتسعين	١ ستة وأربعين ← ٤٦
٦ اثنان وسبعين	٢ واحد وثمانين
٧ مئة وخمسة وثمانين	٣ خمسة وثلاثين
٨ مئة وسبعة وخمسين	٤ مئة وأربعة وعشرين

Numbers 11 upwards with a singular noun

The numbers 11 upwards are followed by a *singular* noun. It is as if in English we said 'three cars' but 'thirty car'. This may seem surprising to a learner, but it is important to remember as it is true even of spoken dialects.

٣ سيارات	(thalāth sayyārāt)	three cars
٣٠ سيّارة	(thalāthīn sayyāra)	thirty cars

In addition, the singular noun following a number above 11 will have the extra alif tanwīn (-an ending) if the noun *does not* end in tā' marbūṭa. This is similar to what happens after kam? (how many?).

٤ جبال	(arbaʿat jibāl)	four mountains
١٢ جبلاً	(ithnāʿasharat jabalan)	twelve mountains










However, it is not necessary to pronounce this -an ending when speaking informally. The singular/plural rule is much more important. High-level Modern Standard Arabic has additional rules about how to spell numbers. As a beginner you can stick to the forms given here. Be prepared, however, to hear or see some variations.



You'll find more details about Arabic numbers on the website and further practice activities in the *Mastering Arabic 1 Activity Book*.

Exercise 6

How many are there? Write the answer and then say it using the informal pronunciation, as shown in the example.

16 x		58 x		61 x	
					٦١ رجلاً (wāḥid wa-sittīn rajul)
18 x		49 x		23 x	
93 x		28 x		72 x	

كيف حال الطقس؟ What's the weather like?

درجة الحرارة Temperature

Look at the thermometer and the descriptions of the temperatures.

٥٠] حارّ (harr)
hot

٤٠]

٣٠] معتدل (mu'atadil)
mild/moderate

٢٠]

١٠] بارد (barid)
cold

صفر



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

CD2: 25

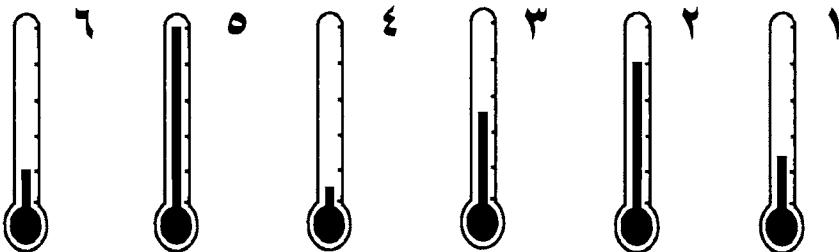
ما هي درجة الحرارة؟
درجة الحرارة صفر.
الطقس بارد جداً.

ما هي درجة الحرارة؟
درجة الحرارة ٤٥.
الطقس حار.

ما هي درجة الحرارة؟
درجة الحرارة ٣٠.
الطقس معتدل.

Exercise 7

Following the examples above, make questions and answers for the temperatures shown by these thermometers.



Describing the weather



Listen to these key words and expressions for talking about the weather:

CD2: 26

شَمْسٌ	(shams)	sun
مُشْمِسٌ	(mushmis)	sunny
غَيْمٌ / غَيُومٌ	(ghaym/ghuyūm)	cloud/clouds
غَائِمٌ	(ghā'im)	cloudy
مَطَرٌ / أَمْطَارٌ	(maṭar/amṭār)	rain/rains
مُمْطِرٌ	(mumṭir)	rainy
شَدِيدٌ	(shadīd)	strong/heavy (e.g. rain)
فَتْرَةٌ / فَتْرَاتٌ	(fatra/fatarāt)	period/periods
سَمَاءٌ صَافِيَةٌ	(samā' ṣāfiya)	clear sky

Exercise 8



Listen to the four weather reports and tick the features that are mentioned.

CD2: 27

					١
					٢
					٣
					٤



الطقس غائم اليوم.

at-ṭaqṣ ghā'im al-yawm

The weather is cloudy today.

الطقس اليوم

<p>أبو ظبي</p> <p>درجة الحرارة: ٣١</p> <p>فترات مشمسة</p>	<p>بغداد</p> <p>درجة الحرارة: ٢٥</p> <p>مشمس</p>	<p>القاهرة</p> <p>درجة الحرارة: ٢٣</p> <p>مطر خفيف</p>
<p>بيروت</p> <p>درجة الحرارة: ٢٠</p> <p>رياح شديدة</p>	<p>دمشق</p> <p>درجة الحرارة: ١٩</p> <p>غيوم سوداء</p>	<p>الرباط</p> <p>درجة الحرارة: ١٨</p> <p>أمطار شديدة</p>
<p>مدينة الكويت</p> <p>درجة الحرارة: ٢٩</p> <p>غيوم بيضاء</p>	<p>الرياض</p> <p>درجة الحرارة: ٣٤</p> <p>فترات مشمسة</p>	<p>الخرطوم</p> <p>درجة الحرارة: ٤٠</p> <p>مشمس</p>

Exercise 9

Above is an Arabic webpage showing the weather today in nine different Arab capitals. Fill in the table below with the details, as in the example. Add your own town or city in the final row.

City	Temperature	Weather
Cairo	23°	light rain
your town		

Exercise 10

Read the description of the weather in Cairo, based on the information on page 193.

الطقس في مدينة القاهرة مُعتدل.
درجة الحرارة ٢٣ وهناك مَطَرٌ خفيف.

Write a similar description for Kuwait City and Khartoum. Then try and write a description of the weather for your town or city.

It was an enjoyable trip كانت رحلة مُمتعة

CD2: 28

Tom, a student of Arabic, is in Egypt for a combined study and leisure holiday. Listen to him talking about the weather and what he has been doing recently, following the transcript. There is some additional vocabulary to help you.

أنا في مصر مع صديقي داني. الشمس شديدة والطقس حار جداً هنا في القاهرة. درجة الحرارة ٤٥ وليس هناك ريح!

الأسبوع الماضي ذهبتُ إلى البحر الأحمر بالطائرة. نزلتُ في فندقٍ ودرستُ العَرَبِيَّةَ لثلاثة أيامٍ في مدرسة هناك بجانب الفندق. بعد ذلك ذهبتُ إلى دَيْرٍ سانت كاثارين والجبال هناك وشاهدتُ شروق الشمس من فوق جبل موسى.

في آخر يومٍ جلستُ بجانب المَسْبَحِ. كانتُ رحلة مُمتعة لأنني أكلتُ سمكاً مشوياً وأطباقٍ مصريةً لذيذة في المطاعم. وأخيراً رجعتُ إلى القاهرة أمس!

صَدِيقِي (ṣadiqī) my friend يَوْمٍ/أَيَّامٍ (yawm/ayyām) day/days

الأسبوع الماضي last week دَيْرٍ (dayr) monastery

(al-usbūع al-māḍī) شاهدتُ (shāhadtu) I watched

نزلتُ في فندقٍ I stayed in مَسْبَحٍ (masbah) swimming pool
(nazaltu fi funduq) a hotel

درستُ (darastu) I studied لَذِيذٍ (ladhīdh) delicious

Exercise 11

Decide whether these sentences about Tom's trip are true or false.

- ١ توم في مدينة القاهرة مع داني.
- ٢ الطقس في القاهرة معتدل.
- ٣ الأسبوع الماضي ذهب توم إلى أسوان.
- ٤ نزل في فندق ودرس العربية في مدرسة.
- ٥ ذهب توم إلى دير سانت كاترين.
- ٦ شاهد الغيوم فوق الجبل.
- ٧ أكل دجاجاً مشوياً وأطباقاً مصرية.
- ٨ رجع توم إلى القاهرة أمس.

Exercise 12

Look again at the transcript on page 194. Using the context and your existing knowledge, see whether you can find these expressions.

- 1 on the last day _____
- 2 sunrise ('rising of the sun') _____
- 3 delicious Egyptian dishes _____
- 4 for three days _____
- 5 Mount Moses _____
- 6 an enjoyable trip _____

دير سانت كاترين، سيناء
dayr sānt kātharīn, sīnā'
St Catherine's Monastery, Sinai



Writing emails and postcards

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

(azīzī) عَزِيزِي	Dear ... (to a male)
(azīzātī) عَزِيزَتِي	Dear ... (to a female)
(kayf ḥālak)؟ كَيْفَ حَالُكَ؟	How are you? (to a male)
(kayf ḥālik)؟ كَيْفَ حَالُكِ؟	How are you? (to a female)
(anā/naḥnu bi-khayr) أَنَا/نَحْنُ بِخَيْرٍ.	I'm/we're fine.
(maʿa taḥiyyātī) مَعَ تَحِيَّاتِي	Best wishes (‘with my greetings’)

Zaynab is on holiday with her family and has written a postcard to her brother.

عزيمي أحمد	
كيف حالك؟ أنا بخير. أنا في لندن مع نادر والأولاد. الطقس بارد وغائم. ذهبنا أمس صباحاً إلى وسط المدينة وأكلنا في مطعم ياباني. بعد ذلك ذهبنا إلى متحف ولكن نادر والأولاد رجعوا إلى الفندق. وأنتم؟ ماذا فعلتم؟ هل كتبتم لي خطاباً؟	
مع تحياتي	السيد أحمد علي حسين
زينب	٤٥ شارع مصنع الثلج
	الاسماعيلية
	جمهورية مصر العربية

Exercise 13

Answer the questions below about Zaynab's holiday. Don't worry about every word; just try to get the gist.

- 1 What is 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 is Zaynab's final question in the postcard?

Past verbs in the plural

The postcard on page 196 contains several examples of verbs in the plural:

ذهبنا إلى وسط المدينة. We went to the centre of town.
(dhahabnā ilā wasaṭ il-madīna)

أكلنا في مطعم ياباني. We ate in a Japanese restaurant.
(akalnā fī maṭʿam yabānī)

رجعوا إلى الفندق. They returned to the hotel.
(rajaʿū ilā l-funduq)

هل كتبتم لي خطاباً؟ Did you (pl.) write me a letter?
(hal katabtum lī khiṭāban?)

Example	Ending	Subject
I studied دَرَسْتُ	تُ (-tu)	أنا ا
you (m.) wrote كَتَبْتَ	تَ (-ta)	أنتَ (m.)
you (f.) went ذَهَبْتَ	تِ (-ti)	أنتِ (f.)
he returned رَجَعَ	ـَ (-a)	هُوَ
she ate أَكَلَتْ	تَ (-at)	هِيَ
we opened فَتَحْنَا	نا (-nā)	نَحْنُ
you (pl.) did فَعَلْتُمْ	تُمْ (-tum)	أَنْتُمْ (pl.)
they went out خَرَجُوا*	وا* (-ū)	هُمْ

* The alif is a spelling convention and is not pronounced.

Exercise 14

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

سارة _____

كيف _____؟ نحن _____ باريس

والطقس حارّ و _____ . _____ أمس

صباحاً إلى متحف كبير. ثمّ _____

في مطعم فرنسي في وسط _____ .

بعد _____ أنا _____ إلى البنك

ولكن نادر والأولاد _____ إلى المتحف.

وأنتِ؟ هل كتبتِ لي _____؟

مع _____

زينب



CD2: 29

**Conversation****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 postcards from London and Paris, and then play the role of Zaynab in the telephone conversation on the audio.



You'll find a full transcript of the conversation on the website.

Why don't you have a go at writing a reply to Zaynab? Tell her about where you are, what the weather is like, and what you did recently with your family or friends.



Practise talking about the past with the 'One-word story' game. You can find instructions on the website.



Video: Amani talks about her trip

Go to the *Mastering Arabic* website to play the video of Amani talking about a trip.

See if you can answer these questions:

- 1 Where did Amani go last summer?
- 2 With whom did she go?
- 3 What did she study? Where was the school?
- 4 Where did she stay?
- 5 Where did she visit by train and what did she see there?

You'll find a transcript, a translation and an extension activity on the website.



Vocabulary in Unit 14

عُلْبَة (عُلْب)	(ulba, ulab) box/tin/packet
لُعْبَة (لُعْب)	(lu'ba, lu'ab) toy/game
تُخْفَة (تُخَف)	(tuḥfa, tuḥaf) masterpiece/artefact
دَوْلَة (دَوْل)	(dawla, duwal) nation/state
رَجُل (رَجَال)	(rajul, rijāl) man
جَبَل (جِبَال)	(jabal, jibāl) mountain
جَمَل (جِمَال)	(jamal, jimāl) camel
بَحْر (بِحَار)	(baḥr, biḥār) sea
رِيح (رِيَا ح)	(rīḥ, riyāḥ) wind
حَال (أَحْوَال)	(ḥāl, aḥwāl) state/condition
الطَّقْس	(aṭ-ṭaqṣ) the weather
دَرَجَة الحَرَارَة	(darajat al-ḥarāra) temperature ('degree of heat')
حَارٌّ	(ḥārr) hot
مُعْتَدِلٌ	(mu'atdil) mild/moderate
شَمْسٌ	(shams) sun
مُشْمِسٌ	(mushmis) sunny

غَيْمٌ (غُيُومٌ)	(ghaym, ghuyūm) cloud
غَائِمٌ	(ghā'im) cloudy/overcast
مَطَرٌ (أَمْطَارٌ)	(maṭar, amṭār) rain
مُمْطِرٌ	(mumṭir) rainy
شَدِيدٌ	(shadīd) strong/heavy (e.g. rain)
فَتْرَةٌ (فَتَرَاتٌ)	(fatra, fatarāt) period
سَمَاءٌ صَافِيَةٌ	(samā' ṣāfiya) clear sky
رِحْلَةٌ (رِحَالَاتٌ)	(riḥla, riḥlāt) trip/journey
مُمْتِعٌ	(mumtiʿ) enjoyable
لَذِيذٌ	(ladhīdh) tasty/delicious
يَوْمٌ (أَيَّامٌ)	(yawm, ayyām) day
آخِرِ يَوْمٍ	(ākhir yawm) the last day
دَيْرٌ (أَدْيِيرَةٌ)	(dayr, adyira) monastery
صَدِيقٌ (أَصْدِقَاءٌ)	(ṣadiq, aṣḍiqā) friend
فُنْدُقٌ (فَنَائِقٌ)	(funduq, fanādiq) hotel
مَسْبَحٌ (مَسَابِحٌ)	(masbaḥ, masābiḥ) swimming pool
شُرُوقُ الشَّمْسِ	(shuruq ash-shams) sunrise
أَلْأُسْبُوعُ الْمَاضِي	(al-usbūʿ al-māḍī) last week
نَزَلَ	(nazal) stayed
دَرَسَ	(daras) studied
شَاهَدَ	(shāhad) watched/witnessed
عَزِيزِي / عَزِيزَتِي	(ʿazīzī/ʿazīzātī) Dear ... (starting a letter)
مَعَ تَحِيَّاتِي	(maʿa taḥiyyātī) Best wishes (finishing a letter)
كَيْفَ	(kayfa) how
كَيْفَ حَالِكُ / حَالِكِي؟	(kayf ḥālak/ḥālik) How are you? (masc./fem.)

أَحَدَ عَشَرَ	(aḥad ʿashar) eleven
اِثْنَا عَشَرَ	(ithnā ʿashar) twelve
ثَلَاثَةَ عَشَرَ	(thalāthat ʿashar) thirteen
أَرْبَعَةَ عَشَرَ	(arbaʿat ʿashar) fourteen
خَمْسَةَ عَشَرَ	(khamsat ʿashar) fifteen
سِتَّةَ عَشَرَ	(sittat ʿashar) sixteen
سَبْعَةَ عَشَرَ	(sabʿat ʿashar) seventeen
ثَمَانِيَةَ عَشَرَ	(thamānyat ʿashar) eighteen
تِسْعَةَ عَشَرَ	(tisʿat ʿashar) nineteen
عِشْرِينَ	(ʿishrīn) twenty
ثَلَاثِينَ	(thalāthīn) thirty
أَرْبَعِينَ	(arbaʿīn) forty
خَمْسِينَ	(khamsīn) fifty
سِتِّينَ	(sittīn) sixty
سَبْعِينَ	(sabʿīn) seventy
ثَمَانِينَ	(thamānīn) eighty
تِسْعِينَ	(tisʿīn) ninety
مِائَةً	(miʿa) a hundred
صِفْرًا	(ṣifr) zero

Structure notes

Higher numbers

The numbers 20, 30, 40, etc. have the same endings as the sound masculine plural: they end in وَن (-ūn) in the nominative, and يَن (-īn) in the accusative and genitive. Generally the nominative numbers are used only in more formal Standard Arabic. The -īn pronunciation is more practical for a learner to use.



On the website you can find links to interactive audio flashcards to help you review the key vocabulary in *Mastering Arabic 1*, Units 12–14.

15 Review

Exercise 1

Fill in the missing figures and words in the table below. Remember to start with the *right-hand* column.

٣٠	_____	١١	أحد عشر	١	وَاحِد
_____	أربعين	_____	اثنا عشر	_____	إِثْنَان
_____	خمسين	١٣	ثَلَاثَة	٣	ثَلَاثَة
_____	_____	١٤	_____	٤	_____
٧٠	_____	_____	خَمْسَة	_____	خَمْسَة
_____	ثمانين	١٦	_____	٦	_____
٩٠	_____	_____	_____	٧	_____
٩٥	وتسعين	_____	عشر	_____	ثَمَانِيَة
_____	ثلاثة وأربعين	_____	تسعة	_____	_____
٣٤	و _____	_____	عشرين	_____	عَشْرَة



Exercise 2

Now write down the numbers you hear on the audio. The first is an example.

CD2: 30

٩٤ ١

Exercise 3

Can you finish these sequences of numbers?

___	___	___	___	___	١٢	١٠	٨	٦	٤	٢
___	___	___	___	___	١٨	١٥	١٢	٩	٦	٣
___	___	___	___	___	___	___	٤٤	٣٣	٢٢	١١
___	___	___	___	___	٤٢	٣٥	٢٨	٢١	١٤	٧
___	___	___	___	___	١٣	٨	٥	٣	٢	١

Exercise 4

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

ذَهَب	مَائِدَة
قُطْن	قِلَادَة
خَشَب	حَقِيبَة
جِلْد	شُبَّاك
زُجَاج	قَمِيص

Note: A red arrow points from 'مَائِدَة' to 'خَشَب'.

Now request the items, like this:

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

Exercise 5

So far you have met seven Arabic plural patterns:

(teachers) مُدَرِّسُونَ	←	مُدَرِّسٌ	(ūn/īn)	ون/ين
(bicycles) دَرَّاجَاتٌ	←	دَرَّاجَةٌ	(āt)	ات
(pens) أَقْلَامٌ	←	قَلَمٌ	(afēāl)	أفعال
(houses) بُيُوتٌ	←	بَيْتٌ	(fuēāl)	فُعوُل
(dogs) كِلَابٌ	←	كَلْبٌ	(fiēāl)	فِعال
(nations) دَوْلٌ	←	دَوْلَةٌ	(fuēal)	فُعل
(offices) مَكَاتِبٌ	←	مَكْتَبٌ	(mafāʿil)	مَفَاعِل

Copy out the table below the box and then, in the correct columns, write the plurals of these words you know, with their meanings, as in the example:

سوق	فيلم	مهندس	شَمْعَةٌ	وَالِدٌ
مَطْعَمٌ	لِصٌّ	كوب	جُنْيَةٌ	مُمَرِّضَةٌ
بَنْكٌ	رِحْلَةٌ	مَسْجِدٌ	عُلْبَةٌ	سَيَّارَةٌ
رَجُلٌ	قَلْبٌ	سَلْطَةٌ	لُعْبَةٌ	خَبَّازٌ
تَلِيفُونٌ	جَمَلٌ	صُورَةٌ	جَبَلٌ	غَيْمٌ
مَتْحَفٌ	مَلِكٌ	رِيحٌ	شَيْخٌ	بَحْرٌ
طَبَقٌ	مُحَاسِبٌ	مَطَرٌ	كَيْسٌ	فَتْرَةٌ

ون/ين	ات	أفعال	فُعوُل	فِعال	فُعل	مَفَاعِل
		أولاد boys				

Exercise 6

Now make questions and answers for each picture, as in the example.



٢

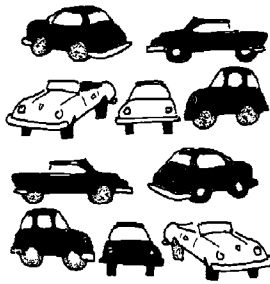


١

كم كلباً في الصورة؟
 هناك ثلاثة كلاب في الصورة.



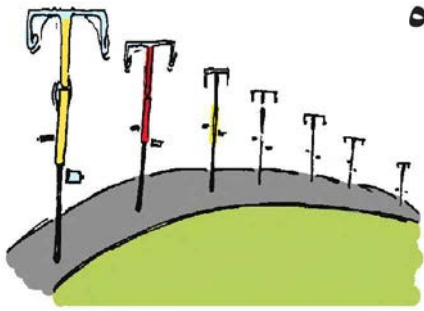
٤



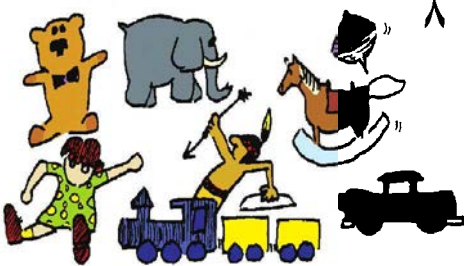
٣



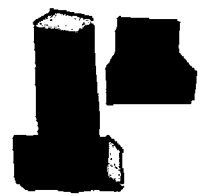
٦



٥



٨



٧

Exercise 7

Nadia is at Ismail's grocery. Fill in the missing words, and then put the conversation in the correct order:

- ونصف جبنة بيضاء من فضلك. كم ؟
- النور يا مدام نادية.
- تحت ... تَفَضَّلِي.
- عصير تُفَاح. فضلك، أعطني كيس سكر و
- صباح . يا إسماعيل.
- السلامة يا نادية.
- ١٣ جنيه من
- تَفَضَّل. شكراً يا إسماعيل. مع السلامة.

Exercise 8

Listen to Salwa and Ahmad in a restaurant. Fill in the chart below according to what they decide to order, as in the example.

CD2: 31

المشروبات	الطبق الأول	الطبق الرئيسي	الحلويات
سلوى			عصير منجدة
أحمد			



كوب عصير ليمون







kūb easīr laymūn

A glass of lemon juice

Exercise 11

From the table on page 207, choose a colour word to fill each gap in the sentences below.

Remember: Always use the feminine singular for non-human plurals.

- ١ هذا الكرسي 
- ٢ هذه المائدة 
- ٣ هذه الأقلام 
- ٤ هذا الباب 
- باب بيتي 
- ٥ هذه السيّارات و سيّارتي 
- ٦ عَلمَ الجَزائِرِ و و 
- ٧ عَلمَ أَلْمَانِيَا و و 
- ٨ وجدتُ هذه الأطباق في السوق. 

Exercise 12

Jamila lives in Beirut with her husband Badr. Together they went to Cairo for three days last week with a German friend, Klara (كلارا). Read Jamila's account of the trip and write the correct form of the verb in brackets to complete the story. (See the table of past verbs on page 197.)

في الأسبوع الماضي، (ذهب) مع بدر زوجي
 وصديقتي الألمانية كلارا إلى القاهرة لثلاثة أيام.
 (نزل) في غرُفَتَيْنِ في فندق صغير هناك.
 في أوَّل يوم (خرج) كُلُّنا صباحاً و (ذهب)
 إلى المتحف المصري في وسط المدينة. بعد ذلك
 (وجد) مطعماً كبيراً بجانب المتحف. أنا (أكل) سمكاً
 لذيذاً من البحر الأحمر، ولكن بدر (أكل) الكباب
 وكلارا (جرَّب) الكشري.
 في آخر يوم أنا (شاهد) الفيلم المصري الجديد في
 السينما مع زوجي، ولكن كلارا (جلس) في شُرْفَة
 غرُفتها في الفندق و(كتب) خطاباً لأمها في ألمانيا. أخيراً،
 (رجع) كُلُّنا إلى بيروت مساءً.

Can you find all the time phrases in the passage? Underline these phrases.

Now write out the account again, this time as if you were relating what Jamila did to another friend. Start like this:

في الأسبوع الماضي، ذهبت جميلة مع زوجها بدر
 وصديقتها الألمانية كلارا إلى القاهرة لثلاثة أيام. هم...

CD2: 32



Conversation

Review

You're going to take part in two conversations which review some of the conversational language connected to shopping.

Below you will find some indicators as to what you want to buy. Prepare what you think you'll need to say.

Conversation 1

- you'd like a bag (حَقِيْبَة)
- you'd prefer a leather bag
- you like black, but you don't like blue
- your budget is 40 pounds

Conversation 2

- you'd like half a kilo of apples
- you'd prefer the red apples
- you also want a box of figs
- you want a plastic bag

Now join in the conversations on the audio, 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.



You'll find a full transcript of the conversations on the website.

16 Every day

What's the time? كم الساعة؟



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

CD2: 33

كم الساعة؟
الساعة السابعة.



كم الساعة؟
الساعة الواحدة.



كم الساعة؟
الساعة الثالثة.



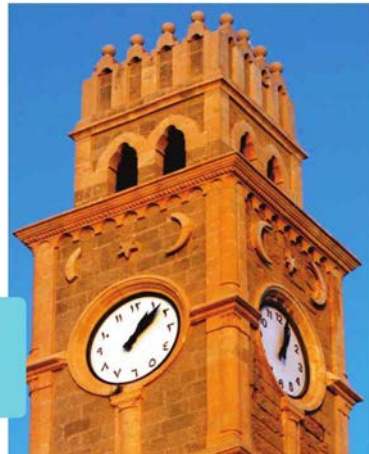
كم الساعة؟
الساعة العاشرة.



ساعة خان العمدان، عكا

sā'at khān al-ʿumdān, ʿakkā

Clock of 'Inn of the columns', Acre



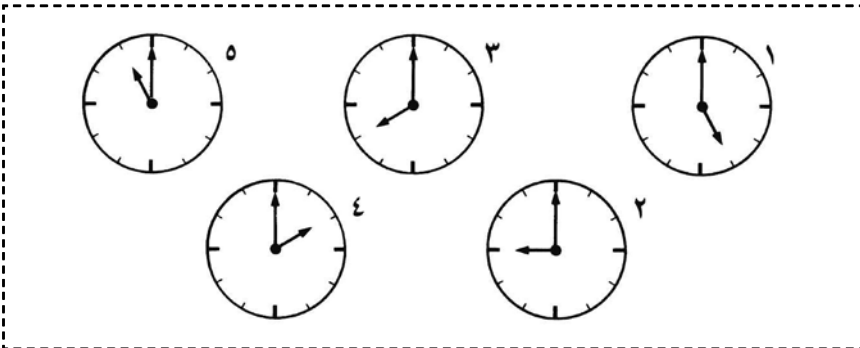
(as-sāʿa al-wāḥida)	الساعة الواحدة	one o'clock
(as-sāʿa ath-thānya)	الساعة الثانية	two o'clock
(as-sāʿa ath-thālitha)	الساعة الثالثة	three o'clock
(as-sāʿa ar-rābiʿa)	الساعة الرابعة	four o'clock
(as-sāʿa al-khāmisa)	الساعة الخامسة	five o'clock
(as-sāʿa as-sādisa)	الساعة السادسة	six o'clock
(as-sāʿa as-sābiʿa)	الساعة السابعة	seven o'clock
(as-sāʿa ath-thāmina)	الساعة الثامنة	eight o'clock
(as-sāʿa at-tāsiʿa)	الساعة التاسعة	nine o'clock
(as-sāʿa al-ʿāshira)	الساعة العاشرة	ten o'clock
(as-sāʿa al-ḥādya ʿashara)	الساعة الحادية عشرة	eleven o'clock
(as-sāʿa ath-thānya ʿashara)	الساعة الثانية عشرة	twelve o'clock

as-sāʿa athānya/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

(as-sāʿa ... war-rubʿ)	الساعة ... والرُّبْع	quarter past ...
(as-sāʿa ... wath-thulth)	الساعة ... والثُّلُث	twenty past ...
(as-sāʿa ... wan-niṣf)	الساعة ... والنِّصْف	half past ...
(as-sāʿa ... illā thulthan)	الساعة ... إلا ثُلثاً	twenty to ...
(as-sāʿa ... illā rubʿan)	الساعة ... إلا رُبْعاً	quarter to ...

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



Look at the following clocks and listen to the times on the audio:

CD2: 34

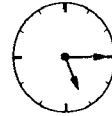
الساعة الثالثة والنصف .



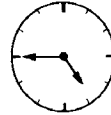
الساعة السادسة والثلاث .



الساعة الخامسة والرُّبْع .



الساعة الخامسة إلا رُبْعاً .



الساعة الثانية عشرة إلا ثُلثاً .



الساعة العاشرة وخمس دَقَائِق .

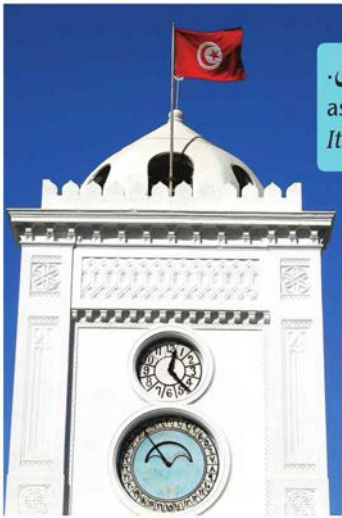


الساعة الواحدة وعشر دَقَائِق .



الساعة السادسة إلا خمسة وعشرين دَقِيقَةً .

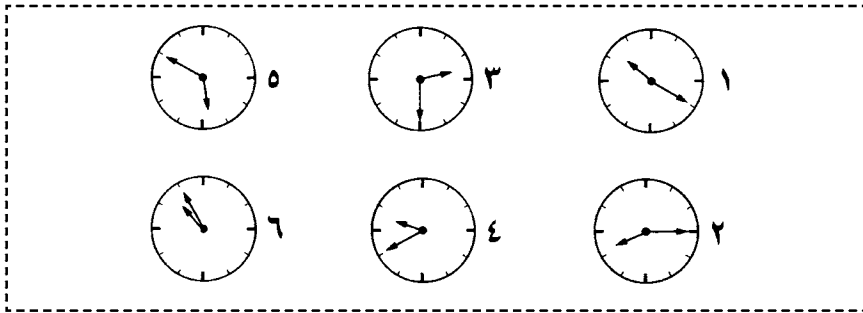




الساعة الثانية عشرة والثلاث في تونس.
 as-sā'ea ath-thānya 'ashara wath-thulth fī tūnis
 It's twenty past twelve in Tunis.

Exercise 2

Now say and write questions and answers for these times:



'At' plus time

Arabic doesn't have the equivalent of the English word 'at' when talking about time. Times are simply put directly after the event they describe:

متى الحفلة؟ (matā l-ḥafla?)	When's the party?
الحفلة الساعة الثالثة. (al-ḥafla as-sā'ea ath-thālitha)	The party's at three o'clock.
متى أكلتم؟ (matā akaltum?)	When did you (pl.) eat?
أكلنا الساعة الثامنة والنصف. (akalnā as-sā'ea ath-thāmina wan-niṣf)	We ate at half past eight.

Exercise 3

Answer the questions using the clock prompts, as in the example:

متى الحفلة؟



الحفلة الساعة العاشرة.

١ متى الفيلم؟



٢ متى المَعْرَض؟



٣ متى الباص؟

٤ متى ذهبتَ إلى السوق؟



٥ متى أَكَلتَ جميلة؟

٦ متى رجعَ أبوك؟



٧ متى القطار؟

٨ متى سمعتمُ عن السرقة؟





كلّ يوم Every day

CD2: 35 Listen to what Mahmoud does every day (starting top right, page 217).



وبعد ذلك يَأْكُل العشاء.



ويكتب دُرُوسه.



ويشرب زجاجة كولا ولكن أخته فاطمة
تشرب فنجان شاي.



أخيراً يلبس البيجاما الساعة التاسعة إلا ربعا.

Download a PowerPoint presentation of Mahmoud's day to help you follow the sequence.

Start here



كُلَّ يَوْمٍ...

يَغْسِلُ مَحْمُودُ وَجْهَهُ السَّاعَةَ السَّابِعَةَ.



ثُمَّ يَخْرُجُ مِنَ الْبَيْتِ
السَّاعَةَ الثَّامِنَةَ.




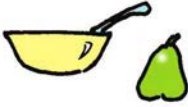

وَيَأْكُلُ الْإِفْطَارَ السَّاعَةَ
السَّابِعَةَ وَالنِّصْفَ.






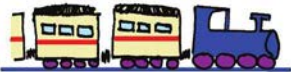

يَزِجُ السَّاعَةَ الثَّلَاثَةَ
وَالثَّلَاثَ.



وَيَذْهَبُ إِلَى الْمَدْرَسَةِ
بِالْأُتُوبِيسِ.

		
العشاء dinner	الغداء lunch	الإفطار breakfast

Means of transportation are preceded by **بـ** (bil-, by [the]):

	بِالْأُوتُوبِيسِ by bus	يَذْهَبُ ... he goes ...
	بِالطَّائِرَةِ by plane	
	بِالسَّيَّارَةِ by car	
	بِالْقِطَارِ by train	
	بِالدَّرَاجَةِ by bicycle	

He and she

Look at these sentences, taken from the picture story.

كُلَّ يَوْمٍ يَشْرَبُ مَحْمُودٌ زُجَاجَةَ كُولَا. (kull yawm yashrab maḥmūd zujājat kūlā)	Every day Mahmoud drinks a bottle of cola.
كُلَّ يَوْمٍ تَشْرَبُ فَاطِمَةُ فَنجَانَ شَايٍ. (kull yawm tashrab fāṭima finjān shāy)	Every day Fatima drinks a cup of tea.

Notice that the verb 'drinks' changes from yshrab for Mahmoud ('he', huwa) to tshrab for Fatima ('she', hiya):

(هُوَ) يَشْرَبُ

(هِيَ) تَشْرَبُ

Similarly the verb 'goes' changes from ydhhab (yadhhab) to tdhhab (tadhhab):

يذهب محمود إلى المدرسة بالأتوبيس. Mahmoud goes to school by bus.
(yadhhab maḥmūd ilā l-madrasa bil-ūtūbīs)

تذهب فاطمة إلى المدرسة بالدراجة. Fatima goes to school by bicycle.
(tadhhab fāṭima ilā l-madrasa bid-darrāja)

Exercise 4



CD2: 36

Listen to what Mahmoud's sister, Fatima, does every day, and match the sentences to the times, as in the example. (One action and one time are not mentioned, but you can complete by process of elimination.)

تَرْجِعُ مِنَ الْمَدْرَسَةِ.

تَغْسِلُ وَجْهَهَا.

تَلْبَسُ الْبِجَامَا.

تَأْكُلُ الْإِفْطَارَ.

تَخْرُجُ مِنَ الْبَيْتِ.

تَأْكُلُ الْعِشَاءَ.

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:

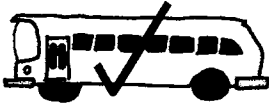
كلَّ يومٍ تغسل فاطمة وجهها الساعة السابعة والنصف ثمّ...

Negative statements



Listen to the audio and look at the pictures and sentences below:

CD2: 37



لا يذهب محمود إلى المدرسة بالسيارة، يذهب بالأوتوبيس.



لا تشرب فاطمة زجاجة كولا، تشرب فنجان شاي.

لا	يذهب			
لا	+	present verb	=	present negative

Exercise 5

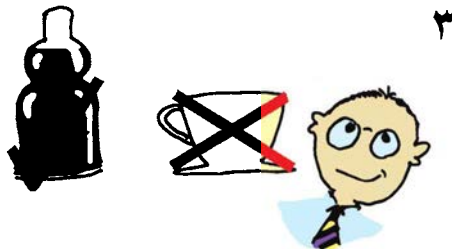
Make sentences for these pictures, following the model sentences above.



٢



٤



٣

Asking questions about every day



Listen to Mahmoud's and Fatima's teachers asking them about their everyday routines.

CD2: 38



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.

English translation	Present tense
I drink	(a <u>sh</u> rab) أَشْرَبُ
you (<i>masc.</i>) drink	(t <u>ash</u> rab) تَشْرَبُ
you (<i>fem.</i>) drink	(t <u>ash</u> rab <u>īn</u>) تَشْرَبِينَ
he drinks	(y <u>ash</u> rab) يَشْرَبُ
she drinks	(t <u>ash</u> rab) تَشْرَبُ
we drink	(n <u>ash</u> rab) نَشْرَبُ
you (<i>pl.</i>) drink	(t <u>ash</u> rab <u>ūn</u>) تَشْرَبُونَ
they drink	(y <u>ash</u> rab <u>ūn</u>) يَشْرَبُونَ

'She' and the three words for 'you' all start with ta- in the present tense. The feminine 'you' ends in -īn and the plural 'you' and 'they' end in -ūn (sometimes shortened to -ī and -ū.)

Note that when two alifs combine in Arabic, they are written as one with a wavy sign above called madda and pronounced ā. For example:

I eat (ākul) [أَ + أكل]

Exercise 6

Think of three more questions and answers each for Mahmoud and Fatima, following the examples on page 221.



You'll find more details about verbs in the present tense on the website and further practice activities in *Mastering Arabic 1 Activity Book*.

ماذا تفعل كل يوم؟ What do you do everyday?



CD2: 39

Jamila lives in Beirut with her husband, Badr. Here she is telling us about what she does everyday. Listen to Jamila, following the text and taking note of the new vocabulary, and then try the exercises on page 224.

أنا اسمي جميلة وأسكن في بيروت مع بدر، زوجي.
أنا مهندسة وأعمل في مصنع كبير خارج المدينة.

كل يوم أصحو الساعة السادسة والنصف صباحاً وأغسل وجهي. نأكل الإفطار الساعة السابعة. عادةً يشرب بدر فنجان قهوة ولكني لا أشرب القهوة، أشرب عصير البرتقال.



أخرج من البيت الساعة الثامنة إلا ثلاثاً. أذهب إلى المصنع بالقطار. أنا لا أحب الأوتوبيسات في الصباح.

خارج (khārij)	outside
أصحو (aṣḥū)	I wake up
عادةً (ʿādatan)	usually
أطبخ (aṭbukh)	I cook
غرفة الجلوس (ghurfat al-julūs)	sitting room
النادي (an-nādī)	the club
تلعب (nalʿab)	we play
كرة الريشة (kurat ar-rīsha)	badminton ('feather ball')
أنام (anām)	I [go to] sleep

أرجع من المصنع إلى البيت الساعة السادسة مساءً وعادةً أطبخ العشاء. بعد العشاء نجلس أنا وبدر معاً في غرفة الجلوس أو نذهب إلى النادي ونلعب كرة الريشة.



أخيراً أنام الساعة العاشرة والنصف.

Tip: Some Arabic verbs, such as أنام (anām, I sleep) and أصحو (aṣḥū, I wake up), have long vowels in place of one of the root letters. You'll learn more about these verbs in Unit 17.

Exercise 7

Scan Jamila's routine for the following information:

- 1 What is Jamila's job and where does she work?
- 2 What time does she wake up?
- 3 Do Jamila and Badr usually have the same drink in the morning?
- 4 What time does she leave the house?
- 5 How does she travel to work? Why does she use this means of transport?
- 6 What does she usually do when she returns in the evening?
- 7 What do she and Badr do after dinner?
- 8 What time does Jamila go to sleep?

Exercise 8

See if you can make questions to ask Jamila about her daily routine, as in the example.

- | | |
|-----------------------------|---------------------|
| 1 when/eat breakfast? | متى تأكلين الإفطار؟ |
| 2 what/drink/morning? | _____ |
| 3 leave/house/7 o'clock? | _____ |
| 4 how/go/factory? | _____ |
| 5 when/return/house? | _____ |
| 6 when/usually/cook/dinner? | _____ |
| 7 and after dinner/what/do? | _____ |
| 8 when/go to sleep? | _____ |

Now imagine you are asking a male and a group the same questions. How would the questions change? Look at the table on page 222 to remind yourself. Here is the first question to a male and a group as an example:

- | | |
|--------------|---------------------|
| 1 to a male: | متى تأكل الإفطار؟ |
| to a group: | متى تأكلون الإفطار؟ |

Exercise 9

Now talk about what *you* do everyday. Think about your daily routine. What time do you usually wake up? Eat your breakfast? Leave the house in the morning? How do you travel? When do you return from work, university (جامعة *jāmi'ca*) or school? Have dinner? What do you do in the evening?

Use Jamila's routine as a model to write a paragraph about what you do every day.



Practise talking about routine using the 'My day' questionnaire on the website.

Vocabulary learning

The *middle vowel* of the present tense changes from one verb to the next:

يَشْرَبُ	(yashrab) drinks
يَخْرُجُ	(yakhruj) goes out
يَغْسِلُ	(yaghsil) washes

There is no automatic way of knowing which is the middle vowel, but the dictionary will show the present-tense vowel separately:

غَسَلَ [غَسَلَ] (i) غَسَلَ [غَسَلَ] to wash; to clean; to bathe; to rinse
(out); غَسَلَ يَدَيْهِ to wash one's hands; غَسَلَ الْمَلَابِيسَ
to do the wash/laundry; غَسَلَ الْأَوَانِي \ الصُّحُونَ to do/

Oxford Arabic Dictionary (Oxford University Press, 2014)

غَسَلَ *gasala* (i) (*gasl*) to wash (ب ه ه s.o., s.th. with),
laundry (ب ه s.th. with); to cleanse, clean (ه s.th., e.g., the teeth);
to purge, cleanse, clear, wash (ه s.th.,

A Dictionary of Modern Arabic (Hans Wehr, Otto Harrassowitz, 1993)

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:

غَسَلَ / يَغْسِلُ *to wash*



Video: Abdou describes his daily routine

Go to the *Mastering Arabic* website to play the video of Abdou talking about his daily routine. See if you can answer these questions:

- 1 Where is Abdou from?
- 2 At which university is he studying?
- 3 What time does he wake up?
- 4 What does he usually eat and drink for breakfast? Why is it different at the moment?
- 5 How does he travel to university?
- 6 What does he do when he gets home?

Try to pick out the key information.

You'll find a transcript, a translation and an extension activity on the website.



Structure notes

The present tense

Strictly speaking, verbs in the present tense end with a vowel, either *ḍamma* (u) or *fathā* (a), but this is generally only pronounced in more formal Arabic. The present verb with the full endings would be:

I drink	(ashrabu) أَشْرَبُ
you (<i>masc.</i>) drink	(tashrabu) تَشْرَبُ
you (<i>fem.</i>) drink	(tashrabīna) يَشْرَبِينَ
he drinks	(yashrabu) يَشْرَبُ
she drinks	(tashrabu) تَشْرَبُ
we drink	(nashrabu) نَشْرَبُ
you (<i>pl.</i>) drink	(tashrabūna) تَشْرَبُونَ
they drink	(yashrabūna) يَشْرَبُونَ



Vocabulary in Unit 16

(سَاعَات) سَاعَة	(sāʿa, sāʿāt) hour/watch/clock/o'clock
كَم السَّاعَة؟	(kam as-sāʿa?) what's the time?
مَتَى؟	(matā?) when?
(دَقَائِق) دَقِيقَة	(daqīqa, daqā'iq) minute
نِصْف	(niṣf) half
ثُلُث	(thulth) third
رُبْع	(rubʿ) quarter
كُلِّ	(kull) every/all
كُلِّ يَوْم	(kull yawm) every day
عَادَة	(ʿādatan) usually
إِفْطَار	(iftār) breakfast

- غَدَاءُ (ghadā') lunch
 عَشَاءُ (‘ashā') dinner/supper
 أُوتُوْبِيْس (ات) (ūtūbīs, ūtūbīsāt) bus
 قِطَار (قطارات) (qiṭār, qiṭārāt) train
 فَعَلَ / يَفْعَلُ (fa‘al/yaf‘al) to do/to make
 ذَهَبَ / يَذْهَبُ (dhahab/yadhhab) to go
 دَرَسَ / يَدْرُسُ (daras/yadrus) to study
 غَسَلَ / يَغْسِلُ (ghasal/yaghsil) to wash
 كَتَبَ / يَكْتُبُ (katab/yaktub) to write
 خَرَجَ / يَخْرُجُ (kharaj/yakhruj) to go out/to leave
 رَجَعَ / يَرْجِعُ (raja‘/yarji‘) to return
 لَبَسَ / يَلْبَسُ (labis/yalbas) to wear/to put on
 شَرِبَ / يَشْرَبُ (sharib/yashrab) to drink
 أَكَلَ / يَأْكُلُ (akal/ya’kul) to eat
 طَبَخَ / يَطْبُخُ (ṭabakh/yaṭbukh) to cook
 صَحَا / يَصْحُو (ṣaḥā/yaṣḥū) to wake up
 نَامَ / يَنَامُ (nām/yanām) to sleep
 لَعِبَ / يَلْعَبُ (la‘ib/yal‘rab) to play
 وَجْه (وَجْوه) (wajh, wujūh) face
 دَرَسَ (دُرُوس) (dars, durūs) lesson/class
 غُرْفَةُ الْجُلُوسِ (ghurfat al-julūs) sitting room
 النَادِي (an-nādī) the club
 كُرَّةُ الرِّيْشَةِ (kurat ar-rīsha) badminton ('feather ball')
 خَارِجَ (khārij) outside (of)



You'll find links to interactive audio flashcards on the website to review the key vocabulary in *Mastering Arabic 1*, Unit 16.

17 Comparing things

The biggest in the world الأَكْبَرُ في العالمِ



Look at the pictures and listen to the audio:

CD2: 40



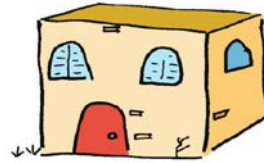
ولكن هذه البنت أطول من الولد.
هي أطول بنت في المدرسة.



هذا الولد طويل ...



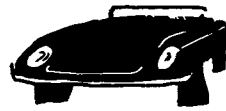
ولكن هذا القصر أقدم.
هو أقدم قصر في الدولة.



هذا البيت قديم ...



ولكن هذه السيارة أسرع.
هي أسرع سيارة في العالم.



هذه السيارة سريعة ...



برج خليفة (دبي)، أطول بناء في العالم

burj khalifa (dubay), aṭwal binā' fil-ēlam

Khalifa Tower (Dubai), the tallest building in the world



البنت. (al-bint) the girl	من (min) than	أَطْوَلُ (aṭwal) taller	هو (huwa) he (is)
القصر. (al-qaṣr) the palace	من (min) than	أَقْدَمُ (aqdam) older	هو (huwa) it (is)
هذه السيارة (hādhihi s-sayyāra) this car	من (min) than	أَسْرَعُ (asraع) faster	هي (hiya) it (is)

المدرسة. (al-madrasa) the school	في (fī) in	أَطْوَلُ وُلْدٍ (aṭwal walad) the tallest boy	هو (huwa) he (is)
الدولة. (ad-dawla) the country	في (fī) in	أَقْدَمُ قَصْرٍ (aqdam qaṣr) the oldest palace	هو (huwa) it (is)
العالم (al-ēlam) the world	في (fī) in	أَسْرَعُ سَيَّارَةٍ (asraع sayyāra) the fastest car	هي (hiya) it (is)

Comparatives and superlatives

Both *comparatives* (taller, older, etc.) and *superlatives* (tallest, oldest, etc.) are formed in Arabic using the following pattern:

أَفْعَلْ (afʿal)

taller/tallest أَطْوَلْ ← (root letters) ط/و/ل ← tall/long طویل

older/oldest أَقْدَمْ ← (root letters) ق/د/م ← old قديم

faster/fastest أَسْرَعْ ← (root letters) س/ر/ع ← fast سريع

Comparatives do not usually change according to whether they are describing something that is masculine, feminine or plural. The pattern remains the same:

هو أقدم قصر في الدولة. It's the oldest palace in the country.
(huwa aqdam qaṣr fi d-dawla)

هي أطول بنت في المدرسة. She's the tallest girl in the school.
(hiya aṭwal bint fi l-madrasa)

سيارتنا أقدم من هذه السيارة. Our car is older than this car.
(sayyārat(u)nā aqdam min hādhihi s-sayyāra)

هم أسرع من هؤلاء الأولاد. They're faster than these boys.
(hum asraʿ min hā'ulā'i 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 wāw or yā', this changes to alif maqṣūra (see page 78) in the comparative:

lighter/lightest أَخْفَ ← (root letters) خ/ف/ف ← light خفيف

sweeter/sweetest أَحْلَى ← (root letters) ح/ل/و ← sweet حلو

Exercise 1

Complete this table, as in the example. The first ten adjectives should be familiar; the last five are new.

Pronunciation	Comparative/ superlative	Meaning	Adjective
akbar	أكْبَر	big/large	كبير
			قديم
			جميل
			قبيح
			صغير
			طويل
			جديد
			شديد
			سريع
			كثير
		good	فاضل
		inexpensive / cheap	رخيص
		rich	غني
		poor	فقير
		important	هام

Exercise 2

Now choose one of the comparatives you formed in Exercise 1 to complete each sentence:

- ١ النيل نهر في العالم.
- ٢ القاهرة مدينة في أفريقيا.
- ٣ آسيا قارة (continent) في العالم.
- ٤ الفضة من الذهب.
- ٥ السيارة من الدراجة.
- ٦ اللوزة من البطيخة.

Days of the week أيام الأسبوع



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

CD2: 41

يَوْمَ السَّبْتِ	Saturday
يَوْمَ الْأَحَدِ	Sunday
يَوْمَ الْاِثْنَيْنِ	Monday
يَوْمَ الْثَلَاثَاءِ	Tuesday
يَوْمَ الْأَرْبَعَاءِ	Wednesday
يَوْمَ الْخَمِيسِ	Thursday
يَوْمَ الْجُمُعَةِ	Friday

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:

CD2: 42

يَوْمَ الْأَرْبَعَاءِ بَعْدَ يَوْمِ الْثَلَاثَاءِ. Wednesday is after Tuesday.
(yawm il-arba'ā' ba'eda yawm ath-thulāthā')

يَوْمَ الْاِثْنَيْنِ قَبْلَ يَوْمِ الْثَلَاثَاءِ. Monday is before Tuesday.
(yawm il-ithnayn qabla yawm ath-thulāthā')

(qabla) قَبْلَ = before (ba'eda) بَعْدَ = after

Exercise 3

Now complete these sentences, as in the example:

١ يَوْمَ الْجُمُعَةِ قَبْلَ يَوْمِ ٤ الْثَلَاثَاءِ قَبْلَ يَوْمِ
السَّبْتِ.

٢ يَوْمَ الْخَمِيسِ يَوْمِ ٥ السَّبْتِ بَعْدَ
الْأَرْبَعَاءِ.

(Make four more similar sentences of your own.) يَوْمِ ٣ الْأَحَدِ
الْاِثْنَيْنِ.



CD2: 43

Exercise 4

Murad is 16 years old and the oldest child. He has been allocated various tasks by his parents to help the family. Look at the list of tasks below. Then listen to Murad's weekly schedule and put a tick under the day of the week he performs each task, as in the example.

	Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.
play with little sister							
sit with grandmother (جَدَّة)							
go to bakery at 6AM	✓						
no tasks this day							
go out with the dog to the river							
write today's lessons with brother							
wash mother's car after school							

Exercise 5

Now imagine you are Murad. Look at your schedule and try to say what weekly tasks you perform. You can listen to the audio again to remind yourself of each day's task. Start like this:

يوم السبت أذهب إلى المخبز الساعة السادسة صباحاً.



يوم السبت أذهب إلى المخبز.
yawm as-sabt adh-hab ilā l-makhibaz
On Saturday I go to the bakery.

At the car rental office عند مكتب استئجار السيارات



Bashir wants to rent a car and has gone to a car rental office to enquire.

Exercise 6

Before you listen to the conversation, decide what comparisons you might need to make between different aspects of the cars available.

In the table below, make some notes of the Arabic adjectives and comparatives.

Tip: غالية / غالٍ (ghāli/ghālya) = expensive (masc./fem.)

أغلى (aghlā) = more expensive

Comparative(s)	Adjective(s)	Aspect
		price
		size
		speed
		age

Exercise 7

Listen once to the dialogue between Bashir and the employee of the car rental company and see whether you can answer the following questions:

CD2: 44

Tip: أجدّ (ajadd), newer, is often pronounced 'ajdad' in casual conversation.

- 1 For how long does Bashir want the car?
- 2 What day of the week does he want the car rental to start/to end?
- 3 How many cars is he offered in total?
- 4 What colour is the car Bashir thinks is expensive? How much is the rental?
- 5 What is the colour and size of the car he decides to rent?

Exercise 8

Listen to the dialogue in Exercise 7 for a second time. Complete the chart below which compares the cars offered to Bashir, as in the example.

CD2: 44
(replay)

سيارة ٣	سيارة ٢	سيارة ١	
		✓	أكبر
			أصغر
			أسرع
			أجدّ
			أغلى
			أرخص

Exercise 9

Put the phrases in the order you heard them in the dialogue between Bashir and the assistant, as in the example. Then listen again to check your answer.

_____ عندهنا هذه السيارة الكبيرة الجميلة. _____ بمائة وثمانين في اليوم.

_____ الحمراء أجدّ وأسرع سيارة عندهنا. _____ نعم. هذا أفضل. آخذ البيضاء.

_____ الاسم. من فضلك... _____ من متى يا سيدي؟

_____ البيضاء أرخص وأصغر. _____ بكم الحمراء؟

_____ من يوم السبت حتى الخميس. _____ غالية! هل هناك أرخص منها؟

_____ مساء الخير. أريد سيارة لخمس أيام. _____ ولكنّها قديمة. ممكن أجدّ منها؟



If you're learning in a group or with a friend, practise renting a car with the 'Car hire' role-play on the website.

Comparing past and present

مُنْذُ عَشْرِينَ سَنَةً ... ← آلَان ...



Fawzi and Fawzia have fallen on hard times. Look at the pictures of them now (الآن, al-ān) and twenty years ago (مُنْذُ عَشْرِينَ سَنَةً, mundhu eishrīn sana).



Now listen to the description and follow the text below.

CD2: 45

مُنْذُ عَشْرِينَ سَنَةً كَانَ فَوْزِي غَنِيًّا. كَانَ أَعْنَى رَجُلٍ فِي الْمَدِينَةِ...
وَلَكِنَّهُ آلَانُ فَقِيرٌ وَضَعِيفٌ.

فِي الْمَاضِي، كَانَتْ زَوْجَتُهُ فَوْزِيَّةٌ مُمَثِّلَةٌ فِي الْأَفْلَامِ السِّيْنِمَائِيَّةِ.
كَانَ لَهَا أَكْبَرُ سَيَّارَةٍ فِي الشَّارِعِ... وَلَكِنَّهَا آلَانُ فَقِيرَةٌ وَلَيْسَ لَهَا سَيَّارَةٌ،
لَهَا نَرَّاجَةٌ مَكْسُورَةٌ.

الآنُ now ← الماضي the past

كَانَ غَنِيًّا he was rich هُوَ غَنِيٌّ he is rich

كَانَتْ مُمَثِّلَةً she was an actress هِيَ مُمَثِّلَةٌ she is an actress

كَانَ لَهَا سَيَّارَةٌ she had a car لَهَا سَيَّارَةٌ she has a car

كَانَ لَهُ بَيْتٌ جَمِيلٌ he had a beautiful house لَهُ بَيْتٌ جَمِيلٌ he has a beautiful house

Tip: Arabic expresses the concept of 'ago' using the word مُنْذُ (mundhu) which literally means 'since': مُنْذُ عَشْرِينَ سَنَةً (mundhu eishrīn sana, twenty years ago), مُنْذُ يَوْمَيْنِ (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 should use the *attached pronouns* (see pages 60 and 129).

In addition, the pronunciation before the pronoun will become lākinn(a).
For example:

(lākinnahu) لَكِنَّهُ = (huwa) هو + (lākin) لكن

(lākinnahā) لَكِنَّهَا = (hiya) هي + (lākin) لكن

(lākinnī) لَكِنِّي = (āna) أنا + (lākin) لكن

Exercise 10

Complete the following paragraphs about Fawzi and Fawzia, using the words in the box. (You may only use each word once.)

ولكنّها	دجاجة	كان	جميلة	ليس
كانت	بيت	المدينة	أبيض	مُنذُ

عِشْرِينَ سَنَةً فَوْزِي غَنِيًّا. كَانَ لَهُ

جَمِيلٌ وَكَبِيرٌ فِي وَسْطِ ، وَلَكِنَّهُ الْآنَ

فَقِيرٌ وَ لَهُ بَيْتٌ .

فِي الْمَاضِي ، زَوْجَتُهُ فَوْزِيَّةٌ غَنِيَّةٌ ، وَكَانَ لَهَا

سَيَّارَةٌ وَكَبِيرَةٌ وَكَلْبٌ وَصَغِيرٌ ،

الآنَ فَقِيرَةٌ وَلَيْسَ لَهَا كَلْبٌ ، لَهَا .



Now listen to Fawzi telling us about how things used to be:

CD2: 46



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 ك/و/ن, 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:

Translation	Arabic
I was	(أنا) كُنتُ (kuntu)
you (masc.) were	(أنتَ) كُنتَ (kunta)
you (fem.) were	(أنتِ) كُنتِ (kunti)
he was	(هو) كَانَ (kāna)
she was	(هي) كَانَتْ (kānat)
we were	(نحن) كُنَّا (kunnā)
you (pl.) were	(أنتم) كُنْتُمْ (kuntum)
they were	(هم) كَانُوا (kānū)

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 *kān* (the *predicate*) is a noun or an adjective *without* *tā' marbūṭa*, you need to add the additional alif *tanwīn* (أ), as explained on page 148:

في الماضي كان فوزي غنياً. In the past Fawzi was rich.
(fī l-māḍī kāna fawzī ghanīyan)

هل كنت مدرّساً؟ Were you a teacher?
(hal kunta mudarrisan)

Exercise 11

Say and write the sentences and questions below in Arabic.

Tip: You can put *كان* (*kān*) in front of *هناك* (*hunāka*) to produce 'there was/were':
كان هناك (*kān hunāka*)

- 1 In the past Ahmed was an engineer.
- 2 Twenty years ago there was a school in this street.
- 3 The weather was hot yesterday.
- 4 Two weeks ago they were in Cairo.
- 5 I was in the office on Saturday.
- 6 The tree was taller than my house.
- 7 Where were you (*pl.*) at 9 o'clock on Wednesday?
- 8 There were a lot of restaurants here.

Exercise 12

Fill in the gaps in the sentences using the correct form of *kān*, as in the example:

١ منذُ عشرين سنةً كنتُ غنياً. ألان أنا فقير.

٢ منذ ثلاثين سنةً أحمد في الجيش. ألان هو محاسب في بنك.

٣ منذ نصف ساعة في المدرسة. ألان هم في بيوتهم.

٤ منذ تسعين سنةً الرياض مدينة صغيرة. ألان هي أكبر

مدينة في السعودية.

٥ في الماضي مدرّساً. ألان أنت ممثّل غني.

٦ منذ دقيقتين في البنك. ألان نحن عند البقال.

Exercise 13

Now join the sentences in Exercise 12 using *ولكن* (*wa-lākin*). For example:

١ منذ عشرين سنةً كنتُ غنياً ولكنني ألان فقير.

Can you make two or three comparisons in Arabic like this about *your* life now and in the past?

Weak verbs

Verbs like *kān* that have either *wāw* (و) or *yā'* (ي) as one of the root letters are called weak verbs. This is because *wāw* and *yā'* are 'weak' letters that can be pronounced as consonants (w or y) or as vowels.

Most irregularities in Arabic verbs are due to *wāw* or *yā'* 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, there are some general principles that will help you begin to get a feel for them.

Hollow verbs

Weak verbs with *wāw* (و) or *yā'* (ي) as the *second* root letter are called 'hollow' verbs since the middle root letter often disappears. *كَانَ* *kān* is a hollow verb, as are many other common verbs. Their main characteristics are:

In the past

Verbs for *huwa*, *hiya* and *hum* have a long *ā* in the middle:
 كَانَ (*kāna*), he/it was; نَامَت (*nāmat*), she slept; بَاعُوا (*bā'ū*), they sold.

The other parts of the verb have a short *u* or *i* vowel in the middle:
 كُنْتُ (*kuntu*), I was; نِمْتِ (*nimti*), you (*fem.*) slept; بَعْنَا (*bi'na*), we sold.

In the present

Hollow verbs almost always have a long vowel in the middle, usually a long *ū* or *ī*, but sometimes a long *ā*: أَزُور (*azūr*), I visit; يَنَام (*yanām*), he sleeps; يَبِيعُونَ (*yabī'ūn*), they sell.

Defective verbs

Weak verbs with *wāw* (و) or *yā'* (ي) as the *third* root letter are called 'defective' verbs. They are characterised by a long vowel at the end (مَشَى / يَمْشِي (*mashā/yamshī*), to walk; صَحَا / يَصْحُو (*ṣaḥā/yaṣḥū*, to wake up).

Defective verbs include a number of different patterns. For the moment, just try to recognise the general type.

Weak verbs in the dictionary

You will need to look up weak verbs in a dictionary using the root letters. If you see the past of a hollow verb written like this – طَار – or like this without vowels – طرت – you will not be able to tell whether the middle root letter is *wāw* or *yā'*. You may have to look in the dictionary under both roots. When you find the correct root you will see an entry like this:

طَار (طير) *ṭāra* ؛ طَارَان (طيران) *ṭayarān*) to fly; to fly away, fly off, take to the wing; to hasten, hurry, rush, fly (الى to); to be in a state of commotion, be jubilant, exult, rejoice; طَار ب to snatch away

Exercise 14 Dictionary work

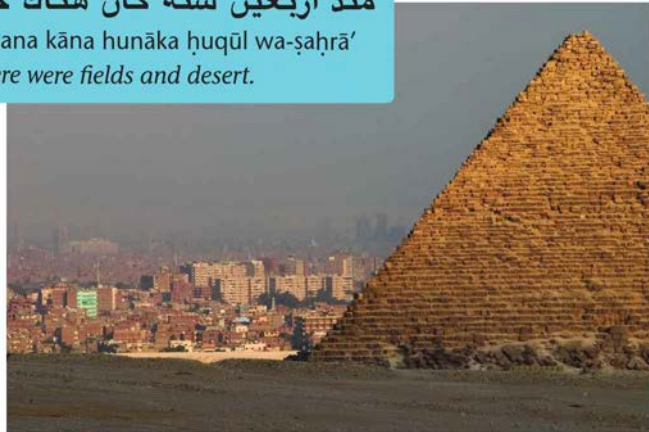
Here are some common weak verbs. Complete the table using your dictionary, as in the example:

Past الماضي	Present المَصْرَع	Root الجَذْر	Meaning
طَارَ (طَرَّتْ)	يَطِيرُ	ط/ي/ر	to fly
زَارَ _____	_____	ز/و/ر	_____
جَرَى _____	_____	_____	_____
بَاعَ _____	_____	_____	_____
عَادَ _____	يَعُودُ	_____	_____
دَعَا _____	_____	_____	_____
زَادَ _____	_____	_____	_____
_____	_____	ق/و/ل	_____
_____	_____	ش/ك/و	_____



You'll find details of *Mastering Arabic 2* on the companion website. This second level course will expand your knowledge of irregular verbs and cover more detail of how they work.

منذ أربعين سنة كان هناك حقول وصحراء.
 mundhu arbaʿīn sana kāna hunāka ḥuqūl wa-ṣaḥrā'
 Forty years ago there were fields and desert.



Exercise 15

Write an email or letter to a friend telling him or her about a day trip you took a week ago to an historic town near you. Look back at page 196 to remind yourself of some useful general opening and closing phrases. Follow this plan:

- open with some greetings
- say where you were a week ago
- 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
- there were many old houses
- you visited the museum
- in the past, the museum was a palace (the oldest in the country)
- there was a large market in the middle of town
- they sold many cheap leather bags and wooden boxes
- you walked to a small restaurant ('I walked' = مَشَيْتُ mashaytu)
- the food was cheaper than the hotel but it was delicious
- sign off with some closing phrases

This exercise is a chance for you to create your own email or letter. There's no definitive correct answer, but it is a good idea to show your writing to a teacher or an Arabic-speaking friend if possible.



Video: Mahmoud talks about the Egypt of his youth

Go to the *Mastering Arabic* website to play the video of Mahmoud talking about his memories of Egypt. See if you can answer these questions:

- 1 What was Mahmoud doing 30 years ago?
- 2 How does he compare the Cairo streets now and 30 years ago?
- 3 What could you see 30 years ago on the way to the pyramids (الأهرام al-ahrām)?
- 4 What can you see now?
- 5 What did Mahmoud cycle along by bicycle, and where used he to go?

Try to pick out the key information. You'll find a transcript, a translation and an extension activity on the website.





Vocabulary in Unit 17

- العَالَم (al-ʿālam) the world
 قَارَّة (قَارَات) (qārra, qārrāt) continent
 أَفْرِيقِيَا (afriqyā) Africa
 آسِيَا (āsyā) Asia
 بُرْج (أَبْرَاج) (burj, abrāj) tower
 حَقْل (حُقُول) (ḥaql, ḥuqūl) field
 بِنَاء (bināʾ) building/structure
 صَحْرَاء (ṣaḥrāʾ) desert
 سَرِيع (sarīʿ) fast
 حَلْو (ḥilw) sweet
 غَنِي (ghanīy) rich
 فَاقِر (faqīr) poor
 هَامَّ (hāmm) important
 رَخِيس (rakhīṣ) inexpensive/cheap
 غَالِيَة، غَالٍ (ghālin, ghālya) expensive (*masc., fem.*)
 كَثِير (kathīr) many/a lot
 أَكْثَر (akthar) more/most
 أَفْضَل (afḍal) better/best
 اِسْتِئْجَارِ السِّيَّارَات (istiʿjār as-sayyārāt) car rental
 مُمَثِّل (مُمَثِّلُون) (mumaththil, mumaththilūn) actor
 مُمَثِّلَة (مُمَثِّلَات) (mumaththila, mumaththilāt) actress
 جَدُّ / جَدَّة (jadd/jadda) grandfather/grandmother
 أُسْبُوع (usbūʿ) week
 (يَوْم) السَّبْت (yawm as-sabt) Saturday
 (يَوْم) الْأَحَد (yawm al-aḥad) Sunday
 (يَوْم) الْاِثْنَيْن (yawm al-ithnayn) Monday

الثلاثاء (يَوْم) (yawm ath-thulāthā') Tuesday

الأربعاء (يَوْم) (yawm al-arbiġā') Wednesday

الخميس (يَوْم) (yawm al-khamīs) Thursday

الجمعة (يَوْم) (yawm al-jumġa) Friday

بَعْدَ (baġda) after

قَبْلَ (qabla) before

الماضي (al-māḍī) the past

مُنْذُ (mundhu) since/ago

سَنَة (سَنَوَات) (sana, sanawāt) year

مُنْذُ عَشْرِينَ سَنَة (mundhu ġishrīn sana) 20 years ago

الْيَوْم (al-yawm) today

آلَان (al-ān) now

كان / يكون (kān/yakūn) to be

طار / يطير (ṭār/yaṭīr) to fly

باع / يبيع (bāġ, yabīġ) to sell

قال / يقول (qāl/yaqūl) to say

زار / يزور (zār/yazūr) to visit

عاد / يعود (ġād/yaġūd) to go back/return

زاد / يزيد (zād/yazīd) to increase/go up (in price, etc.)

مشى / يمشي (mashā/yamshī) to walk

رمى / يرمى (ramā/yarmī) to throw

جرى / يجري (jarā/yajrī) to run

شكا / يشكو (shakā/yashku) to complain



You'll find links to interactive audio flashcards on the website to review the key vocabulary in *Mastering Arabic 1*, Unit 17.

18 Education and business

Education: at school التعليم: في المدرسة



Look at the different school subjects and listen to the audio.

CD2: 47



الجغرافيا



التربية الدينية



التاريخ

أبت

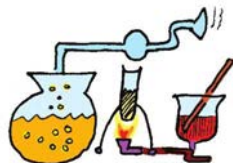
العربية

abc

الإنجليزية

$$٤ = ٢ + ٢$$

الرياضيات



الكيمياء



الموسيقى



الرسم



الرياضة

Tip: Take care to distinguish between the similar words used for sport and mathematics/arithmetic:

sport = الرياضة (ar-riyāḍa)

mathematics/arithmetic = الرياضيات (ar-riyāḍiyyāt)

Look at the timetable and try to remember the names of the subjects.

الخميس	الأربعاء	الثلاثاء	الاثنين	الأحد	السبت	
	أبت	$4=2+2$				٨:٣٠
$4=2+2$		abc	أبت	$4=2+2$	أبت	١٠:٠٠
الغداء						١٢:٠٠
						١٣:٣٠
						١٥:٠٠



What does the class study? Listen to the headteacher asking the class teacher what her class studies on Saturday morning:

CD2: 48

نُدْرَس التاريخ من الساعة
الثامنة والنصف حتَّى الساعة
العاشرة ونُدْرَس العربيَّة بعد
ذلك حتَّى الساعة الثانية عشرة.

ماذا تدرسون يوم
السبت صباحاً؟



(min ... hattā ...) ... حَتَّى ... من ... حَتَّى ... from ... until ...

Exercise 1

Look at the school timetable and make up more questions and answers between the head and the teacher for the following, following the model on page 246:

- ١ يوم الثلاثاء ظهراً
- ٢ يوم الثلاثاء صباحاً
- ٣ يوم الاثنين ظهراً
- ٤ يوم الخميس صباحاً
- ٥ يوم السبت ظهراً
- ٦ يوم الأحد ظهراً
- ٧ يوم الاثنين صباحاً

Exercise 2

Now complete this paragraph about the children's school day, as in the example.

كلّ يوم يخرجون من بيوتهم الساعة الثامنة إلا ربعاً

و إلى المدرسة بألاوتوبيس. يدرسون حتّى الساعة

وبعد ذلك الغداء.

بعد الغداء يدرسون من الواحدة والنصف

الساعة الثالثة ثم من المدرسة إلى بيوتهم.

Education: at university التعليم: في الجامعة

Here is some other useful words for talking about university life:

(muḥāḍara) مُحاضرة	lecture
(kulliyya) كُليَّة	faculty/college
(maktaba) مَكْتَبَة	library
(ustādh) أُسْتَاذ	professor/lecturer
(al-ʿulūm) الْعُلُوم	science
(al-lughāt) اللُّغَات	languages
(aṭ-ṭibb) الطَّبِّب	medicine
(al-handasa) الْهَنْدَسَة	engineering
(al-ḥuqūq) الْحُقُوق	law

Exercise 3



Listen to Hisham talking about a typical day at university.

CD2: 49

Make notes in English about the following:

- the name of his university
- his degree subject
- his daily routine.



Video: Cyrine talks about her studies

Go to the *Mastering Arabic* website to play the video of Cyrine talking about her life as a student. See if you can answer these questions:

- 1 Where does Cyrine study?
- 2 What time does she leave and return?
- 3 What does she do when she gets back?
- 4 What subjects does she like and not like?
- 5 What does she want to study at university?

You'll find a transcript, a translation and an extension activity on the website.



Arabic words in English

English words have commonly been adopted into Arabic, especially in the realm of new technology. However, 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 between Arabic-speakers and Europeans, through trade for example, .

You have already met the word قطن (quṭn), from which we get the word 'cotton', and the word جمال (jamal), from which we get 'camel'.

Exercise 4

Here are some more English words derived from Arabic. See whether you can match them to the Arabic words on the right, as in the example.

algebra	رَغْفَرَان
emir (prince)	الْكُحُول
saffron	وَزِير
alkali	الْجَبْر
vizier (minister)	تَمْر هِنْدِي *
tamarind	أَمِير
alcohol	الْقَلِي

* Literally, 'Indian dates'.

Plural pattern 5



CD2: 50

Here are two of the words from Exercise 4. Listen and repeat them with their plurals several times until you can hear the pattern.

Plural	Singular	
وَزَرَاءَ (wuzarā')	وَزِير (wazīr)	minister
أُمَرَاءَ (umarā')	أَمِير (amīr)	emir (prince)

فُعَلَاءَ (fuḥalā')

This plural pattern is used for most words referring to male humans when the singular has the pattern فَعِيل (faʿīl). It is a plural pattern that is only used for people. It cannot be used for words that are not male humans.

Exercise 5

CD2: 51

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.

سَفِير	ambassador
رئيس	president/chairman
مدير	manager
زعيم	leader
وكيل	agent
زميل	colleague/associate

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

Hamza as a root letter

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

In the case of أمير, hamza is the first root letter, and in the case of رئيس it is 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:

رؤساء (ru'asā') رئيس (ra'īs)

Hamza is listed in the dictionary under alif. So for رئيس (ra'īs) you would look under راس, and for أمير under امر.

The feminine

Note that a female minister, ambassador, etc. will have a tā' marbūṭa in the singular, with the plural made by using the sound feminine plural (-āt):

Plural	Singular	
وزيرات (wazīrāt)	وزيرة (wazīra)	(female) minister
أميرات (amīrāt)	أميرة (amīra)	princess

Exercise 6

Write out the feminine singulars and plurals for the words in Exercise 5.

fiʿāla *nouns*

Words with the فعيل (faʿīl) pattern referring to male people can often be made into general nouns from the same root letters using the pattern فِعَالَة (fiʿāla), or sometimes فَعَالَة (faʿāla). For example وزير (wazīr, minister) is changed to وزارة (wizāra, ministry).

Exercise 7

Complete the table below, as in the example. The pattern is فِعَالَة (fiʿāla), unless marked with an asterisk, in which case the pattern is فَعَالَة (faʿāla).

Meaning	General noun	Root letters
ministry	وزارة	وزر
embassy		
emirate		
agency*		
leadership*		
presidency/chairing		
colleagueship*		



You'll find more activities to help you practise these word patterns in the companion *Mastering Arabic 1 Activity Book*.

الإمارات العربية المتحدة

al-imārāt al-ʿarabīya al-muttaḥida
The United Arab Emirates (UAE)

(Emblem of the UAE with seven stars representing the seven emirates: Abu Dhabi, Dubai, Ajman, Sharjah, Fujairah, Ras al-Khaimah and Umm al-Qaiwain.)



Talking about business and politics



CD2: 52

You can combine many of the words you have learnt using the *idāfa* construction (see pages 85–6) to talk about people and places specific to business and politics. Listen to some examples:

(amīr ash-shāriqa) أمير الشارقة	the Emir of Sharjah
(sifārat al-‘irāq) سفارة العراق	the embassy of Iraq
(safīr qatar) سفير قطر	the ambassador of Qatar
(mudīr ash-sharika) مدير الشركة	the manager of the company
(ijtimā‘ az-zu‘amā’) اجتماع الزعماء	the meeting of the leaders
مؤتمر المدرّسين	the teachers’ conference
(mu’tamar al-mudarrisīn)	(‘conference of the teachers’)
(ra’īs al-wuzarā’) رئيس الوزراء	the prime minister
	(‘head of the ministers’)
(wakālat al-i‘lān) وكالة الإعلان	the advertising agency
(wazīrat aṣ-ṣiḥḥa) وزيرة الصحة	the (<i>female</i>) minister of health
(wizārat aṣ-ṣinā‘a) وزارة الصناعة	the ministry of industry
(imārat ‘ajmān) إمارة عجمان	the emirate of Ajman

Exercise 8

Now say and write these in Arabic, using the examples above as models:

- 1 the Emir of Kuwait
- 2 the agents of the company
- 3 the president of Egypt
- 4 the ambassador of China
- 5 the ministry of health
- 6 the meeting of the managers
- 7 the (*female*) minister of education
- 8 the (*male*) minister of industry
- 9 the council of ministers (i.e. the cabinet)
- 10 the leaders of Africa
- 11 the engineers’ conference (‘conference of the engineers’)
- 12 the chairing of the meeting

You could use your dictionary and the patterns above to create a list of people and places particularly relevant to you.

حياة جديدة A new life

The prime minister is concerned that his ministers are becoming out of touch with the people. He wants them to get out and see how the people really live and work. He called a meeting of his cabinet last week and now his ministers have a new routine to their working lives.



لا تعرفون الشارع ولا تسمعون الشعب.
lā taʿrafūn ash-shāriʿ wa lā tasmaʿūn ash-shaʿb
You don't know the street or hear the people.



This is how the new routine came about.

CD2: 53

خاص (khāṣṣ)	private
مُخْتَلِف (mukhtalif)	different
بداية (bidāya)	beginning
حياة (ḥayāh)	life
بدأ/يبدأ (bada'/yabda')	to begin
عرّف/يعرف (ʿaraf/yaʿrif)	to know
الشعب (ash-shaʿb)	the people

صباح كلّ يوم، يجلس الوزراء في سيارات خاصة ويذهبون إلى مكاتبهم في الوزارات.
ولكن يوم الخميس الماضي كان يوماً مختلفاً وبداية حياة جديدة.
بدأت هذه الحياة الجديدة بعد اجتماع مجلس الوزراء في الأسبوع الماضي.
قال رئيس الوزراء في هذا الاجتماع: «أنتم تجلسون في مكاتبكم ولا تعرفون الشارع ولا تسمعون الشعب.»

Exercise 9

Can you answer these questions about the ministers' new life.

- 1 How do the ministers usually travel to their offices every morning?
- 2 Which day was the beginning of a new life for them?
- 3 After what event did their new life begin?
- 4 Who told them they were out of touch?
- 5 What do you think he wants them to do to rectify the situation?

Word order and verbs

There are two key principles to remember about word order and Arabic verbs. You will build on both principles as you develop your fluency.

1 Verb and subject

The verb usually comes first in Arabic, *before* the subject (the person or thing that carries out the action), or the rest of the sentence. This is in contrast to English where we usually put the verb *after* the subject:

... قال رئيس الوزراء ... The prime minister said ...
 qāla ra'īs al-wuzarā' ('said the prime minister')

... بدأت هذه الحياة الجديدة ... This new life began ...
 bada'at hādhihi l-ḥayāt al-jadida ('began this new life')

However, the word order is flexible and you will sometimes find the subject before the verb. This is especially true of less formal Arabic as it reflects what happens in spoken dialects.

2 Singular and plural verbs

Look at the first sentence from the text on page 253:

يجلس الوزراء في سيارات خاصة ويذهبون إلى مكاتبهم ...
 The ministers sit in private cars and go to their offices ...

The ministers are the subject of the sentence. Now look at the verbs.

- The first verb is singular: يجلس (yajlis, sit).
- The second verb is plural: يذهبون (yadhabūn, go).

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.

Exercise 10

Choose a past or present verb from the box to fill each gap in the sentences. Use the masculine, feminine, singular or plural as appropriate. You can use a verb more than once or not at all. The first is an example.

قال/يقول	كتب/يكتب	ذهب/يذهب	سمع/يسمع
أكل/يأكل	جلس/يجلس	فعل/يفعل	رجع/يرجع
شرب/يشرب	خرج/يخرج	زار/يزور	عرف/يعرف

١ أمس خرج السفراء من السفارات وذهبوا إلى القصر الملكي.

٢ كل أسبوع _____ الوكلاء مكاتب الشركة و _____ القهوة مع الرئيس.

٣ الأسبوع الماضي _____ الزعماء إلى المصنع و _____ عن السيارة الجديدة.

٤ كل صباح _____ المديرية على مكتبها و _____ خطابات.

٥ كل يوم _____ الرجال سمكاً في المطعم، وبعد ذلك _____ زجاجات كولا.

٦ منذ يومين _____ وزيرة التعليم مع المدرسات.

٧ لا _____ الوزراء الشارع ولا _____ من الشعب.

٨ ماذا _____ الملكة يوم الثلاثاء الماضي ومتى _____ إلى القصر؟



You'll expand your knowledge of verb variations by using our second-level course, *Mastering Arabic 2*. Details are on the companion website.

Last Thursday يوم الخميس الماضي

On the Thursday following the cabinet meeting, all the ministers changed their routine to get out amongst the people. What did the ministers for health, education and industry do? Find out about their different days.

Listen, following the text. Don't worry about understanding every word initially. Exercises 11, 12 and 13 will help you to gradually decode the text.



CD2: 54

يوم الخميس الماضي لَمْ يذهب وزير
الصحة إلى الوزارة بالسيارة، ولكنه ركب
الأوتوبيس وذهب إلى مستشفى صغير في
مدينة بعيدة. عادةً يجلس الوزير مع
زوجته في الشرفة ويأكل الغداء في
الشمس كل يوم خميس، ولكن يوم
الخميس الماضي أكل الغداء مع الممرضات
والممرضين في كافيتريا المستشفى.



ذهبت وزيرة التعليم بالقطار إلى مدرسة
صغيرة خارج المدينة يوم الخميس
الماضي. لَمْ تكتب الوزيرة خطابات على
الكمبيوتر في مكتبها، بل سمعت من
المدرسين والمدرسات عن حياتهم وعملهم.



ويوم الخميس الماضي أيضاً لبس وزير
الصناعة قبعة بلاستيكية صفراء وذهب
إلى مصنع أسمنت مع العمال والمهندسين
في أوتوبيس المصنع. عادةً يلعب الوزير
التنيس كل يوم خميس ولكن يوم الخميس
الماضي لَمْ يلعب التنس، بل جلس مع
العمال في المصنع وشرب الشاي معهم.



Exercise 11

First listen to and scan the text on page 256 for general information. Tick the boxes matching each minister with the statements that apply to him or her, as in the example.

	Health	Education	Industry
went to a small school outside the city		✓	
went to a cement factory			
travelled by train			
usually has lunch on the balcony			
drank tea			
listened to the teachers			
usually plays tennis every Thursday			
ate lunch in a cafeteria			
put on a yellow plastic hat			
went to a distant town			
usually writes letters on the computer			

Past negative

There are two ways of making a past verb negative:

ما with <i>past verb</i>	ما شَرِبَ الشاي	} He didn't drink tea.
لَمْ with <i>present verb</i>	لَمْ يَشْرَبِ الشاي	

لَمْ 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 لَمْ and a *present verb*, but you can draw analogies with English – we say 'He *drank* tea' but 'He didn't *drink* tea'.

Tip: When لَمْ is put in front of the present verb parts for أنتَ (anti, you *fem.*), أنتم (antum, you *pl.*) and هم (hum, they), the verb loses the nūn on the end. An extra, silent alif is written after the final wāw.

you (*fem.*) didn't drink (lam tashabī) لَمْ تَشْرَبِي

you (*pl.*) didn't drink (lam tashabū) لَمْ تَشْرَبُوا

they didn't drink (lam tashabū) لَمْ يَشْرَبُوا



Practise being negative! Play the 'Contradictions' game on the website.

Exercise 12

Underline all the verbs in the text on page 256, including the negative verbs. Decide what they mean. If you're not sure of the meaning, check the verb by looking it up under its root.

Exercise 13

You should now be able to understand most of the passages on page 256. See if you can find these expressions and decide the meaning from the context and familiar vocabulary, as in the example:

he rode the bus

١ رَكَبَ أَلَاوتوبيس

٢ مَدِينَةَ بَعِيدَةَ

٣ الْمَمْرُضَاتِ وَالْمَمْرُضِينَ

٤ خَارِجَ الْمَدِينَةِ

٥ بَلَّ سَمَعَتِ

٦ عَنْ حَيَاتِهِمْ وَعَمَلِهِمْ

٧ مَصْنَعُ أُسْمَنْتِ

٨ مَعَ الْعَمَالِ

٩ قَبْعَةَ بِلَاسْتِيكِيَّةِ صَفْرَاءِ

١٠ لَمْ يَلْعَبِ التَّنِيسَ



مكتب الشركة السعودية
maktab ash-sharika as-sa'ūdiyya
The office of the Saudi company

Structure notes

More about iḍāfa

Look at these two phrases:

السفير الألمانيّ 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-safir' in Arabic, and both have the article 'al-' as the adjective describes a definite noun.

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

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

مؤتمر الوكلاء القادم the next conference of the agents

You can form an iḍāfa with three nouns:

مؤتمر وكلاء الشركة the conference of the agents of the company

Notice that the word wukalā' doesn't have 'al-' as it is no longer the *last* word in the iḍāfa.



Vocabulary in Unit 18

التعليم (at-ta'ālīm) education

الرّياضة (ar-riyāḍa) sport

التّاريخ (at-tāriḥ) history

التّربية الدّينيّة (at-tarbīyya ad-dīniyya) religious education

الجغرافيا (al-jughrāfiyā) geography

الكيمياء (al-kīmiyā') chemistry

الموسيقى (al-mūsīqā) music

الرَّسْم	(ar-rasm) drawing/art
العَرَبِيَّة	(al-ʿarabīyya) Arabic (language)
الإنجليزية	(al-injilīzīyya) English (language)
الرياضيات	(ar-riyāḍiyyāt) mathematics
مُحَاضِرَة (ات)	(muḥāḍara, muḥāḍarāt) lecture
كُلِّيَّة (كُلِّيَّات)	(kullīyya, kullīyyāt) faculty/college
مَكْتَبَة (مَكْتَبَات)	(maktaba, maktabāt) library/bookshop
أُسْتَاذ (أُسَاتِذَة)	(ustādh, asātidha) professor/lecturer
الْعُلُوم	(al-ʿulūm) science
اللُّغَات	(al-lughāt) languages
الطِّبُّ	(aṭ-ṭibb) medicine
الهِندسة	(al-handasa) engineering
الحقوق	(al-ḥuqūq) law (academic study)
وَزِير (وَزَرَاء)	(wazīr, wuzarāʾ) minister
وِزَارَة (وِزَارَات)	(wizāra, wizārāt) ministry
أَمِير (أَمْرَاء)	(amīr, umarāʾ) emir, prince
إِمَارَة (إِمَارَات)	(imāra, imārāt) emirate
سَفِير (سَفَرَاء)	(safīr, sufarāʾ) ambassador
سِفَارَة (سِفَارَات)	(sifāra, sifārāt) embassy
رئيس (رؤساء)	(raʾīs, ruʾasāʾ) president/chairman
رِئَاسَة (رِئَاسَات)	(riʾāsa, riʾāsāt) presidency/chair
رَعِيم (رُعَمَاء)	(zaʿīm, zuʿamāʾ) leader
رَعَامَة (رَعَامَات)	(zaʿāma, zaʿāmāt) leadership
وَكِيل (وُكَلَاء)	(wakīl, wukalāʾ) agent
وَكَالَة (وَكَالَات)	(wakāla, wikālāt) agency
زَمِيل (زُمَلَاء)	(zamīl, zumalāʾ) colleague/associate

زَمَالَة (زَمَالَات)	(zamāla, zamālāt) colleagueship
مُدِير (مُدْرَاء)	(mudīr, mudarā') manager
رئيس الوزراء	(ra'īs al-wuzarā') the prime minister
مجلس الوزراء	(majlis al-wuzarā') the Cabinet (council of ministers)
الإمارات العربية المتحدة	(al-imārāt al-ʿarabīya al-muttaḥida) the United Arab Emirates (UAE)
الإعلان	(al-iʿlān) advertising
شركة (شركات)	(sharika, sharikāt) company (business)
اجتماع (اجتماعات)	(ijtimāʿ, ijtimāʿāt) meeting
مؤتمر (مؤتمرات)	(mu'tamar, mu'tamarāt) conference
الصناعة	(aṣ-ṣināʿa) industry
الصحة	(aṣ-ṣiḥḥa) health
خاص	(khāṣṣ) private
مختلف	(mukhtalif) different
حياة	(ḥayāh) life
بداية	(bidāya) beginning
الشعب	(ash-shaʿb) the people
عامل (عمال)	(ʿāmil, ʿummāl) worker
بدأ / يبدأ	(bada'/yabda') to begin
عرّف / يعرف	(ʿaraf/yaʿrif) to know
ركب / يركب	(rakib/yarkab) to ride (on)
حتى	(ḥattā) until
خارج	(khārij) outside of
بل	(bal) but rather, instead



19 Future plans

Months of the year أَشْهُرُ السَّنَةِ



Look at the months and listen to the audio:

CD2: 55

٧ يوليو	١ يناير
٨ أَغْصُطُسْ	٢ فَبْرَايِرْ
٩ سِبْتَمْبَرْ	٣ مَارِسْ
١٠ أَكْتُوبَرْ	٤ أَبْرِيْلْ
١١ نَوْفَمْبَرْ	٥ مَائُو
١٢ دَيْسَمْبَرْ	٦ يُونِيُو

Exercise 1



Listen to the audio and write down the month *after* each of the eight months you hear. For example, the first answer is: **مارس** (March)

CD2: 56

Now for each of your eight answers, make sentences as follows:

١ شَهْرَ مَارِسَ بَعْدَ فَبْرَايِرْ وَقَبْلَ أَبْرِيْلْ .

The month of March is after February and before April.

Exercise 2

'Birthday' in Arabic is عيد ميلاد (عِدْ mīlād), literally 'festival of birth'. Say in which months your birthday and those of your family or friends are, like this:

عيد ميلادي في شهر ... (عِدْ mīlādī fī shahr ...) ...

My birthday is in the month of ...

عيد ميلاد أختي في شهر ... (عِدْ mīlād ukhtī fī shahr ...) ...

My sister's birthday is in the month of ...

If you look at the top of an Arabic newspaper or website, you may well see two dates: one in the Western calendar and the other in the Islamic calendar. The most famous month of the Islamic calendar is Ramadan, the month of fasting. The Islamic date will have the letter hā' (هـ) after it, which stands for hijra (هجرة) or 'flight', as the calendar starts with the Prophet Muhammad's flight from Mecca to Medina in 622AD. The Western date is followed by a mīm (م), which stands for milādīyya (ميلادية) or 'Christian'. Can you work out the two dates shown on the newspaper above?



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 Islamic calendar appear on page 288 for reference.

في المُستقبل In the future

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.

Tip:

زيارة (ziyāra)
= visit(ing)

نائب (nā'ib)
= deputy

الاقتصاد (al-iqtisād)
= the economy

الظهر	الصباح	
←	زيارة الكويت	٢٠ فبراير
٦ نائب وزير الصحة في مكنتي	٩,٣٠ مؤتمر للممرضات في فندق ماريوت	٢١ فبراير
٥ زيارة	١٠,٣٠ اجتماع مع وزير الاقتصاد	اليوم ٢٢ فبراير
٤,٤٥ أستاذة من كلية الطب في مكنتي	١١ اجتماع مع رئيس الوزراء	٢٣ فبراير
←	زيارة عمان	٢٤ فبراير



It's 11AM. What is the Minister doing today and what did he do yesterday?

اليوم فبراير ٢٢ وآلان الساعة الحادية عشرة صباحاً.

آلان يحضر وزير الصحة اجتماعاً مع وزير الاقتصاد، وسيُزور المستشفى الجديد الساعة الخامسة مساءً.

أمس، فبراير ٢١ صباحاً، حضر الوزير مؤتمراً للممرضات في فندق ماريوت، وبعد ذلك استقبل نائب وزير الصحة الساعة السادسة.

To express the future, you can simply add **سَ (sa-)** in front of a present verb:

يحضر الوزير اجتماعاً. The minister is attending a meeting.
(yaḥḍur al-wazīr ijtimāʿan)

سيحضر الوزير اجتماعاً. The minister will attend a meeting.
(sa-yaḥḍur al-wazīr ijtimāʿan)

يزور المستشفى الجديد. He is visiting the new hospital.
(yazūr al-mustashfā l-jadīd)

سيُزور المستشفى الجديد. He will visit the new hospital.
(sa-yazūr al-mustashfā l-jadīd)

استقبل الأستاذ أمس. He received the professor yesterday.
(istaqbala al-ustādh ams)

سيستقبل الأستاذ غداً. He will receive the professor tomorrow.
(sa-yastaqbil al-ustādh ghadan)

Notice that all Arabic words and particles that consist of only one letter with a short vowel, such as **سَ (sa-)**, are written together with the next word:

he will visit (sa-yazūr)	=	يُزور	+	س
and a girl (wa-bint)	=	وبنت	+	و
to Jihan/Jihan has (li-jihān)	=	لجيهان	+	ل
by car (bis-sayyāra)	=	بالسيارة	+	ب
so she returned (fa-rajaʿat)	=	فرجعت	+	ف
as a teacher (ka-mudarris)	=	كمدرّس	+	ك



Download a PowerPoint presentation to help you remember how to spell the months of the year in Arabic.

Exercise 3

(ghadan) غَدَاً	tomorrow
(ba'eda ghad) بَعْدَ غَدٍ	the day after tomorrow
(ams) أَمْسٍ	yesterday
(awwal ams) أَوَّلَ أَمْسٍ	the day before yesterday

Using the diary on page 263, fill in the gaps in this description of the minister's schedule tomorrow, 23 February:

غَدَاً، فبراير ٢٣، سيحضر الوزير مع الوزراء الساعة الحادية صباحاً. و ذلك سيستقبل من الطب في مكنتي الساعة إلا ربعاً.

Now write a similar description for his schedule on 20 February and 24 February, using the time phrases above and taking care to use the correct tense.

Exercise 4

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, and so on. In addition, think of at least one other thing that you did yesterday and the day before yesterday, and 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, if today you're going to the centre of town with your mother to eat fish and tomorrow morning you'll attend a meeting in the office, you could start something like this:

اليوم أبريل ١٤ وآلات الساعة السادسة مساءً. سأذهب إلى وسط المدينة مع أمي وسأاكل سبكا في مطعم.
غداً، أبريل ١٥، سأحضر اجتماعاً في المكتب صباحاً.

Talking about your plans **التَكَلَّمَ عَنْ خِطِّطِكَ**

You can use future verbs to talk about your plans.

سَأطِير إِلَى تُونِسِ. I will fly to Tunis.
(sa-aṭīr ilā tūnis)

سَنَذْهَبُ إِلَى النِّادِي. We will go to the club.
(sa-nadhhab ilā n-nādī)

You may want to add some more detail about the reasons for your plans. You can use the Arabic word **لِ** (li) meaning 'to' or 'in order that' and add a second verb. Notice that the second verb must also agree with the subject:

سَأطِير إِلَى تُونِسِ لِأَزُورَ جَدِّي. I will fly to Tunis to visit ('in order that I visit') my grandfather.
(sa-aṭīr ilā tūnis li-azūr jaddī)

سَنَذْهَبُ إِلَى النِّادِي لِنَلْعَبَ التَّنِيسِ. We will go to the club to play ('in order that we play') tennis.
(sa-nadhhab ilā n-nādī li-nalʿab at-tinis)

Two other useful expressions for talking about future plans are **أَمَلْ أَنْ** (āmal an) 'I hope to' and **أُرِيدُ أَنْ** (urīd an) 'I'd like to'. Again the second verb must also agree with the subject:

أَمَلْ أَنْ أَدْرُسَ الْعَرَبِيَّةَ فِي الْجَامِعَةِ. I hope to study ('that I study') Arabic at university.
(āmal an adrus al-ʿarabīya fil-jāmiʿa)

فِي الْمُسْتَقْبَلِ أُرِيدُ أَنْ أَعْمَلَ كَمُدْرَسٍ. In the future I'd like to work ('that I work') as a teacher.
(fil-mustaqbal urīd an aʿmal ka-mudarris)

أَمَلْ أَنْ أَدْرُسَ الْعَرَبِيَّةَ فِي الْجَامِعَةِ.
āmal an adrus al-ʿarabīya fil-jāmiʿa
I hope to study Arabic at university.



More detail	Second verb	Plan	Time phrase
jaddī جَدِّي (my grandfather)	لَأُزُورَ li-azūr (in order to visit)	سَأُذْهَبُ إِلَى ... sa-adhhab ilā ... (I'll go to ...)	فِي شَهْرٍ ... fī shahr ... (in the month of ...)
ṣadiqī صَدِيقِي (my friend)		سَأُسَافِرُ إِلَى ... sa-usāfir ilā ... (I'll travel to ...)	فِي الصَّيْفِ fīṣ-ṣayf (in the summer)
dirāsati دِرَاسَتِي (my studies)	لَأَبْدَأَ li-abda' (in order to begin)	سَأَرْجِعُ مِنْ ... sa-arji' min ... (I'll return from ...)	فِي الْعِطْلَةِ fīl-euṭla (in the holiday)
al-ʿarabīya العَرَبِيَّةُ (Arabic)	أُدْرِسُ adrus (study)	أَمَلُ أَنْ āmal an (I hope to)	فِي الْمُسْتَقْبَلِ fīl-mustaqbal (in the future)
at-ṭibb الطَّبِّ (medicine)			
mudarris مَدْرَسٌ (teacher)	أَعْمَلُ كـ... aʿmal ka- (work as a ...)	أُرِيدُ أَنْ urīd an (I'd like to)	بَعْدَ الْإِمْتِحَانَاتِ baʿda l-iṣṭihānāt (after the exams)
ṭabīb طَبِيبٌ (doctor)			

Exercise 5

Select elements from the table above to talk about your future plans. Follow the sequence from right to left. The table is a template and you can use it as is or adapt it to your personal circumstances. Make an oral and a written presentation. Try to record the oral presentation and play it to a native speaker, or post it online in an appropriate language-learning forum for comments if you're feeling brave.

Listen to this example to help you before you start.

فِي الصَّيْفِ سَأُذْهَبُ إِلَى بَيْرُوتَ لَأُزُورَ صَدِيقِي بِلَالٍ. فِي شَهْرِ أَوْغُسْطُسِ
سَأَرْجِعُ مِنْ لُبْنَانَ لَأَبْدَأَ دِرَاسَتِي. أَمَلُ أَنْ أُدْرِسَ الطَّبِّ فِي الْجَامِعَةِ.
فِي الْمُسْتَقْبَلِ أُرِيدُ أَنْ أَعْمَلَ كَطَبِيبِ أَوْ أَمَلُ أَنْ أُسَافِرَ إِلَى أَمْرِيكَ.



Forms of the verb: an introduction

You may have noticed that some verbs have additional features, in contrast to the basic verbs that are based only on the three root letters.

In English you can sometimes find verbs that all which have different, but related, meanings. For example, 'liquefy', 'liquidate' and 'liquidise' are all related, but not interchangeable.

Arabic takes this concept much further. The root letters of a verb can be put into a number of patterns to give different, but connected, meanings. These variations are called *forms of the verb*.

One common form doubles the middle root letter with a shadda (ّ):

فَضَّلَ/يُفَضِّلُ (faḍḍal/yufaḍḍil) to prefer; root = فَضَلَ

Another form adds a long ā after the first root letter:

سَافَرَ/يُسَافِرُ (sāfar/yusāfir) to travel; root = سَفَرَ

And yet another form puts (i)sta- before the first root letter:

اِسْتَقْبَلَ/يَسْتَقْبِلُ (istaqbal/yastaqbil) to receive; root = قَبَلَ

There are eight significant forms. At the outset the most important thing is to understand the principle of the forms of the verb. As you expand your knowledge of Arabic you will become familiar with the individual forms and the general meanings connected with them. You will still need to remember each individual verb, but understanding the patterns will help you with this.

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 197 and 222. The exception is that the first vowel of the present verb sometimes changes to 'u' rather than 'a'.

سافرنا إلى أسبانيا الصيف الماضي.
(sāfarnā ilā isbānyā aṣ-ṣayf al-māḍī) We travelled to Spain last summer.

أفضل الأكل اللبناني.
(ufaḍḍil al-akl al-lubnānī) I prefer Lebanese food.

يستقبل الأمير ضيوفاً كل يوم جمعة.
(yastaqbil al-amīr ḍuyūfan kull yawm jumʿa) The emir receives guests every Friday.

سيقابلون زينة في المكتبة.
(sa-yuqābilūn zayna fīl-maktaba) They will meet Zeinah in the library.



The second-level course *Mastering Arabic 2* covers the detailed patterns for the various forms of the verb.

Forms of the verb in the dictionary

To look up forms of the verb in the dictionary you will need to identify the root letters. In the *Oxford Arabic Dictionary*, you will find the forms written out as separate entries under the root in the past tense with alternative meanings and examples. In Wehr's dictionary, you will find the forms referred to only by Roman numerals. For example, doubling the middle root letter is form II, adding a long ā is form III, adding an initial alif is form IV and adding ista- is form X. (There is a complete list of the forms on page 286 for your reference.) Compare the dictionary entries below for verbs with the root letters سخن.

سَخَّنَ v u; سُخُونَةٌ. سَخَانَةٌ. سُخْنَةٌ to warm up, to be/become warm/hot
سَخَّنَ v to heat, to warm/heat up; سَخَّنَ الْمَاءَ to heat water
أَسَخَّنَ v to heat, to warm (up)

Oxford Arabic Dictionary (Oxford University Press, 2014)

سَخَّنَ <i>saḵuna u, saḵana u and saḵina a</i> (سُخُونَةٌ) <i>sukūna, سُخَانَةٌ saḵāna, سُخْنَةٌ sukna</i>) to be or become hot or warm; to warm (up); to be feverish II to make hot, to heat, warm (ه s.th.) IV = II
--

A Dictionary of Modern Arabic (Hans Wehr, Otto Harrassowitz, 1993)

Exercise 6

Following the information above and the vowel patterns on page 268, have a go at creating these verbs using the root and the appropriate form. You may already recognise the root from other related words.

Meaning	Present	Past	Form	Root
to heat	يُسَخِّنُ	سَخَّنَ	II	سخن
to meet			III	قبل
to teach			II	درس
to clean			II	نظف
to try			III	حول
to use			X	خدم
to mend/fix			II	صلح
to enquire			X	علم

Zeinah's plans **خِطَطُ زَيْنَةَ**



CD2: 59

Zeinah is in her last year of school. A couple of weeks ago I met her in the library. This is what Zeinah said about her plans.

سأل/يسأل to ask
(sa'al/yas'al)

خِطَطُ/خِطَاةُ plan/plans
(khiṭṭa/khiṭāṭ)

امْتِحَانُ/امْتِحَانَاتُ exam/
(imtiḥān/imtiḥānāt) exams

مَشْغُولُ (mashghūl) busy

رِيفُ (rīf) countryside

فِي الْحَقِيقَةِ actually,
(fil-ḥaqīqa) in truth

رَسْمِيٌّ (rasmī) official (adj.)

قَابَلْتُ زَيْنَةَ فِي الْمَكْتَبَةِ مِنْذَ أُسْبُوعَيْنِ
وَسَأَلْتُهَا عَنْ خِطَطِهَا لِلْمُسْتَقْبَلِ.

فَقَالَتْ زَيْنَةُ، "سَأُدْرِسُ فِي الْمَدْرَسَةِ
حَتَّى شَهْرٍ مَآيُو. شَهْرٌ يُونِيُو هُوَ شَهْرُ
الْإِمْتِحَانَاتِ. وَفِي الصَّيْفِ سَأَكُونُ
مَشْغُولَةً. فِي شَهْرِ يُولِيُو، سَأَسَافِرُ
إِلَى بَيْتِ جَدِّي وَجَدَّتِي فِي الرِّيفِ،
ثُمَّ سَأَطِيرُ إِلَى بَيْرُوتِ فِي شَهْرِ
أَغْصُطُسِ لِأَزُورَ صَدِيقَتِي فِي لُبْنَانَ.
سَأَرْجِعُ فِي سَبْتَمْبَرٍ لِأَبْدَأَ الدَّرَاسَةَ
فِي الْجَامِعَةِ."

سَأَلْتُهَا، "هَلْ تَعْرِفِينَ فِي آيَةِ جَامِعَةِ سْتَدْرُسِينَ؟"

قَالَتْ زَيْنَةُ، "فِي الْحَقِيقَةِ أَنَا لَا أَعْرِفُ آلَانَ، وَلَكِنِّي سَأَعْرِفُ فِي آخِرِ أُسْبُوعِ
مِنْ أَغْصُطُسِ. سَتَبْعَثُ الْجَامِعَةُ خِطَاباً رَسْمِيّاً. أَمَلُ أَنْ يَكُونَ الْخِطَابُ مِنْ
جَامِعَةِ أَكْسْفُورْدِ أَوْ كَمْبْرِيْدْجِ!"



Exercise 7

Write the correct month next to Zeinah's plans, as in the example.

الشهر	
مايو	الدراسة في المدرسة
	الامتحانات
	بيت الجدّ والجدة
	لبنان
	الدراسة في الجامعة

Exercise 8

Below is a translation of the text on page 270. Fill in the missing words in English, referring to the Arabic.

I met Zeinah in the _____ two weeks ago and I asked her about her _____ for the future.

Zeinah said: 'I will _____ in _____ until [the month of] May. The month of _____ is the month of exams. And in the summer I will be _____. In [the month of] July I will _____ to the _____ of my grandfather and my _____ in the countryside. Then I'll fly to _____ in August in order to _____ my _____ in Lebanon. I'll return in _____ to _____ the studies in _____.'

I asked her, 'Do you know in which _____ you'll _____?'

Zeinah said, 'Actually I don't know _____, but I will know in the last week of _____. The _____ will send an _____ letter. I hope that the letter is from the university of Oxford or _____!'

Exercise 9

Imagine you are telling another friend about Zeinah's summer plans. Start like this:

سَتَدْرُسُ زَيْنَةَ فِي الْمَدْرَسَةِ حَتَّى شَهْرٍ مَایو .
شَهْرٍ یونیو ...



Video: Abdou talks about his future plans

Go to the *Mastering Arabic* website to play the video of Abdou talking about his plans for the future. See if you can answer these questions:

- 1 Where does Abdou plan to travel after his exams?
- 2 Whom will he visit there?
- 3 When will he return and why?
- 4 What would Abdou like to achieve in the future?
- 5 What is his other hope for the future?

Try to pick out the key information.

You'll find a transcript, a translation and an extension activity on the website.



Vocabulary in Unit 19

شَهْرٌ (أَشْهُرٌ / شُهُورٌ)	(shahr, ash-hur/shuhūr) month
يَنَآيِرُ	(yanāyir) January
فِبرَايِرُ	(fibrāyir) February
مَارِسُ	(māris) March
أَبْرِيْلُ	(abrīl) April
مَآيُو	(māyū) May
يُونِيُو	(yūniyū) June
يُولِيُو	(yūliyū) July
أَغْصُطُسُ	(aghustus) August
سِبْتَمْبِرُ	(sibtambir) September
أُكْتُوبَرُ	(uktūbir) October
نُوفَمْبِرُ	(nūfambir) November
دِيسَمْبِرُ	(disambir) December
الْمُسْتَقْبَلُ	(al-mustaqbal) the future
غَدًا	(ghadan) tomorrow
بَعْدَ غَدٍ	(baʿda ghad) the day after tomorrow
أَوَّلَ أَمْسٍ	(awwal ams) the day before yesterday

عيد ميلاد	(ʿīd mīlād) birthday
زيارة (زيارات)	(ziyāra, ziyārāt) visit (<i>noun</i>)
نائب (نواب)	(nāʿib, nuwwāb) deputy
الاقتصاد	(al-iqtisād) the economy
عطلة (عطل)	(ʿuṭla, ʿuṭal) holiday
دراسة (دراسات)	(dirāsa, dirāsāt) study (<i>noun</i>)
إمتحان (إمتحانات)	(imtiḥān/imtiḥānāt) exam
خطة (خطة)	(khiṭṭa/khiṭaṭ) plan
حضر/يَحْضُر	(ḥaḍar/yaḥḍur) to attend
أمل/يَأْمَل	(amal/yaʿmal) to hope
سأل/يَسْأَل	(saʿal/yasʿal) to ask
فَضَّل/يُفَضِّل	(faḍḍal/yufaḍḍil) to prefer
سَخَّن/يُسَخِّن	(sakhkhan/yusakhkhin) to heat
صَلَح/يُصَلِّح	(ṣallah/yuṣallih) to mend/to fix
نَظَّف/يُنَظِّف	(nazḍaf/yunazḍif) to clean
دَرَّس/يُدَرِّس	(darras/yudarris) to teach
سافر/يُسَافِر	(sāfar/yusāfir) to travel
قابل/يُقَابِل	(qābal/yuqābil) to meet
حاول/يُحَاوِل	(ḥāwal/yuḥāwil) to try/to attempt
إِسْتَقْبَل/يَسْتَقْبِل	(istaqbal/yastaqbil) to receive (<i>guests, etc.</i>)
إِسْتَخْدَم/يَسْتَخْدِم	(istakhdam/yastakhdim) to use
إِسْتَعْلَم/يَسْتَعْلِم	(istaʿlam/yastaʿlim) to enquire
مَشْغُول	(mashghūl) busy
رَسْمِيّ	(rasmī) official
الريف	(ar-rīf) the countryside
في الحقيقة	(fil-ḥaqīqa) actually/in truth



On the website, you'll find a link to flashcards to review vocabulary in Unit 19.

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Review and further study

Exercise 1



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.

CD2: 60

	Arabic film	American film	French film
Thursday showing times			
Friday showing times			
Saturday showing times			

Exercise 2

Look at the clocks and give the time and date in Arabic, as in the example.

الساعة الثانية ظهراً، يوم يناير ١٤

14:00 14 JAN

١

06:30 23 OCT

٢

20:00 10 JUL

٣

16:45 15 DEC

٤

07:20 6 MAR

٥

10:55 11 APRIL

٦

Exercise 3

Fill in the table below with the past, present and future verbs according to the subject, as in the example.

Future	Present	Past	Subject	Meaning
سَأَذْهَبُ	أَذْهَبُ	ذَهَبْتُ	أَنَا	to go
			هِيَ	to drink
			أَنْتَ	to prefer
			هُوَ	to attend
			هَمْ	to say
			أَنْتِ	to take
			نَحْنُ	to enquire
			أَنْتُمْ	to visit
			هِيَ	to clean
			أَنَا	to know
			هُوَ	to run
			نَحْنُ	to travel
			هَمْ	to use
			أَنْتِ	to return
			أَنَا	to play
			أَنْتَ	to meet

Exercise 4

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.

CD2: 61

March

France/Belgium

April

May

June

July

August

September

Exercise 5

Look at the two photos of the city of Dubai, seventy years ago and today. Make as many comparisons as you can. Try to write up your comparisons in a paragraph. You could start like this:

منذ سبعين سنة كانت مدينة دبي صغيرة
ولكن الآن هي كبيرة جداً. كان هناك ...



Can you make a similar comparison for a town or an area you know well, comparing how it is now to how it was in the past?

Exercise 6

Rewrite these sentences, starting with the phrase in brackets, as in the example.

- ١ حَضَرَ الوزير أمس اجتماعاً. (كلّ يوم...) كلّ يوم، يحضّر الوزير اجتماعاً.
- ٢ ذهبت زينب أمس إلى البنك. (كلّ يوم...)
- ٣ زُزنا أوّل أمس المتحف في وسط المدينة. (غداً...)
- ٤ كل صباح أنظف المطبخ بعد الإفطار. (أمس...)
- ٥ أخذوا القطار إلى المدرسة. (يوم الخميس القادم...)
- ٦ سيذهب الأصدقاء الآن إلى المدينة وسيشربون القهوة. (السبت الماضي...)
- ٧ نساfer كلّ سنة إلى الريف ولكننا لا نركب الخيل. (السنة الماضي...)
- ٨ يوم الجمعة استقبل الأمير رئيس الوزراء. (كلّ أسبوع...)
- ٩ الصيف الماضي سافرنا إلى لبنان. (الصيف القادم...)
- ١٠ لا يلعبون كرة الريشة في النادي. (أمس...)

Exercise 7

Look at Nadia's to-do list. She has ticked off what she has done so far. Nadia is telling her friend what she has achieved today and what she has left until tomorrow. She begins like this:

صَلَّحْتُ الكُرْسِيَّ المَكْسُورَ.

I mended the broken chair.

لَمْ أُصَلِّحْ/ مَا صَلَّحْتُ الدَّرَاجَةَ

المَكْسُورَةَ. سَأُصَلِّحُهَا غَدًا.

I didn't mend the broken bicycle.

I'll mend it tomorrow.

What else could Nadia say? Continue the summary of her tasks. (There may be more than one correct answer.)

Finally, write about some tasks you have completed today and some you have left until tomorrow.



CD2: 62

**Conversation****Review**

In your final review, you're going to speak 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 conversation on the audio. 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.

حَظٌّ سَعِيدًا! Good luck!



You'll find a full transcript of the conversation on the website.

Further study

You have now come to the end of this level and we hope that it has encouraged you to continue your study of Arabic. *Mastering Arabic 1* 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 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. You will probably want to concentrate on one of the above options. However, they are not mutually exclusive, so you can keep going and sample them all.

Modern Standard Arabic

If you have an interest in understanding Arabic in the context of TV and radio programmes, internet sites, newspapers, comics, books, signs, advertisements, correspondence, conference proceedings, formal speeches, and the like, then you should continue to expand your knowledge of Modern Standard Arabic (MSA).

Mastering Arabic 1: Activity Book can either be used alongside *Mastering Arabic 1* or as a review when you have completed the course.

Mastering Arabic 2 follows on directly from the first level, employing a similarly accessible and engaging method of learning. There is a particular emphasis in the second-level course on developing your ability to understand and produce more extended and sophisticated language, as well as on regional and cultural features.

There are also a number of other programmes for MSA that will take you beyond the scope of *Mastering Arabic*. 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 use more traditional methods of teaching. In addition, a number of organisations offer online tuition, some better organised than others. Try to sign up for a sample lesson before you commit yourself.

If you are interested in continuing to study MSA, you should make sure you have good reference books and dictionaries 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 you don't already own them, we would suggest you also consider the companion books *Mastering Arabic Grammar* and *Mastering Arabic Script* (published in the US as *Easy Arabic Grammar* and *Easy Arabic Script*).

Arabic media

There is a wealth of other material for you to use to improve your knowledge of Modern Standard Arabic. The era of Arabic TV satellite stations and the

internet has triggered a renaissance and revitalisation of 'standard' Arabic. Pan-Arab communication has become much more common and immediate. 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 now used to adjusting their language to make themselves understood outside their local area.

Arabic websites and many Arabic satellite stations are available outside the Middle East. Arab newspapers, magazines and broadcast media almost always have related websites, and a few have areas especially for learners of Arabic.

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 wrote many novels which can be found outside the Arab World both in the original Arabic and in translation, as can the work of other modern Arab writers. However, Arabic literary style can be difficult for a beginner and it is better to start with graded readers designed for learners, such as *Easy Arabic Reader*, and then progress to authors who use a simpler style, such as Taha Hussein or Jibran Khalil Jibran. Children's books and fables are a good way of introducing yourself to Arabic stories. *Mastering Arabic 2* also contains some introductory samples of Arabic poetry and literature.

Look around you

If you go to a part of a 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 don't be put off if you come across material in which many of the words look 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 when they speak. So, in informal talk and chat you may suddenly hear a word or an expression which is unfamiliar.

If your main interest is in talking to Arabic-speakers in everyday informal situations, 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 present 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 interested in travelling to more than one region of the Arab world, then it is best to concentrate on the dialect of Egypt or the 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 Shakespearean English varies 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 that have translations alongside the Arabic, so that you acquire a feel for the vocabulary and style.



It only remains to wish you luck, and to hope that this course has given you the foundation you need to continue to master Arabic.

Reference material

Quick reference

The Arabic alphabet



Final	Medial	Initial	Isolated	Letter
ا	ا	ا	ا	ألف (alif)
ب	ب	ب	ب	باء (bā')
ت	ت	ت	ت	تاء (tā')
ث	ث	ث	ث	ثاء (thā')
ج	ج	ج	ج	جيم (jīm)
ح	ح	ح	ح	حاء (ḥā')
خ	خ	خ	خ	خاء (khā')
د	د	د	د	دال (dāl)
ذ	ذ	ذ	ذ	ذال (dhāl)
ر	ر	ر	ر	راء (rā')
ز	ز	ز	ز	زاي (zāy)
س	س	س	س	سين (sīn)
ش	ش	ش	ش	شين (shīn)
ص	ص	ص	ص	صاد (ṣād)
ض	ض	ض	ض	ضاد (ḍād)
ط	ط	ط	ط	طاء (ṭā')
ظ	ظ	ظ	ظ	ظاء (ẓā')
ع	ع	ع	ع	عين (ʿayn)
غ	غ	غ	غ	غين (ghayn)

Final	Medial	Initial	Isolated	Letter
ف	ف	ف	ف	فاء (fā')
ق	ق	ق	ق	قاف (qāf)
ك	ك	ك	ك	كاف (kāf)
ل	ل	ل	ل	لم (lām)
م	م	م	م	ميم (mīm)
ن	ن	ن	ن	نون (nūn)
ه	ه	ه	ه	هاء (hā')
و	و	و	و	واو (wāw)
ي	ي	ي	ي	ياء (yā')

- فتحة** (fathā) a dash above the letter, pronounced as a short 'a' after the letter, e.g. بَـ (ba)
- ضمة** (ḍamma) a comma-shape above, pronounced as a short 'u' after the letter, e.g. بُـ (bu)
- كسرة** (kasra) a dash below, pronounced as a short 'i' after the letter, e.g. بِـ (bi)
- سكون** (sukūn) a small circle above, showing that *no vowel* follows the letter, e.g. بِنْتُ (bint, girl)
- شدة** (shadda) a small 'w' shape above, showing that the letter is *doubled*, e.g. بُنُّ (bunn, coffee beans)
- مدّة** (madda) a wavy symbol written over an alif and pronounced ā, e.g. أَنَسَة (ānisa, young woman)

(Note: These symbols are not generally included in modern written Arabic. *Mastering Arabic* uses them where necessary for clarity.)



You'll find a table showing the handwritten Arabic alphabet on the companion website.



Isolated Arabic letters on a computer keyboard. Arabic software automatically changes the letters in a word to the correct form.

The Arabic verb

Past tense

The feminine plural verbs are relatively uncommon and so have not been taught. They are included here for your reference.

Example	Ending	Subject
I opened (fataḥtu) فَتَحْتُ	تُ (-tu)	أنا
you (masc.) opened (fataḥta) فَتَحْتَ	تَ (-ta)	أنتَ
you (fem.) opened (fataḥti) فَتَحْتِ	تِ (-ti)	أنتِ
he/it opened (fataḥa) فَتَحَ	ـَ (-a)	هو
she/it opened (fataḥat) فَتَحَتْ	ـَتْ (-at)	هي
we opened (fataḥnā) فَتَحْنَا	نا (-nā)	نحنُ
you (masc. pl.) opened (fataḥtum) فَتَحْتُمْ	تُمْ (-tum)	أنتم
you (fem. pl.) opened (fataḥtunna) فَتَحْتُنَّ	تُنَّ (-tunna)	أنتنَّ
they (masc.) opened (fataḥū) فَتَحُوا	وا (-ū)	هم
they (fem.) opened (fataḥna) فَتَحْنَ	نَ (-na)	هنَّ

Present/future tense

The feminine plural verbs are again included for your reference.

Example	Suffix (ending)	Prefix	Subject
I open (aftaḥ[u]) أَفْتَحُ		أَ (a-)	أَنَا
you (masc.) open (taftaḥ[u]) تَفْتَحُ		تَ (ta-)	أَنْتَ
you (fem.) open (taftaḥīn[a]) تَفْتَحِينَ	يْنِ (-īn)	تَ (ta-)	أَنْتِ
he/it opens (yafṭaḥ[u]) يَفْتَحُ		يَ (ya-)	هُوَ
she/it opens (taftaḥ[u]) تَفْتَحُ		تَ (ta-)	هِيَ
we open (naftaḥ[u]) نَفْتَحُ		نَ (na-)	نَحْنُ
you (masc. pl.) open (taftaḥūn[a]) تَفْتَحُونَ	وْنِ (-ūn)	تَ (ta-)	أَنْتُمْ
you (fem. pl.) open (taftaḥna) تَفْتَحْنَ	نَ (-na)	تَ (ta-)	أَنْتُنَّ
they (masc.) open (yafṭaḥūn[a]) يَفْتَحُونَ	وْنِ (-ūn)	يَ (ya-)	هُمْ
they (fem.) open (yafṭaḥna) يَفْتَحْنَ	نَ (-na)	يَ (ya-)	هُنَّ

* The full pronunciation includes the final vowels in square brackets, but these are more common in formal standard Arabic.

Dual verbs

There are also special verb endings for 'they' and 'you' when the subject is dual. اِ (-ā) is added to past verbs and اِنْ (-ān) to present verbs:

they both attended حَضَرَا (ḥaḍarā)

you both drank شَرِبْتُمَا (sharibtumā)

they both travel يُسَافِرَانِ (yusāfirān)

you both use تَسْتَخْدِمَانِ (tastakhdimān)

Forms of the verb

Here is a full list of the forms of the verb for your information.

Present المضارع	Past الماضي	Form
يُفَعِّلُ (yufāʿil)	فَعَّلَ (faʿʿal)	Form II
يُفَاعِلُ (yufāʿil)	فَاعَلَ (fāʿal)	Form III
يُفَعِّلُ (yufʿil)	أَفْعَلَ (afʿal)	Form IV
يَتَفَعَّلُ (yatafaʿʿal)	تَفَعَّلَ (tafaʿʿal)	Form V
يَتَفَاعَلُ (yatafāʿal)	تَفَاعَلَ (tafāʿal)	Form VI
يَنْفَعِلُ (yanfaʿil)	إِنْفَعَلَ (infaʿal)	Form VII
يَفْتَعِلُ (yaftʿil)	إِفْتَعَلَ (iftaʿal)	Form VIII
يَسْتَفَعِّلُ (yastafʿil)	اسْتَفَعَّلَ (istafʿal)	Form X



You'll find details of *Mastering Arabic 2* on the companion website. This second level course covers forms of the verb in more detail.

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 فاعِل (fāʿil):

player/(someone) playing (lāʿib) لَاعِب ← to play يَلْعَب/يَلْعَبُ

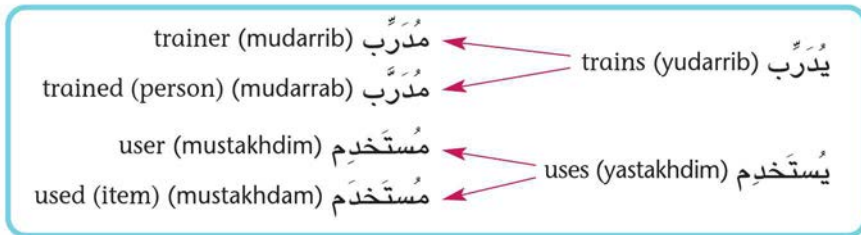
Passive participles are formed using the pattern مفعول (mafʿal):

(something) broken (maksūr) مَكْسُور ← to break يَكْسِر/يَكْسِرُ

Forms of the verb

Active and passive participles are made from forms of the verb by taking the present verb and:

- replacing the initial يَ (yu-) or يَ (ya-) with مُ (mu-)
- vowelling with a final kasra (i) for the active participle and a final fatha (a) for the passive participle:



Broken plurals

Example	Plural pattern
كَلْب (kalb) ← كِلَاب (kilāb) dog	فِعَال (fiʿāl)
صَاحِب (ṣāḥib) ← أَصْحَاب (aṣḥāb) friend/owner	أَفْعَال (afʿāl)
عُلْبَة (ʿulba) ← عُلَب (ʿulab) box/packet	فُعَل (fuʿal)
بَيْت (bayt) ← بُيُوت (buyūt) house	فُعُول (fuʿūl)
كِتَاب (kitāb) ← كُتُب (kutub) book	فُعُل (fuʿul)
شَهْر (shahr) ← أَشْهُر (ash-hur) month	أَفْعُل (afʿul)
شَارِع (shāriʿ) ← شَوَارِع (shawāriʿ) street	فَوَاعِل (fawāʿil)
وَزِير (wazīr) ← وُزَرَاء (wuzarāʿ) minister	فُعَلَاء (fuʿalāʿ)
قَمِيص (qamīṣ) ← قُمُصَان (qumṣān) shirt	فُعَلَان (fuʿalān)
مَائِدَة (māʿida) ← مَوَائِد (mawāʿid) table	فُعَائِل (fuʿāʿil)
فُنْدُق (funduq) ← فَنَادِق (fanādiq) hotel	فَعَالِل (faʿālil)
مِفْتَاح (miftāḥ) ← مَفَاتِيح (mafātiḥ) key	فَعَالِيل (faʿālīl)

Months of the year

(See page 263 for further information.)

Islamic lunar calendar

٩ رَمَضان	٥ جَمادى الأولى	١ المُحَرَّم
١٠ شَوَّال	٦ جَمادى الآخرة	٢ صَفَر
١١ ذُو القَعْدَة	٧ رَجَب	٣ ربيع الأول
١٢ ذُو الحِجَّة	٨ شَعْبان	٤ ربيع الثاني

Alternative names for Western months

September أيلول	May أيار	January كانون الثاني
October تشرين الأول	June حزيران	February شباط
November تشرين الثاني	July تموز	March آذار
December كانون الأول	August آب	April نيسان

Answers to exercises

Unit 1

Exercise 1

yā' 7	tā' 4	tā' 1
bā' 8	yā' 5	thā' 2
nūn 9	bā' 6	nūn 3

Exercise 2

بُ 7	ثِ 4	بَ 1
ثَ 8	يَ 5	نِ 2
	تِ 6	تُ 3

Exercise 3

nu 7	tu 4	bi 1
thu 8	ba 5	na 2
	ti 6	ya 3

Exercise 4

اتصالات ناجحة أعادت الأمور إلى طبيعتها بين السعودية ولبنان

Exercise 5

نبت = ن + ب + ت 4	تین = ت + ي + ن 1
يبي = ي + ب + ن + ي 5	ني = ن + ي 2
بيتي = ب + ي + ت + ي 6	تبين = ت + ب + ن 3

Exercise 6

ثَبَّتَ 4	بَيْتَ 1
يَثْبُ 5	ثَبَّتَ 2
ثَبْنُ 6	تَبِنَ 3

Exercise 7

(tunn) تُنُّ = ن + ن + ت + ن 3	(batt) بَتَّ = ت + ت + ب 1
(nayy) نَيَّ = ي + ي + ن 4	(bayyin) بَيِّن = ن + ي + ي + ب 2

Exercise 8

A4 (tibn, hay) B3 (bayt, house) C1 (bint, girl/daughter)
D2 (bunn, coffee beans) E5 (bayna, between)

Unit 2**Exercise 1**

See the table on page 13.

Exercise 2

(bard) بَرْد = (d) د + (r) ر + (ba) ب 1
(ward) وَرْد = (d) د + (r) ر + (wa) و 2
(rabw) رَبْو = (w) و + (b) ب + (ra) ر 3
(badhr) بَدْر = (r) ر + (dh) ذ + (ba) ب 4
(birr) بِرْ = (r) ر + (r) ر + (bi) ب 5
(yathibu) يَثْبُ = (bu) ب + (thi) ث + (ya) ي 6
(thawb) ثَوْب = (b) ب + (w) و + (tha) ث 7
(daraz) دَرَز = (z) ز + (ra) ر + (da) د 8

Exercise 3

زَيْن 9	يُرِيد 5	وَزِير 1
وَارِد 10	بَرِيد 6	دَيْن 2
	بَيْن 7	دَيْن 3
	بَيْن 8	بَيْت 4

Exercise 4

5 نار

1 بَدْر

6 دار

2 نور

7 بَرْد

3 رَدّ

8 يَزِيد

4 نَادِر

Exercise 5

zaynab 4

zayn 1

nādir 5

dīnā 2

zayd 6

badr 3

A4

B3

C1

D3

Exercise 6

3 أنا دينا.

1 أنا زينب.

4 أنا بدر.

2 أنا زين.

Exercise 7

أنا نادر.

1 أنا زينب وأنت؟

أنا دينا.

2 أنا زين وأنت؟

Unit 3**Exercise 1**

6 خ ح ()

1 خ ح ()

7 خ ح ()

2 خ ح ()

8 خ ح ()

3 خ ح ()

9 خ ح ()

4 خ ح ()

10 خ ح ()

5 خ ح ()

Exercise 2

(midḥat) 5A	(aḥmad) 1G
(ukht) 6H	(najjār) 2D
(akh) 7B	(baḥḥār) 3F
(najāḥ) 8E	(mawj) 4C

Exercise 3

5	ب + ح + ر = بحر	1	ن + ح + ت = نحت
6	أ + م + ه = أمه	2	ب + ه + ي = بهي
7	ه + ا + م + د = هامد	3	ج + م + د = جمد
8	ن + ج + ز = نجز	4	ي + ت + ي + ه = يتيه

Exercise 4

1 feminine	4 feminine	7 masculine
2 feminine	5 feminine	8 masculine
3 masculine	6 feminine	

Exercise 5

4	هذه خيمة.	1	هذا حمار.
5	هذه زجاجة.	2	هذه دجاجة.
6	هذه بنت.	3	هذا نهر.

Exercise 6

sister	أُخْت
daughter	بِنْت
mother	أُمُّ
husband	زَوْج
brother	أَخ
wife	زَوْجَة
son	ابْن
father	أَب

Exercise 7

- 1 مدحت هو ابن أحمد. 4 وردة هي بنت/ابنة جيهان.
 2 وردة هي أخت مدحت. 5 جيهان هي أمّ وردة.
 3 أحمد هو زوج جيهان. 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:

أنور هو أبو زينب. (anwar huwa abū zaynab) Anwar is Zaynab's father.

بدر هو أخو زينب. (badr huwa akhū zaynab) Badr is Zaynab's brother.

Unit 4

Exercise 1

- | | | |
|----------|---------|---------|
| 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 |

Exercise 2

E6 5D B4 F3 A2 C1

Exercise 3

- 1 هي ممرضة. 4 هو محاسب.
 2 هو مهندس. 5 هو نجار.
 3 هي خبّازة. 6 هي مهندسة.

Exercise 4

Family member	Name	Occupation
me	Anwar	photographer
wife	Nur	engineer
father	Hassan	carpenter
mother	Shadya	accountant
brother	Badr	accountant

Exercise 5*Feminine plural**Masculine plural*

خَبَّازَات

خَبَّازُونَ

محاسبَات

محاسبُونَ

ممرّضَات

ممرّضُونَ

مهندسات

مهندسون

نجّارات

نجّارون

Exercise 6

- 1 نحن ممرّضات. 2 نحن مهندسون.
 هنّ ممرّضات. هم مهندسون.
 3 نحن مصوّرات. 4 نحن محاسبون.
 هنّ مصوّرات. هم محاسبون.
 5 نحن مهندسون. 6 نحن نجّارون.
 هم مهندسون. هم نجّارون.

Optional exercise (Structure notes)

- 1 هي ممرّضةٌ (mumarridatun). 4 هو محاسبٌ (muḥāsibun).
 2 هو مهندسٌ (muhandisun). 5 هو نجّارٌ (najjārun).
 3 هي خبّازةٌ (khabbāzatun). 6 هي مهندسةٌ (muhandisatun).

Unit 5

Exercise 1

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

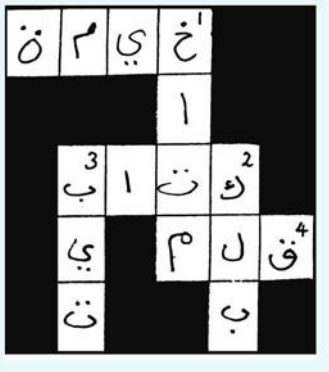
Exercise 2

كلمات أمير قطر الصادقة
تعكس عمق علاقات الشعبين الشقيقين

Exercise 3

- 1 هذا كتاب. 2 هذا مفتاح. 3 هذا قلم.
4 هذه حقيبة. 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. 4 وهذه المدينة قبيحة.
 2 وهذا القميص أسود. 5 هذه السيارة قديمة.
 3 هذه المدينة جميلة. 6 وهذه السيارة جديدة.

Exercise 7

(Model answers: yours may vary slightly.)

- هذا مفتاح محمّد وهو أسود.
 هذه دراجة محمّد وهي مكسورة وقديمة.
 هذا قميص محمّد وهو أبيض. قميصه قديم.
 هذا كلب محمّد وهو أسود. كلبه جميل وخفيف.
 هذا قلم محمّد وهو أبيض. قلمه جديد.
 هذا مفتاح جيهان وهو أبيض.
 هذه سيارّة جيهان. سيارتها جديدة وجميلة.
 هذه حقيبة جيهان وهي قديمة.
 هذا خاتم جيهان وهو جميل.

Exercise 8

Try to check your descriptions with an Arabic-speaker.

Unit 6**Exercise 1**

- | | |
|-----|-----|
| 5 ص | 1 ط |
| 6 س | 2 ت |
| 7 ض | 3 ظ |
| 8 د | 4 ذ |

Exercise 2

- | | | | |
|-----|-----|-----|-----|
| 1 ✓ | 3 ✗ | 5 ✓ | 7 ✗ |
| 2 ✗ | 4 ✓ | 6 ✗ | 8 ✓ |

Exercise 3

Name	Printed	Handwritten
alif	ا	ا
bā'	ب	ب
tā'	ت	ت
thā'	ث	ث
jīm	ج	ج
hā'	ح	ح
khā'	خ	خ
dāl	د	د
dhāl	ذ	ذ
rā'	ر	ر
zāy	ز	ز
sīn	س	س
shīn	ش	ش
ṣād	ص	ص

Name	Printed	Handwritten
ḍād	ض	ض
ṭā'	ط	ط
ẓā'	ظ	ظ
ʿayn	ع	ع
ghayn	غ	غ
fā'	ف	ف
qāf	ق	ق
kāf	ك	ك
lām	ل	ل
mīm	م	م
nūn	ن	ن
hā'	ه	ه
wāw	و	و
yā'	ي	ي

Exercise 4

j12 f11 c10 b9 g8 i7 e6 l5 k4 h3 a2 d1

Exercise 5

5 ط + ي + ن = طين

6 ن + ع + م = نعم

7 ب + غ + د + ا + د = بغداد

8 م + س + ق + ط = مسقط

1 ع + ل + ي = علي

2 ج + م + ع = جمع

3 غ + ط + س = غطس

4 ظ + ل + م = ظلم

Exercise 6

Sun letter?	Initial letter	Word
x	ب	البنيت
✓	ت	التين
✓	ث	الثوب
✓	ن	النهر
x	ي	الياسمين
✓	د	الدجاجة
✓	ذ	الذباب
✓	ر	الراديو
✓	ز	الزجاجة
x	و	الولد
x	ف	الفيلم
x	ق	القميص
x	ك	الكتاب
✓	ل	الليمون
✓	ط	الطين
✓	ظ	الظاهر
x	ع	العرب
x	غ	الغرب

Exercise 7

- 1 هذا كرسي. d
 2 هذه خزانة. c
 3 هذه مائدة. f
 4 هذا باب. h
 5 هذا شبّاك. b
 6 هذا تليفزيون. g
 7 هذا سرير. a
 8 هذه صورة. e

Exercise 8

- 1 هل هذه خزانة؟ 4 هل هذا كلب؟
لا هي مائدة. نعم، هو كلب.
- 2 هل هذا كتاب؟ 5 هل هذه درّاجة؟
لا، هو قلم. لا، هي سيّارة.
- 3 هل هذا مفتاح؟ 6 هل هذا شبّاك؟
لا، هو خاتم. نعم، هو شبّاك.

Exercise 9

- 1 الزجاجة تحت المائدة. 4 الصورة بجانب الشبّاك.
- 2 الجريدة على الكرسيّ. 5 الكلب في الحقيبة.
- 3 الحمار بين الخيمة والسيّارة. 6 الصورة فوق التليفزيون.

Exercise 10

- 1 نعم، هو بجانب المائدة. 6 لا، هو على المائدة.
- 2 التليفزيون على المائدة. 7 السرير تحت الشبّاك.
- 3 المائدة بين الخزانة 8 لا، هو بجانب الخزانة.
- والكرسيّ. 9 هي على الخزانة.
- 4 نعم، هي بجانب الشبّاك. 10 نعم، هي بين الكرسي
والخزانة.
- 5 الخزانة بجانب الباب.

Exercise 11

1 On the River Nile between Luxor and Aswan. 2 In the morning.
3 Large and beautiful. 4 The bed is large and beside the window,
the table is small and the cupboard is also small. 5 The television is above
the cupboard; it's new and unbroken.

Exercise 12

- | | |
|---------------------|-----------------------|
| 5 بين الأقصر وأسوان | 1 على المَرَكَب |
| 6 كَذَلِكَ | 2 في الصَّبَاح |
| 7 جَدِيد وسَلِيم | 3 بِجَانِبِ الشُّبَاك |
| 8 نَهْر النَيل | 4 فَوْق الخِرَانَة |

Unit 7

Exercise 1

A2 B4 C1 D3

- 1 بدر محاسب وهو في البنك.
- 2 زينب ممرضة وهي في المستشفى.
- 3 زين مدرّسة وهي في المدرسة.
- 4 أحمد مهندس وهو في المصنع.

Exercise 2

- | | |
|-----|------|
| 1 ✓ | 6 ✗ |
| 2 ✓ | 7 ✓ |
| 3 ✗ | 8 ✗ |
| 4 ✓ | 9 ✓ |
| 5 ✗ | 10 ✗ |

Exercise 3

- 1 هناك تليفزيون على المائدة ولكن ليس هناك زجاجة.
- 2 هناك سيارة في الشارع ولكن ليس هناك درّاجة.
- 3 هناك ولد بجانب الكرسي ولكن ليس هناك بنت.
- 4 هناك كلب تحت الشجرة ولكن ليس هناك حمار.

Exercise 4

- 1 هناك سيّارة جديدة أمام المصنع.
- 2 هناك قلم مكسور على المائدة.
- 3 أنا في سيّارتي الجديدة الجميلة.
- 4 ليس هناك شجر بجانب المستشفى.
- 5 هناك مدرّس جديد في المدرسة.
- 6 بدر محاسب في البنك الجديد.

Exercise 5

- 1 هذه الدراجة كبيرة. 4 هذه البنت قويّة.
- 2 هذا الولد طويل. 5 هذه البنت قصيرة.
- 3 هذه الدراجة صغيرة. 6 هذا الولد ضعيف.

Exercise 6

Here is a translation of the advertisement:

A large and beautiful apartment!

- In the town of Marrakesh
- Sharif Street
- Near the hospital
- Between the university and Ibn Sina school
- There are beautiful palm trees in front of the house and a large balcony

Telephone: 442 137891

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 school gate/door.

Unit 8

Exercise 1

1 م + ص + ر = مصدر

2 ع + م + ا + ن = عُمان

3 د + م + ش + ق = دمشق

4 م + س + ق + ط = مسقط

5 ل + ب + ن + ا + ن = لبنان

6 ب + ي + ر + و + ت = بيروت

7 ب + غ + د + ا + د = بغداد

Exercise 2

Word with الـ	Meaning	Sun letter?	Initial letter	Word
(al-bayt) أَلْبَيْتُ	house	✗	ب	بيت
(an-nahr) أَلْنَهْرُ	river	✓	ن	نهر
(al-khayma) أَلْخَيْمَةُ	tent	✗	خ	خيمة
(al-madīna) أَلْمَدِينَةُ	town/city	✗	م	مدينة
(az-zujāja) أَلزُّجَاجَةُ	bottle	✓	ز	زجاجة
(ash-shaqqā) أَلشَّقَّةُ	apartment	✓	ش	شقة
(at-tīn) أَلتَّيْنُ	figs	✓	ت	تين
(al-kitāb) أَلْكِتَابُ	book	✗	ك	كتاب
(as-sayyāra) أَلسَّيَّارَةُ	car	✓	س	سيارة
(ad-darrāja) أَلدَّرَاجَةُ	bicycle	✓	د	دراجة
(al-qamīṣ) أَلْقَمِيصُ	shirt	✗	ق	قميص
(al-ḥaqlba) أَلْحَقْبِيَّةُ	bag	✗	ح	حقيبة
(al-yamīn) أَلْيَمِينُ	right (side)	✗	ي	يَمِين
(aṣ-ṣūra) أَلصُّورَةُ	picture	✓	ص	صورة
(al-ghurfa) أَلْغُرْفَةُ	room	✗	غ	غرفة
(al-jarīda) أَلْجَرِيدَةُ	newspaper	✗	ج	جريدة
(aṭ-ṭālib) أَلطَّالِبُ	student	✓	ط	طالب
(al-walad) أَلْوَلَدُ	boy	✗	و	وَلَد

Exercise 3

أحمد/زيد/أنور/حسين/محمد/مدحت/بدر	male
زينب/جيهان/دينا	female
نور/زين	both

Exercise 4

father حسين	mother جيهان
son أحمد	elder daughter زينب
	younger daughter دينا

Exercise 5

ن	و	ف	ا	ق
ي	م	ظ	ث	م
ح	ه	ش	ص	م
س	ن	ج	ا	ر
ق	د	ض	ذ	ض
ش	س	ت	م	ة
ر	ط	خ	د	ي
ن	ه	ب	ر	و
م	ح	ا	س	ب
و	ج	ز	ل	ا
ش	م	ت	ط	خ

Feminine pl.	Feminine sing.	Masculine pl.	Masculine sing.
مدرّسات	مدرّسة	مدرّسون	مدرّس
مهندسات	مهندسة	مهندسون	مهندس
نجّارات	نجّارة	نجّارون	نجّار
خبّازات	خبّازة	خبّازون	خبّاز
ممرّضات	ممرّضة	ممرّضون	ممرّض
محاسبات	محاسبة	محاسبون	محاسب

Exercise 6

1 جريدة 3 زينب 5 مصنع 7 كتاب
2 هل 4 هناك 6 أخت 8 باب

Exercise 7

1 هذه سيّارة. 5 هذا سرير. 9 هذه حقيبة.
2 هذا مفتاح. 6 هذا باب. 10 هذا كرسيّ.
3 هذا كتاب. 7 هذا تليفزيون. 11 هذا كلب.
4 هذه درّاجة. 8 هذا شبّاك. 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 جديد ... قديم كبير ... صغير
طويل ... قصير قويّ ... ضعيف أسود ... أبيض
قبيح ... جميل ثقيل ... خفيف

(Model answer: yours may vary slightly.)

هذه صورة بيت جميل، وعلى يمين البيت هناك شجرة
طويلة. لَوْن هذا البيت الجميل أبيض، ولكن الباب
أسود. أمام البيت هناك سيّارة جديدة ولكن على
يسار السيّارة هناك درّاجة مكسورة، والدراّجة أمام
الشجرة الطويلة.

هناك دجاجة صغيرة تحت السيّارة. 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

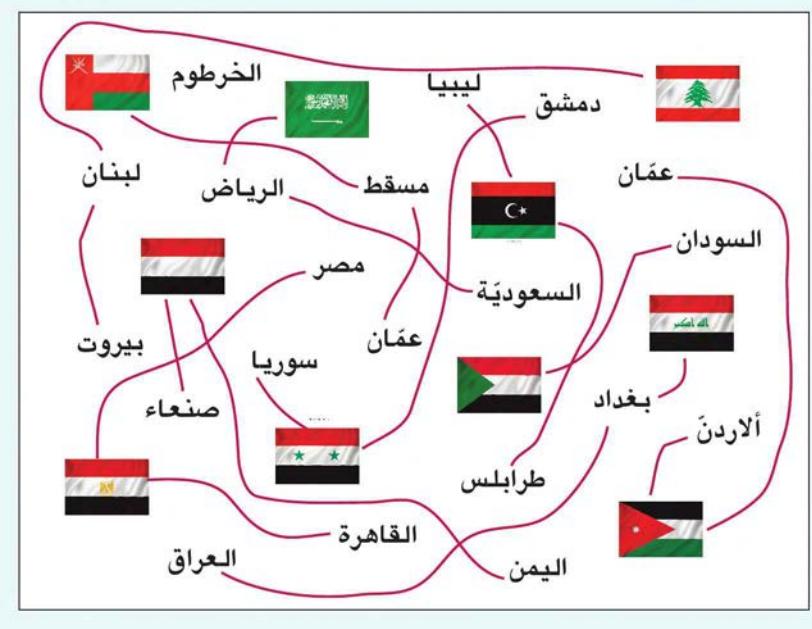
- 1 هذا قلّمي.
- 2 هذا بيتي.
- 3 هذه درّاجتي.
- 4 هذه سيارتي.
- 5 هذا قلم زينب. هذا قلمها.
- 6 هذا بيت نادر. هذا بيته.
- 7 هذه درّاجة زين. هذه درّاجتها.
- 8 هذه سيارة زيد. هذه سيارته.

Unit 9

Exercise 1

- 1 لا، هي في مصر.
- 2 لا، هي في العراق.
- 3 نعم، هي في السعودية.
- 4 هي في الأردن.
- 5 نعم، هي بين السعودية وسوريا.
- 6 هي في عُمان.
- 7 لا، هي بجانب مصر.
- 8 نعم، هي بجانب عُمان.

Exercise 2



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 الأردنّ وهي عاصمة الأردنّ.
- 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 عُمان وهي عاصمة عُمان.
- 10 صنعاء في اليمن وهي عاصمة اليمن.

Exercise 4

- 1 أسوان في جنوب مصر.
- 2 سيوة في غرب مصر.
- 3 الإسكندرية في شمال مصر.
- 4 بور سعيد في شرق مصر.

Exercise 5

1C 2A 3F 4E 5G 6H 7I 8B 9D

Exercise 6

الدولة	Country	الجنسية	Nationality
الأردن		أردني	
العراق		عراقي	
اليابان		ياباني	
أمريكا		أمريكي	
أسبانيا		أسباني	
روسيا		روسي	
الصين		صيني	
عمان		عماني	
إيطاليا		إيطالي	
سوريا		سوري	
لبنان		لبناني	
مصر		مصري	
السعودية		سعودي	
فرنسا		فرنسي	
ألمانيا		ألماني	
إنجلترا		إنجليزي	

Exercise 7

- 1 هو من الأردن. هو أردني. 5 هو من السعودية. هو سعودي.
- 2 هو من روسيا. هو روسي. 6 هي من لبنان. هي لبنانية.
- 3 هي من مصر. هي مصرية. 7 هو من أمريكا. هو أمريكي.
- 4 هي من إيطاليا. هي إيطالية. 8 هي من ليبيا. هي ليبية.

Exercise 8

A3 B1 C5 D2 E4

- A هو من نيو يورك. هو أمريكي. D هم من موسكو. هم روس.
 B هي من طوكيو. هي يابانية. E هنّ من مدريد. هنّ أسبانيات.
 C هم من الرياض. هم سعوديون.

Exercise 9

- 1 هو مصريّ. 9 نحن إنجليز.
 2 هل أنت أمريكية؟ 10 هل هو صيني؟
 3 هم لبنانيون. 11 هم عراقيون.
 4 نحن فرسنيون. 12 نحن أسبانيات.
 5 هي سعودية. 13 هي أردنية.
 6 هل أنتم عُمانيون؟ 14 هل هنّ سودانيا؟
 7 هل أنت ألماني؟ 15 هل أنتم روس؟
 8 هنّ يابانيات.

Exercise 10



Exercise 11

(Model description: yours may vary slightly.)

محمد نور طبيب في دمشق. محمد سوري ولكن زوجته
زينب يمنية. زينب ممرضة في دمشق.

Unit 10**Exercise 1**

See pages 118–19.

Exercise 2

2 rivers	٤ نهران/ين	2 books	١ كتابان/ين
2 newspapers	٥ جريدتان/ين	2 keys	٢ مفتاحان/ين
2 nations	٦ دولتان/ين	2 schools	٣ مدرستان/ين

Exercise 3

٤ خمسة بالونات	١ ثلاثة تليفونات
٥ حقيبتان/حقيبتين	٢ ستّ زجاجات
٦ عشر ممرّضات	٣ نجّاران/نجّارين

Exercise 4

١ هناك كم سيّارة في الصورة؟ هناك خمس سيّارات.
٢ هناك كم شجرة في الصورة؟ هناك ستّ شجرات.
٣ هناك كم ممرّضة في الصورة؟ هناك ثلاث ممرّضات.
٤ هناك كم كلبًا في الصورة؟ هناك كلبان.
٥ هناك كم مهندسًا في الصورة؟ هناك أربعة مهندسين.
٦ هناك كم زجاجة في الصورة؟ هناك زجاجتان.

Exercise 5

– بكم كيلو التفاح؟ كيلو التفاح بثمانية جنيهاً.
– بكم كيلو البطاطس؟ كيلو البطاطس بثلاثة جنيهاً.
– بكم كيلو البرتقال؟ كيلو البرتقال بستّة جنيهاً.
– بكم كيلو الطماطم؟ كيلو الطماطم بأربعة جنيهاً.
– بكم كيلو المنجة؟ كيلو المنجة بعشرة جنيهاً.

Exercise 6

Your conversations will vary depending on which fruit you choose and how many kilos you want. Try to check your answer with an Arabic-speaking friend or teacher.

Exercise 7

- بكم الصندل من فضلك؟
 – بكم السلة من فضلك؟
 – بكم الطبلية من فضلك؟
 – بكم التي-شيرت من فضلك؟
 – بكم القلادة من فضلك؟
 – بكم الطبق من فضلك؟

Exercise 8

- أريد قلادة ذهب/فضة من فضلك. I'd like a gold/silver necklace, please.
 أريد خاتم ذهب/فضة من فضلك. I'd like a gold/silver ring, please.
 أريد صندل جلد من فضلك. I'd like some leather sandals, please.
 أريد تي-شيرت قطن من فضلك. I'd like a cotton T-shirt, please.
 أريد قميص حرير/قطن من فضلك. I'd like a silk/cotton shirt, please.
 أريد زجاجة زجاج من فضلك. I'd like a glass bottle, please.
 أريد كرسي خشب من فضلك. I'd like a wooden chair, please.
 أريد حقيبة جلد من فضلك. I'd like a leather bag, please.
 أريد طبق نحاس/فضة من فضلك. I'd like a copper/silver plate, please.

Exercise 9

(Model answers: yours may vary slightly.)

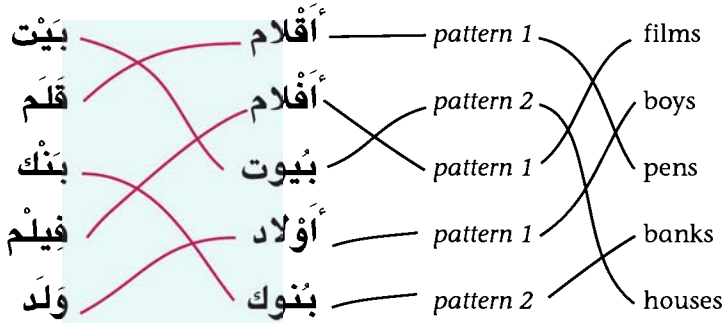
- ١ عند سارة سيارة كبيرة. ٦ لأنور كلب أسود صغير.
 ٢ لي أخت في المغرب. ٧ معي مفتاحان.
 ٣ لمحمد حقيبة جديدة. ٨ هل عندكم برنقال؟
 ٤ عندنا طبق فصة جميل. ٩ هل معك قلم؟
 ٥ عندهم ثلاثة تليفزيونات. ١٠ هل عندك سيارة؟

Unit 11

Exercise 1

General meaning	Root	Word
calculating	ح/س/ب	محاسب
bigness	ك/ب/ر	كبير
carving (wood)	ن/ج/ر	نجار
opening	ف/ت/ح	مفتاح
sealing (a letter)	خ/ت/م	خاتم
moving along	د/ر/ج	درّاجة
producing	ص/ن/ع	مصنع
falling sick	م/ر/ض	ممرضة
studying	د/ر/س	مُدّرّس + مدرّسة

Exercise 2



Exercise 3

ألوان	لَوْن (lawn) colour
أطباق	طَبَق (ṭabaq) plate
أصحاب	صَاحِب (ṣāhib) owner/friend
أشكال	شَكْل (shakl) shape
أوقات	وَقْت (waqt) time
أسعار	سَعْر (siḡr) price
أعلام	عَلَم (ʿalam) flag

Exercise 3 (continued)

أَكْوَاب	كُوب (kūb) glass/tumbler
أَعْوَام	عَام (ēām) year
سُيُوف	سَيْف (sayf) sword
قُلُوب	قَلْب (qalb) heart
مُلُوك	مَلِك (malik) king
شُمُوع	شَمْعَة (shamʿa) candle
شُيُوخ	شَيْخ (shaykh) sheikh

Exercise 4

- ١ هذه قلوب. ٢ هذه بيوت. ٣ هؤلاء أولاد.
٤ هذه أطباق. ٥ هذه أشكال. ٦ هؤلاء شيوخ.

Exercise 5

- ١ هذه بيوت. ٦ أين البنوك؟
٢ هؤلاء أولاد. ٧ الدراجات خفيفة.
٣ هل هذه سيوف؟ ٨ هذه أعلام من أين؟
٤ هذه أكواب مكسورة. ٩ هل هؤلاء مدرسون؟
٥ هذه الشموع جميلة. ١٠ لا، هم محاسبون.

Exercise 6

- أريد ستة أطباق ورق، من فضلك.
أريد عشرة أكواب بلاستيك، من فضلك.
أريد ستّ قبعات، من فضلك.
أريد سبع زجاجات كولا، من فضلك.
أريد خمس شموع، من فضلك.
أريد تسعة أكياس بلاستيك، من فضلك.

Exercise 7

Root letters	Feminine adj.	Masculine adj.	Colour
خ/ض/ر	خَضْرَاء	أَخْضَرَ	green
ز/ر/ق	زَرْقَاء	أَزْرَقَ	blue
س/و/د	سَوْدَاء	أَسْوَدَ	black
ص/ف/ر	صَفْرَاء	أَصْفَرَ	yellow

Exercise 8

- ١ قميص أحمر
٢ سيارة حمراء
٣ أطباق بيضاء
٤ زجاجات خضراء
٥ أكياس صفراء
٦ الكلب الأسود
٧ الدراجة الزرقاء
٨ الشموع الصفراء

Exercise 9

- 1 8 Sudan Street (next to the hospital). 2 Do you have children at school?
3 10 September. 4 Yes. 5 The shoes. 6 The black pens.

Exercise 10

pens (blue)	4.75
pens (black)	4.25
shirt	17.00
trousers	25.50
caps	12.50
shoes	34.00
big bag (green)	27.50
small bag (yellow)	16.25

Exercise 11

- ١ سروال
٢ أحذية
٣ حتى
٤ أسعار رائعة
٥ للرياضة
٦ للعام الجديد
٧ أفضل أسعار في المدينة
٨ موقعا على الإنترنت

Exercise 12

Your advertisement will vary depending on which items and prices you choose.
Try to check your advertisement with an Arabic-speaking friend or teacher.

Unit 12

Exercise 1

biscuits بَسْكَوِيَت

rice أَرز

sugar سُكَّر

shampoo شَامْبُو

cake كَعَك

macaroni مَكْرُونَة

Exercise 2

(Sample answer – yours may vary.)

أنبوبة	قطعة	كيس	علبة	زجاجة
معجون الطماطم	كعك جبنة	أرز سكر تفاح	حليب بيض طماطم مكرونة بن تين مسحوق الغسيل	عصير برتقال كولا شامبو

Exercise 3

- 1 In the morning. 2 Tomatoes. 3 Sugar. 4 White cheese: half a kilo.
5 Four and a half pounds.

Exercise 4

- ١ مساء الخير.
- ٢ مساء النور يا مدام ... تحت أمرك.
- ٣ أعطني من فضلك زجاجة زيت ...
- ٤ لتر؟
- ٥ لا نصف لتر من فضلك.
- ٦ تفضلي.
- ٧ وعلبة مكرونة كبيرة وكيسين أرز.
- ٨ تفضلي يا مدام.
- ٩ شكراً ... كم الحساب من فضلك؟
- ١٠ عشرة جنيهات.
- ١١ تفضل.
- ١٢ شكراً ... مع السلامة يا مدام.
- ١٣ الله يسلمك.

Exercise 5

Name	Likes	Dislikes	Favourite dish
Jamal	chicken roast meat rice potatoes	cheese milk	grilled chicken with rice
Karima	fish vegetables	meat chicken	fish fried in oil with tomato salad
Mido	fried chicken chips cola	vegetables fruit	pizza

Exercise 6

- ١ تينة a fig
٢ وردة a rose
٣ حمامة a pigeon
٤ شجرة a tree
٥ لوزة an almond
٦ تفاحة an apple

Exercise 7

كباب	مهلبية	كشري	
✓			دجاج / لحم
		✓	مكرونه / أرز
	✓		حليب
		✓	بصل
✓			بطاطس
	✓		سكر

Exercise 8

الطبق الأول	
٣٠ ريالاً	سلطة طماطم بالبيض ✓
٥٠ ريالاً	سلطة دجاج بالمايونيز
الطبق الرئيسي	
٦٠ ريالاً	لحم بالبطاطس
٧٠ ريالاً	سمك بالآرز ✓
٤٥ ريالاً	مكرونه بالطماطم والجبنة
الحلويات	
٢٥ ريالاً	آيس كريم ✓
٢٨ ريالاً	كعك باللوز
المشروبات	
١٧ ريالاً	شاي بالحليب
١٨ ريالاً	عصير برتقال
١٣ ريالاً	قهوة
١٥ ريالاً	شاي
١٤ ريالاً	كولا
٢٠ ريالاً	عصير تفاح ✓

Exercise 9

٣٠	سلطة طماطم
٧٠	سمك بالارز
٢٥	آيس كريم
٢٠	عصير تفاح
١٤٥	المجموع
١٤,٥٠	+ خدمة ١٠%
١٥٩,٥٠	المجموع بالخدمة

Exercise 10

٥٠	سلطة دجاج
٦٠	لحم بالبطاطس
٢٨	كعك باللوز
١٨	شاي بالحليب
١٥٦	المجموع
١٥,٦٠	+ خدمة ١٠%
١٧٣,٦٠	المجموع بالخدمة

Exercise 11

Plural	Noun of place meaning	Root meaning
ملاعب	ملعب playground/court	لعب playing
معارض	معرض exhibition	عرض showing
مداخل	مدخل entrance	دخل coming in
مخارج	مخرج exit	خرج going out
مخابز	مخبز bakery	خبز baking
مطابخ	مطبخ kitchen	طبخ cooking
مغاسل	مغسلة laundry	غسل washing
مساجد	مسجد mosque	سجد kneeling in prayer

Unit 13

Exercise 1

thief لَصَّ	with مَعَ
dollar دُولَار	investigation تَحْقِيق
yesterday أَمْس	Kuwaiti كُوَيْتِي
theft/robbery سَرَقَة	

1 In Amman. 2 A million dollars. 3 Yesterday. 4 The Kuwaiti Bank. 5 Two.

Exercise 2

- ١ هل كَتَبْتَ خِطَابَاتٍ فِي مَكْتَبِكَ؟ نَعَمْ، كَتَبْتُ خِطَابَاتٍ فِي مَكْتَبِي.
- ٢ هل زَهَبْتَ إِلَى مَطْعَمٍ أَمْرِيكِي؟ لَا، زَهَبْتُ إِلَى مَطْعَمٍ عَرَبِيٍّ.
- ٣ هل أَكَلْتُ سَمَكًا فِي الْمَطْعَمِ؟ نَعَمْ، أَكَلْتُ سَمَكًا فِي الْمَطْعَمِ.
- ٤ هل رَجَعْتَ إِلَى الْبَيْتِ (بَيْتِكَ) مَسَاءً؟ نَعَمْ، رَجَعْتُ إِلَى الْبَيْتِ (بَيْتِي) مَسَاءً.
- ٥ هل سَمِعْتَ عَنِ السَّرَقَةِ فِي الرَّادِيوِ؟ لَا، سَمِعْتُ عَنِ السَّرَقَةِ فِي التِّلْفِيزِيوْنِ.

Exercise 3

- ١ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٢ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٣ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٤ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٥ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٦ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٧ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٨ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.
- ٩ أَنَا زَيْنَبُ شَوْقِي وَبَيْتِي فِي وَسْطِ مَدِينَةِ عَمَّانِ.

Exercise 4

- ١ مَاذَا شَرِبْتَ؟
- ٢ أَيْنَ شَرِبْتَ الْقَهْوَةَ؟
- ٣ هل زَهَبْتَ إِلَى مَطْعَمٍ عَرَبِيٍّ؟
- ٤ مَاذَا أَكَلْتَ فِي الْمَطْعَمِ؟
- ٥ مَاذَا فَعَلْتَ فِي مَكْتَبِكَ؟
- ٦ مَا اسْمُكَ؟
- ٧ مَتَى سَمِعْتَ عَنِ السَّرَقَةِ؟

Exercise 5

- ١ أمس، خَرَجْتُ من البيت
٥ أَيْنَ سَمِعْتَ عن السرقة؟
- ٢ ذَهَبْتُ إلى البنك.
٦ ذَهَبْتُ إلى البيت وِجَلَسْتُ على كرسي.
- ٣ هل أَكَلْتَ التَّفَّاحَةَ؟
٧ شَرَبْتُ فَنجان قهوة مع أُختها.
- ٤ أَوَّلًا، كَتَبَ خطابات.
٨ ماذا فَعَلْتَ أمس؟

Exercise 6

اسمها زينب شوقي
وبيتها في وسط مدينة عمّان .
أمس ذهبت إلى البنك الكويتي صباحًا .
أولاً شربت فنجان شاي ...
وفتحت الخزانة .
ثم جلست على مكتبها .
وبعد ذلك ذهبت إلى المطعم
وسمعت عن السرقة في الراديو .
فرجعت إلى البنك .
أخيراً وجدت الشباك المكسور .

Exercise 7

أكلت سمكاً في المطعم أمس .
شربت دينا زجاجة كولا .
وجدت ولداً صغيراً بجانب باب المدرسة .
أولاً، فتحت زينب خزانة البنك الكويتي صباحاً .
جلست على كرسي خشبي .
أخيراً، رجعت إلى بيتي مساءً .

Exercise 8

- ٢ ذهب إلى مصنع السيارات في جنوب المدينة.
 ٥ ذهب إلى مدرسة كبيرة في وسط المدينة.
 ٣ شرب فنجان قهوة مع المهندسين في المصنع.
 ١ خرج من القصر الملكي.
 ٧ رجع إلى القصر الملكي.
 ٦ جلس مع الأولاد البنات والمدرّسين.
 ٤ سمع من المهندسين عن السيارة الجديدة.

Unit 14

Exercise 1

Plural	Pattern	Singular	
جِبَال	فِعَال	جَبَل	mountain
جِمَال	فِعَال	جَمَل	camel
لُعَب	فُعَل	لُعْبَة	toy/game
بِحَار	فِعَال	بَحْر	sea
تُحَف	فُعَل	تُحْفَة	masterpiece/artefact
دَوْل	فُعَل	دَوْلَة	nation/state
رِيّاح	فِعَال	رِيح	wind

Exercise 2

- ١ كم كلباً في الصورة؟ هناك أربعة كلاب.
 ٢ كم جملاً في الصورة؟ هناك خمسة جمال.
 ٣ كم لعبة في الصورة؟ هناك تسع لعب.
 ٤ كم جبلاً في الصورة؟ هناك ستة جبال.
 ٥ كم رجلاً في الصورة؟ هناك سبعة رجال.
 ٦ كم غلبة في الصورة؟ هناك ثمان غلب.

Exercise 3

See the number panel on page 188.

Exercise 4

See the number panels on pages 119 and 188.

Exercise 5

١٨٥	٧	٩٣	٥	٣٥	٣	٤٦	١
١٥٧	٨	٧٢	٦	١٢٤	٤	٨١	٢

Exercise 6

٦١ رجلاً (wāḥid wa-sittīn rajul)

٢٣ سيفاً (thalātha wa-ع ishrīn sayf)

٧٢ قلماً (ithnān wa-sabعīn qalam)

٥٨ كلباً (thamānya wa-khamsīn kalb)

٤٩ صورة (tisع wa-arbaعīn ṣūra)

٢٨ مفتاحاً (thamānya wa-ع ishrīn miftāḥ)

١٦ زجاجة (sitt ع ashar zujāja)

١٨ جملاً (thamanyat ع ashar jamal)

٩٣ خيمة (thalāth wa-tis عīn khayma)

Exercise 7

- ١ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ١٥. الطّقس بارد.
- ٢ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ٤٠. الطّقس حارّ.
- ٣ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ٢٥. الطّقس مُعتدِل.
- ٤ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ٥. الطّقس بارد جدّاً.
- ٥ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ٥٠. الطّقس حارّ جدّاً.
- ٦ ما هي دَرَجَة الحرّارة؟ دَرَجَة الحرارة ١٠. الطّقس بارد.

Exercise 8

						
✓					✓	١
	✓		✓			٢
		✓		✓		٣
✓					✓	٤

Exercise 9

City	Temperature	Weather
Cairo	23°	light rain
Baghdad	25°	sunny
Abu Dhabi	31°	sunny periods
Rabat	18°	heavy rain(s)
Damascus	19°	black clouds
Beirut	20°	strong wind(s)
Khartoum	40°	sunny
Riyadh	34°	sunny periods
Kuwait City	29°	white clouds

Exercise 10

مدينة الكويت: مدينة الخرطوم:
الطقس في مُعْتَدِل. درجة الحرارة الطقس حارّ جداً. درجة الحرارة
٢٩ وهناك غيوم بيضاء. ٤٠ والطقس مشمس.

Exercise 11

× ٧ ✓ ٥ × ٣ ✓ ١
✓ ٨ × ٦ ✓ ٤ × ٢

Exercise 12

١ في آخر يوم ٤ لثلاثة أيام
٢ شروق الشمس ٥ جبل موسى
٣ أطباق مصرية لذيذة ٦ رحلة مُمتعة

Exercise 13

1 Ahmad. 2 London. 3 Cold and cloudy. 4 Centre of town. 5 Japanese.
6 To a museum. 7 Went back to the hotel. 8 Have you written a letter to me?

Exercise 14

عزيزتي سارة،
كيف حالِك؟ نحن في باريس والطقس حارّ ومشمس. ذهبنا أمس صباحاً
إلى متحف كبير. ثمّ أكلنا في مطعم فرنسي في وسط المدينة.
بعد ذلك أنا ذهبتُ إلى البنك ولكن نادر والأولاد ذهبوا إلى المتحف.
وأنتِ؟ هل كتبتِ لي خطاباً؟
مع تحياتي زينب

Unit 15

Exercise 1

٣٠	ثلاثين	١١	أحد عشر	١	وَاجِد
٤٠	أربعين	١٢	اثنان عشر	٢	اِثْنَان
٥٠	خمسين	١٣	ثلاثة عشر	٣	ثَلَاثَة
٦٠	ستين	١٤	أربعة عشر	٤	أَرْبَعَة
٧٠	سبعين	١٥	خمس عشر	٥	خَمْسَة
٨٠	ثمانين	١٦	ستة عشر	٦	سِتَّة
٩٠	تسعين	١٧	سبعة عشر	٧	سَبْعَة
٩٥	خمس و تسعين	١٨	ثمانية عشر	٨	ثَمَانِيَة
٤٣	ثلاثة وأربعين	١٩	تسعة عشر	٩	تِسْعَة
٣٤	أربعة وثلاثين	٢٠	عشرين	١٠	عَشْرَة

Exercise 2

٣٨	٩	٤٣	٧	٦١	٥	١٩	٣	٩٤	١
٢٩	١٠	١٤	٨	٨٨	٦	٧٠	٤	٥٦	٢

Exercise 3

٢٢	٢٠	١٨	١٦	١٤	١٢	١٠	٨	٦	٤	٢
٣٣	٣٠	٢٧	٢٤	٢١	١٨	١٥	١٢	٩	٦	٣
١٢١	١١٠	٩٩	٨٨	٧٧	٦٦	٥٥	٤٤	٣٣	٢٢	١١
٧٧	٧٠	٦٣	٥٦	٤٩	٤٢	٣٥	٢٨	٢١	١٤	٧
٨٩	٥٥	٣٤	٢١	١٣	٨	٥	٣	٢	١	١

(add together the previous two numbers)

Exercise 4

ذهب	مائدة	أريد مائدة خشب من فضلك.
قُطْن	قلادة	أريد قلادة ذهب من فضلك.
خَشَب	حقيبة	أريد حقيبة جلد من فضلك.
جلد	شِبَّاك	أريد شبَّاك زُجاج من فضلك.
زُجاج	قَمِيص	أريد قَمِيص قُطْن من فضلك.

Exercise 5

مَفَاعِل	فُعَل	فِعال	فُعول	أَفعال	ات	ون/ين
مطاعم restaurants	غَلَبَ boxes لُعِبَ toys	رجال men	شموع candles	أولاد boys أفلام films	ممرضات nurses	مهندسون engineers
متاحف museums	صُور pictures	جبال mountains	لُصوص thieves	أسواق markets	جنيهات pounds	خبازون bakers
مساجد mosques		جمال camels	بنوك banks	أكواب glasses	سيارات cars	محاسبون accountants
		بحار seas	قُلُوب hearts	أكياس bags/sacks	رحلات trips	
		رياح winds	غُيوم clouds	أمطار rains	سلطات salads	
			شيوخ sheikhs	أطباق plates	تليفونات telephones	
			ملوك kings		فترات periods	

Exercise 6

- ١ كم كلبًا في الصورة؟ هناك ثلاثة كلاب في الصورة.
- ٢ كم جملاً في الصورة؟ هناك أربعة جمال في الصورة.
- ٣ كم سيّارة في الصورة؟ هناك عشر سيّارات في الصورة.
- ٤ كم صورة في الصورة؟ هناك خمس صُور في الصورة.
- ٥ كم درّاجة في الصورة؟ هناك سبع درّاجات في الصورة.
- ٦ كم رجلاً في الصورة؟ هناك ستّة رجال في الصورة.
- ٧ كم علبة في الصورة؟ هناك ثلاث غَلَب في الصورة.
- ٨ كم لعبة في الصورة؟ هناك ثماني لُعَب في الصورة.

Exercise 7

- ٥ ونصف كيلو جبنة بيضاء من فضلك. كم الحساب؟
 ٢ صباح النور يا مدام نادية.
 ٤ تحت أمرك ... تَفَضَّلِي.
 ٣ من فضلك، أعطني كيس سكر وزجاجة (علبة) عصير تفاح.
 ١ صباح الخير يا إسماعيل.
 ٨ الله يسلمك.
 ٦ ١٣ جنيه من فضلك.
 ٧ تَفَضَّلِي. شكراً يا إسماعيل. مع السلامة.

Exercise 8

الحلويات	الطبق الرئيسي	الطبق الأول	المشروبات	
-	سمك بالأزر	مكرونه	عصير منجة	سلوى
كعك	دجاج بالبطاطس	سلطة	كولا	أحمد

Exercise 9

A vegetarian would probably choose 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 10

Feminine

Masculine

خَضْرَاءَ

أَخْضَرَ

زَرْقَاءَ

أَزْرَقَ

بَيْضَاءَ

أَبْيَضَ

سَوْدَاءَ

أَسْوَدَ

صَفْرَاءَ

أَصْفَرَ

حَمْرَاءَ

أَحْمَرَ

Exercise 11

- ١ هذا الكرسي أحمر. سيّارتي [colour of your car (fem.)].
 ٢ هذه المائدة سوداء. ٦ علَمَ الجَزَائِرَ أبيض وأخضر وأحمر.
 ٣ هذه الأقلام زرقاء. ٧ علَمَ ألمانياً أحمر وأصفر وأسود.
 ٤ هذا الباب أخضر. / باب بيتي ٨ وجدتُ هذه الأطباق الزرقاء في السوق.
 ٥ هذه السيّارات بيضاء وصفراء. [colour of your door (masc.)].

Exercise 12

في الأسبوع الماضي، ذهبتُ مع بدر زوجي وصديقتي الألمانية كلارا إلى القاهرة لثلاثة أيام. نزلنا في عُرفَتَيْنِ في فندق صغير هناك. في أول يوم خرجنا كلنا صباحاً وذهبنا إلى المتحف المصري في وسط المدينة. بعد ذلك وجدنا مطعماً كبيراً بجانب المتحف. أنا أكلتُ سمكاً لذيذاً من البحر الأحمر، ولكن بدر أكلَ الكباب وكلارا جرّبتَ الكشري. في آخر يوم أنا شاهدتُ الفيلم المصري الجديد في السينما مع زوجي، ولكن كلارا جلست في شُرْفَةِ عُرفَتِهَا في الفندق وكتبت خطاباً لأمها في ألمانيا. أخيراً، رجعنا كلنا إلى بيروت مساءً.

في الأسبوع الماضي، ذهبتُ جميلة مع بدر زوجها وصديقتها الألمانية كلارا إلى القاهرة لثلاثة أيام. نزلوا في عُرفَتَيْنِ في فندق صغير هناك. في أول يوم خرجوا كلهم صباحاً وذهبوا إلى المتحف المصري في وسط المدينة. بعد ذلك وجدوا مطعماً كبيراً بجانب المتحف. أكلتُ جميلة سمكاً لذيذاً من البحر الأحمر، ولكن بدر أكلَ الكباب وكلارا جرّبتَ الكشري.

في آخر يوم شاهدتُ جميلة الفيلم المصري الجديد في السينما مع زوجها، ولكن كلارا جلست في شُرْفَةِ عُرفَتِهَا في الفندق وكتبت خطاباً لأمها في ألمانيا. أخيراً، رجعوا كلهم إلى بيروت مساءً.

Unit 16

Exercise 1

- ١ كم الساعة؟ الساعة الخامسة. ٤ كم الساعة؟ الساعة الثانية.
 ٢ كم الساعة؟ الساعة التاسعة. ٥ كم الساعة؟ الساعة الحادية
 ٣ كم الساعة؟ الساعة الثامنة. عشرة.

Exercise 2

- ١ كم الساعة؟ الساعة العاشرة والثُلث.
 ٢ كم الساعة؟ الساعة الثامنة والربع.
 ٣ كم الساعة؟ الساعة الثانية والنصف.
 ٤ كم الساعة؟ الساعة العاشرة إلا ثُلثًا.
 ٥ كم الساعة؟ الساعة السادسة إلا عشر دقائق.
 ٦ كم الساعة؟ الساعة الحادية عشرة إلا خمس دقائق.

Exercise 3

- ١ الفيلم الساعة العاشرة وخمس دقائق.
 ٢ المعرض الساعة السابعة.
 ٣ الباص الساعة التاسعة والثُلث. دقائق.
 ٤ ذهبتُ إلى السوق الساعة الثالثة. ٨ سَمِعْنَا عن السرقة الساعة الحادية عشرة والنصف.
 ٥ أَكَلْتُ جميلة الساعة التاسعة والثُلث.
 ٦ رَجَعَ أَبِي الساعة العاشرة والربع.
 ٧ القطار الساعة الواحدة إلا خمس دقائق.

Exercise 4

تَرْجِعُ مِنَ الْمَدْرَسَةِ.
 تَغْسِلُ وَجْهَهَا.
 تَلْبَسُ الْبِجَامَا.
 تَأْكُلُ الْإِفْطَارَ.
 تَخْرُجُ مِنَ الْبَيْتِ.
 تَأْكُلُ الْعِشَاءَ.

Try to check your paragraph with an Arabic-speaker.

Exercise 5

These are model answers: yours may vary slightly.

- ١ لا تذهب فاطمة إلى المدرسة بالحمار، تذهب بالدراجة.
- ٢ لا يذهب محمود إلى المدرسة الساعة السابعة والنصف، يذهب الساعة الثامنة.
- ٣ لا يشرب محمود فنجان شاي، يشرب زجاجة كولا.
- ٤ لا تغسل فاطمة وجهها الساعة الواحدة والثلاث، تغسل وجهها الساعة السابعة والنصف.

Exercise 6

Try to check your answers with an Arabic-speaker.

Exercise 7

1 She's an engineer in a large factory in Beirut. 2 Half past six. 3 No. Jamila usually drinks tea and Badr coffee. 4 Twenty to eight. 5 By train, because she doesn't like buses in the morning. 6 Cooks dinner. 7 Sit together in the sitting room or go to the club and play badminton. 8 Half past ten.

Exercise 8

to Jamila:

- ١ متى تَأْكَلِينَ الإفطار؟
- ٢ ماذا تَشْرَبِينَ صباحاً؟
- ٣ هل تَخْرُجِينَ من البيت الساعة السابعة؟
- ٤ كيف تَذْهَبِينَ إلى المصنع؟
- ٥ متى تَرْجِعِينَ إلى البيت؟
- ٦ متى تَطْبُخِينَ العشاء عادة؟
- ٧ وبعد العشاء ماذا تَفْعَلِينَ؟
- ٨ متى تنامين؟

to a male:

- ١ متى تَأْكُل الإفطار؟
- ٢ ماذا تَشْرَب صباحاً؟
- ٣ هل تَخْرُج من البيت الساعة السابعة؟
- ٤ كيف تَذْهَب إلى المصنع؟
- ٥ متى تَرْجِع إلى البيت؟
- ٦ متى تَطْبُخ العشاء عادة؟
- ٧ وبعد العشاء ماذا تَفْعَل؟
- ٨ متى تنام؟

to a group:

- ١ متى تَأْكُلُونَ الإفطار؟
- ٢ ماذا تَشْرَبُونَ صباحاً؟
- ٣ هل تَخْرُجُونَ من البيت الساعة السابعة؟
- ٤ كيف تَذْهَبُونَ إلى المصنع؟
- ٥ متى تَرْجِعُونَ إلى البيت؟
- ٦ متى تَطْبُخُونَ العشاء عادة؟
- ٧ وبعد العشاء ماذا تَفْعَلُونَ؟
- ٨ متى تنامون؟

Exercise 9

Try to check your paragraph with an Arabic-speaker.

Unit 17**Exercise 1**

Pronunciation	Comparative /superlative	Meaning	Adjective
akbar	أكْبَر	big/large	كبير
aqdam	أَقْدَم	old	قديم
ajmal	أَجْمَل	beautiful	جميل
aqbaḥ	أَقْبَح	ugly	قبيح
aṣghar	أَصْغَر	small	صغير
aṭwal	أَطْوَل	tall	طويل
ajadd	أَجْدَد	new	جديد
ashdad	أَشَدَّ	strong	شديد
asraع	أَسْرَع	fast	سريع
akthar	أَكْثَر	many	كثير
afḍal	أَفْضَل	good	فاضل
arkhaṣ	أَرْخَص	inexpensive/cheap	رخيص
aghnā	أَغْنَى	rich	غني
afqar	أَفْقَر	poor	فقير
aḥamm	أَهْم	important	هام

Exercise 2

- ١ النيل أطول نهر في العالم. ٤ الفضة أرخص من الذهب.
- ٢ القاهرة أكبر مدينة في أفريقيا. ٥ السيارة أسرع من الدراجة.
- ٣ آسيا أكبر قارة في العالم. ٦ اللوزة أصغر من البطيخة.

Exercise 3

- ١ يَوْمَ الْجُمُعَةِ قَبْلَ يَوْمِ السَّبْتِ. ٤ يَوْمَ الثَّلَاثَاءِ قَبْلَ يَوْمِ الْأَرْبَعَاءِ.
- ٢ يَوْمَ الْخَمِيسِ بَعْدَ يَوْمِ الْأَرْبَعَاءِ. ٥ يَوْمِ السَّبْتِ بَعْدَ يَوْمِ الْجُمُعَةِ.
- ٣ يَوْمَ الْأَحَدِ قَبْلَ يَوْمِ الْإِثْنَيْنِ.

Exercise 4

	Sat.	Sun.	Mon.	Tue.	Wed.	Thu.	Fri.
play with little sister						✓	
sit with grandmother				✓			
go to bakery at 6 AM	✓						
no tasks this day							✓
go out with the dog to the river		✓					
write today's lessons with brother			✓				
wash mother's car after school					✓		

Exercise 5

يوم السبت أذهب إلى المخبز الساعة السادسة صباحاً.
 يوم الأحد أخرج مع الكلب إلى النهر.
 يوم الاثنين أكتب دروس اليوم مع أخي.
 يوم الثلاثاء أجلس مع جدتي بعد الظهر.
 يوم الأربعاء أغسل سيارة أمي بعد المدرسة.
 يوم الخميس ألعب مع أختي الصغيرة.
 يوم الجمعة لا أفعل شيئاً!

Exercise 6

Model answer – yours may vary.

Comparative(s)	Adjective(s)	Aspect
أرخص أغلى	رخيص غال	price
أكبر أصغر	كبير صغير	size
أسرع	سريع	speed
أجدد أقدم	جديد قديم	age

Exercise 7

1 5 days. 2 From Saturday to Thursday. 3 Three. 4 Red/180 per day.
 5 White and small.

Exercise 8

سيارة ٣	سيارة ٢	سيارة ١	
		✓	أكبر
✓			أصغر
	✓		أسرع
	✓		أجَدَّ
	✓		أغلى
✓			أرخص

Exercise 9

- ٤ عندنا هذه السيارة الكبيرة الجميلة. ٨ بمائة وثمانين في اليوم.
 ٦ الحمراء أجَدَّ وأسرع سيارة عندنا. ١١ نعم. هذا أفضل. آخذ البيضاء.
 ١٢ الاسم، من فضلك... ٢ من متى يا سيدي؟
 ١٠ البيضاء أرخص وأصغر. ٧ بكم الحمراء؟
 ٣ من يوم السبت حتَّى الخميس. ٩ غالية! هل هناك أرخص منها؟
 ١ مساء الخير. أريد سيارة لخمسة أيام. ٥ ولكنّها قديمة. ممكن أجَدَّ منها؟

Exercise 10

منذَ عشرين سنةً كان فوزي غنيًّا. كان له بيت جميل وكبير في وسط المدينة، ولكنّه الآن فقير وليس له بيت. في الماضي، كانت زوجته فوزية غنيّة، وكان لها سيارة جديدة وكبيرة وكلب جميل وصغير، ولكنّها الآن فقيرة وليس لها كلب، لها دجاجة.

Exercise 11

- ١ كان أحمد مدرّساً في الماضي. ٥ كنتُ في المكتب يوم السبت.
 ٢ منذ عشرين سنة كان هناك مدرسة في هذا الشارع. ٦ كانت الشجرة أطول من بيتي.
 ٣ الطقس كان حاراً أمس. ٧ أين كنتم يوم الأربعاء الساعة التاسعة.
 ٤ منذ أسبوعين كانوا في القاهرة. ٨ كان هناك مطاعم كثيرة هنا.

Exercise 12 & Exercise 13 (in brackets)

- ١ مُنْذُ عِشْرِينَ سَنَةً كُنْتُ غَنِيًّا. آلاَنَ أَنَا (ولكنِّي آلاَنَ) فقير.
- ٢ منذ ثلاثين سنة كان أحمد في الجيش. آلاَنَ هو (ولكنه آلاَنَ) محاسب في بنك.
- ٣ منذ نصف ساعة كانوا في المدرسة. الآَنَ هم (ولكنهم الآَنَ) في بيوتهم.
- ٤ منذ تسعين سنة كانت الرياض مدينة صغيرة. آلاَنَ هي (ولكنها آلاَنَ) أكبر مدينة في السعودية.
- ٥ في الماضي كنتَ مدرساً. الآَنَ أنتَ (ولكنك الآَنَ) ممثلٌ غني.
- ٦ منذ دقيقتين كنا في البنك. آلاَنَ نحن (ولكننا آلاَنَ) عند البقال.

Exercise 14

Past الماضي	Present المضارع	Root الجذر	Meaning
طَارَ (طَرَّتْ)	يَطِيرُ	ط/ي/ر	to fly
زَارَ (زَرَّتْ)	يَزُورُ	ز/و/ر	to visit
جَرَى (جَرَيْتْ)	يَجْرِي	ج/ر/ي	to run
بَاعَ (بَعَّتْ)	يَبِيعُ	ب/ي/ع	to sell
عَادَ (عَدَّتْ)	يَعُودُ	ع/و/د	to return
دَعَا (دَعَوْتُ)	يَدْعُو	د/ع/و	to call/ to invite
زَادَ (زَدَّتْ)	يَزِيدُ	ز/ي/د	to increase
قَالَ (قُلْتُ)	يَقُولُ	ق/و/ل	to say
شَكَا (شَكَوْتُ)	يَشْكُو	ش/ك/و	to complain

Exercise 15

Try to check your email or letter with an Arabic-speaker.

Unit 18

Exercise 1

- ١ ماذا تدرسون يوم الثلاثاء ظهرًا؟ ندرس الموسيقى من الساعة الواحدة والنصف حتى الساعة الثالثة.
- ٢ ماذا تدرسون يوم الثلاثاء صباحًا؟ ندرس الرياضيات من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس الانجليزية حتى الساعة الثانية عشرة.
- ٣ ماذا تدرسون يوم الاثنين ظهرًا؟ ندرس الرسم من الساعة الواحدة والنصف حتى الساعة الثالثة.
- ٤ ماذا تدرسون يوم الخميس صباحًا؟ ندرس الكيمياء من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس الرياضيات حتى الساعة الثانية عشرة.
- ٥ ماذا تدرسون يوم السبت ظهرًا؟ ندرس الجغرافيا من الساعة الواحدة والنصف حتى الساعة الثالثة.
- ٦ ماذا تدرسون يوم الأحد ظهرًا؟ ندرس الرياضة من الساعة الواحدة والنصف حتى الساعة الثالثة.
- ٧ ماذا تدرسون يوم الاثنين صباحًا؟ ندرس التربية الدينية من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس العربية حتى الساعة الثانية عشرة.

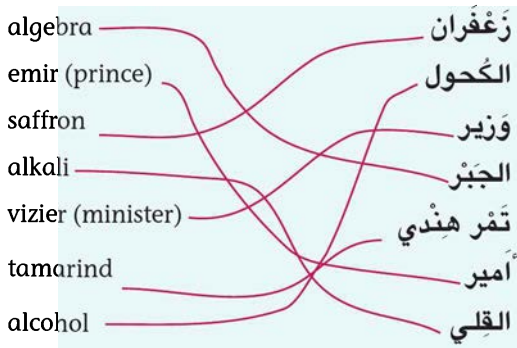
Exercise 2

- كلّ يوم يخرجون من بيوتهم الساعة الثامنة إلا ربعا ويذهبون الى المدرسة بألأوتوبيس. يدرسون حتى الساعة الثانية عشرة وبعد ذلك يأكلون الغداء.
- بعد الغداء يدرسون من الساعة الواحدة والنصف حتى الساعة الثالثة ثم يرجعون من المدرسة الى بيوتهم.

Exercise 3

- Damascus University • medicine • lectures on Sunday/Monday/Thursday
- eggs/tea for breakfast • leaves house 10 AM • university by train
- attends lectures/sits in library until 4 PM • returns home
- Friday goes to cinema with friends • eats in falafel restaurant

Exercise 4



Exercise 5

- | | |
|----------|-----------------------|
| سَفَرَاء | ambassadors |
| رُؤَسَاء | presidents/chairmen |
| مُدَرَاء | managers |
| زُعَمَاء | leaders |
| وُكَلَاء | agents |
| زُمَلَاء | colleagues/associates |

Exercise 6

- | | |
|-----------------------|--|
| سَفِيرَات / سَفِيرَات | (female) ambassador/s |
| رَئِيسَات / رَئِيسَات | (female) president/s; chairwoman/women |
| مُدِيرَات / مَدِيرَات | (female) manager/s |
| زَعِيمَات / زَعِيمَات | (female) leader/s |
| وَكِيلَات / وَكِيلَات | (female) agent/s |
| زَمِيلَات / زَمِيلَات | (female) colleague/s; associate/s |

Exercise 7

Meaning	General noun	Root letters
ministry	وَزَارَة	و ز ر
embassy	سَفَارَة	س ف ر
emirate	إِمَارَة	ع م ر
agency	وَكَالَة	و ك ل
leadership	زُعَامَة	ز ع م
presidency/chairing	رِئَاسَة	ر ع س
colleagueship	زَمَالَة	ز م ل

Exercise 8

- ١ أمير الكُوَيْت ٥ وزارة الصِّحَّة ٩ مَجْلِس الوُزراء
 ٢ وُكلاء الشَّرْكة ٦ إجْتِماع المُدراء ١٠ رُعماء أُفريقيَا
 ٣ رَئيس مصر ٧ وزيرَة التَّعليم ١١ مُؤتمَّر المهندسين
 ٤ سفير الصين ٨ وزير الصَّناعة ١٢ رِئاسة الإجتِماع

Exercise 9

- 1 In private cars. 2 Last Thursday. 3 After a cabinet meeting last week.
 4 The prime minister. 5 He wants them to know and listen to the people.

Exercise 10

- ١ أمس خرج السفراء من السفارات وذهبوا إلى القصر الملكي.
 ٢ كلَّ أسبوع يزور الوُكلاء مكاتب الشركة ويشربون القهوة مع الرئيس.
 ٣ الأسبوع الماضي ذهبَ الرُعماء إلى المصنع وسَمِعوا عن السيارة الجديدة.
 ٤ كلَّ صباح تجلسُ المديرية على مكتبها وتكتبُ خطابات.
 ٥ كلَّ يوم يأكل الرجال سمكاً في المطعم، وبعد ذلك يشربون زجاجات كولا.
 ٦ منذ يومين جلستَ وزيرة التعليم مع المدرسات.
 ٧ لا يعرف الوزراء الشارع ولا يسمعون من الشعب.
 ٨ ماذا فعلت الملكة يوم الثلاثاء الماضي ومتى رجعت إلى القصر؟

Exercise 11

	Health	Education	Industry
went to a small school outside the city		✓	
went to a cement factory			✓
travelled by train		✓	
usually has lunch on the balcony	✓		
drank tea			✓
listened to the teachers		✓	
usually plays tennis every Thursday			✓
ate lunch in a cafeteria	✓		
put on a yellow plastic hat			✓
went to a distant town	✓		
usually writes letters on the computer		✓	

Exercise 12

يوم الخميس الماضي لَمْ يذهب (didn't go) وزير الصحة إلى الوزارة بالسيارة، ولكنه رَكِبَ (rode) الأوتوبيس وذهب (went) إلى مستشفى صغير في مدينة بعيدة. عادةً يجلس (sits) الوزير مع زوجته في الشرفة ويأكل (eats) الغداء في الشمس كل يوم خميس، ولكن يوم الخميس الماضي أَكَلَ (ate) الغداء مع الممرضات والممرضين في كافيتريا المستشفى.

ذهبت (went) وزيرة التعليم بالقطار إلى مدرسة صغيرة خارج المدينة يوم الخميس الماضي. لَمْ تكتب (didn't write) الوزيرة خطابات على الكمبيوتر في مكتبها، بَلْ سَمَعَتْ (heard/listened) من المدرسين والمدرسات عن حياتهم وعملهم.

ويوم الخميس الماضي أيضاً ليس (put on/wore) وزير الصناعة قُبعة بلاستيكية صفراء وذهب (went) إلى مصنع أَسَمَنَتْ مع العَمال والمهندسين في أوتوبيس المصنع. عادةً يلعب (plays) الوزير التَنس كل يوم خميس ولكن يوم الخميس الماضي لَمْ يلعب (didn't play) التَنس، بَلْ جلس (sat) مع العَمال في المصنع وشرب (drank) الشاي مَعَهُمْ.

Exercise 13

1 he rode the bus; 2 a distant town; 3 the female and male nurses; 4 outside the town; 5 but rather she heard; 6 about their life and their work; 7 a cement factory; 8 with the workers; 9 a yellow plastic hat; 10 he didn't play tennis

Unit 19

Exercise 1

شهر مارس بعد فبراير وقبل أبريل.	١ مارس
شهر يونيو بعد مايو وقبل يوليو.	٢ يونيو
شهر سبتمبر بعد أغسطس وقبل أكتوبر.	٣ سبتمبر
شهر أغسطس بعد يوليو وقبل سبتمبر.	٤ أغسطس
شهر يناير بعد ديسمبر وقبل فبراير.	٥ يناير
شهر مايو بعد أبريل وقبل يونيو.	٦ مايو
شهر أكتوبر بعد سبتمبر وقبل نوفمبر.	٧ أكتوبر
شهر أبريل بعد مارس وقبل مايو.	٨ أبريل

Exercise 2

Try to check your sentences with an Arabic-speaker.

Exercise 3

غداً، فبراير ٢٣، سيحضر الوزير اجتماعاً مع رئيس الوزراء الساعة الحادية عشرة صباحاً. وبعد ذلك سيستقبلُ أستاذة من كلية الطب في مكتبي الساعة الخامسة إلا ربعاً.

Exercise 4

Try to check your diary entries and descriptions with an Arabic-speaker.

Exercise 5

Try to check your presentation with an Arabic-speaker or post it in an online language-learning forum for comment.

Exercise 6

Meaning	Present	Past	Form	Root
to heat	يُسَخَّن	سَخَّن	II	سخن
to meet	يُقَابِل	قَابَلَ	III	قبل
to teach	يُدْرَس	دَرَسَ	II	درس
to clean	يُنْظَف	نَظَّفَ	II	نظف
to try	يُحَاوِل	حَاوَلَ	III	حول
to use	يَسْتَعْمِد	اسْتَعْدَمَ	X	خدم
to mend/fix	يُصَلِّح	صَلَّحَ	II	صلح
to enquire	يَسْتَعْلِم	اسْتَعْلَمَ	X	علم

Exercise 7

الشهر	
مايو	الدراسة في المدرسة
يونيو	الامتحانات
يوليو	بيت الجدّ والجدة
أغسطس	لبنان
سبتمبر	الدراسة في الجامعة

Exercise 8

I met Zeinah in the library two weeks ago and I asked her about her plans for the future.

Zeinah said: 'I will study in school until [the month of] May. The month of June is the month of exams. And in the summer I will be busy. In [the month of] July I will travel to the house of my grandfather and my grandmother in the countryside. Then I'll fly to Beirut in August in order to visit my friend in Lebanon. I'll return in September to begin the studies in university.'

I asked her, 'Do you know in which university you'll study?'

Zeinah said, 'Actually I don't know now, but I will know in the last week of August. The university will send an official letter. I hope that the letter is from the University of Oxford or Cambridge!'

Exercise 9

ستدرس في المدرسة حتى شهر مايو. شهر يونيو هو شهر
الإمتحانات. في الصيف ستكون زينة مشغولة. في شهر يوليو،
ستسافر إلى بيت جدها وجدتها في الريف، ثم ستطير إلى بيروت في
شهر أغسطس لتزور صديقتها في لبنان. سترجع في سبتمبر لتبدأ
الدراسة في الجامعة.

Unit 20**Exercise 1**

	Arabic film	American film	French film
Thursday showing times	1:30 PM		3:00 PM
Friday showing times	1:30 PM	9:00 PM	6:00 PM
Saturday showing times	4:45 PM		

Exercise 2

- ١ الساعة الثانية ظهرًا، يوم يناير ١٤
 ٢ الساعة السادسة والنصف صباحًا، يوم أكتوبر ٢٤
 ٣ الساعة الثامنة مساءً، يوم يوليو ١٠
 ٤ الساعة الخامسة إلا ربعًا، يوم ديسمبر ١٥
 ٥ الساعة السابعة والثلاث صباحًا، يوم مارس ٦
 ٦ الساعة الحادية عشرة إلا خمس دقائق صباحًا، يوم أبريل ١١

Exercise 3

Future	Present	Past	Subject	Meaning
سَأَذْهَبُ	أَذْهَبُ	ذَهَبْتُ	أنا	to go
سَتَشْرَبُ	تَشْرَبُ	شَرِبْتُ	هي	to drink
سَتَفْضَلُ	تُفْضَلُ	فَضَلْتُ	أنتَ	to prefer
سَيَحْضُرُ	يَحْضُرُ	حَضَرَ	هو	to attend
سَيَقُولُونَ	يَقُولُونَ	قالوا	هم	to say
سَتَأْخُذِينَ	تَأْخُذِينَ	أَخَذْتِ	أنتِ	to take
سَنَسْتَعْلِمُ	نَسْتَعْلِمُ	اسْتَعْلَمْنَا	نحن	to enquire
سَتَزُورُونَ	تَزُورُونَ	زُرْتُمْ	أنتم	to visit
سَتَنْظِفُ	تَنْظِفُ	نَظَّفْتُ	هي	to clean
سَأَعْرِفُ	أَعْرِفُ	عَرَفْتُ	أنا	to know
سَيَجْرِي	يَجْرِي	جَرَى	هو	to run
سَنَسَافِرُ	نَسَافِرُ	سَافَرْنَا	نحن	to travel
سَيَسْتَخْدِمُونَ	يَسْتَخْدِمُونَ	اسْتَخْدَمُوا	هم	to use
سَتَرْجِعِينَ	تَرْجِعِينَ	رَجَعْتِ	أنتِ	to return
سَأَلْعَبُ	أَلْعَبُ	لَعِبْتُ	أنا	to play
سَتَقَابِلُ	تُقَابِلُ	قَابَلْتُ	أنتَ	to meet

Exercise 4

March	France/Belgium
April	Germany
May	England
June	America
July	America
August	Canada
September	Mexico

Exercise 5

Try to check your comparisons with an Arabic-speaker or post them in an online language-learning forum for comment.

Exercise 6

- ١ كلّ يوم يحضر الوزير اجتماعاً.
- ٢ كلّ يوم تذهب زينب الى البنك.
- ٣ غداً سنزور المتحف في وسط المدينة.
- ٤ أمس نظفتُ المطبخ بعد الإفطار.
- ٥ يوم الخميس القادم سيأخذون القطار الى المدرسة.
- ٦ السبت الماضي ذهب الأصدقاء الى المدينة وشربوا القهوة.
- ٧ السنة الماضي سافرننا الى الريف ولكننا لم نركب/ ما ركبنا الخيل.
- ٨ كلّ أسبوع يستقبل الأمير رئيس الوزراء.
- ٩ الصيف القادم سنسافر الى لبنان.
- ١٠ لم يلعبوا/ ما لعبوا كرة الريشة في النادي أمس.

Exercise 7

These are model answers: yours may vary slightly.

١ صَلَّحْتُ الْمَائِدَةَ الْمَكْسُورَةَ.

٢ لَمْ أَغْسِلْ/ مَا غَسَلْتُ قَمِيصَ أَحْمَدِ. سَأَغْسِلُهُ غَدًا.

٣ كَتَبْتُ خُطَابًا لَأُمِّي.

٤ لَمْ أَلْعَبْ/ مَا لَعِبْتُ التَّنِيسَ فِي النَّادِي. سَأَلْعَبُ غَدًا.

٥ لَمْ أَحْضُرْ/ مَا حَضَرْتُ الْإِجْتِمَاعَ فِي الْبَنْكِ. سَأَحْضُرُهُ غَدًا.

٦ طَبَخْتُ الْعِشَاءَ.

٧ غَسَلْتُ الْأَطْبَاقَ.

٨ لَمْ أَخْرُجْ/ مَا خَرَجْتُ مَعَ الْكَلْبِ إِلَى النَّهْرِ. سَأَخْرُجُ مَعَهُ غَدًا.

٩ لَمْ أَذْهَبْ/ مَا ذَهَبْتُ إِلَى السُّوقِ. سَأَذْهَبُ غَدًا.

١٠ رَزْتُ جَدَّتِي.

English–Arabic glossary

The following glossary contains the key words presented in *Mastering Arabic 1*. The glossary is presented in English alphabetical order.

- 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.
- The ending **ات** (-āt) in brackets after a singular noun means that the word can be made plural using the sound feminine; the ending **ون/ين** (-ūn/-īn) means that the word can be made plural using the sound masculine (see page 88 to remind yourself of these two plurals).
- Verbs are followed by (v.) after 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.



Go to the website to download further notes to help you use Arabic dictionaries and online translation sites.

A		عَنْ
about (<i>a subject, etc.</i>)		فَوْقَ
above		مُحَاسِبٍ (ون/ين)
accountant		مُمَثِّل (ون/ين)
actor		مُمَثِّلَةٌ (ات)
actress		فِي الْحَقِيقَةِ
actually		عُنْوَان (عَنَاوِين)
address		وَكَالَةُ الْإِعْلَانِ
advertising agency		طَائِرَةٌ (ات)
aeroplane		أَفْرِيقِيَا
Africa		بَعْدَ
after		بَعْدَ ذَلِكَ
after that		بَعْدَ الظُّهْرِ
afternoon		وَكَالَةٌ (ات)
agency		وَكِيل (وُكَلَاء)
agent		مُنْذُ ...
ago (<i>... ago</i>)		كُلِّ
all		حَسَنًا!
all right!		لَوْز
almonds		سَفِير (سَفَرَاء)
ambassador		أَمْرِيكَا
America		أَمْرِيكِي (ون/ين)
American		وَ
and		فَ
and so		شَقَّة (شُقُق)
apartment		تُفَاح
apples		أَبْرِيل
April		

Arab/Arabic (<i>adj.</i>)	عَرَبِيّ (عَرَب)
Arabic (<i>language</i>)	العَرَبِيَّة
artefact	تُحْفَة (تُحَف)
as well	كَذَلِكَ
ask (<i>v.</i>)	سَأَلَ / يَسْأَلُ
Asia	آسِيَا
at (<i>also used for possession</i>)	عِنْدَ
attempt (<i>v.</i>)	حَاوَلَ / يُحَاوِلُ
attend (<i>v.</i>)	حَضَرَ / يَحْضُرُ
August	أَغْصُطُسْ

B badminton	كُرَّة الرِيْشَة
bag (<i>handbag, case, etc.</i>)	حَقَائِبَة (حَقَائِب)
bag (<i>plastic, paper, etc.</i>)	كَيْس (أَكْيَاس)
baker	خَبَّاز (وَن/يَن)
bakery	مَخْبَز (مَخَابِز)
balcony	شُرْفَة (شُرُف)
ball	كُرَّة (ات)
balloon	بَالُون (ات)
bananas	مَوْز
bank	بَنْك (بَنُوك)
basket	سَلَّة (سِلَال)
be (<i>v.</i>)	كَان / يَكُونُ
beautiful	جَمِيل
bed	سَرِير (أَسِرَّة)
before	قَبْلَ
before that	قَبْلَ ذَلِكَ

begin (v.)	بَدَأَ / يَبْدَأُ
beginning	بِدَايَة (ات)
below	تَحْتَ
beside	بِجَانِب
best/better	أَفْضَل
best wishes (<i>close of letter, etc.</i>)	مَعَ تَحِيَّاتِي
between	بَيْنَ
bicycle	دَرَّاجَة (ات)
big	كَبِير
bill	حِسَاب
birthday	عِيد مِيلَاد (أَعْيَاد مِيلَاد)
biscuits	بَسْكَوَيْت
black (<i>masc./fem.</i>)	أَسْوَد / سَوْدَاء
blog	مُدَوَّنَة (ات)
blue (<i>masc./fem.</i>)	أَزْرَق / زَرْقَاء
boat	مَرَكَب (مَرَائِب)
book	كِتَاب (كُتُب)
book (v.)	حَجَزَ / يَحْجِزُ
bookshop	مَكْتَبَة (ات)
bottle	زُجَاجَة (ات)
box	عَلْبَة (عَلَب)
boy	وَلَد (أَوْلَاد)
bread	خُبْز
breakfast	إِفْطَار
broken	مُكْسَر
brother	أَخ (إِخْوَة)
building (<i>structure</i>)	بِنَاء (أَبْنِيَة)

burger	بُورجِر
bus	باص (ات) / أُتوبيس (ات)
busy	مَشغول
but	لِكن
C	
cabin (<i>on boat</i>)	قَمْرَة (ات)
cabinet (<i>government</i>)	مَجْلِس (مَجالِس) الوُزراء
cake	كُك
call (<i>v.</i>)	دَعَا / يَدْعُو
camel	جَمَل (جمال)
can (<i>possible</i>)	مُمْكِن
candle	شَمْعَة (شَموع)
capital (<i>city</i>)	عاصِمَة (عَواصِم)
car	سَيَّارَة (ات)
carpenter	نَجَّار (ون/ين)
carry (<i>v.</i>)	حَمَلَ / يَحْمِل
carton	عَلْبَة (عَلَب)
certainly!	حاضِر!
chair	كُرْسِيّ (كُراسي)
chairman	رَئِيس (رؤساء)
chairmanship	رِئاسَة (ات)
cheap	رَخِيس
cheese	جُبْنَة
chef	طَبَّاح (ون/ين)
chemistry	الكِيميَاء
chicken	دِجاجة (دِجاج)
China	الصِّين

Chinese	صِينِيّ (ون/ين)
chips (<i>fries</i>)	بَطَاطِسُ مُحَمَّرَة
cinema	سِينِمَا (ات)
city	مَدِينَة (مُدُن)
class (<i>lesson</i>)	دَرْس (دُرُوس)
clean (<i>v.</i>)	نَظَّف / يُنَظِّف
clear (<i>sky, water, etc.</i>)	صَافٍ
clock	سَاعَة (ات)
cloud	غَيْم (غَيُوم)
cloudy	غَائِم
club (<i>sports, etc.</i>)	نَادٍ (نَوَادٍ)
coffee	قَهْوَة
coffee beans	بُنّ
cola	كُولَا
cold	بَارِد
colleague	زَمِيل (زَمَلَاء)
colour	لَوْن (أَلْوَان)
company	شَرِكَة (ات)
complain	شَكَا / يَشْكُو
concerning	عَنْ
condition	حَال (أَحْوَال)
conference	مُؤْتَمَر (ات)
continent	قَارَة (ات)
cook (<i>person</i>)	طَبَّاح (ون/ين)
cook (<i>v.</i>)	طَبَخَ / يَطْبُخ
copper	نُحَاس
cotton	قُطْن

country	دَوْلَة (دُول)
countryside	رِيف (أَزْيَاف)
course (<i>of a meal</i>)	طَبَق (أَطْبَاق)
court (<i>tennis, etc.</i>)	مَلْعَب (مَلَاعِب)
couscous	كُسْكُس
cup	فَنْجَان (فَنَاجِين)
cupboard	خَزَانَة (ات)

D daughter	ابْنَة (بَنَات): بِنْت (بَنَات)
day	يَوْم (أَيَّام)
day after tomorrow	بَعْدَ غَد
day before yesterday	أَوَّلْ أَمْس
dear (<i>opening of letter</i>) (<i>masc./fem.</i>)	عَزِيزِي / عَزِيزَتِي
December	دِيسَمْبَر
degree (<i>temperature, etc.</i>)	دَرَجَة (ات)
delicious	شَهِي؛ لَذِيذ
deputy	نَائِب (نَوَّاب)
desert	صَحْرَاء
desk	مَكْتَب (مَكَاتِب)
desserts	حَلَوِيَّات
different	مُخْتَلِف
Dinar	دِينَار (دَنَانِير)
dinner	عَشَاء
Dirham	دِرْهَم (دِرَاهِم)
do (v.)	فَعَلَ / يَفْعَل
doctor	طَبِيب (أَطْبَاء)
dog	كَلْب (كِلَاب)

donkey	حِمَار (حَمِير)
door	بَاب (أَبْوَاب)
drawing	رَسْم (رَسُوم)
drink (v.)	شَرِبَ / يَشْرَبُ
drum	طَبْلَة (طُبُول)

E

east	شَرْق
eat (v.)	أَكَلَ / يَأْكُلُ
economy	اِقْتِصَاد
education	تَعْلِيم
eggs	بَيْض
Egypt	مِصْر
Egyptian	مِصْرِيّ (ون/ين)
eight	ثَمَانِيَة
eighteen	ثَمَانِيَة عَشْرَ
eighty	ثَمَانِينَ
eleven	أَحَدَ عَشْرَ
embassy	سِفَارَة (ات)
emir	أَمِير (أَمْرَاء)
emirate	إِمَارَة (ات)
engineer	مُهَنْدِس (ون/ين)
engineering	الْمُهَنْدِسَة
England	إِنْجِلْتْرَا
English (adj.)	إِنْجِلِيزِيّ (انْجِلِيز)
English (language)	الْإِنْجِلِيزِيَّة
enjoyable	مُفْتِع
enquire	اسْتَعْلَمَ / يَسْتَعْلِمُ

entrance	مَدْخَل (مَدْخَل)
evening	مَسَاء
every	كُلَّ
every day	كُلَّ يَوْمٍ
exam	إِمْتِحَان (ات)
exhibit (v.)	عَرَضَ / يَغْرِضُ
exhibition	مَعْرَض (مَعَارِض)
exit	مَخْرَج (مَخَارِج)
exit (v.)	خَرَجَ / يَخْرُجُ
F	
face	وَجْه (وُجُوهُ)
factory	مَصْنَع (مَصَانِع)
faculty (<i>university</i>)	كُلِّيَّة (ات)
fantastic	رائع
fast	سَرِيع
father	أَب (آبَاء)
February	فَبْرَايِر
field	حَقْل (حُقُول)
fifteen	خَمْسَةَ عَشَرَ
fifty	خَمْسِينَ
figs	تِين
film	فِيلْم (أَفْلَام)
finally	أَخِيرًا
find (v.)	وَجَدَ / يَجِدُ
first	أَوَّل
firstly	أَوَّلًا
fish	سَمَك

five	خَمْسَةَ
flag	عَلَمَ (أَعْلَام)
flies	ذُبَاب
fly (v.)	طَارَ / يَطِير
for	لِـ...
forty	أَرْبَعِينَ
four	أَرْبَعَةَ
fourteen	أَرْبَعَةَ عَشَرَ
France	فَرَنْسَا
French	فَرَنْسِيّ (ون/ين)
Friday	يَوْمَ الْجُمُعَةِ
fried	مُقْلِيّ
friend	صَاحِب (أَصْحَاب)؛ صَدِيق (أَصْدِقَاء)
from	مِنْ
fruit	فَوَاكِه
future	مُسْتَقْبَل

G game	لُعْبَةُ (لُعَب)
geography	الجُغْرَافِيَا
German	أَلْمَانِي
Germany	أَلْمَانِيَا
girl	بِنْت (بَنَات)
give me	أَعْطِنِي
glass (material)	زُجَاج
glass (tumbler)	كُوب (أَكْوَاب)
go (v.)	ذَهَبَ / يَذْهَب
go back (v.)	رَجَعَ / يَرْجِع؛ عاد / يَعود

go out (v.)	خَرَجَ / يَخْرُجُ
gold	ذَهَبٌ
good evening	مَسَاءُ الْخَيْرِ
good evening (reply)	مَسَاءُ النُّورِ
good morning	صَبَاحُ الْخَيْرِ
good morning (reply)	صَبَاحُ النُّورِ
goodbye	مَعَ السَّلَامَةِ
grandfather (plural also = ancestors)	جَدٌّ (أَجْدَادُ)
grandmother	جَدَّةٌ (أَت)
great!	رَائِعٌ!
green (masc./fem.)	أَخْضَرُ / خَضْرَاءُ
greeting	تَحِيَّةٌ (أَت)
grilled	مَشْوِيٌّ
grocer	بَقَّالٌ (وَن/يَن)

H

half	نِصْفٌ
hat	قُبْعَةٌ (أَت)
have	عِنْدَ / لِي / مَعَ
he	هُوَ
head (of organisation, etc.)	رَأْسٌ (رُؤَسَاءُ)
health	صِحَّةٌ
hear (v.)	سَمِعَ / يَسْمَعُ
heart	قَلْبٌ (قُلُوبُ)
heat	حَرَارَةٌ
heat (v.)	سَخَّنَ / يُسَخِّنُ
heavy	ثَقِيلٌ
hello	أَهْلًا

help	مُسَاعِدَة (ات)
helper	مُسَاعِد (ون/ين)
hen	دَجَاجَة (دجاج)
her	...ها
here you are (<i>masc./fem./plural</i>)	تَفَضَّل / تَفَضَّلِي / تَفَضَّلُوا
his	...ه
history	تَارِيخ
hold (<i>a meeting, etc.</i>) (<i>v.</i>)	عَقَد / يَعْقِد
holiday	عُطْلَة (عطل)
hope (<i>v.</i>)	أَمَل / يَأْمَل
hospital	مُسْتَشْفَى (مُسْتَشْفَايَات)
hot	حَار
hotel	فُنْدُق (فنادق)
hour	سَاعَة (ات)
house	بَيْت (بيوت)
how?	كَيْف؟
how are you?	كَيْفَ الحَال؟ / كَيْفَ حَالِكَ؟
how many?	كَمْ؟
how much?	بِكَمْ؟
hundred	مَائَة (مئات)
husband	زَوْج (أزواج)

I

I	أَنَا
I'd like...	أُرِيد...
ice-cream	آيس كَرِيم
important	هَام
in	فِي

in front of	أمام
in the middle of	في وَسَط
increase (<i>v.</i>)	زاد / يَزِيد
industry	صِنَاعَة (ات)
inexpensive	رَخِيس
investigation	تَحْقِيق (ات)
invite (<i>v.</i>)	دَعَا / يَدْعُو
Iraq	العِرَاق
Iraqi	عِرَاقِيّ (ون/ين)
it (<i>masc.</i>)	هُوَ
it (<i>fem.</i>)	هِيَ
Italian	إِيطَالِيّ (ون/ين)
Italy	إِيطَالِيَا

J	January	يَنَايِر
	Japan	اليابان
	Japanese	يابانِيّ (ون/ين)
	job (<i>work</i>)	عَمَل (أَعْمَال)
	Jordan	الأُرْدُن
	Jordanian	أُرْدُنِيّ (ون/ين)
	juice	عَصِير (عَصَائِر)
	July	يوليو
	June	يونيو

K	key	مِفْتَاح (مِفَاتِيح)
	kilo	كيلو
	king	مَلِك (مُلُوك)

kitchen	مَطْبَخ (مَطَابِخ)
know (v.)	عَرَف / يَعْرِف

L language	لُغَة (ات)
last (<i>final</i>)	آخِر
laundry/laundrette	مَغْسِلَة (مَغاسِل)
law (<i>academic study</i>)	الحَقُوق
lead (v.)	قاد / يَقُود
leader	رَعِيم (رُعماء)
leadership	رَعامة (ات)
leather	جِلْد
Lebanese	لُبْنانِي (ون/ين)
Lebanon	لُبْنان
lecture	مُحاضِرَة (ات)
left (<i>direction</i>)	يَسار
lesson	دُرْس (دُرُوس)
letter (<i>mail</i>)	خِطاب (ات)
library	مَكْتَبَة (ات)
Libya	لِيبِيَا
Libyan	لِيبِي (ون/ين)
life	حَيَاة
light (<i>weight</i>)	خَفِيف
like (v.)	أَحَبَّ / يُحِبُّ
like (<i>I'd like</i>)	أُرِيد
live (v.)	سَكَن / يَسْكُن
long	طَوِيل
lunch	غَداء

M macaroni	مَكْرُونَة
madam	مَدَام
man	رَجُل (رجال)
manager	مُدِير (مُدْرَاء)
mangoes	مَنْجَة
many	كَثِير
March	مَارِس
market	سُوق (أسواق)
masterpiece	تُحْفَة (تُحَف)
matches	كَبْرِيْت
mathematics	الرِّيَاضِيَّات
May	مَايُو
me	...نِي
meat	لَحْم
medicine (<i>study</i>)	الطَّبِّ
meet (<i>v.</i>)	قَابِل / يُقَابِل
meeting	اجْتِمَاع (ات)
mend (<i>v.</i>)	صَلَح / يُصَلِح
middle	وَسَط
Middle East	الشَّرْق الأَوْسَط
mild	مُعْتَدِل
milk	حَلِيب
million	مَلْيُون (ملايين)
minister	وَزِير (وَزَرَاء)
ministry	وِزَارَة (ات)
minute (<i>time</i>)	دَقِيقَة (دقائق)
moderate	مُعْتَدِل

monastery	دَيْر (أَذِيرَة)
Monday	يَوْمَ الْإِثْنَيْنِ
month	شَهْر (شُهُور)
more/most	أَكْثَر
morning	صَبَاح
mosque	مَسْجِد (مَسَاجِد)
mother	أُمّ (أُمَّهَات)
mountain	جَبَل (جِبَال)
museum	مَتْحَف (مَتَاحِف)
music	مُوسِيقَى
my	سِي...

N

name	إِسْم (أَسْمَاء)
nation	دَوْلَة (دُول)
nationality	جِنْسِيَّة (ات)
necklace	قِلَادَة (قِلَائِد)
new	جَدِيد
newspaper	جَرِيدَة (جَرَائِد)
nine	تِسْعَة
nineteen	تِسْعَة عَشْر
ninety	تِسْعِينَ
no	لَا
noon	ظَهْر
north	شَمَال
November	نُوفَمْبَر
now	الْآن
number (<i>numeral</i>)	رَقْم (أَرْقَام)
nurse	مَمْرُضَة (ات)

O	October	أَكْتُوبَر
	official (<i>adjective</i>)	رَسْمِيّ
	office	مَكْتَب (مَكَاتِب)
	oil	زَيْت (زَيْوت)
	old (<i>of objects</i>)	قَدِيم
	old (<i>of people</i>)	كَبِير السِّن
	Oman	عُمان
	Omani	عُمَانِي (وَن/يَن)
	on	عَلَى
	on the left of	عَلَى يَسَار
	on the right of	عَلَى يَمِين
	one	وَاحِد
	onions	بَصَل
	open (<i>v.</i>)	فَتَح / يَفْتَح
	oranges	بُرْتُقَال
	our	نَا...
	outside (<i>of</i>)	خَارِج
P	packet	عَلْبَة (عَلَب)
	palace	قَصْر (قُصُور)
	palm tree	نَخْلَة (نَخْل)
	party (<i>celebration</i>)	حَفْلَة (ات)
	past (<i>the past</i>)	الْمَاضِي
	pen	قَلَم (أَقْلَام)
	people (<i>the people; the populace</i>)	شُعْب (شُعُوب)
	period (<i>of time</i>)	فَتْرَة (فَتَرَات)
	photographer	مُصَوِّر (وَن/يَن)

picture/photograph	صورة (صُور)
piece	قِطْعة (قِطَع)
pigeons	حَمَام
pitch (<i>football, etc.</i>)	مَلْعَب (مَلَاعِب)
pizza	بيتزا
plan	خِطَّة (خِطَط)
plane	طَائِرَة (ات)
plastic	بلاستيك
plate	طَبَق (أطباق)
play (v.)	لَعِب / يَلْعَب
playing field	مَلْعَب (مَلَاعِب)
please (<i>masc./fem.</i>)	مِن فَضْلِكَ / مِّن فَضْلِكِ
poor	فَقِير (فُقَرَاء)
potatoes	بَطاطس
Pound (<i>money</i>)	جَنِيَه (ات)
prefer (v.)	فَضَّل / يُفَضِّل
prepare (v.)	جَهَّز / يُجَهِّز
presidency	رِئاسَة
president	رئيس (رؤساء)
price	سِعْر (أسعار)
prince	أَمِير (أمراء)
princess	أَمِيرَة (ات)
private	خاص
profession	مِهْنَة (مِهَن)
professor	أُسْتَاذ (أساتذة)
pupil (<i>school</i>)	تَلْمِيذ (تَلَامِيذَة: تَلَامِيذ)
put on (<i>clothes, etc.</i>) (v.)	لَبَس / يَلْبَس

Q quarter	رُبْع (أَرْبَاع)
R rain	مَطَر (أَمْطَار)
rainy	مُمْطِر
rather (<i>but rather</i>)	بَلْ
receive (<i>guests, etc.</i>) (v.)	اسْتَقْبَلَ / يَسْتَقْبِلُ
red (<i>masc./fem.</i>)	أَحْمَر / حُمْرَاء
religious education	التَّربِيَةِ الدِّينِيَّة
restaurant	مَطْعَم (مَطَاعِم)
return (v.)	رَجَعَ / يَرْجِعُ؛ عاد / يَعُود
rice	أُرْز
rich	غَنِيّ
ride/take transport (v.)	رَكَب / يَرْكَب
riding (<i>horses</i>)	رُكُوب (الْخَيْل)
right (<i>direction</i>)	يَمِين
ring	خَاتِم (خَوَاتِم)
river	نَهْر (أَنْهَار)
River Nile	نَهْر النِّيل
Riyal	رِيَال (ات)
roasted (<i>in the oven</i>)	فِي الْفُؤْن
robbery	سَّرِقَة (ات)
room	غُرْفَة (غُرَف)
rose	وَزْدَة (وَزْد)
royal	مَلَكِيّ
run (v.)	جَرَى / يَجْرِي
Russia	رُوسِيَا
Russian	رُوسِيّ (رُوس)

S salad	سَلْطَة (ات)
sandals	صَنْدَل (صَنْدَال)
sandwich	سَنْدُوَيْتَش (ات)
Saturday	يَوْم السَّبْت
Saudi (<i>country</i>)	السَّعُودِيَّة
Saudi (<i>nationality</i>)	سَعُودِيّ (ون/ين)
say (<i>v.</i>)	قال / يَقُول
science	عِلْم (عُلُوم)
school	مَدْرَسَة (مَدَارِس)
sea	بَحْر (بِحَار)
second (<i>adj.</i>)	ثاني
sell (<i>v.</i>)	باع / يَبِيع
September	سِبْتَمْبَر
service	خِدْمَة (ات)
service (<i>at your service</i>)	تَحْت أَمْرِك
seven	سَبْعَة
seventeen	سَبْعَة عَشْر
seventy	سَبْعِين
shampoo	شَامْبُو
shape	شَكْل (أَشْكَال)
she	هِيَ
sheikh	شَيْخ (شَيْوْخ)
shirt	قَمِيص (قَمِصَان)
short	قَصِير
shorts	شُورْت (ات)
show (<i>v.</i>)	عَرَض / يَغْرِض
silk	حَرِير

silver	فِصَّة
since ('since 2013', etc.)	مُنذُ
sir	سَيِّدِي
sister	أُخْت (أَخَوَات)
sit down (v.)	جَلَسَ / يَجْلِسُ
sitting room	عُرْفَةُ الْجُلُوسِ
six	سِتَّة
sixteen	سِتَّةَ عَشَرَ
sixty	سِتِّينَ
sky	سَمَاء (سَمَوَات)
sleep (v.)	نَامَ / يَنَامُ
small	صَغِير
so	فَـ...
soap	صَابُون
son	ابْن (أَبْنَاء)
south	جَنُوب
Spain	أَسْبَانِيَا
Spanish	أَسْبَانِيَّ (وَن/يَن)
sport	رِيَاضَة (ات)
state (condition)	حَال (أَحْوَال)
state (country)	دَوْلَة (دَوْل)
stay (in hotel, etc.) (v.)	نَزَلَ / يَنْزِلُ
street	شَارِع (شَوَارِع)
strong (bodily strength)	قَوِيَّ
strong (emphatic)	شَدِيد
student	طَالِب (طَلَبَة؛ طُلَّاب)
study (v.)	دَرَسَ / يَدْرُسُ

Sudan	السودان
Sudanese	سودانيّ (ون/ين)
sugar	سُكَّر
sun	شَمْس
Sunday	يوم الأحد
sunny	مُتَشَمِس
sunrise	شُرُوق الشَّمْس
supper	عَشَاء
sweet	حَلْو
swimming pool	مَسْبَح (مَسَابِح)
sword	سَيْف (سُيُوف)
Syria	سوريا
Syrian	سوريّ (ون/ين)

T

table	مَائِدَة (مَوَائِد)
take (v.)	أَخَذ / يَأْخُذ
tall	طَوِيل
tea	شاي
teacher	مُدْرَس (ون/ين)
telephone	تَلِيفُون (ات)
television	تَلِيفِزِيُون (ات)
temperature	دَرَجَة الحَرَارَة
ten	عَشْرَة
tennis	تَنِيس
tent	خَيْمَة (خِيَام)
thank you	شُكْرًا
theft	سَرَقَة (ات)

their (<i>masc.</i>)	هُمَّ...
their (<i>fem.</i>)	هُنَّ...
then	ثُمَّ
there is/there are	هُنَاكَ
there is not/there are not	لَيْسَ هُنَاكَ
these (<i>people</i>)	هَؤُلَاءِ
these (<i>non-humans</i>)	هَذِهِ
they (<i>masc.</i>)	هُمْ
they (<i>fem.</i>)	هُنَّ
they (<i>non-humans</i>)	هِيَ
thief	لِصٍّ (لُصُوص)
third (<i>a third</i>)	ثُلُثٌ (أَثْلَاث)
thirteen	ثَلَاثَةَ عَشَرَ
thirty	ثَلَاثِينَ
this (<i>masc.</i>)	هَذَا
this (<i>fem.</i>)	هَذِهِ
three	ثَلَاثَةَ
throw (<i>v.</i>)	رَمَى / يَرْمِي
Thursday	يَوْمَ الْخَمِيسِ
time	وَقْتُ (أَوْقَات)
tin (<i>of beans, etc.</i>)	عَلْبَةٌ (عُلْبَ)
to/for (<i>in order to/for you, etc.</i>)	لِـ...
to (<i>towards</i>)	إِلَى
today	الْيَوْمَ
tomatoes	طَمَاطِمَ
tomorrow	غَدًا
toothpaste	مَعْجُونُ الْأَسْنَانِ

total	مَجْمُوع
towards	إِلَى
tower	بُرْج (أَبْرَاج)
town	مَدِينَة (مُدُن)
toy	لُعْبَة (لُعَب)
train	قِطَار (ات)
travel	سَافِر / يُسَافِر
tree	شَجَرَة (شَجَر)
trip (<i>journey</i>)	رِحْلَة (ات)
trousers	سِرْوَال (سِرَاوِيل)
truth	حَقِيقَة (حَقَائِق)
try (<i>attempt</i>) (<i>v.</i>)	حَاوَل / يُحَاوِل
try (<i>sample</i>) (<i>v.</i>)	جَرَّب / يُجَرِّب
tube	أُنْبُوبَة (أُنَابِيب)
Tuesday	يَوْمِ الثَّلَاثَاء
twelve	إِثْنَا عَشَرَ
twenty	عِشْرِينَ
two	إِثْنَان

U

ugly	قَبِيح
united	مُتَّحِد
United Arab Emirates (UAE)	الإِمَارَاتِ العَرَبِيَّةِ المُتَّحِدَة
university	جَامِعَة (ات)
until	حَتَّى
use (<i>v.</i>)	اسْتَخْدَم / يَسْتَخْدِم
user	مُسْتَخْدِم (ون/ين)
usually	عَادَة

V	vegetables	خَضْرَوَات
	visit (<i>n.</i>)	زِيَارَة (ات)
	visit (<i>v.</i>)	زار / يَزور
W	waiter	جَرَسون
	wake up (<i>v.</i>)	صَحَى / يَصْحو
	walk (<i>v.</i>)	مَشَى / يَمْشِي
	wash (<i>v.</i>)	غَسَلَ / يَغْسِل
	washing powder	مَسْحوق العَسِيل
	watch (<i>wrist</i>) (<i>n.</i>)	سَاعَة (ات)
	watch (<i>witness/see</i>) (<i>v.</i>)	شَاهَد / يُشَاهِد
	water	مَاء
	watermelons	بَطِيخ
	we	نَحْنُ
	weak	ضَعِيف
	wear (<i>v.</i>)	لَبَسَ / يَلْبَس
	weather	طَقْس
	website	مَوْقِع (مَوَاقِع)
	Wednesday	يَوْم الأَرْبِعَاء
	week	أُسْبوع (أَسَابِيع)
	west	غَرْب
	what (+ <i>noun</i>)?	مَا؟
	what (+ <i>verb</i>)?	مَاذَا؟
	what's your name?	مَا اسْمُكَ؟
	when?	مَتَى؟
	where?	أَيْنَ؟
	which?	أَيُّ؟

white (<i>masc./fem.</i>)	أَبْيَضُ / بَيْضَاءُ
whole/unbroken	سَلِيمٌ
why?	لِمَاذَا؟
wife	زَوْجَةٌ (ات)
wind (<i>fem.</i>)	رِيحٌ (رِيَّاح)
window	شُبَّانٌ (شَبَابِيك)
with	مَعَ، بِ...
wood	خَشَبٌ
work (<i>n.</i>)	عَمَلٌ (أَعْمَال)
work (<i>v.</i>)	عَمِلَ / يَعْمَلُ
worker	عَامِلٌ (عَمَال)
world (<i>the World</i>)	العَالَمُ
write (<i>v.</i>)	كَتَبَ / يَكْتُبُ

Y

year	سَنَةٌ (سِنَوَات / سِنُون)؛ عَامٌ (أَعْوَام)
yellow (<i>masc./fem.</i>)	أَصْفَرٌ / صَفْرَاءُ
Yemen	اليَمَنُ
Yemeni	يَمَنِيٌّ (وَن/يَن)
yes	نَعَمْ
yesterday	أَمْسٌ
you (<i>masc./fem./plural</i>)	أَنْتَ / أَنْتِ / أَنْتُمْ
young	صَغِيرٌ السِّنِّ
your (<i>masc./fem./plural</i>)	...سُكِّ / ...كِ / ...كُمُ

Z

zero	صِفْرٌ
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Index

The following index contains the key Arabic themes, vocabulary sets, structures and grammar in *Mastering Arabic 1*, referenced by page number. You can use the index to revisit information for reference at any point in your studies.

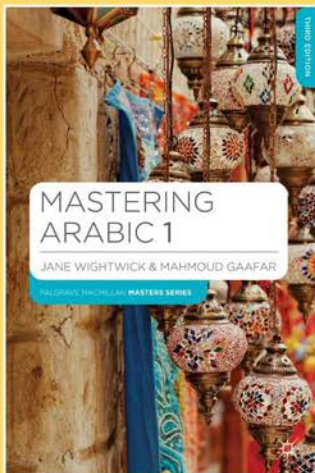


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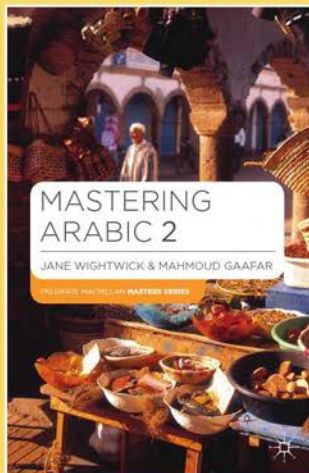
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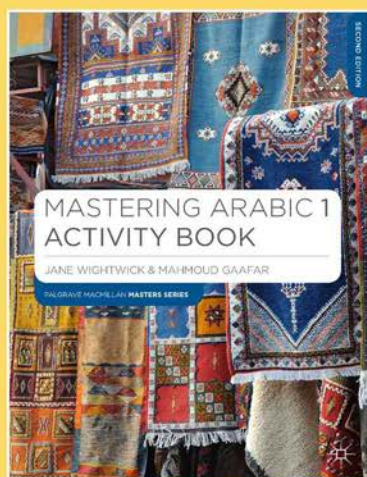
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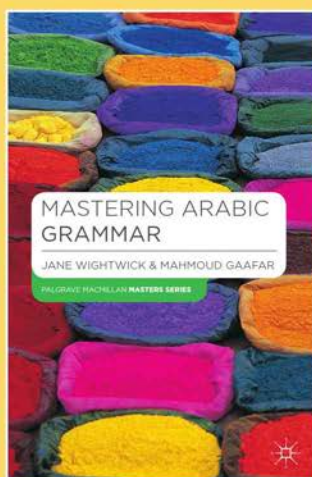
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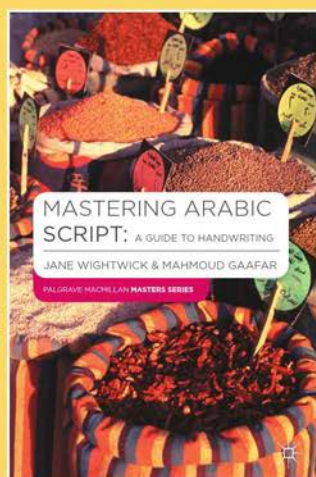
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