ALIF BAA
INTRODUCTION TO ARABIC LETTERS AND SOUNDS

ألف باء
مدخل الى حروف العربية وأصواتها

Kristen Brustad Mahmoud Al-Batal Abbas Al-Tonsi

كرستن بروستاد محمود البطل عباس التونسي

Georgetown University Press/Washington D.C.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>ix</td>
</tr>
<tr>
<td>Acknowledgments</td>
<td>xiii</td>
</tr>
<tr>
<td>Introduction: The Arabic Alphabet</td>
<td>1</td>
</tr>
<tr>
<td>Unit One:</td>
<td></td>
</tr>
<tr>
<td>الوحدة الأولى</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>8</td>
</tr>
<tr>
<td>baa</td>
<td>11</td>
</tr>
<tr>
<td>taa</td>
<td>13</td>
</tr>
<tr>
<td>thaa</td>
<td>15</td>
</tr>
<tr>
<td>(oo)</td>
<td>17</td>
</tr>
<tr>
<td>(ee)</td>
<td>18</td>
</tr>
<tr>
<td>fatHa</td>
<td>21</td>
</tr>
<tr>
<td>Damma</td>
<td>21</td>
</tr>
<tr>
<td>kasra</td>
<td>22</td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>HaDritik, HaDritak</td>
<td>26</td>
</tr>
<tr>
<td>Unit Two:</td>
<td></td>
</tr>
<tr>
<td>الوحدة الثانية</td>
<td></td>
</tr>
<tr>
<td>jiim</td>
<td>27</td>
</tr>
<tr>
<td>Haa</td>
<td>30</td>
</tr>
<tr>
<td>khaa</td>
<td>32</td>
</tr>
<tr>
<td>sukun</td>
<td>34</td>
</tr>
<tr>
<td>waaw</td>
<td>35</td>
</tr>
<tr>
<td>yaa</td>
<td>36</td>
</tr>
<tr>
<td>Culture</td>
<td></td>
</tr>
<tr>
<td>Meeting and Greeting People</td>
<td>40</td>
</tr>
</tbody>
</table>
Unit Three: 

الوحدة الثالثة

<table>
<thead>
<tr>
<th>لetter</th>
<th>Symbol</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ</td>
<td>hamza</td>
<td>41</td>
</tr>
<tr>
<td>د</td>
<td>daal</td>
<td>44</td>
</tr>
<tr>
<td>ذ</td>
<td>dhaal</td>
<td>46</td>
</tr>
<tr>
<td>ر</td>
<td>raa</td>
<td>47</td>
</tr>
<tr>
<td>ز</td>
<td>zaay</td>
<td>49</td>
</tr>
</tbody>
</table>

Culture

al-Hamdu lillaah ........................................ 53
Arabic Dialects ........................................... 53

Unit Four: 

الوحدة الرابعة

<table>
<thead>
<tr>
<th>لetter</th>
<th>Symbol</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ّ</td>
<td>shadda</td>
<td>55</td>
</tr>
<tr>
<td>س</td>
<td>seen</td>
<td>57</td>
</tr>
<tr>
<td>ش</td>
<td>sheen</td>
<td>60</td>
</tr>
<tr>
<td>ص</td>
<td>Saad</td>
<td>62</td>
</tr>
<tr>
<td>ض</td>
<td>Daad</td>
<td>65</td>
</tr>
</tbody>
</table>

Culture

Forms of Address ........................................ 72

Unit Five: 

الوحدة الخامسة

<table>
<thead>
<tr>
<th>لetter</th>
<th>Symbol</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ء</td>
<td>taa marbuuTa</td>
<td>74</td>
</tr>
<tr>
<td>م</td>
<td>Taa</td>
<td>76</td>
</tr>
<tr>
<td>ؤ</td>
<td>DHaa</td>
<td>79</td>
</tr>
<tr>
<td>ع</td>
<td>'ayn</td>
<td>83</td>
</tr>
<tr>
<td>غ</td>
<td>ghayn</td>
<td>87</td>
</tr>
</tbody>
</table>

Culture

Taking Leave .............................................. 94
Unit Six: 

<table>
<thead>
<tr>
<th>Arabic Letter</th>
<th>English Translation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>faa</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>qaa</td>
<td></td>
<td>97</td>
</tr>
<tr>
<td>kaaf</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>laam</td>
<td></td>
<td>104</td>
</tr>
<tr>
<td>laam alif</td>
<td></td>
<td>107</td>
</tr>
<tr>
<td>hamza on yaa seat</td>
<td></td>
<td>111</td>
</tr>
<tr>
<td>hamza on waaw seat</td>
<td></td>
<td>112</td>
</tr>
</tbody>
</table>

Culture

Coffee ................................................................. 119

Unit Seven: 

<table>
<thead>
<tr>
<th>Arabic Letter</th>
<th>English Translation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>miim</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>nuun</td>
<td></td>
<td>124</td>
</tr>
<tr>
<td>haa</td>
<td></td>
<td>126</td>
</tr>
<tr>
<td>alif madda</td>
<td></td>
<td>131</td>
</tr>
</tbody>
</table>

Culture

تراشد ................................................................. 141

Unit Eight: 

<table>
<thead>
<tr>
<th>Arabic Letter</th>
<th>English Translation</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>142</td>
</tr>
<tr>
<td>1</td>
<td>هَمْزَةَ الْوِصلْ</td>
<td>147</td>
</tr>
<tr>
<td>1</td>
<td>dagger alif</td>
<td>148</td>
</tr>
</tbody>
</table>

Arabic Numerals and Numbers (1-10) .................................. 152

Culture

Saying Hello ........................................................... 155
PREFACE

To the Student

Ahlan wa Sahlan! Welcome to Arabic! This textbook, Alif Baa, represents the first in a series of textbooks aimed at teaching Arabic to English-speaking students, followed by Al-Kitaab fii Tá'allum al-'Arabiyya I & II.

The present book aims to help you learn to produce Arabic sounds and write its letters, and to introduce to you a number of greetings, common phrases, and basic vocabulary, as well as aspects of Arab culture. The book is accompanied by a set of audio tapes for you to use outside of class and a video tape that you will watch in class with your teacher.

The book consists of an introduction, ten units, an appendix and an English-Arabic Glossary. The introduction provides a brief overview of some special characteristics of Arabic, and the ten units present the alphabet in groups following the modern Arabic order, with the exception that all of the long vowels are presented in the first unit. In describing the sounds, we have avoided technical descriptions, opting instead for a more practical approach involving tips and exercises that focus on the points of articulation of the sounds. Following the description of each sound, we have provided a brief explanation of the writing of the corresponding letter. Each unit contains a number of recorded listening exercises and drills on reading, writing, connecting letters, and dictation. We have used only meaningful words in these exercises, because word structure in Arabic is based on consonant-vowel patterns, and listening to a large number of words, even if you do not know their meaning, will help you begin internalizing these patterns and facilitate learning vocabulary. We have also included in this book examples of authentic or "real-life" Arabic from newspapers, books, and magazines. Finally, we have included short cultural notes explaining aspects of the situations that you will see on the accompanying video tape. The appendix provides the texts of all the dialogues on the video tape, and the glossary includes all the vocabulary items introduced in the book.

We believe that it is crucial for you to learn to recognize and produce Arabic sounds accurately from the outset, for several reasons. First, you must learn to pronounce Arabic correctly in order to communicate effectively with Arabic speakers. Arabic has its own unique beauty, and the extent to which you learn the sounds correctly reflects, among other things, the degree of respect you have for the language and its speakers. Second, Arabic sounds are not very difficult. Many non-native speakers have learned to pronounce Arabic sounds accurately, and there is no reason why you should not expect to do so as well. Third, it is important to learn the sounds correctly now when you have the time and energy to concentrate on them; later you will be concentrating on other aspects of the language, such as vocabulary and grammar. Fourth, the structure of the Arabic language is such that being able to
recognize sounds when you hear them will greatly enhance your ability to learn, understand, and remember vocabulary. Fifth, Arabic is largely phonetic, which means that if you learn the sounds correctly now, you will not suffer from spelling headaches. Finally, we do not agree with the commonly held assumption that Arabic is too difficult for non-native speakers to learn: all languages require a certain amount of exposure, time, and effort, and the ability to learn a foreign language is directly related to both the desire to do so and the belief that you can.

**Tips for Using This Book:**

1. **Prepare for active participation in class.** Listen to the tapes and prepare the lesson assigned beforehand, so that you will be ready to read and write. Class time should be spent practicing, not listening to lectures.

2. **Once is not enough.** Whether you are pronouncing new sounds, writing new letters, or studying vocabulary, you should repeat the activity as many times as you can. Repeat until you can produce a sound or write a letter easily. Remember that you are training your brain and your muscles to do new things, and this takes practice. Listen to the tapes as many times as you can, and go back over items that you missed on the homework. Although most of your studies are visually oriented, you learned your native language mainly through hearing and listening, and not through reading and writing. Rediscover your native ability to learn through listening by devoting as much time as you can while working through this book to the listening and dictation exercises.

3. **Study out loud.** The only way to train your brain and your mouth to speak this language is by doing—thinking about it is not enough!

4. **Study in groups.** You are much more likely to study actively when you study with others. Good group activities include quizzing and dictating to each other, and making up sentences and dialogues.

5. **Review constantly.** Set aside part of your study time each day to go over old material and practice sounds and letters you learned previously. This investment will pay off in improved accuracy in listening, speaking, reading and writing.

6. **Expect to feel tired occasionally.** Being tired is a good sign—it means that you are concentrating, and that you are training your muscles to produce new sounds correctly. Remember that you will soon be able to do easily things that tire you at first.

*We wish you a successful and enjoyable learning experience!*

- x -
TO THE TEACHER

The philosophy behind this textbook represents a departure from that of previous alphabet textbooks in several ways. First, it is our belief that everyone can produce Arabic sounds accurately, and that it is necessary to encourage and expect accuracy from the outset. Not only is this the only opportunity you and the students will have to focus all of your attention on the phonetic aspects of Arabic, it is also better to form good habits from the start. Second, we believe that all language skills are important, and that they reinforce each other. The ability to hear the difference between, for example,  ج and  ڭ , is a necessary prelude to being able to produce them, and the ability to do both will aid in mastering Arabic morphology, in writing, and in retaining vocabulary. Third, we believe that Arabic is one language, albeit one rich in varieties, and that each variety embraces its own level or part of the culture. In order to understand the language and the culture, students need to learn both formal and spoken varieties. It is the goal of this textbook series to provide a framework for introducing students to both varieties while focusing on the formal; the extent to which you emphasize each variety will depend on your program and the needs of your students. We have found through experience that this approach does not confuse students, as long as spoken variants are introduced as vocabulary items and expressions. On the contrary, it adds to their pool of vocabulary, and, more importantly, gives them the tools they need to begin communicating with native speakers they might meet or know in their immediate environment, who will not speak to them in formal Arabic.

The material in this textbook can be covered in twenty to twenty-five contact hours, depending on the amount of time devoted to the various activities, and assuming that the student will devote one to two hours a night to doing the drills. The book is designed so that the student can do much of his or her learning outside of class. Class time should be spent on practice rather than explanations. We believe that it is crucial for the students to learn the sounds correctly from the outset. In order to help them do so, spend as much class time as possible on activities involving listening, dictation, and reading aloud. Our approach stresses dictation because we believe that the mastery of sounds and the ability to relate sounds and writing must be developed early. Repeat sounds and words many times over, and have students repeat as a group to take the pressure off individual performance. It takes several repetitions of a new or unfamiliar sound in order to identify it, and several more to be able to produce it.

The accompanying video tape contains some basic dialogues that were filmed in Egypt in the Cairene dialect. Our decision to use colloquial Arabic was a natural consequence of our desire to include a cultural component in these materials, and to use language forms appropriate to that component. Many culturally important
expressions belong to the colloquial register, and introducing the students to them as they naturally occur helps them to feel that they are learning to communicate with Arabs. We decided to use the dialect of Cairo in this first edition of the materials because it is the most widely understood among Arabic speakers. However, it is not our desire to impose the teaching of the Egyptian dialect on anyone; if your own dialect differs, we encourage you to teach your students the forms with which you are comfortable. (We do not believe you will find the differences to be very great.)

We hope that you will make use of the accompanying video tape not only for its linguistic value but also for its visual and cultural content. You will need to use the tape in class in order to explain the content. We have distributed the eighteen dialogues over the first nine units. While we have included short cultural notes in the book meant to accompany the video scenes, we have not provided detailed lesson plans in order to give you the flexibility to proceed as you wish and focus on the aspects you deem important. Use the tape and cultural notes as starting points, encourage questions and discussion, and expand as you wish. We suggest that you have the students listen to each dialogue several times as follows: (1) Before explaining anything, have them watch for general content, then discuss, and see what they understood. (2) Have them watch again, as many times as necessary, to listen for individual words or expressions, followed by discussion and explanation of what they heard. (3) Have them watch a final time, after they have understood what is said, to focus on how it is said. After that, the students should be ready to try out the expressions themselves, so let them make up their own situations and act them out. Your own contribution will be vital to the success of these materials.

Do not worry about writing out the dialogues. It is good training for the students to develop confidence in their aural and oral skills at this stage, and they need to be encouraged to rely on their “phonographic” rather than their “photographic” memory. Everybody has natural aural and oral language learning skills, because nobody learned their native language through reading. As the students master the alphabet, they will be able to study from the transcribed texts in the appendix.

Of course, no textbook can take the place of a good teacher. It is our hope that these materials will help you to enrich your classroom and make learning Arabic an enjoyable experience for your students.
ACKNOWLEDGMENTS

We would like to express our deep gratitude to all the institutions and individuals who made the production of this book possible. The National Endowment for the Humanities provided the funding for the project through a grant to the School of Arabic at Middlebury College. Middlebury College provided matching funds and staff support. The Egyptian Union for Television and Radio graciously granted permission for us to use a number of its video materials and provided us with copies of a number of its programs.

We are grateful to the many people who have helped with different phases of the project. To mention just a few, Mary Nachtrieb and Hicham Hamdar helped with typing, editing, and scanning texts, as well as the preparation of the glossary and appendix. Michael Cooperson drew the pictures and made valuable suggestions after reading the first draft. Devin Stewart read the entire manuscript and gave valuable comments and suggestions. At Middlebury College, David Herren and his staff provided computer support and expertise, and Ernest Longie and his staff provided facilities and support for the recording of the audio tapes and duplication of the video tapes. John Samples, Director of Georgetown University Press, and Patricia Rayner, Production Manager, helped in preparing the final manuscript.

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

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

آلف باء
مدخل الى حروف العربية وأصواتها
INTRODUCTION

THE ARABIC ALPHABET

There are twenty-eight letters in the Arabic alphabet, and fourteen symbols that function as short vowels and pronunciation markers, or as markers of certain grammatical functions. Units One through Ten will introduce these letters and symbols individually. First, take a look at the alphabet as a whole. The following chart shows the twenty-eight letters. Starting in the upper right-hand corner, read across from right to left, which is the way Arabic is written and read. Listen to the tape as these sounds are pronounced.

(The tape symbol indicates that you should listen to the tape.)
This chart shows the fourteen extra-alphabetical symbols and their names. They include short vowels, pronunciation symbols, grammatical endings, spelling variants, and a consonant that, for historical reasons, was not included with the letters of the alphabet. They will be introduced in Units One through Ten along with the letters of the alphabet.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Symbol</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﺪ</td>
<td>ﺭ</td>
<td>Damma</td>
</tr>
<tr>
<td>ﺪ</td>
<td>ﺫ</td>
<td>fatHa</td>
</tr>
<tr>
<td>ﺖ</td>
<td>ﺪ</td>
<td>kasra</td>
</tr>
<tr>
<td>ﺖ</td>
<td>ﻏ</td>
<td>sukuun</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>shadda</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺢ</td>
<td>hamza</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>madda</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﻮ</td>
<td>taa marbuuTa</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>dagger alif</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﻮ</td>
<td>waSla</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>tanwiin al-fatH</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>tanwiin aD-Damm</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﺪ</td>
<td>tanwiin al-kasr</td>
</tr>
<tr>
<td>ﻮ</td>
<td>ﻮ</td>
<td>alif maqSuura</td>
</tr>
</tbody>
</table>

- 2 -
Special Characteristics of the Arabic Script

The Arabic alphabet and writing system has four major characteristics that distinguish it from its European counterparts.

1. Arabic is written from right to left. One consequence of this ordering system is that books, newspapers, and magazines open and are read from right to left, rather than left to right.

2. Letters are connected in both print and handwriting, unlike those of the Latin alphabet, which are connected only in handwriting. The following are individual letters which are written one after the other in correct order, but which do not form a word written this way: الباب. When they are connected, however, they do spell a word: الباب ("al-baab" the door). Notice that not all the letters in this word connect to the following letter. This is a characteristic of some of the letters; you will learn these rules as you learn to write each letter. In the following words, try to identify the nonconnecting letters:

لازيز فهد مبارك السودان

As you learn the alphabet, note which letters connect and which do not, and when you practice writing, do not lift the pen or pencil from the page until you get to a natural break with a nonconnecting letter.

3. Letters have slightly different shapes depending on where they occur in a word. The chart on page 1 gives the forms of the letters when written independently; these forms vary when the letters are written in initial, medial, and final position. "Initial position" means not connected to a previous letter, "medial position" indicates that the letter is between two other letters, and "final position" means connected to the preceding letter. Most letters have a particularly distinct shape when they occur in final position, similar to the way English can have capital letters at the beginning of words. The chart on page 4 gives you an idea of the extent of this variation. You will see that each letter retains a basic shape throughout; this is the core of the letter. If the letter has dots, their number and position also remain the same. Note that the last three letters, which all connect, appear to have a "tail" in their independent and final forms which drops off when they are connected and is replaced by a connecting segment that rests on the line. Try to find the core shape of each letter, its dots, if any, the connecting segments, and the final tail in the following chart.
As you learn each letter of the alphabet, you will learn to read and write all its various shapes. You will be surprised how quickly you master them, with a little practice!

4. Arabic script consists of two separate “layers” of writing. The basic skeleton of a word is made up of the consonants and long vowels. Short vowels and other pronunciation and grammatical markers are separated from the consonant skeleton of the word. This second layer, called vocalization, is normally omitted in writing, and the reader recognizes words without it. Compare the following two versions of the same text, a line of poetry, the first of which represents the normal way of writing, without vocalization, and the second of which has all the pronunciation markers added:

بِسْقَطِ اللَّوٰى بِيْنَ الدُّخُولِ فَخُوَّمَل
قَفْا ِنَبْكٍ مِنْ ذَكْرِى حَبِيبٍ وَمُنْزِل

بِسْقَطِ اللَّوٰى بِيْنَ الدُّخُولِ فَخُوَّمَل
قَفْا ِنَبْكٍ مِنْ ذَكْرِى حَبِيبٍ وَمُنْزِل

من معلقة امرئ القيس

Texts normally vocalized include elementary school textbooks, some editions of classical literary texts, and the Quran. In the Quran, the scripture of Islam, this precision has religious significance: the extra markings on the text leave no doubt as to the exact reading intended. Thus the text of the Quran shows full vocalization, as can be seen in the following excerpt.
In schoolbooks, vowel markings are used to introduce new vocabulary, and to enable the students to learn the correct pronunciation of formal Arabic, with all the correct grammatical endings. The following example is taken from a fourth-grade elementary reader.

Thereafter, the students see the words in regular, unvocalized script. You will learn vocabulary the same way.
Most books, magazines, and newspapers are unvocalized, as the following newspaper article demonstrates.

In unvocalized texts, possible ambiguities in form occasionally arise; however, rarely does this result in ambiguous meaning.

In this textbook series, vocalization marks will be used when new vocabulary is introduced, but thereafter you will be expected to have memorized the pronunciation of the word, and these marks will be omitted. Since Arabic speakers normally read and write without vocalization, it is best to become accustomed to reading and writing that way from the beginning.

**Pronunciation of Arabic**

In addition to the characteristics of the Arabic script, you should also be aware of certain features of the sounds of Arabic.

1. **Arabic has a one-to-one correspondence between sound and letter**, whereas English spelling often uses one letter or combination of letters to represent several different sounds. Consider the plural marker *s* in the words *dogs* and *books*, and note that the sound of the first is actually *z*, not *s*. Compare also the two different sounds spelled as *th* as in *think* and *those*. These are two distinct sounds, and Arabic has two different letters to represent them. American English speakers sometimes confuse pronunciation and spelling without realizing it. For example, think about the word *television*. This word has been adopted into Arabic and is pronounced something like *televizyoon*. It is also spelled with the Arabic letter that corresponds to the sound *z*, because that it the way it is pronounced. English spelling, on the other hand, requires an *s*, even though there is no *s* sound in the word. Pay attention to the sounds of the Arabic letters, and avoid associating English letters with them so that you will not confuse the two.
2. The Arabic writing system is regularly phonetic, which means that words are generally written as they are pronounced. Learn to recognize and pronounce the sounds correctly now, and not only will you avoid spelling problems, but you will also learn and retain vocabulary more easily.

3. In general, Arabic sounds use a wider range of mouth and throat positions than English. Be aware of what parts of the mouth you must use to produce these sounds properly from the beginning, when you are able to focus the most attention on them. You will learn to make new sounds, and to do so, you must become familiar with a set of muscles that you use to make sounds like gargling or coughing but not to speak English. Your muscles are capable of making all these sounds, but you must become conscious of what they are doing and you must practice. Just as you must train your arm to hit a tennis ball, you must train your throat to contract or tighten, and this takes constant repetition. You must keep your eye on the ball in tennis, and you must keep your mind on the sounds you are making at all times. With practice, you will gradually be able to do this with less and less effort.

**Units One through Ten**

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

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

"alif"

The name of the first letter of the Arabic alphabet is *alif*. Alif has two main functions, the first of which will be introduced in this unit, and the second in Unit Three. Here we are concerned with its function as a long vowel, whose pronunciation resembles that of *a* in *bad* or in *father*. Say these two words aloud and notice the difference in the quality of the *a*: the former is pronounced in the front of the mouth, and the latter is deeper and farther back. The pronunciation of alif has this same range. Two factors influence the quality of alif: regional dialect and surrounding consonants. In the Gulf region (Saudi Arabia, Kuwait, Iraq, and neighboring countries), the sound is generally deeper, closer to *father*, while farther west, in the Mediterranean area, it is more frontal, closer to *bad*. In addition, certain "emphatic" consonant sounds that are pronounced farther back in the mouth can also deepen the sound of alif so that it resembles *father*. Learning to discern and produce the difference in vowel quality will help you understand, speak, and write Arabic accurately.

LISTENING EXERCISE 1.

To hear the two variants of alif, listen to the following pairs of words on tape. You should be able to distinguish between the frontal alif and the deep alif (remember that the words are read from right to left):

١٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠٠..
Notice that the first word in each pair above begins with a sound comparable to an English one, whereas the second word begins with a sound that resembles the former but is pronounced with the tongue lower and farther back in the mouth. These latter sounds are called "emphatic" consonants, and they affect the pronunciation of the alif. Listening for the difference between frontal and deep alif is the best way to distinguish between emphatic and nonemphatic consonants. We will discuss this point in more depth later when you begin learning the emphatic letters. In the meantime, pay attention to the quality of alif in the words you hear.

**Drill 1. ⁶⁻⁹⁻
You will hear twelve words. For each, note whether the alif is frontal (F) or deep (D):

1. ____  
2. ____  
3. ____  
4. ____  
5. ____  
6. ____  
7. ____  
8. ____  
9. ____  
10. ____  
11. ____  
12. ____

In addition to listening for vowel quality, you must also learn to recognize vowel length. Alif is a long vowel, which means that it must be distinguished from its short counterpart, the fatHa (short a vowel). The length of a long vowel should be at least twice that of a short vowel. Remember that English has no long vowels, so Arabic long vowels should sound and feel extra long to you. Do not worry about pronouncing a long vowel "too long"—stretch it out so that you can feel the difference.

**Listening Exercise 2. ⁶⁻⁹⁻
Listen to the differences in vowel quality and length in the following pairs of words. The first word in each pair contains an alif, and the second a fatHa. Notice that the alif ranges in sound from a in bad (frontal) to a in father (deep), while the fatHa ranges from e in bet (frontal) to u in but (deep):

بَعْرٍ  الشَبْبَ  الْبَدْنَ  السَّم‌ادَ  انَّهُ  قَالَ  فَتْل  بَنَتِ  بَرَ  بَعْرَ  الشَبْبَ  الْبَدْنَ  السَّم‌ادَ  انَّهُ  قَالَ  فَتْل

**Drill 2. ⁶⁻⁹⁻
You will hear twelve words. Mark A if you hear alif, or F if you hear fatHa.

1. ____  
2. ____  
3. ____  
4. ____  
5. ____  
6. ____  
7. ____  
8. ____  
9. ____  
10. ____  
11. ____  
12. ____

- 9 -
In this section you will learn to write the various shapes of the letter alif. The box above contains, reading right to left, the independent, initial, medial, and final shapes of this letter. Alone or at the beginning of a word, the alif is written as a single stroke, drawn from top to bottom, as the arrow in the example shows. Practice on the blank lines below, as shown in the example on the first line, pronouncing alif as you write it. Write the letter as many times as you can in the space provided:

When the alif follows another letter, it is written from the bottom up. The previous letter will end in a connecting segment drawn on the line. Start with that segment, then draw the alif from the bottom up as shown:

In either case, the alif does not connect to what follows it. After writing the alif, pick your pen up from the page, and start the next letter as if it were the beginning of a new word.

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

كان يا ما كان في قديم الزمان، كان تاجر كثير المال والإعمال...
The second letter of the Arabic alphabet is pronounced like English b.

LISTENING EXERCISE 3.
Listen to and repeat the following words that contain the sound ب:

 bağ  لبنان ليبيا بيت حب

WRITING

Unlike ٢، ب is a connecting letter, which means that it connects to the letter following it when it occurs at the beginning or in the middle of a word. The four shapes in the box above represent ب in independent, initial, medial, and final positions. Notice that the main parts of the letter, the initial tooth and the dot beneath the body, remain constant in all four shapes. Compare the independent and final shapes, and note that both end in a second tooth. Remember that many letters take a characteristic “tail” shape in independent and final positions. You can see that this second tooth is the tail of the ب. It is not written in initial and medial positions because ب connects to the following letter in those cases.

When written alone, this letter takes the shape shown at the far right above. Following the steps shown in the example on the first line below, trace the letter with your pencil a few times, then write it. First, write the body: from right to left, begin with a small hook, then continue straight along the line and end with another hook for the tail. After you have finished the body, place the dot underneath as shown.
When \( \text{ب} \) is followed by another letter, it connects to that letter by dropping the final hook: \( \text{ب} \). The exact length of the body depends on the style of the handwriting or print font and may vary a little; copy the size and proportion shown in the example:

\[ \text{ب} \]

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

\[ \text{ب} \]

When \( \text{ب} \) occurs in medial position, that is, when connected \( \text{ب} \) follows a connecting letter, the connecting segment of that letter connects into the hook at the beginning like this: \( \text{ب} \). Copy the example:

\[ \text{ب} \]

Final \( \text{ب} \) resembles the independent form with the final hook. This form may be illustrated by writing two \( \text{ب} \)'s together: \( \text{ب} \). Copy the example:

\[ \text{ب} \]
Now you can write your first word in Arabic: باب door. Practice writing this word by copying the example shown below, pronouncing it out loud as you write. Remember: do not stop to dot the letters until you have finished the skeletal structure of the entire word.

باب

[]

"taa"

The third letter of the alphabet is pronounced like a clear, frontal English t. How many different ways do you pronounce t? Read the following list aloud the way you would normally pronounce the words when speaking: bottle, teeth, automatic. Of these words, most American speakers pronounce the t in teeth farther forward in the mouth, against the back of the teeth. This is the correct position of the tongue for the pronunciation of this Arabic sound; do not confuse it with the flap of the tongue you use to produce automatic. Arabic ت must be pronounced with the tip of your tongue against your teeth, but without aspiration.1 Since ت is a frontal letter, the vowel sounds surrounding it are frontal too; in particular, the alif and fatHa (short a) are pronounced like a in bad and e as in bet (not like a in father and u in but).

LISTENING EXERCISE 4.  

Listen to the letter ت in the following words and repeat. Pay attention to the position of your tongue as you do so and notice the frontal quality of the vowels:

تاء بات توت بنت وتد شتاء

1Aspiration refers to the breathy sound often heard with t, p, and k. Light a match, hold it in front of your mouth, and say, Peter, Tom, and Kirk went to town. The flame will flicker each time you pronounce one of these letters. Arabic sounds do not have aspiration, so practice saying t and k with a lit match in front of your mouth until you can pronounce them without making the flame flicker.
This letter has the same shape as the ب، and is also a connector. Instead of one dot underneath, however, it is written with two dots above its body: ت. In printed text, the two dots are separated, as you see. In handwriting, however, they are usually run together into a short horizontal bar. (Try to write two dots quickly and you will see how this handwriting form developed!) Practice writing the independent ت by copying the example, pronouncing it as you write:

Now practice writing ت in initial and medial positions by copying the word تتب (tatub) as shown:

Practice writing ت in final position by copying the word بت (bit):
Drill 3. 

Dictation. Write the six words you hear on tape. Listen to each word as many times as necessary.

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________ 6. ____________________

"thaa"

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

Drill 4.

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

- *they*  *thumb*  *teeth*  *there*  *throb*  *thus*
- *although*  *think*  *through*  *brother*  *together*  *thought*
- *weather*  *bother*  *theft*  *then*  *depth*  *rather*

three: ____________________________________________

that: ____________________________________________

Listening Exercise 5. 

Listen to the letter ث in these words and repeat:

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

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

Practice writing medial ذ in the word تثبتي (tathbut):

Write final ذ by copying the word تبثت (tabuth):
Drill 5.

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

1. باب 2. ثبات 3. ثاب
4. تب 5. ثابت 6. ثبت

(Bravo!) You have learned the first four letters of the Arabic alphabet. The next letters in sequence will be presented in Unit Two. Now we will skip ahead to the other two long vowels, and the symbols for the corresponding short vowels.

و

long vowel "oo"

This letter represents the second of the three long vowels in Arabic. It is pronounced like the exclamation of delight: ٠و٠و٠! Practice saying this sound and stretch it out, just like you would the exclamation. Remember that the pronunciation of ٠, like that of alif, should be twice as long as normal English vowels.

Listening Exercise 6.

Listen to and repeat the following words containing و:

سورة تونس تابوت ثبوت توت

Writing

As you can see in the chart above, the shapes of و do not vary much. Like ١، و does not connect to a following letter. To write independent or initial و, start on the line, loop clockwise to the left and up, then swing down into the tail, which should dip well below the line. Copy the example:
When writing َُْ٨ connected to a previous letter, the joining segment leads into the beginning point of the loop. Copy the example:

را

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

توبت َُْ٨ َُْ٨ َُْ٨ َُْ٨ َُْ٨ َُْ٨ 

Drill 6. Dictation. Write the words you hear on tape.

1. ______________ 4. ______________
2. ______________ 5. ______________
3. ______________ 6. ______________

long vowel "ee"

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

LISTENING EXERCISE 7. Listen to and repeat the following words containing َُْ٨:

توبَُْ٨ َُْ٨ َُْ٨ َُْ٨ َُْ٨ َُْ٨
Writing

As you can see in the box, the independent and final forms of ٠​ differ slightly from the initial and medial forms. Like ب​، ت​، and ث​، which it resembles in its initial and medial shapes, this letter is a connecting one. All shapes of ٠​ retain the two dots below, but, in handwriting, the two dots underneath are usually drawn as a short horizontal bar, just like the dots on top of ت​.

To write independent ٠​, start above the line, and make the top half of an s down to the line. Continue below the line into a wide, flat curve as shown, making sure to bring the tail all the way back up over the line:

In final position, start from the connecting segment on the line, then make a small hook into the body. In this position, the letter is almost entirely below the line, and has only a small curved hook before dipping into the wide flat curve. Practice copying and pronouncing ٠​ and bring the tail all the way back up over the line:

When ٠​ occurs at the beginning or in the middle of a word, it takes the same shape as ث​، except that its two dots are below the body of the letter. Copy the example of initial ٠​:

- 19 -
Now practice writing medial - in the word تثبيت (tathbeet):

\[ \text{\underline{\text{تثبيت}}} \]

the short vowels

Each of the long vowels َ, ُ, and ِ has a short vowel that corresponds to it. These short vowels may be indicated in Arabic script by markings written above or below the letter they follow. Remember that they are usually not written at all; you have been writing words without them so far. The length of the short vowels corresponds to the length of most English vowels, and the length of the long vowels should be at least double that. It is important to learn to distinguish between the two lengths in listening and in speaking, for that difference often marks a difference in meaning.

**Drill 7.**

Listen to the pairs of words and repeat. Circle the letter corresponding to the word that contains a long vowel.

1. a  b  4. a  b
2. a  b  5. a  b
3. a  b  6. a  b

Syllables in Arabic always begin with a consonant. By convention, short vowels are written above or below the consonant they follow. Writing vowels is the third and final step in writing a word—if they are written at all—after both the skeleton and the dots have been completed.

The names of the short vowels are fatHa, Damma, and kasra. They correspond to long vowels ََََ, ُُُُ, and ِِِِ respectively.
"fatHa"

The short vowel that corresponds to alif is called fatHa. Like its long counterpart alif, fatHa ranges in quality from frontal to deep, depending on the quality of the consonants surrounding it. In its most frontal position, fatHa sounds like English e as in *bed*. Deep fatHa sounds like English u in *but*. Consonants *بَ, ثَ, and ثَ* are frontal ones, so they give fatHa a frontal quality, like *e* in *bed*.

**Listening Exercise 8.**

Listen to and repeat the following words that contain alif and fatHa. Pay special attention to the difference in vowel length.

\[
\text{تَابُتْ} \quad \text{تَابُتْ} \quad \text{تَابُتْ}
\]

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

\[
\text{تَابُتْ}
\]

**Drill 8.**

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

1. نُثْبيت
2. بَنَت
3. بَنَت
4. نُثْبيت
5. بَنَت
6. بَنَت

"Damma"

The short vowel that corresponds to *وَ* is called Damma, and is pronounced like *oo* as in *booth* when following frontal consonants. When it is affected by deep consonants, it is a little bit deeper, somewhat like *oo* in *wool*.
LISTENING EXERCISE 9.

Listen to and repeat the following words containing Damma:

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

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

---

"kasra"

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

LISTENING EXERCISE 10.

Listen to and repeat the following words containing kasra:

Kasra is written as a small slanted dash under the letter it follows, as in . Copy the example:
Drill 9.

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

Drill 10.

You will hear twelve words. For each, mark L if you hear one of the long vowels (א, ו, or ي). Mark S if the word has only short vowels (fatHa, Damma, or kasra).

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

Drill 11.

Listen to the following words on tape and write the short vowels that you hear:

1. ثبتت
2. نبت
3. نبيت
4. نتوب
5. تثبت
6. ثبوت
Drill 12. 
 Dictation. Write the words you hear on tape.

1. _______________ 5. _______________
2. _______________ 6. _______________
3. _______________ 7. _______________
4. _______________ 8. _______________

Drill 13. 
Read the following words aloud:

1. بَت
2. بَابِ
3. تَثْبَت
4. ثُب
5. تَبَات
6. تَبَات
7. ثَابَت
8. ثَابَت
9. نوبي
10. تيتو
11. ثَابَت
12. تَثْبَت

Read and learn this word: 

باب
Drill 14.

Connect the letters to form words, as shown in the example. Sound the words out as you write them.

Example: تاءب = ت+ا+ب

1. ___________ = ب+ا+ت+ا

2. ___________ = ث+ب+ا+ت+ي

3. ___________ = ب+ا+ب+ا

4. ___________ = ث+ب+ث

5. ___________ = ب+ا+ب+ي

6. ___________ = و+ب+ي

7. ___________ = ث+ب+ث

8. ___________ = ت+و+ب+ا

9. ___________ = ث+ب+ث+ت+ي

10. ___________ = ث+ب+ي+ت

11. ___________ = ب+ي+ت+ي
In this section you will learn greetings and frequently used phrases in the spoken Arabic of Cairo by watching a video tape with your teacher. The scenes you will watch were filmed in Cairo and are meant to provide an introduction to certain aspects of Arab culture. We have chosen the Cairene dialect because it is the most widely understood dialect in the Arab world, and because almost one in every three Arabs is Egyptian. A few of the words you will learn from the dialogues may vary slightly in other dialects, but the transition is not difficult to make. (If you have friends from other countries, you can ask them to teach you the varieties they use.)

Watch the scenes with your teacher, who will help you understand and learn the expressions. Watch each dialogue several times, first to understand what is being said, and then to concentrate on exactly how it is being said. Remember that you learned your native language by listening and imitating!

**Video**

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

**HaDritak / HaDritik**

In Egypt, when meeting someone for the first time, or addressing someone senior to you in age or position, or someone you do not know well, it is impolite to address him or her as “you.” Address men with the word HaDritak (literally your presence), and women with HaDritik, to show respect.
UNIT TWO

In this unit you will learn three more consonants, more about the letters ج، و، and ي، and the symbol that indicates the absence of a short vowel. Two of the three consonant sounds have no English equivalent. Learn to pronounce them properly now, and practice to develop the muscles you use to pronounce these sounds. Try to spend five or ten minutes, three times a day, practicing these sounds with the tape.

The three consonants in the first line of the box above represent the next three letters in the alphabet after ث. Just as ب، ث، و share the same skeletal shape and are distinguished by the number and position of the dots, so these three letters have the same basic shapes, but are distinguished by their dots.

\[ج\]

“jiim”

This letter has three different pronunciations that vary according to region in the Arab world. In the Arabian Peninsula and the Gulf, it is pronounced like j in jack or dg in bridge. In most of the Levant and North Africa, it is pronounced like the French j in bonjour (a sound often represented in English by s as in pleasure or decision). In Cairo, it is pronounced like the hard g in game.

LISTENING EXERCISE 1.

Listen to the following words on tape as they are pronounced each way in turn:

اجابه
نجاج
جب
تاج
جابر
It is important to learn to recognize all three pronunciations of ج, but choose one to use when speaking.

**WRITING**

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

![Writing example](image)

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

![Writing example](image)

Now practice writing the word جاب:

![Practice writing example](image)
When this letter is connected on both sides, it takes the following shape in printed text: ﻰ as in ﺖﺟﺐ. However, it is not written this way by hand. To write this letter in the middle of a word, you must plan ahead, because the connecting segment lies well above the line, at the highest point of this letter. This means that you need to end the previous letter above the line. In the following example, the combination ﺖﻟ is written by starting and drawing the ﻰ completely above the line into the ﺖ. Copy the word ﺖﺟﺐ as it is written here:

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

**Drill 1.**

Dictation.

1. ______________  
2. ______________  
3. ______________  
4. ______________  
5. ______________  
6. ______________
This letter represents a sound that is pronounced deep in the throat. It has no equivalent in English. First, take a few minutes to become better acquainted with some of your throat muscles that you use often, but not to speak English. The following exercises are designed to make you aware of what these muscles can already do, so that you can use them to speak Arabic. Practice them for a few minutes every day, as often as you can.

**Exercise 1.** With your mouth closed, block off your windpipe at your throat. Put your hand on your throat at the Adam's apple and constrict the muscles on the inside. You should be able to feel the muscles contracting. Alternately tighten and relax them for a few minutes.

**Exercise 2.** Repeat this with your mouth open. Try to breathe out through your mouth—if you can, you are not closing off the windpipe entirely.

**Exercise 3.** Constrict those same muscles so that air can just barely squeeze through your throat. Imitate someone fogging a pair of glasses to clean them. By now, you should be aware of what your throat muscles are doing.

**Exercise 4.** Bend your head down so that your chin rests on the top of your chest, and repeat Exercise 3. This position should make it easier for you to feel what you are doing.

Pronouncing ج takes practice, first to pronounce the letter alone, and then to pronounce it surrounded by other letters in a word. You must learn to pronounce it properly to be understood, and at first, this will take some concentration on your part. However, the more you practice now, the sooner you will be able to say it easily.

**LISTENING EXERCISE 2.**

Listen to the sound of ج in various positions and imitate:

حَبْبٌ بَحُثٌ تَبُوحٌ حَدُودٌ صَباَحٌ
Like ج، ح is a connector. It is written exactly like ج except that it has no dot. Practice writing initial ح in the male name حبيب:

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

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

Drill 2. Dictation.

1. ""
2. ""
3. ""
4. ""
5. ""
6. ""
"khaa"

The sound of this letter is found in many European languages: the Russian \( x \), the Scottish pronunciation of \( loch \), and German \( ch \) as pronounced after a back vowel as in \( Bach \). Some people use this sound to say \( yech! \) To pronounce \( ꞧ \), say \( k \) and pay attention to where the back of your tongue hits the back of the roof of your mouth and blocks your windpipe. Instead of closing off the windpipe with the back of your tongue completely, block it part way, and you will produce this sound.

**Listening Exercise 3.**

Listen to and repeat these words containing \( ꞧ \):

\[
\text{خاب} \quad \text{بخيل} \quad \text{خخت} \quad \text{خارح}
\]

**Writing**

\[
\text{خ} \quad \text{خ} \quad \text{خ} \quad \text{خ}
\]

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

\[
\text{خاب}
\]

Practice writing and pronouncing medial \( ꞧ \) in \( خخت (luck) \):

\[
\text{خخت}
\]
Drill 3.

You will hear twelve words, each containing ج، ح، or خ. Write the letter you hear in each word:

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

Drill 4.

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

1. ___________________ = غ + ا + ب + ت
2. ___________________ = ح + ج + ا + ب
3. ___________________ = ح + ب + ي + ب
4. ___________________ = ت + خ + و + ت
5. ___________________ = ت + ج + و + ب
6. ___________________ = ب + ح + و + ث
7. ___________________ = ت + ب + و + ح + ي
8. ___________________ = ح + ج + ب + ت

Now practice final خ by copying the word بخ:  

[Image of بخ]
Drill 5. Dictation.

1. _______________  4. _______________
2. _______________  5. _______________
3. _______________  6. _______________

Drill 6. Read these words aloud (read across from right to left). Pay special attention to vowel length and the sounds ح and خ.

حَجَّ  حاج  جَبِّيج  جِبَاب
حَبَّ  خاج  جَابَت  بَاحَث
بَح  تَجاج  بَاحث  تَحجوت
خوجا  تَحجوت  جيبوتي

"sukuun"

This symbol is a pronunciation marker that indicates the absence of a short vowel. So far, you have learned to use fatHa, Damma, and kasra over consonants to indicate the short vowels, and consonants not followed by a vowel have been left "blank." In fully vowelled texts, however, all consonants have at least one marking, even if no vowel occurs, because there is a special symbol to indicate the absence of a vowel. This symbol is called sukuun (meaning silence).

Listening Exercise 4. Listen and repeat:

تحت  تحجب  تحتاج  تحت
Like the short vowel symbols, the sukuun is rarely used in unvowelled or partially vowelled texts. When it is written, it appears as a small open circle above a letter not followed by a vowel. In writing sukuun, make sure to draw a circle and not a Damma or a dot. Practice writing the sukuun by copying the examples:

"waaw"

In Unit One, you learned that ̣ represents the long vowel sound "oo." It also has a second function, related to the first one: when preceded or followed by a long or short vowel, this letter is pronounced ̣ as in well, or as in the name of the letter: "waaw." To understand how these two sounds are related, pronounce oo and hold it oo00000000 then go right into a. You will hear a w sound connecting the two vowels. At the beginning of a word, ̣ will always be pronounced ̣, because Arabic words cannot begin with a vowel. Remember: any vowel, short or long, preceding or following ̣ turns it into a consonant.

Listening Exercise 5.

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

Just as ̣ occurs in diphthongs1 in English, so does ̣ in Arabic. However, Arabic has only one diphthon with ̣, which is ̣ (̣ preceded by a fatHa). The sound of this combination is similar to the sound spelled ow in mow or know (not the same as ow in crowd). Do not confuse pronunciation and spelling; there are several different diphthong sounds in English and their spellings overlap.

1A diphthong is a combination of vowel and semi-vowel sounds, such as ow in cow, ow in mow, or aw in saw.
In unvowelled texts, this diphthong is usually not indicated; however, it may be indicated by a fatHa on the preceding letter or a sukun on ُ or both. The following are three different ways of vocalizing the word خُوْخُ (peach):

\[
\begin{align*}
\text{خَوَخ} & = \text{خَوَخ} = \text{خَوَخ}
\end{align*}
\]

The sukun alone can indicate this sound because it can only occur on consonants, so if you see ُ, you know that the letter is functioning as a consonant, and that a vowel precedes it. In such a case, the vowel must be a fatHa.

**Listening Exercise 6.**

Listen to the sound of the diphthong ُ in the following words and repeat:

شَوْبُ ِ زَوْجُ ِ تَوْبِيعُ خَوَخُ حَوْلُ خَوَخُ

**Drill 7.**

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

خَوَخُ ِ خَوَخُ ِ تَحَتَّاجُ ِ تَوْبِعُ ِ شُوْبُ ِ زَوْجُ

**“yaa”**

The long vowel ُ also functions as a consonant at the beginning of a word, or when preceded or followed by a vowel: it is pronounced like y in yes. Say eeeeee and go right into a and you will hear yourself say y.

**Listening Exercise 7.**

Practice reading the following words containing the consonant ُ with the tape:

بَيْوتُ ِ شَيْبُ ِ جُيوبُ ِ يَجِبُ ِ يُثْوِب
When ی is preceded by a fatHa and followed by sukuun, it forms a diphthong that is pronounced like ay as in say, or, if near emphatic letters, like i in ice. The sukuun alone may be written on ی to indicate this diphthong, or the fatHa may be used, or both sukuun and fatHa. The following are three different ways of vocalizing the word ی (house):

\[
\begin{align*}
\text{思念} &= \text{思念} \\
\text{思念} &= \text{思念}
\end{align*}
\]

The sukuun alone can indicate these diphthongs because it can only occur on consonants, so if you see ی, you know that the letter is functioning as a consonant, and that a vowel precedes it. In this case, the vowel must be a fatHa.

**Listening Exercise 8.**

Listen to the sound of the diphthong ی in these words and repeat:

\[
\begin{align*}
\text{思念} &= \text{思念} \\
\text{思念} &= \text{思念}
\end{align*}
\]

**Drill 8.**

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

\[
\begin{align*}
\text{思念} &= \text{思念} \\
\text{思念} &= \text{思念}
\end{align*}
\]

**Drill 9.**

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

\[
\begin{align*}
\text{思念} &= \text{思念} \\
\text{思念} &= \text{思念}
\end{align*}
\]
Drill 10. (§)<br>Connect the following letters to form words. Then listen to the words on tape and write in all the short vowels that you hear.

1. ____________________  =  ج + 1 + ب + 2
2. ____________________  =  ح + ج + ب
3. ____________________  =  خ + و + خ
4. ____________________  =  ث + ي + ا + ب + ي
5. ____________________  =  ج + ي + ب + و + ت + ي
6. ____________________  =  ح + ب + ي + ب + ت + ي
7. ____________________  =  ب + ح + و + ث
8. ____________________  =  و + ا + ج + ب + ا + ث
9. ____________________  =  ب + ي + و + ت
10. ____________________  =  ج + ي + و + ب

Drill 11. (§)<br.Dictation.

1. ____________________  4. ____________________
2. ____________________  5. ____________________
3. ____________________  6. ____________________
Drill 12.

Read the following advertisements:

1. PEUGEOT

2.

3.

MEETING AND GREETING PEOPLE

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

In social situations, it is polite to shake hands upon meeting or greeting another person, especially someone of the same gender. Some people do not shake hands with members of the opposite sex; this is a matter of personal preference or religious belief. Close friends of the same gender often greet each other by kissing on both cheeks.
UNIT THREE

In this unit you will learn about the second function of alif and the next four consonants in the alphabet.

ٍ "hamza"

In Unit Two you saw that ٍ و ی sometimes function as consonants. Remember that they always function as consonants at the beginning of a word. The letter ٍ can also represent a consonant sound when it occurs at the beginning of a word. The consonant that it stands for is called hamza; you can see its shape on top of the alif in the box above. Initial hamza is often, but not always, written on top of the alif that represents it. Thus, it may appear as ٍ or as ٍِ. Remember: initial alif is always a seat for hamza, never a long vowel.

Hamza is a sound you make in English all the time—every time you say a word that begins with a vowel, in fact—but you do not recognize it as a consonant because English has no letter for it.¹ Say uh-oh several times and pay attention to the sound you make in between the two syllables. You make the same sound when you pronounce any word that begins with a vowel, such as our, if, it, I, on, up. Say these out loud, and pay attention to the "catch" in your throat as you pronounce the first vowel. This sound is not written out in English, which treats these words as if they began with a vowel. In Arabic, however, this sound is considered to be a consonant. Remember: in Arabic, no word or syllable begins with a vowel, short or long. The consonant hamza must precede all initial vowel sounds.

¹In linguistic terminology, this sound is called "glottal stop."
Hamza occurs not only at the beginning, but also in the middle or at the end of a word. Practice hamza by saying uh-oh until you can say it effortlessly, then do the following listening exercises on tape.

**LISTENING EXERCISE 1.**

Practice saying hamza by listening to and repeating these words:

أَخْوَاتُ بَاسَ أَبُ أَخْوَاتُ

Hamza has no place of its own in the alphabet, for historical reasons that involve Quranic spelling. Tradition holds that the dialect of Mecca which the Prophet Muhammad spoke did not have this sound, and therefore it was not written when the Quran was first recorded in script. The symbol for the hamza was developed, along with the short vowel markings, at a later date. This is why hamza is treated as a pronunciation marker rather than as part of the alphabet, and why hamza has several different “spellings,” depending on its position in the word and the vowel sounds surrounding it. In this unit you will learn the two most common spellings, ٍ and ِ.

At the beginning of a word hamza is represented by alif, either ٍ or ِ. The alif is considered to be the “seat” of the hamza in this case.

**LISTENING EXERCISE 2.**

Listen to initial hamza in following words on tape and repeat:

أَخْوَاتُ أَخَ أَنَاتُ أَخْوَاتُ أَنَاتُ  أَنَاتُ أَخَ أَنَاتُ

The words above all begin with hamza followed by the vowel fatHa. In addition, the other short vowels may appear in this position; that is, ٍ serves as a seat for Damma and kasra as well. Note that when the initial vowel is kasra, the hamza is often written underneath the alif, as in: إِثْبَاتٍ. Remember: while ٍ and ِ can carry the kasra, ِ always indicates a kasra vowel.

**LISTENING EXERCISE 3.**

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

إِخْبَارُ إِثْبَاتٌ أَخْتِرُ إِثْبَاتٍ أَثْبَتُ

In fully vocalized texts, the short vowel will be marked. In unvocalized texts, you will see only the consonant skeleton. To read an unvocalized word correctly, you need to know it, or make an educated guess based on knowledge of Arabic word patterns (this will become clear later on). Learn to associate the pronunciation of each new vocabulary item with its consonant frame, the same way you associate certain pronunciations in English with certain spellings (think of neighbor and weigh, taught and caught). In your native language, you read by word, not by syllable; it is important to develop this same skill in Arabic.
Writing

The actual shape of the hamza, shown above, is a small c-shape that continues into a line on the bottom. At the beginning of a word, it is always written on alif, or the alif alone may represent it. When it occurs in the middle of a word, it may be written on any one of the long vowels like this: ١, ٢, or ٣, depending on the surrounding vowels. You will learn these other spellings of hamza later. When hamza occurs after a long vowel at the end of a word, it is usually written on the line, without a seat, in which case it is somewhat larger in size. Following the arrows, copy and practice the shape of independent hamza:

_LISTENING EXERCISE 4._

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

باء,
تاء,
ثاء,
خاء

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

Now practice writing the initial hamza on alif by copying the words أَخُ (brother), أخت (sister), and إِثْبَات (proof):
Drill 1. 
You will hear twelve words. Write * for each word in which you hear it:

1. ____ 5. ____ 9. ____
2. ____ 6. ____ 10. ____
3. ____ 7. ____ 11. ____
4. ____ 8. ____ 12. ____

Drill 2. Dictation.

1. ___________________ 4. ___________________
2. ___________________ 5. ___________________
3. ___________________ 6. ___________________

"daal"

This consonant is pronounced like a clear, frontal d in English, as in the word dentist (not like the d sound in puddle). Pay particular attention to your pronunciation of medial and final ج, and to the surrounding vowel sounds, which should be frontal in quality (remember a in bad and e in bet).

Listening Exercise 5.

Listen to and repeat the following words containing ج:

نجاح حُدود جدید آب احذه
The letter ج is a nonconnector, so it does not connect to any letter that follows it. To write initial ج, begin well above the line, and slant down as shown below. Just before hitting the line, angle sharply and finish along the line into a tiny hook. In handwriting, the exact shape and slant of this letter vary slightly according to individual style; the important components are the acute angle and that the body remain above the line. Copy, following the arrows:

To write ج when it is connected to a previous letter in medial or final position, begin from the connecting segment, draw the top half of the letter from the line up, then trace your line back down, make a sharp angle as before, and finish. When connected from the previous letter, the top half of the angle tends to have a slightly different shape because of the connecting segment. Copy:

Now practice by copying the words جشاج (chicken) and جديد (new):
"dhaal"

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

**LISTENING EXERCISE 6.**
Listen and repeat:

Darbas

**Writing**

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

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

Now copy and read aloud these words:

أَذَاز ﻕَذَاز ﻚَذَاز
Drill 3. 

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

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

Drill 4. 

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

1. ذاب 2. ثاب 3. ثابث 4. ثبت
5. ثواب 6. ذوات 7. جنث 8. جانب

Drill 5. 

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

1. ت~وب 2. خ~وب 3. ج~يات 4. ل~واب
5. _وبي 6. _ب 7. _ال 8. _ئ_ي

"raa"

This is the name of the Arabic r. It is a flap, like the Spanish or Italian r. You already know how to make this sound: it is the sound American English speakers make saying gotta as in gotta go. Say gotta several times in a row very quickly and pay attention to what your tongue is doing. You should feel it flapping against the roof of your mouth behind your teeth. Now pronounce the sound alone. Another good exercise is to practice making a whirring sound: rrrrrrrrrr. Do these exercises daily until you have mastered this sound.
LISTENING EXERCISE 7.

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

Writing

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

To write ح connected from a previous letter, start from the connecting segment on the line, then curve down. Copy:

Drill 6.

Copy and sound out the following words:

بُرد خروج راجي بارد تحرير جوهر بروح
"zaay"

This consonant corresponds to the English sound z in zebra.

LISTENING EXERCISE 8.

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

زوج زجاج رزور جواز تزيد

WRITING

زززز

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

زززز

Copy ز in medial and final position:

زززز

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

زجاء تاج رباب بدور وداد
Drill 7.

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

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

- 50 -
**Drill 8.**

Dictation.

<table>
<thead>
<tr>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
</tbody>
</table>

**Drill 9.**

Read the following words aloud:

<table>
<thead>
<tr>
<th>ورد</th>
<th>حرب</th>
<th>واحد</th>
<th>دار</th>
</tr>
</thead>
<tbody>
<tr>
<td>إخبار</td>
<td>بيروت</td>
<td>أزرار</td>
<td>زيوت</td>
</tr>
<tr>
<td>تأثير</td>
<td>يجري</td>
<td>أبي</td>
<td>زجاج</td>
</tr>
<tr>
<td>تحذير</td>
<td>دوات</td>
<td>خزز</td>
<td>ثقاءب</td>
</tr>
<tr>
<td>بارد</td>
<td>بير زيت</td>
<td>بازار</td>
<td>نجاج</td>
</tr>
<tr>
<td>وحيد</td>
<td>زيت</td>
<td>حروب</td>
<td>أخت</td>
</tr>
<tr>
<td>ثار</td>
<td>أخوات</td>
<td>أحراب</td>
<td>جنير</td>
</tr>
<tr>
<td>بحري</td>
<td>يدور</td>
<td>نور</td>
<td>وزراء</td>
</tr>
</tbody>
</table>

**Drill 10.**

Read aloud the following advertisements:

1. "Dodge"
Watch Scenes 6 and 7 on video with your teacher.

**Al-Hamdu lillaah**

Literally *Praise be to God*, or *Thank God*, this is one of the most widely used phrases in Arabic by people of all religious backgrounds. Its most common uses are (a) in response to *How are you?* whether or not one is well, because God is to be thanked at all times, (b) upon finishing a meal, to signal that one has had enough, and (c) upon successfully completing a task or learning of a positive outcome.

**Arabic Dialects**

Every language has some differences between its written and spoken forms. Pronunciation usually varies from region to region, and some vocabulary differs; occasionally there are differences in grammar as well. For example, *I dunno* is rarely written, except for special effect, and *I do not know* is rarely used in speech. *Hoagie, submarine, sub, wedge, and hero* all refer to the same sandwich, and American southerners often distinguish between singular *you* and plural *y’all*. Americans, Britons, and Australians learn to understand each other’s accents merely by being exposed to them.

The Arabic language also varies in these ways, although the differences are sometimes greater than those found among varieties of English. Names for the different varieties of Arabic include Modern Standard, colloquial, and Classical Arabic. In this book, the terms “formal” and “spoken” will be used to differentiate between written and spoken forms of the language. All varieties of Arabic share the same basic grammar and most vocabulary. The greatest differences lie in the areas of accent and daily-life vocabulary. For some examples of these differences, listen to a few expressions from four regions:

<table>
<thead>
<tr>
<th>Cairo</th>
<th>Beirut</th>
<th>Fez</th>
<th>Baghdad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning!</td>
<td><em>SabaaH Ikheer</em></td>
<td><em>SbaH Ikher</em></td>
<td><em>SbaaH Ikheer</em></td>
</tr>
<tr>
<td><em>Izzayyak?</em> (m)</td>
<td><em>Kiifak?</em> (m)</td>
<td><em>Laa baas?</em></td>
<td><em>Shloonak?</em> (m)</td>
</tr>
<tr>
<td><em>What’s your name?</em></td>
<td><em>Shuu ismak?</em> (m)</td>
<td><em>Shmu smiitk?</em></td>
<td><em>Sh-ismak?</em> (m)</td>
</tr>
<tr>
<td><em>Milk</em></td>
<td><em>Laban</em></td>
<td><em>Haliib</em></td>
<td><em>Haliib</em></td>
</tr>
</tbody>
</table>
As you can see and hear, the accents are different and some of the expressions differ, although they are all related to formal Arabic. Notice, for example, the consistent use of *ak* or *k* for *your*. The more formal Arabic you know, the easier it is to recognize the dialect forms that are derived from it.

In this book, you will concentrate on learning to read and write modern formal Arabic. You will also learn to speak in formal Arabic, while being introduced to common expressions used in daily life in Egypt through the video tape. The Egyptian dialect is widely understood throughout the Arab world, thanks to the popularity of Egyptian films and television shows. You will notice some differences in pronunciation and vocabulary between formal Arabic and the Egyptian dialect; for example, it was noted above—and you can hear on the tape—that the letter *ق* is pronounced *g* in Egypt. You will learn other differences as they arise.

To be fluent in Arabic, you must have control of both the formal and colloquial registers. It is quite natural to mix the two, and this is a skill that native speakers develop over the course of their formal and social education. You will develop this skill too; after all, you already shift from one level to another naturally in your native language. The more Arabic you learn, the easier it will become to recognize, understand and use the different varieties of Arabic.
In this unit, you will learn the symbol for doubling consonants, and the next four letters of the alphabet in sequence.

“shadda”

This symbol, called shadda, is a pronunciation marker whose function is to double the length of a consonant in pronunciation. Do not associate the shadda with two identical, consecutive consonants in English, as in the word little; in English, doubling is merely a spelling convention that may affect the vowel sound, but not the pronunciation of the consonant itself. In Arabic, doubling changes the pronunciation of the consonant over which it is written, and affects the meaning of any word in which it occurs. Like other vocalization marks, shadda is usually omitted in unvowelled texts, except where ambiguity might arise without it. In general, the reader is expected to know which words take shadda, and to use context, if necessary, to guess.

Any consonant may be doubled as long as it does not begin a word. The difference between a single consonant and a doubled one is one of length: a doubled consonant is pronounced and held for twice as long as a single one. This is easy to do with fluid sounds, like ر, خ, ح, ج, ز, ث. To double the sounds ت, ب, and د, you must begin to say them and pause in the middle of pronouncing them for a second. Practice this by doing the following exercise.

**Listening Exercise 1.**

Listen to the difference in pronunciation between the first and second word in each pair and repeat:

تَجِدُ / تُنْتِجِ دَرْسٌ / دَرْسٌ حَاجَةٌ / حَاجَةٌ شَابٌ / شَابٌ خَرْجٌ / خَرْجٌ
Drill 1. 🎨
You will hear twelve words. Mark X if you hear a shadda:

1. ____  5. ____  9. ____
2. ____  6. ____
3. ____  7. ____  11. ____
4. ____  8. ____  12. ____

Writing

Shadda is written like a tiny, rounded ṭa on top of the consonant that it
doubles. Practice by copying the examples:

When kasra and shadda occur together on the same consonant, they may be
written in their normal positions, as in (1) below, or the kasra may be written just
below the shadda, above the letter, as in (2):

You will see both variants, so learn to recognize them.
Be aware that you must listen carefully to distinguish between a long vowel sound and a shadda in the middle of a word. Practice listening for and pronouncing this difference in the next exercise.

**LISTENING EXERCISE 2.**

Compare the following pairs of words, the first of which has a long vowel and the second a shadda. Listen and repeat out loud several times:

**Drill 2.**

You will hear twelve words, each containing either a shadda or a long vowel. Indicate which words contain long vowels, and which shadda by writing either the long vowel you hear or shadda:

1. ____ 5. ____ 9. ____
2. ____ 6. ____ 10. ____
3. ____ 7. ____ 11. ____
4. ____ 8. ____ 12. ____

**Drill 3.**

Dictation.

1. ____________ 4. ____________
2. ____________ 5. ____________
3. ____________ 6. ____________

**س** "seen"

*Seen* is the name of the Arabic letter corresponding to English *s* as in the word *seen*. Be careful not to confuse pronunciation and spelling in this case, for *s* is used to spell several different sounds in English, such as *z* as in *easy* or *zh* as in *treasure*. 

*س* is a frontal consonant, which means that you must pay attention to the quality of the vowels surrounding it. In particular, when alif and fatHa occur before or after *س*, they are frontal, as in *bad* and *bet*. 

- 57 -
LISTENING EXERCISE 3.

Repeat, paying particular attention to the vowel sounds:

سادات بس السبت وسباس حسد

WRITING

س س س

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

درس حسب سبب حسب د رس

You will quickly become accustomed to reading س with its teeth in print. Learn to write it without them. To write independent س, begin on the line and draw a very small hook, just enough to indicate the beginning of a letter. Continue into the long, flat body, then dip below the line into the tail, making sure that it comes all the way back up to the line in a full semicircle. Copy:

\[ س \]

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

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

 حساب

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

 بس

Drill 4. Dictation.

1. ________________ 4. ________________
2. ________________ 5. ________________
3. ________________ 6. ________________
"sheen"

This letter corresponds to the sound sh in shoe.

LISTENING EXERCISE 4.

Listen to ش in these words and repeat:

شمس شير شير شير باشا حشيش رشاش

WRITING

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

Practice writing independent ش by copying the example:

Now practice initial ش by copying شيخ (shaykh):

---

- 60 -
Copy medial and final حشيش (grass):

Now copy and sound out the following names:

Drill 5. Dictation.

1. 
2. 
3. 
4. 
5. 
6.
"Saad"

This letter represents the emphatic counterpart of س. Pronounce س aloud, and note the position of your tongue. It should be toward the front of the mouth and high, close to the roof. Now, starting at the back of your teeth, move your tongue back along the roof of your mouth. You will find a bony ridge just behind the teeth, before the upward curve of the roof. Put your tongue against this ridge. The rest of your tongue will drop lower inside your mouth. The emphatic or velarized consonants in Arabic are pronounced by placing the tip of your tongue in this spot and dropping the rest of the tongue as low as you can. Remember: this and other emphatic consonants deepen the sound of surrounding vowels, most noticeably alif and fatHa, which sound like a in father and u in but. Pay attention to the sound of all vowels near these emphatic letters, because the quality of the vowels gives the clearest indication of emphatic consonants.

Listening Exercise 5.

Listen to these words containing ص and repeat, paying particular attention to the surrounding vowels:

صص صص صص صص صص

Writing

The letter ص is a connector, and it retains the same basic shape in both print and handwriting. There are two essential points to keep in mind when writing ص: (a) the loop must be big and oval-shaped, and (b) there must be a small "tooth" after the loop. To write independent ص, start on the line and make a big loop up and back to your right, then swing down and close it. Without stopping, make the tooth and then drop well below the line to make the tail. The tail of ص as that of س and must come all the way back up to the line. Copy:
Initial is written the same way, without the tail. After making the tooth, continue on to the connecting segment. Copy (morning):

\[ صبح \]

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

\[ صـ ]

Practice by copying the word (photography):

\[ تصوير \]

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

\[ شخص \]
LISTENING EXERCISE 6.

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

Drill 6.

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

1. (a) صار (b) صار
2. (a) يِبَيْس (b) يِبَيْس
3. (a) أمير (b) أمير
4. (a) صبر (b) صبر
5. (a) خش (b) خش
6. (a) صدف (b) صدف

Drill 7.

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

1. __________ 5. __________
2. __________ 6. __________
3. __________ 7. __________
4. __________ 8. __________

Drill 8.

You will hear twelve words; each has either ص or س . Write the letter that corresponds to the sound you hear:

1. ___ 5. ___ 9. ___
2. ___ 6. ___ 10. ___
3. ___ 7. ___ 11. ___
4. ___ 8. ___ 12. ___
Drill 9. 
Dictation.

1. ____________________________ 4. ____________________________
2. ____________________________ 5. ____________________________
3. ____________________________ 6. ____________________________

“Daad”

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

Listening Exercise 7. 
Listen to ض in these words and repeat:

ضاد  ضبأب  ضبأب  ضبأب  ضبأب  ضبأب

Writing

ض ض ض ض ض

ض is a connector, and is written just like ص except that it takes one dot above. Follow the same steps you did for ص. Practice writing the independent form:
Practice initial ٌ by copying the name of the letter, ضاد:

Now practice medial ٌ by copying أَخْضَرُ (green):

Practice final ٌ in بَيَضُ (eggs):

Listening Exercise 8. ٌ

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

Drill 10. ٌ

Mark X for each word in which you hear ض:

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

Read the following pairs of words aloud with the tape, paying particular attention to the difference between ُ and ُُ:

1. (a) رَدُّ (b) رَضُّ
2. (a) يَدُّ (b) يَضُّ
3. (a) تَحَدَّرَتْ (b) تَحَضَّرَتْ
4. (a) بَيْد (b) بِيض
5. (a) دَرْبِي (b) ضَرْبِي
6. (a) دُجْرَ (b) ضُجْرَ
7. (a) حَرْضَتْ (b) حَرْضَتْ
8. (a) دَرْسُ (b) ضَرْسُ

Drill 12.

You will hear twelve words, each containing either ُ or ُُ. Write the letter that corresponds to the sound you hear:

1. ____ 5. ____ 9. ____
2. ____ 6. ____ 10. ____
3. ____ 7. ____ 11. ____
4. ____ 8. ____ 12. ____

Drill 13.

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

1. بَاب 4. أَرْب 7. تَرَيس
2. تَحْرِير 5. أَرْز 8. تَارِس
3. نَبْي 6. سَرْي 9. تَارِس
Drill 14. 🎤

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

1. ____________ = ص + ب + و + ر
2. ____________ = ش + ب + ا + ب + ي
3. ____________ = أ + س + ر + ا + ر
4. ____________ = ت + ص + د + ي + ر
5. ____________ = ا + س + ت + ي + ر + ا + د
6. ____________ = ص + و + ا + ر + ي + خ
7. ____________ = خ + ض + ر + و + ا + ت
8. ____________ = ش + و + ا + ر + ب
9. ____________ = ا + ش + ا + ر + ا + ت
10. ____________ = ص + ب + ا + ح
11. ____________ = ص + و + ي + ي
12. ____________ = ص + ر + ا + ص + ي + ر
13. ____________ = ت + ر + ض + ر + ض + ت
14. ____________ = ت + خ + ص + ص + ا + ت
Drill 15. Dictation.

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

Drill 16. Read the following words aloud:

رأصاص  أبيض  خضراء  أخضر
شاي  شراب  تسبيير  أسود
تشريح  صراح  شتاء  شجر
صواب  صوت  صباح  سبت
إخراج  صحايا  حواجز  صاحب
تذكيس  ضوء  صحيح  أصحاب
زيارات  حجة  حساب  دباب

Drill 17.
Read the following advertisements, then create five of your own and share with the class.

1. ____________________________________________

2. ____________________________________________
3. Eternity

4. Eternity

5. Eternity

6. Dynesty
Draw your advertisements here:

1.

2.

3.

4.

5.
Culture

Watch Scene 8 with your teacher.

Forms of Address

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

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

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

- سيد / سَيْد sayyid (Mr.), used in formal situations and correspondence to refer to or introduce people who have no professional title.

- سيدة / سَيْدَة sayyida (Mrs.), and مدام madaam, used to address or refer to older and/or married women.

- أنسة / عَنْسَة aanisa (Miss), used to address or refer to a young, unmarried woman.

These titles are followed by the person’s first or full name (and not by the last name alone). When addressing someone directly, these titles are preceded by yaa (يا) (no English equivalent):

yaa duktuur / yaa duktuura
yaa ustaadh Amin
yaa ustaadha Zeinab
yaa aanisa Samia

1Note that these two titles have two common pronunciations: (1) as written above, in formal Arabic, and (2) ustaaz / ustaaza in spoken Arabic, as you have heard on the video.
Gender

In the video scenes, you have heard people address and refer to men and women differently: a male professor is addressed or referred to as duktuur and a female as duktuura. In Arabic, all nouns are either masculine or feminine. That means there is no word for it in Arabic, so you must use he or she depending on what you are talking about. Start practicing this now by thinking of the nouns you learn as huwa (he) or hiya (she).

Within the category of people, masculine nouns refer to males. To refer to females, these masculine nouns take a feminine ending pronounced a. For example, masculine ustaadh becomes feminine ustaadha. Within the category of inanimate beings or things, each noun has its own gender, which does not change. Masculine words usually end in a consonant, and feminine nouns almost always end in the feminine a. There are a few exceptions whose gender must be memorized, but in most cases, you can tell by hearing or reading a word what its gender is.

Drill 18.

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

1. _______
2. _______
3. _______
4. _______
5. _______
6. _______
7. _______
8. _______
In this unit you will learn the feminine ending ة and the next four consonants in the alphabet.

"taa marbuuTa"

This symbol is not considered a part of the Arabic alphabet, because its function is primarily grammatical. It can only occur at the end of a word. This letter is called taa marbuuTa, meaning the tied ُّ, and it almost always indicates feminine gender (the rare exceptions to this rule will be noted as they arise). As its name and form indicate, ة is related to the letter ت, and sometimes it is pronounced as ت (you will learn this rule later). At other times it is not pronounced as ت, but the fatHa vowel that always precedes ة is always pronounced. In spoken Arabic, a fatHa at the end of a word will almost always indicate ة.

**LISTENING EXERCISE 1.**

Listen to the following on tape and repeat:

أَسْتَاذَةُ  شَجَرَةُ  وَرْدَةُ  صَوْرَةُ  زُوجَةُ

**Remember:** when you hear a noun that ends with a fatHa sound, you can usually assume that it is feminine, and spelled with ة.
Drill 1. 

Mark X for each word you hear that ends in ُ:

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

Writing

Since ُ only occurs in word-final position, it has only two shapes: one that follows connecting letters and one that follows nonconnectors. In print, the two dots appear separately, as you can see, but in handwriting, they are usually drawn together as a short horizontal bar (just like the dots of َ and ِ). To write ُ after a nonconnecting letter, start above the line at the top of the letter and draw the loop down to your right and back up. Copy the example:

To write ُ connected to a previous letter, start at the connecting segment, draw the right side of the loop up into a point, then swing back down to your left to close the loop. The shape of this loop is usually lopsided and not as round as when ُ is written alone, and individual handwriting styles vary. Copy the example:
Now copy and sound out the following words containing ظ :

أُسَانَة  دِرَاسَة  سُيَّدة  جَريدة  زَوجة  خَارِجِيَة

—

"Taa"

This letter represents the emphatic counterpart of ت. To pronounce it, put the tip of your tongue up against the bony ridge behind your teeth on the roof of your mouth, the same position used for ض, and drop your tongue low in your mouth. Try to say t holding this position—the result will be ظ. The difference in pronunciation between ض and ظ is the same as the difference between ظ and ت. Remember: ظ is an emphatic sound that deepens the quality of surrounding vowels.

LISTENING EXERCISE 2.

Listen to these words containing ظ and repeat:

طبيب طالب رطببة بطيخ ضابط شباط

WRITING

ظرظرظر

ظر is a connector, and is written in two separate steps. The loop that forms the body is written in one motion, connected to the rest of the word, and the vertical line is written afterwards, much like crossing the t in English. To writeظر independently, start on the line and make the loop first. It should be large and oblong, as in the examples below. The last step in writingظر is the downstroke. After forming the loop, pick up your pen and draw this stroke as you do the alif, from the top down. It does not need to be exactly at the end of the loop.
Write independent ٠، copying the example:

To write a word beginning with ٠، begin exactly as you did above, and continue on into a connecting segment without stopping. Unlike ص and ض does not have a tooth between the loop and the connecting segment. Copy the word طبب (doctor):

When writing ٠ in medial position, start from the connecting segment, continue along the line, and without lifting the pen, loop backwards and around to the line again to continue on to the next letter. Do not stop to write the downstroke until you have finished writing the body of the word. Like dotting the i or crossing the t in English script, this is done at the end, as the example shows. Copy the word سطر (line):

Now copy the following words containing ٠:

(handwriting) خَط (he flies) يَطير (veterinarian) طبيب بَيْطَري
Remember that, since ﺪ is an emphatic letter, it affects the quality of
surrounding vowels, so that alif and fatHa sound like a in father and u in but.

Listening Exercise 3. Listen to the following pairs of words contrasting ﺪ and ﺪ:

Drill 2. Listen to the pairs of words on tape. Circle the letter of the word in each pair
that contains ﺪ:

Drill 3. Mark X for each word in which you hear ﺪ:

Drill 4. Read the following pairs of words with the tape, paying special attention to
TAHB and ﺪ and the quality of the surrounding vowels:
Drill 5.

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

1. حُجْب
2. رابِّة
3. نُزْرُر
4. خَمـ
5. بَشُورَة
6. سُـور
7. دِسـور
8. شَـاء
9. بـحـ

Drill 6.

Dictation.

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

"DHaa"

This letter represents the emphatic counterpart of ی. Place your tongue in the same position as you did for ی, and try to say ذ. The tip of your tongue should be between your teeth, but the rest of your tongue should remain in the same position as for ی, low in the mouth. Remember: ذ is an emphatic sound that deepens the quality of surrounding vowels.

Listening Exercise 4.

Listen to the words on tape and repeat, paying attention to the vowel quality around ظ :

أَبُو ظَـيِـبِي ظالم حَظّ ظُهُور
Writing

\[ \text{Jo} \]

\[ \text{Jo} \]

Jo is a connector, and is written like \[ \text{Jo} \] in all positions, with the addition of one dot above the body of the letter. Follow the arrows to write independent \[ \text{Jo} \] :

\[ \text{Jo} \]

When writing initial and medial \[ \text{Jo} \], do not stop to "cross" and dot \[ \text{Jo} \] until you have finished writing the skeleton of the word. Copy the name of the Arab Emirate, أبو ظبي, as shown:

\[ \text{أبو ظبي} \]

Copy and sound out the following words containing \[ \text{Jo} \] :

- (luck) حَظّا
- (ice cream) بَوْظَة
- (gazelle) طَاعُبي

Listening Exercise 5.

Listen to the contrast between \[ \text{Jo} \] and \[ \text{Jo} \] in the following pairs of words:

- دال / ظاء
- حَدِّر / حَضَر
- ذَنَّب / ظَنَّ
Drill 7.

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

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

Listening Exercise 6.

Recognition of ﺧ, ﻰ, ﺧ, ﺪ, and ﺛ. Listen to the following words on tape to review these sounds:

1. (a) ﺧ ﺪ (b) ﺝ ضا ﺪ (c) ﺦ ﺪ (d) ﺪ ثابت
2. (a) ﺝ ﺪ (b) ﺝ ﺪ (c) ﺝ ﺪ (d) ﺝ ﺪ حٌدٌر
3. (a) ﺝ ﺪ (b) ﺝ ﺪ (c) ﺝ ﺪ (d) ﺝ ﺪ ﺦ ﺪ

Drill 8.

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

1. ﺧ ﺪ ﺧ ﺪ  
2. ﺧ ﺪ ﺧ ﺪ  
3. ﺧ ﺪ ﺧ ﺪ  
4. ﺧ ﺪ ﺧ ﺪ  
5. ﺧ ﺪ ﺧ ﺪ  
6. ﺧ ﺪ ﺧ ﺪ  
7. ﺧ ﺪ ﺧ ﺪ  
8. ﺧ ﺪ ﺧ ﺪ  
9. ﺧ ﺪ ﺧ ﺪ  
10. ﺧ ﺪ ﺧ ﺪ

Drill 9.

Read the following aloud with the tape, paying attention to ﺧ, ﺧ, ﺪ, and ﺧ:

1. (a) ﺦ ﺪ ﺦ ﺪ (b) ﺦ ﺪ ﺦ ﺪ (c) ﺦ ﺪ ﺦ ﺪ ﺦ ﺪ
2. (a) ﺦ ﺪ ﺧ ﺪ (b) ﺦ ﺪ ﺧ ﺪ (c) ﺦ ﺪ ﺧ ﺪ ﺧ ﺪ ﺧ ﺪ
3. (a) ﺦ ﺪ ﺧ ﺪ (b) ﺧ ﺪ ﺧ ﺪ (c) ﺧ ﺪ ﺧ ﺪ ﺧ ﺪ ﺧ ﺪ
4. (a) ﺪ ﺧ ﺪ (b) ﺪ ﺧ ﺪ (c) ﺪ ﺧ ﺪ ﺧ ﺪ
Drill 10. 🎧
Listen to the words on tape and write the letter you hear in the blank:

1. بي  5. بـ  9. بـ
2. تـ  6. بـ  10. جـ  
3. حـ  7. حـ  11. حـ
4. أـواب  8. أـبات 12. بـور

Drill 11. 🎧
Dictation.

1. ____________  5. ____________
2. ____________  6. ____________
3. ____________  7. ____________
4. ____________  8. ____________

Drill 12. 🎧
Read the following pairs of nouns aloud:

دار دور  حاج حاج  ضرورة ضرورات
حارة حارات  حزب حزابت  أستاذة أستاذات
صورة صور  طبيبة طبيبات  طبيب أطباء
طيور طيور  أستاذ أستاذة  سيارة سيارات
جنت جنات  يخوت يخوت  شيخ شيوخ
طبيبة طبي  واجب واجبات  ضابط ضباط

What can you guess about the relationship between each pair of nouns?
We now come to one of the most distinctive sounds in Arabic: غ. When pronounced correctly, غ has its own unique beauty and can be a very expressive sound. The degree to which غ is emphasized differs slightly from one dialect area to another; in the Gulf and some areas of North Africa, it is pronounced with a greater constricting of the muscles and has a more powerful sound. It is not difficult to pronounce, but you need to exercise your throat muscles, the same ones that you use to pronounce ق. You should still be doing the exercises you learned above for ق, in which you constrict your throat muscles as if you were blocking off the air passage from the inside. You can feel this by putting your hand on your throat. Say غ, and feel the muscles contract. Now pronounce the same sound and voice it, that is, instead of a breathy sound, make a deep, throaty sound. Keep your hand on your throat so that you can feel your muscles contracting. Also, if you bend your head down so that your chin rests on your chest, you will be able to feel and hear what you are doing more easily.

LISTENING EXERCISE 7.

Listen to غ in the following words and repeat several times:

غربي عاد يعود ساعة غ

It is helpful to put your hand to your throat or bend your head down and put your chin on your chest so that you can feel the muscles contract every time you say غ for a while, until you can say it easily. غ is a very important sound in Arabic, and you must learn to say it properly in order to be understood. The more you practice now, the sooner غ will become natural for you.

WRITING

غ

غ is a connecting letter whose shape varies somewhat depending on its position. In independent and initial positions, the common element is a c-shape that rests on the line. As an independent letter, it takes a tail, when connected to a following letter, it leads into a connecting segment as shown. Practice writing and pronouncing independent غ as shown:
Copy the word شارع (street):

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

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

Now copy بعید (far):
In final position،OTH reassumes its tail. Practice by copying أربع (four):

In final position،OTH reassumes its tail. Practice by copying أربع (four):

LISTENING EXERCISE 8.  
Listen to the following pairs of words and repeat، paying attention to the pronunciation of ؕ and ع. Remember that ؕ is a sound you produce naturally، without effort. Say uh-oh before pronouncing ؕ، and put your hand on your throat when pronouncing ع:

Drill 13.  
Read the following words aloud with the tape، paying special attention to the difference between ع and ؕ:

1. (a) أَيْدَت (b) عَيْدَت  
2. (a) إِبْرَة (b) عِبْرَة  
3. (a) تَعْطُرْ (b) تَفْطُرْ  
4. (a) رَأَي (b) رُغْي  
5. (a) جَاعَتْ (b) جَاهَتْ  
6. (a) أَزْيَز (b) عَزْيَز  
7. (a) جَاجَة (b) تَجْجَع  
8. (a) شَاء (b) شَعَ  
9. (a) صَدْعَ (b) صَدْعُ  
10. (a) أَجْرَعْتَ (b) أَجْرَعَتْ  

Drill 14.  
Circle the sound you hear:

1. ع ع  
2. ع ع  
3. ع ع  
4. ع ع  
5. ع ع  
6. ع ع  
7. ع ع  
8. ع ع  
9. ع ع  

- 85 -
Drill 15.

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

1.  طر
2.  رد
3.  شار
4.  حب
5.  ودي
6.  دوات
7.  صب
8.  ردي
9.  تسير

Drill 16.

Dictation.

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

Copy and sound out the following names:

ق سعاد سعدية عطيات عبير

م سعيد أسعد عبيد ساطع عباس
“ghayn”

This letter is pronounced like a voiced ٩. Think of the correspondence between the sounds k (kite) and g (game): k is unvoiced and g is voiced. Pronounce k and g several times, paying attention to how your voice changes when you say g. Now say ٩ several times, then voice it. Alternatively, you may think of ٩ as similar to the sound you make when gargling. Gargle for a minute and pay attention to the muscles that you use. ٩ is pronounced using these same muscles in similar fashion.

Listening Exercise 9.

Listen to ٩ in these words and repeat:

غريب بغداد صغير طاغي تبغ عربة

Writing

٩ غ غ

٩ is a connector, and has the same shapes as غ, except that it takes a single dot above. First, practice independent ٩ as shown, pronouncing it aloud as you write:

٩ غ

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

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

Medial ـ غ is written just like medialـغ. Copy and pronounce غـبـدـاد:

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

LISTENING EXERCISE 10.

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


- 88 -
Drill 17.  
You will hear nine words. Circle the letter corresponding to the sound you hear:

1. غ خ  4. غ خ  7. غ خ  10. غ خ
2. غ خ  5. غ خ  8. غ خ
3. غ خ  6. غ خ  9. غ خ

Drill 18.  
Read the following pairs of words aloud with the tape, paying close attention to غ and خ:

1. (a) تغريب (b) تخريب  6. (a) رخوة (b) رخوة
2. (a) يسفر (b) يسخير  7. (a) خرير (b) خرير
3. (a) غيري (b) خيري  8. (a) تخطط (b) تخطط
4. (a) بخت (b) بختة  9. (a) خطط (b) خطط
5. (a) غيبة (b) حيبة  10. (a) خضير (b) خضير

Drill 19.  
Listen to the words on tape and write the letter you hear in the blank:

1. صسير  4. شـب  7. سـرية
2. تـسير  5. تـبطة  8. تـرجي
3. طـية  6. ضـيط  9. ضـسط

Drill 20.  
Read the following words aloud:

عصور طراز صراح عنصريّة طاسات غشاء
تبشر بجبة خطيّة أبوظبي غاشية طازة
يدكر صروح أعداء طبّشورة تسريحة ذوّد
غداء إشعارات بذور تصدير ارتباطات شعراء
Drill 21.
Connect the letters to form words and sound them out.

1. ________ = ص + ر + ا + ه + ء
2. ________ = ث + غ + ي + ر + ا + ت
3. ________ = ب + ع + ي + د
4. ________ = ش + خ + ص + ي + ء
5. ________ = ت + ص + غ + ي + ر
6. ________ = ط + ر + و + د + ي
7. ________ = ا + غ + ت + ر + ا + ض
8. ________ = غ + ر + ب + ي + ء
9. ________ = أ + ط + ب + ا + ء
10. ________ = ش + ط + ا + ي + ا
11. ________ = ض + و + ا + ه + ي
12. ________ = ا + س + ت + غ + ر + ب
13. ________ = ت + خ + ص + ص
14. ________ = ر + س + غ
Drill 22.  🎧

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

1. غرب  خرب  جرب  حرب
2. ضرس  درس  درس  درس
3. أسبح  أطبخ  إطبخ  أصحاب
4. ذاع  صاع  ضاع  شاع
5. صغير  صرير  صرير  شرير
6. حث  حصن  حصن  حسن
7. فرع  فرع  فرع  فرع
8. حذر  حصر  حضر  حضر
9. ضبي  صبي  صبي  ظبي
10. غبر  عبر  عبر  عبر

Drill 23.  🎧

Dictation.

1. ________  6. ________
2. ________  7. ________
3. ________  8. ________
4. ________  9. ________
5. ________ 10. ________
Read and learn these words:

- أوتوبيس (v. autobus, bus)
- سيارة (v. car)
- شارع (v. street)
- بيت (v. house)
- ساعة (v. hour)
- أستاذ (v. teacher)

- wide, spacious (v. واسع)
- small (v. صغير)
- hard, difficult (v. صعب)

- lesson (v. درس)
- Arab (person), Arabic (v. عربي)
- new (v. جديد)
Drill 24.
Read each of the following phrases aloud, then write its meaning in the blank.

1. an Arab teacher (professor)

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________

9. __________________________

10. __________________________

11. __________________________

12. __________________________

13. __________________________

14. __________________________

15. __________________________

16. __________________________

17. __________________________

18. __________________________
Watching Scenes 9, 10, and 11 with your teacher.

Taking Leave

Just as greeting people when you first see them is essential to courteous behavior, taking leave is also expected. Whether sitting at a meal or just standing around chatting, you must excuse yourself before leaving. People usually say:

‘an iznak / ʿan iznik ʿعَنِ إِذْنِكَ / ʿعَنِ إِذْنِكَ

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

ifafaDAll / ifafaDAlli إنْفَضَلْ / إنْفَضَلْي

which means please, go ahead. You have also heard ifafaDAll/i used to mean please, come in / sit down, and it can also mean please, help yourself (for example, to food).

---

1 Remember that in Egypt, 3 is often pronounced z.
UNIT SIX

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

"faa"

This letter is pronounced like English f as in feather.

LISTENING EXERCISE 1.

Listen and repeat:

Writing

\[ \text{ف ف ف ف} \]

\( \text{ف} \) is a connecting letter with a relatively stable shape. Its independent and final forms have a tail that is unusual in that it remains on the line rather than dipping below. To write independent \( \text{ف} \), begin above the line and draw a small flat loop around to your left, up, and down around. Keep the loop of \( \text{ف} \) small and just above the line, resting on a short “neck.” Continue along the line into a small hook to finish the tail as shown in the example below.
Practice writing independent ﻌ:

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

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

Now write سفير (ambassador):

Final ﻌ combines the shape of the medial position with the tail of the independent ﻌ. Copy صنف (class):
Copy and sound out the following names:

٥ ٦ ٧ ٨ ٩

Drill 1. Dictation.

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

"qaaf"

This letter represents a new sound, the emphatic counterpart to k. Like the other emphatic sounds, it is pronounced with the tongue low in the mouth. It differs from them in that it is pronounced farther back in the throat, at the very back of the tongue. Take a minute to become more familiar with your throat muscles. Open your mouth and say aah, as if you were at the doctor's. Your tongue should be flat in your mouth. Without raising your tongue, pull it back so that the base of your tongue closes off air by pulling back against the throat. At this point, you should not be able to breathe through your mouth, although it is wide open. Practice doing this first without making a sound. After performing this exercise several times, make a sound by releasing the air forcefully. The result will be the sound ق .
LISTENING EXERCISE 2.

Listen to ق in the following words and repeat:

قاف قارب شفيق برقوق فراق

DRILL 2.

Mark X for each word in which you hear ق:

1. ______ 4. ______ 7. ______
2. ______ 5. ______ 8. ______
3. ______ 6. ______ 9. ______

WRITING

ق ق ق ق ق ق

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

ق ق ق ق ق ق

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

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


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


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


Practice final ق by writing برقوق (plum):


Drill 3. Dictation.

1. 
2. 
3. 
4. 
5. 
6. 
"kaaf"

This letter corresponds to English k as in likewise.¹

**LISTENING EXERCISE 3.**

Listen to ک in the following words and repeat:

کتاب دکتر حكاية أکید شکوك رکیک

**WRITING**

ک ک ک ک ک

ک is a connecting letter that has two distinct shapes, one in independent and final positions, and one in initial and medial positions. To write independent ک, start above the line at the top of the letter, draw straight down to the line, then curve and follow the line. Make a tiny hook at the end, then pick up your pen and draw a little hamza-like figure inside the angle. The shape of this mark, which may have originated as a miniature س, may vary slightly in different scripts. Copy the example:

When س is connected to a following letter, it has a cross bar on the top; however, this is written last, like the vertical bar of ٍ and ُُ. To write initial س, start as you do the independent form, drawing down to the line, then make a right angle and draw along it into a connecting segment. Note that the body of initial س is not exactly perpendicular to the line on the paper—it may be slightly slanted or even curved, depending on individual style. After you finish writing the skeleton of the word, go back and "cross" the س as shown (it does not matter if the bar is not

¹ Note that Arabic ن is never aspirated, that is, it has no "breathy" sound like that of k in kite.
exactly lined up, but keep it as close as possible). Copy initial ك، following the arrows:

Now practice writing initial ك in كبير (big):

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

Practice writing medial ك in فكرة (idea):

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

دكتور دكتور اسكندرية اسكندرية

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

[Image of written letter]

Practice final ل by writing ش (check):

[Image of written letter]

ل represents a familiar sound that takes no extra effort on your part. Take care to distinguish between it and ق، which is pronounced deep in the throat and which you must practice. Remember: ق is an emphatic letter that deepens the quality of surrounding vowels, whereas vowels surrounding ل are frontal.

**Listening Exercise 4.**

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

قوس/كُدس رقيق/ركيك قابوس/كابوس باقر/باقر

**Drill 4.**

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

1. ل ق
2. ل ق
3. ل ق
4. ل ق
5. ل ق
6. ل ق
7. ل ق
8. ل ق
9. ل ق
10. ل ق
11. ل ق
12. ل ق
DRILL 5.

Read these words aloud with the tape, paying special attention toُكُ and ِقُ and the quality of the surrounding vowels:

1. (a) كاذٌ  (b) قاذٌ  
2. (a) شُكُوكٌ  (b) شُقودٌ  
3. (a) كُسُوةٌ  (b) قُسُوةٌ  
4. (a) كُذَرٌ  (b) قُذَرٌ  
5. (a) حَبْكٌ  (b) حِبْقٌ  
6. (a) بَقرٌ  (b) بَكرٌ  
7. (a) صَدْقٌ  (b) صَدقٌ  
8. (a) اكْتِفَاءٌ  (b) اقْتِفَاءٌ  
9. (a) عِراكٌ  (b) عِراقٌ  
10. (a) كُروشٌ  (b) قُروشٌ

DRILL 6.

Write the letter that you hear in each blank:

1.  _ريب_  
2.  _بطاٌة_  
3.  _صصرور_  
4.  _ضضٌ_  
5.  _باستشراٌ_  
6.  _راٌص_  
7.  _حُظٌ_  
8.  _قِسَرة_  
9.  _سِبٌ_  
10.  _ضضٌ_  

DRILL 7.

Dictation.

1. __________________  
2. __________________  
3. __________________  
4. __________________  
5. __________________  
6. __________________  
7. __________________  
8. __________________

Read and copy these names:

رقية - شريفة - حوراء - فيروز - وفاء -
"laam"

This letter represents the sound of the Spanish or French l, that is, a frontal l in which the front part of the tongue is against the back of the teeth, and the tongue is high in the mouth. Americans tend to pronounce l with the tongue farther back and lower down in the mouth, resulting in a more emphatic sound than Arabic ل. Say the word terrible aloud, and pay attention to the position of your tongue when you say ble. It is similar to the position your tongue holds when you say ص, and ط. To pronounce Arabic ل, hold the tip of your tongue against the back of your teeth at the roof of your mouth and keep your tongue as high and frontal as you can. Practice this position while imitating the words you hear on tape.

LISTENING EXERCISE 5.

Listen to and repeat the following words containing the sound ل, paying particular attention to the frontal quality of the surrounding vowels:

As you may have noticed listening to the words طلَّح and صَلَّي in the above exercise, ل can take on an emphatic quality when it occurs near emphatic consonants. To pronounce emphatic ل, keep the front part of your tongue pressed against the back of your teeth, and drop the rest of your tongue low in your mouth. Repeat Listening Exercise 5, paying attention to the pronunciation of ل in its different environments. Only one word in Arabic has a ل emphatic in quality without outside influence, and that is the word for God, Allaah. (In some cases, this word is pronounced with a regular ل—you will learn this rule later.) Listening Exercise 6 introduces you to some common expressions that include the word Allaah.
LISTENING EXERCISE 6.

Listen to these expressions containing the word *Allaah*:

(expresses admiration or delight)  
*Allaah!*  
الله!

**God willing**  
*in shaa’Allaah*  
إِن شَاءَ اللَّهُ

(used when praising or admiring)  
*maa shaa’Allaah*  
مَا شَاءَ اللَّهُ

**There is no god but God**  
*laa ilaaha illa Allaah*  
لا إِلَهَ إِلَّا الَّهُ

(said upon hearing bad news)  
*Allaah yirHamuh*  
الله يُرَحِّمْهُ

(May God have mercy on him)  
(=May he rest in peace)  
*bismillaah*  
بِسْمِ اللَّهِ

(said upon beginning something)

**Writing**

| ل | ٍ | ٍ | ٍ |

ل is a connecting letter. The shapes of ل are similar to those of ل except that ل has no cross bar and has a narrower and deeper tail that dips below the line in its independent and final positions. Note how similar the shapes of medial ل (alif) and ٍ appear: the only difference is that ٍ connects, while alif does not.

To write independent ل, start at the top and draw straight down, continuing below the line into the tail, which should be approximately the same shape as the tail of س, but a little narrower. **The tail must come all the way back up above the line.** Copy:


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


- 105 -
Practice writing initial لـ in ليبيا:

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

Practice لـ by copying بـلـد (country):

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

Practice by writing طويل (long):
“laam alif”

The distinct shape of the combination of ل+ال (laam followed by alif) is not part of the Arabic alphabet, but must be used to join these letters wherever they occur in this order in the same word. This shape varies slightly in print and handwriting styles. The form you see in the box above is the one you will see in print. Some people write it this way by hand as well, in one stroke (your teacher can show you how). In most handwriting styles, the laam and alif retain the angles you see above, but the two letters are written in two separate strokes. To produce ل in this handwritten form, start as you would connected ل, but instead of drawing the body straight down, draw it slanting down to the left. When you reach the line, pick up your pen and make a slanted alif stroke into the corner of ل as the example shows. Write the word ل, which means no:
**Drill 8.** Dictation.

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

**Drill 9.**
You will hear ten words. Circle the word you hear in each row:

1. كتاب  قلب  كتاب  كتاب
2. أطل  أطل  الأطل  أطل
3. عاقل  عقلا  عقلا  عاقل
4. فقر  فكر  فكر  فقر
5. تكل  صقل  صقل  تكل
6. ركل  ركض  ركض  ركل
7. ظرف  درف  درف  ظرف
8. تكرير  تكرير  تكرير  تكرير
9. خزي  خذي  خذي  خزي
10. بلغ  بلغ  بلغ  بلغ

**Drill 10.**

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

1. لصفة سالونياس أكوا - باتش
الجديد كأنه من جي في سي

فولفو

فنايتل فورس
الأمريكية

بارحكي الـترأ لايتس
متعة متزايدة... وخفيفة، خفيفة إ
6. كوداك

7. تشكيلة

*بتاريخ من شركة وورنر، مترو الولايات المتحدة

تحتوي على: مادة لدنة، سكر، جلوكوز، نشا، ومطور طبيعية وصناعية

8. معرض لاكوست

9. لاكي سترايك

10. كرايسلر

من جريدة الشرق الأوسط، 1992
“hamza”

Thus far, you have seen hamza written on top of alif, َ، at the beginning of a word, and below alif, َ، when the initial vowel is kasra. You have also seen hamza written with no seat, ِ، when it occurs at the end of a word after a long vowel. When hamza occurs in the middle of a word, it may be written on top of alif or rest on the line, as in the box above, or it may be written on one of the other long vowels: َ، ِ، or َ، depending on the surrounding long and short vowels. You will now learn the َ and َ seats for the hamza.

“كُرْسِي ياء”

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

Listening Exercise 7.

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

طائِره عائِشه خانِب قاِئل أسِلة قارِئ طوارِئ

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

ثرَر سِل طائِرات قاِئل شاطِئ

- 111 -
When hamza occurs in a word either preceded or followed by a Damma or long vowel $о$, it is written on a seat ($كَرْسِي وَاَوْ$) as long as there is no kasra (remember that, when preceded or followed by a kasra, hamza must be written as above, on $كَ$).

**LISTENING EXERCISE 8.**

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

فوائد سؤال رؤوس يُوسّف

Practice writing and reading $о$ by copying and sounding out these words:

يَؤثْرُ أَصْدِقاَكَ عَشاَوْكَ تفاوْل

In other cases, that is, when medial hamza has only fatHa, alif, and/or sukuun, it is written on alif, as you learned earlier. The rules for writing hamza are rather complicated, so for now concentrate on recognizing these five seats of hamza when you see them. The best way to learn to write hamza correctly is to learn the spelling of words containing hamza one by one.
Drill 11.  صنف
You will hear one word of the three in each row. Circle the one you hear:

1.  زار  زمر
2.  قرع  فزع
3.  كلاب  قلاب
4.  سورة  ثورة
5.  عرق  عرك
6.  عائب  غائب
7.  تفاعل  تفاعل
8.  سعال  شعل
9.  قبائض  ضباب
10.  شاعر  ثائر
11.  صر  زر
12.  كبس  جبس

Drill 12. صنف
Fill in the long and short vowels and any shaddas that you hear:

1. زـقـق  سـعـد
2. قـبـسـس  كـتـب
3. قـوـل  شـغـر
4. طـيـر  ضـرـر
5. شـرـب  يـشـتـتـرـب
6. صـفـف  شـرـع
7. يـكـبـر  رـقـب
8. ضـيـع  صـعـب
Drill 13.

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

1. تُقّيد
2. رَفَة
3. يِف
4. فُور
5. قَارب
6. تَليل
7. أَبَق
8. صَير
9. دِيق
10. شَخصْيَة
11. ريف
12. حَكت
13. نَبل
14. جُر

Drill 14.

Read these phrases aloud:

- مُكَازات طبَّية
- وظيفة ثابتة
- طائرات حديثة
- رغبة قوية
- رجُل جَزائري
- قواعد صعبة
- أَحْسَنة سريعة
- عِلاج طبَّيّ
- أسئلة ذكية
- لا يا سعيدية!
- حِكاية قصيرة
- تشارع غير سارة
- سفارات عربية
- كتاب ألف ليلة وليلة
- فصل طويل
- رأي قاطع
Drill 15.

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

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

Drill 16.

Dictation.

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
Drill 17.

Read and learn these nouns:

طالبة
طالب
طاولة
كرسي
شريط
كتاب
ورقة
دفتر
شباك
فصل (صف)
فُلوس
طائرة
Now read and learn the following adjectives:

Drill 18.
How many phrases can you form with the words you know? Write them out.
Coffee and tea are the most popular social drinks in the Arab world. They are served to visitors at home and in the workplace, and men gather to drink them in coffeehouses. The choice between coffee and tea is partly a matter of local custom and supply, and partly a matter of personal taste. In much of North Africa, tea is more common, and is often made with loose green tea and mint, and drunk very sweet. In restaurants, coffee is usually served European style.

In Egypt and the Levant, Arabic coffee (also called Turkish coffee) is a strong drink made from very finely ground, dark beans, boiled in a little pot, and often served in demitasse cups or glasses. In Egypt, unless you request otherwise, coffee will be served to you maZbuuT, which means just right, referring to the amount of sugar (about one teaspoon per small cup). Tea is also popular, and served sweet.

In the Arabian Peninsula, another kind of Arabic coffee is served. The coffee beans are roasted in a different manner, and the coffee itself is almost clear in color and has a unique flavor. It is served in tiny cups without handles, and the cup is refilled by the host until the guest signals that he or she has had enough by tilting it from side to side several times.

Coffeehouses are popular meeting places, although by custom, they are frequented more by men than women in most Arab countries (women tend to socialize in their houses for privacy). In addition to coffee, tea, and other hot drinks, games such as chess and backgammon are available.
In this unit, you will learn the last three letters of the alphabet and the symbol madda.

This letter corresponds to English m as in may.

**LISTENING EXERCISE 1.**

Listen and repeat:

MAL سمير مصري جامعة يوم كلام

**WRITING**

is a connecting letter whose basic shape is easily identifiable: a small round loop. You can see from the words above that the printed forms do not vary much; however, the way the loop is drawn and connected to other letters varies in handwriting. It is important that you practice the direction of the loop in each position until you can write it easily, without having to stop and check.
To write independent م, begin on the line and draw a small round loop over and around to the right, continue along the line a short distance, then make a corner and draw the tail straight down well below the line. Copy:

Practice by copying the word اليوم (today):

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

Now write the Arabic name for Egypt, مصر:

When writing initial م followed by ج, ح, or خ, remember to draw the loop well above the line so that you can continue directly into the next letter. Copy the name مجيد:
Medial ـ should **always loop down** from the connecting segment, which rests slightly above the line as the example shows:

Copy and sound out these words:

In some typefaces and handwriting styles, ـ may be joined to initial letters ب، ت، د، and ـم as shown: ب، ت، د، م. Copy the examples, making sure to loop the ـم down:

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

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

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

Read and copy:

Drill 1. Dictation.

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

- 123 -
Copy and read aloud the following names:

أمّ، ماجدة، جميلة، ميّ، كريمة

سامير، أحمد، محمود، عباد، مоборع، عصام

“nuun”

This letter represents the sound n as in noon.

LISTENING EXERCISE 2.

Listen and repeat:

دار، لبنان، تونس، إيران، غني، سنة

Writing

ن ن ن

ن is a connecting letter whose shape resembles that of ب in initial and medial positions, except for the placement of the dot. It differs from ب in that the independent and final forms of ن take a characteristic “tail” shape that dips well below the line. Practice drawing the shape of independent ن, making sure to bring the tail back up across the line:
At the beginning or in the middle of a word, write ـ as you write ـ، but dot above rather than below the letter. Copy:

\[ \text{Copy:} \]

Read aloud and copy:

\[ \text{لِبْنَانُ نَبِيلٌ عَنْدِي} \]

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

\[ \text{Copy:} \]

Read and copy:

\[ 
\text{لِبْنَانُ عَمَّانُ وَتَنَ} 
\]

Now read aloud and copy the following names:

\[ 
\text{زَيْنَبُ إِيْمَانُ نُفْيِسَةُ نَجَاةُ حَنَانُ أمَانِي} 
\]

\[ 
\text{أَمِينُ نَاجِي جُبْرَانُ مُذَرٌ عَدَنَانُ رَمَضَانُ} 
\]
Drill 2.
Read aloud these names of countries and cities:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>French</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>باريس</td>
<td>فرنسا</td>
<td>New York</td>
<td>عمان</td>
</tr>
<tr>
<td>كندا</td>
<td>بنغلاديش</td>
<td>Baghdad</td>
<td>كولومبيا</td>
</tr>
<tr>
<td>أمريكا</td>
<td>إفريقيا</td>
<td>Moscow</td>
<td>ألمانيا</td>
</tr>
<tr>
<td>لندن</td>
<td>بيرلتوت</td>
<td>Damascus</td>
<td>سوريا</td>
</tr>
<tr>
<td>قطر</td>
<td>باكستان</td>
<td>Australia</td>
<td>طرابلس</td>
</tr>
<tr>
<td>صنعاء</td>
<td>موريتانيا</td>
<td>Britain</td>
<td>أفغانستان</td>
</tr>
</tbody>
</table>

Drill 3. ☐
Dictation.

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

"haa"

This letter represents a familiar sound, the one spelled in English by h as in house. Unlike English h, which can be silent, as in hour, ـه is always pronounced. Moreover, the English h sound tends to occur at the beginning of a word or syllable, whereas Arabicـه can occur in any position. Say a house, then say the two words as if they were a single word. This is how ـه sounds in the middle of a word. Now say her, then say it backwards, pronouncing the h. This is how ـه sounds at the end of a word.
LISTENING EXERCISE 3.  

Listen to the words on tape and repeat, paying attention to the َه sound.

Writing

The forms of this connecting letter vary more than those of any other. In addition, individual style may affect its shape in initial and medial forms. The shape َه is the form this letter takes independently and at the beginning of a word. To write this shape, begin slightly above the line, and draw a large loop sloping first upward and then downward to your right and back up. This outer loop should be large; its exact shape can vary according to individual style and print type from a more pointed to a more rounded oval. When you reach the beginning of the loop, continue on, making a small loop inside the big one, then continue on down to the line into the connecting segment. Copy the example:

Copy the name of the consonant َه:

In medial position, َه has two main variations. The first is more common in print: ُه (look also at the printed form of the words in Listening Exercise 3 above); it consists of two vertical loops, one above and one below the line. The second is more commonly found in handwriting, and is written in one stroke as a (more or less) pointed dip below the line. Copy the example:
Copy and sound out the name مَهَا:

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

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

To practice writing ُـ and ُـ, copy and sound out:

但现在 بناء والده شريطة

Now copy and sound out the following names:

هُناء هِيام سَهيلة سَهير زهرة
Drill 4.

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

1. _ابا_ — دراـسـا
2. _ميا_ — دكـتورا
3. _مدينة_ — في بـيـتـا
4. _كتـب_ — جمـيلـا

Remember that ّ is very different from ّ. ّ is a sound that exists in English, and is very easy for English speakers to pronounce, while ّ is pronounced deep in the throat, and has a slightly raspy sound. You can say ّ without thinking about your throat muscles, but you must concentrate to say ّ. It is very important to distinguish between these two sounds, so practice until you can do so.

Listening Exercise 4.

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

نهـر/نـحـر
هـبوب/حـبوب
فـهـم/فـحـم
بلـه/بـحـل

Drill 5.

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

1. ّ ّ ّ ّ 2. ّ ّ ّ 3. ّ ّ ّ 4. ّ ّ ّ 5. ّ ّ ّ 6. ّ ّ ّ 7. ّ ّ ّ 8. ّ ّ ّ 9. ّ ّ 10. ّ ّ 11. ّ 12. ّ
Drill 6.

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

1. (a) حول (b) هو (c) أترق (d) مبر (e) ناحية (f) استحلال (g) حافي (h) حافي (i) صخر (j) صخر

Drill 7.

Write the letter that you hear in each blank:

1. ربية
2. فـيم
3. جـيات
4. ضـك
5. نـاف
6. ظـور
7. مـور
8. صـراء
9. مـام
10. ثـاله
11. مـور
12. مـام

Drill 8.

Dictation.

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
6. __________________
7. __________________
8. __________________
The symbol that you see above the alif in the box is called *madda*, مَدَّة, which means *lengthening*. It can only occur on alif, and when it does, the alif is called alif madda, ألف مَدَّة. The alif madda represents the combination of either ی or ی. These two combinations are never written separately, for the same historical reason that hamza is written on different seats: when Arabic was first written, hamza was not yet a part of the script. Only later was a symbol developed for hamza. The madda was also added to the alphabet with the other extra-alphabetical markings to indicate the two combinations above.

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

**Listening Exercise 5.**

Listen and repeat:

> أن آمين أكل القرآن الآن مَرَاة

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

> ـ

Practice writing madda in القرآن (*the Quran*):

>
Drill 9.

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

1. ________________ = أُنَّه + ه + أ + ر
2. ________________ = ك + ر + ي + م
3. ________________ = م + ذ + ا + ه + ب
4. ________________ = ط + م + ا + ط + م
5. ________________ = ن + ه + ي + ا + ت
6. ________________ = ك + ل + ا + ه + ن
7. ________________ = أُ + أ + ك + ل + ه + ا
8. ________________ = ك + ه + ي + ا + ت
9. ________________ = ت + ع + ط + ي + م
10. ________________ = غ + ف + ا + ن
11. ________________ = أُ + س + ئ + ل + ظ

Drill 10.

A. Read aloud these names of Middle Eastern foods:

بابا غُنْوِج ـ تَبُولا ـ أم ـ على ـ فلافل
ورَق هَنِب ـ فَتَوْش ـ فَتَة ـ حمص
لَبَن رَبَادِي ـ كَبَاب ـ كَبَة ـ مششي
مُقلوبة ـ كَسْكَسَو ـ بَسْبوسة ـ ملوحيَة
طَخِينة ـ بَقلَوة ـ كَناَّفة
B. Now read and learn the names of some other foods:

1. قهوة أمريكية
2. قهوة عربية (تركية)
3. حليب (لبن)
4. شاي
5. سكر
6. ماء
7. خبزة عربية
8. خبزة
Drill 11.

Read and learn the following words:

- **Exam**
- **Pencil**
- **Library**
- **Office**
- **Building**
- **Bedroom**
Drill 12.

You are now ready to play your first Arabic word game, taken from an Arabic newspaper. In the box below, look for the words listed in the two columns to the right, running in any direction. Once you find the word, circle it or draw a line through it. After you have found all the words, write out the remaining unused letters. They will spell the name of a famous Biblical/Quranic prophet.

From a newspaper article, 1992.
Drill 13.

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

إِذَّنِيكُ؟ / كِيف الحَال؟

- عَندِي صُدْعَ
- زَغْلَانَة
- كَوْيِسَةٌ، الحَمْدُ لِلَّهِ

- غُضُبان
- بَرَدَان
- حَرَان
حُوَّا — هو
هَيِّ — هي
نَعَمْ — نعم
لَا — لا
أَنَا — أنا
أَنْتَ — أنت
أَنْتُ — أنت
I — you (masculine)
you (feminine)
Drill 14.

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

1. ناشيونال باتاسونيك

2. بولوشيرت
   100% قطن مصري
   صنع في مصر

3. سامسوناج

4. ميتسوبيشي اليكتريك

5. الام - الأمريكية

6. لوليدي إيت
   الرياض
   أسيوية كندا
12. أوبكازيون
شيلك دام

13. فولكس واجن

14. مرسيدس E 230

15. تكساس إنسترومنت

من جريدة الشرق الأوسط، 1997
Culture

Video

Watch Scene 14 on the video with your teacher.

The colloquial expression "معلهش" (also spelled مَعْلِهْش) has a wide range of usages. It is used to say never mind, don't worry about it, it doesn't matter, in some cases, to say is it okay (if I...)?, and, finally, to console someone who is upset or angry about something.

Some kinds of behavior that many Americans may see as interfering or speaking out of turn are quite acceptable in Arab culture. For example, when a person sees that someone is upset, he or she will probably try to find out what the problem is, and say معلهش—even if he or she does not know the person well.
In this unit, you will learn about the definite article, more about initial hamza, and an old spelling for alif that still survives in a few words. You will also learn the numbers zero through ten.

Called in Arabic الملف لام after the names of the letters, the segment الملف لام represents the definite article in Arabic, comparable to the in English. Compare the following pairs of nouns:

the book كتاب
a book كتاب
the teacher الاستاذ
a teacher استاذ

You can see in these examples that الملف لام makes an indefinite noun definite. Of course, the usage of Arabic الملف لام is not exactly equivalent to that of English the. For example, you have already learned how to say:

جامعة القاهرة The University of Cairo

in which جامعة is definite although it does not have الملف لام (you will learn more about this soon). Proper nouns are definite whether or not they begin with الملف لام; for example، مصر (Egypt) is definite. There is no rule that determines whether or not a proper noun takes الملف لام; each one must be memorized (especially the names of Arab countries and cities). In general, however, foreign names and names of people do not usually take الملف لام. You will learn more about these differences over the next few weeks; in the meantime, remember that a word modified by الملف لام is definite.
LISTENING EXERCISE 1. 🎧

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

1. البيت \( \rightarrow \) الاستاذ
2. كلمة \( \rightarrow \) المكتبة
3. الكرسي \( \rightarrow \) الكرسي

4. أستاذة = الاستاذة
5. مكتبة = المكتبة

PRONUNCIATION OF Jـ.

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

LISTENING EXERCISE 2. 🎧

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

الحروف القمرية: البيت، القلم، الاستاذ، الكتاب، الابوبيس
الحروف الشمسية: الشارع، السيارة، الصف، الطائرة، الطائرة الطائرة

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

The following chart lists the letters in their proper classes. As a rule of thumb, note that the حروف الشمسية—the letters that swallow the Jـ—are the ones whose tongue position is close to that of Jـ. This rule will help you memorize which group each letter belongs to so that you can speak and read Arabic correctly.
Drill 1. Write the following indefinite words definite by adding the shadda and read aloud:

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

Write حروف شمسية in the following words, and write حروف قمرية on the لـ before, as in the examples. Then read the words aloud.

**Examples:**
- القرآن
- الراديو
- الشارع
- الطائرة
- المدينة
- البيت
- السيرة
- الديمقراطية
- القرآن
- الكعبة
- السؤال
- الغزال
- النهر
- العين
- الإسماع
- الخير
- الحزب
- الإسلام
- الظلام

**Drill 3.**

Circle the word you hear in each row. Pay special attention to the first syllable in each word and listen for the presence or absence of shadda on sun letters.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>اسم</td>
<td>إسلام</td>
<td>عمل</td>
<td>نهاية</td>
<td>قلم</td>
<td>صوم</td>
<td>صباح</td>
<td>ظلام</td>
<td>الثاني</td>
<td>نور</td>
</tr>
<tr>
<td>2.</td>
<td>صفا</td>
<td>أصف</td>
<td>عمل</td>
<td>النهاية</td>
<td>أقلام</td>
<td>أصوم</td>
<td>صباح</td>
<td>أظلم</td>
<td>الثاني</td>
<td>أنور</td>
</tr>
<tr>
<td>3.</td>
<td>أعمل</td>
<td>عمل</td>
<td>العمل</td>
<td>النهاية</td>
<td>القلم</td>
<td>الصوم</td>
<td>صبح</td>
<td>ظلام</td>
<td>الثاني</td>
<td>أنور</td>
</tr>
</tbody>
</table>
Drill 4.

You will hear twelve words. Write ل for each word that contains it and Ø for each word that does not.

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

Drill 5.

You will hear eight phrases. Determine whether the second word in each is definite or indefinite, and write ل for those that are definite and Ø for those that are indefinite:

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

Drill 6.

Read aloud the following words:

البَخْرَينَ    الطَّالِبَ    اللُّيْلَةَ    الزَّيْارةَ    الخَاصَّ    البَرْدَةَ    الدُّارَ    الإمَاراتِ    المَغربِ    الشَّباكِ    الدَّوُحةَ    الرَّباطِ    البَيْنِ    الصُّومَالِ    الإِرْبَاقِ    التَّونِسيَ    القَلمِ    الجزَآئِرِ

Drill 7.

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

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

- 146 -
You have seen that words like أَستاذ begin with هـة (whether or not it is written: I or ى). It is the هـة that "allows" you to pronounce the vowel that follows it. In most words that begin with هـة, the vowel that the hamza carries always remains the same; for example, أَستاذ is always pronounced the same way, with an هـة. However, the هـة of لـ belongs to a special category called هـة الوصل, which means elidable hamza. "Elidable" means that, when preceded by another word, the hamza and its vowel drop in both pronunciation and writing. In writing, the symbol وَسْلَة takes the place of the هـة, and in pronunciation, the original vowel on the alif is swallowed by the final vowel of a previous word or by a helping vowel. Thus, in the case of لـ, the normal فتحة vowel on the alif is not usually heard.

Listening Exercise 3.

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

أَبي أَلْعَزِيز في أَكَادِيمِية
فِي أَلْبِيْت
أَمِريَكا أَلْلاتِينِية
كَرْسِي أَلْتَالِب
وَالدَّا أَلْبِنَت
مُدْرَسَة أَلْجاَمِيَة
بَيْتِي أَلْجِدِيد

Writing

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

لا لـ
Drill 8. 📀

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

1. ما اسمك؟
2. والدي استاذ
3. عندي الم
4. لي استاذ
5. صديقي الفرنسي
6. أين البيت؟
7. هو احمد
8. في المدينة
9. أخو البنت
10. أنا الاستاذ

Dagger Alif

This symbol is often called dagger alif because its shape resembles a small dagger. It represents an old spelling of alif from early Quranic writing that survives today in a few common words and names. It is pronounced exactly like the long vowel alif.

Listening Exercise 4. 📀

Listen to these words containing dagger alif and repeat:

هـذَا

Learn the following words:

<table>
<thead>
<tr>
<th>but</th>
<th>this (masculine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>لكن</td>
<td>هـذَا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>God</th>
<th>this (feminine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>الله</td>
<td>هـذَه</td>
</tr>
</tbody>
</table>

These are most of the commonly used words that are spelled with dagger alif. It is almost never written, except in fully vowelled texts, but is important to learn the words that are spelled with it and remember to pronounce this as a long vowel—it is equivalent to alif.
WRITING

The dagger alif is drawn as a short vertical stroke above the consonant it follows. Make sure it is precisely vertical, so that it may be distinguished easily from the slanted fatHa. Copying the examples, practice writing and pronouncing the words you have just learned:

هَذَا هُدْيُ هُذُوُدْ لَنْ لَنِ اللَّهَ اللَّهَ

Drill 9.

A. Read the following phrases aloud, paying special attention to the alif with the dāl and the letter "a" between the words:

في الشاي من المغرب
في هذا الشارع أمام الطاولة
أمام الشباك أمام الباب
في هذه البنية أمام الفصل
في هذا البيت من الكتاب
في هذه الجامعة مع القهوة
في السيارة وراء الجامعة
هناك الأتوبيس

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

with في
behind وراء in front of أمام

Drill 10.

Read the following passage, first to yourself, for meaning, then aloud. What does it seem to be talking about? How much can you understand?

اسمي علي محمد عبد السلام. أنا عراقي من مدينة بغداد وأنا طالب في جامعة بغداد. أنا ساكن في شارع البصرة. أبي أستاذ في الجامعة وأسمه محمد وأمي دكتورة واسمها عائشة. عندي خمسة إخوة: إبراهيم وخيل وهادم ومجيدة وسامية.
Drill 11.

Read the sentences below and learn the new words:

- هذه بنت (This is a girl)
- هذا ولد (This is a boy)
- هذه امرأة (This is a woman)
- هذا رجل (This is a man)
- هذه بنت جميلة (This is a beautiful girl)
- هذا طالب (This is a student)
- هذا رجل قصير (This is a short man)
- هذا رجل طويل (This is a tall man)
- هذه سيارة صغيرة (This is a small car)
- هذه سيارة كبيرة (This is a big car)
Drill 12.

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

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>قصير/قصيرة ≠ طويل/ طويلة</td>
<td>كتاب</td>
</tr>
<tr>
<td>صغير/ صغيرة ≠ كبير/ كبيرة</td>
<td>طولة</td>
</tr>
<tr>
<td>جديد/ جديدة ≠ قديم/ قديمة</td>
<td>امرأة</td>
</tr>
<tr>
<td>قريب/ قريبة ≠ بعيد/ بعيدة</td>
<td>شعب</td>
</tr>
<tr>
<td>صعب/ صعبة ≠ سهل/ سهلة</td>
<td>سيارة</td>
</tr>
<tr>
<td>جميل/ جميلة ≠ مز哉/ مزازة</td>
<td>ود</td>
</tr>
<tr>
<td>عربي/ عربية ≠ مصري/ مصريه</td>
<td>أتوبيس</td>
</tr>
<tr>
<td>أمريكي/ أمريكية ≠ فرنسي/ فرنسية</td>
<td>طائرة</td>
</tr>
<tr>
<td>واسع/ واسعة ≠ مزاج/ مزاجة</td>
<td>شاي</td>
</tr>
<tr>
<td>(good) جيد/ جيدة (tasty (food), good (person))</td>
<td>جامعة</td>
</tr>
<tr>
<td></td>
<td>مكتبة</td>
</tr>
<tr>
<td></td>
<td>غرفة</td>
</tr>
</tbody>
</table>

Example: هذه سيارة جيدة

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________
14. __________________________
15. __________________________
16. __________________________
The chart above shows two sets of numerals. Both are used in the Arab world: the set in the top row is used in the Arab west (Morocco, Algeria, and Tunisia), while the one in the bottom row is prevalent in the other Arab countries. The numerals used in the Arab west were introduced into Europe from Islamic lands in the Middle Ages—hence our name for them, Arabic numerals. We know that the Arabs adapted their numerals from India, but we do not know the exact history of the development of the two sets. One of the great Islamic contributions to mathematics was the introduction of zero, attributed to the great mathematician and astronomer al-Khwarizmi (d. A.D. 849), from whose name the word logarithm comes.

The numerals used in the Arab east are shown along with the Arabic names for numbers in the following table. Read and learn:

<table>
<thead>
<tr>
<th>Counting Numbers from 0 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>صفر</td>
</tr>
<tr>
<td>واحد</td>
</tr>
<tr>
<td>اثنان / اثنين</td>
</tr>
<tr>
<td>ثلاثة</td>
</tr>
<tr>
<td>أربعة</td>
</tr>
<tr>
<td>خمسة</td>
</tr>
<tr>
<td>ستة</td>
</tr>
<tr>
<td>سبعه</td>
</tr>
<tr>
<td>ثمانية</td>
</tr>
<tr>
<td>تسعه</td>
</tr>
<tr>
<td>عشرة</td>
</tr>
</tbody>
</table>

1 اثنان and اثنين are variants; learn to recognize both. اثنين is more commonly used in spoken Arabic.
Most Arabic numerals appear in handwriting much the same way they appear in print, with the exception of ١ and ٣. In print, they appear as shown: ١, ٣. In handwriting, however, they take on slightly different forms. Study the examples:

\[
\begin{align*}
5 &= ٢ \\
٣ &= ٣
\end{align*}
\]

You can see that the numeral ٢ in print closely resembles the numeral ٢ when written by hand, except that the hook at the top of handwritten ٢ is usually deeper. To avoid confusion, always write these numerals as shown in the handwritten example above, and when reading, remember to differentiate between printed and handwritten forms.

Now practice writing the numerals by copying the examples:

\[
١٠٤٢٥٠٩١١٢
\]

Drill 13.

Quiz! Prepare five arithmetic problems for your classmates using the numbers ٠ to ١٠. You can use the following expressions:

\[
\begin{align*}
\text{زائد} &+ \\
\text{ناقص} &- \\
\text{في} &\times
\end{align*}
\]

Example:

٥٠٣١ ٣٠٥٠١٢٠٨٠٧٨٠١

- ١٥٣ -
Drill 14.
Get the names and phone numbers of your classmates (in Arabic!) and write them below:

<table>
<thead>
<tr>
<th>Telephone</th>
<th>أسم</th>
<th>العنوان</th>
<th>Address</th>
<th>التلفون</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CULTURE**

**Video**

Watch Scenes 15 and 16 with your teacher.

**Saying Hello**

You have learned that polite behavior requires you to say hello to anyone in a room you enter. The same principle also applies to a loosely defined “space” that someone regularly occupies, such as an outdoor work area, or a guard’s position outside a building.

The following list includes the most frequently used greetings. Add them to your list of active vocabulary, and use them often:

- to welcome someone to one’s home or workplace
  - to reply:
    - in the morning, until lunch time
      - to reply:
    - in the late afternoon or evening
      - to reply:
- common in Lebanon, Syria, Palestine, Jordan
  - to reply:
- "Islamic" in connotation
  - to reply:
In this unit you will learn the third spelling of alif, and the symbols that represent grammatical endings. All of these symbols can occur only at the end of a word.

Alif maqSuura, also called 
, alif in the shape of yaa', is a variant spelling of alif that can only occur at the end of a word. This shape of alif is a spelling convention that dates back to the writing of the Quran. It is pronounced just like the regular alif. When the long vowel alif occurs at the end of a word, it is often spelled with alif maqSuura, unless the word is a proper noun, in which case it is usually written with a regular alif.

Listening Exercise 1.

Listen to the following examples of words ending in and repeat:
\( \text{ي} \) is a connector, and since it only occurs in final position, it has only the two shapes you see above. It is written exactly like final \( \text{ي} \), except that it has no dots. In other words, final \( \text{ي} \) and \( \text{ي} \) are distinguished by the two dots of the \( \text{ي} \). except in Egypt, where both are usually written without dots. Copy the example:

Copy and read aloud the following female names that end in \( \text{ي} \):

\[
\text{ليلى} \quad \text{سليمى} \quad \text{منى} \quad \text{نْجوى} \quad \text{نهى}
\]

Drill 1.
Read the following phrases aloud. Remember to elide the همزة الوصل:

1. مُستَشْفِى السَّلام
2. مَقهَى الشُّباب
3. نَهر بَرَدِى
4. بريطانيا العُظمى
5. مَغْرَى الكَلام
6. هَنْدَى أكْبَر بَلْوَى
7. شَكْوى ثانية
8. حُلْوى لذِيدة
9. صُغرَى أخواتُها
10. السنة الأولى
11. بدون مَلوى
12. اسمُها نُهى
The word *tanwiin*, derived from the name of the letter ُنون, refers to the *n* sound in these three endings:

- (pronounced un)  
- (pronounced an)  
- (pronounced in)

The *n* sound is represented in writing by the doubling of the short vowel symbol. In formal Arabic, these endings occur on *indefinite* nouns and adjectives, and they indicate certain grammatical functions of words in a sentence. Except in very formal situations, such as public addresses, they are rarely used in speaking, and are only written in vowelled texts. They are for the most part superfluous to comprehension, since speech and normal prose rely on other grammatical devices, such as word order, to convey meaning. For the time being, you need not worry about their meanings; you are expected to recognize them simply as "grammatical endings" when you hear them.

**Note** that the ُ تاء marbuutaa is pronounced ُت before *tanwiin*, as you will hear in the following exercise.

**Listening Exercise 2.**

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

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

Whether you hear an, in, or un, the meaning of each of these words remains the same: *a car*, *a man*, and *a woman*, respectively. We will now take a brief look at each of these endings in turn.

This ending, pronounced *an*, may be found on indefinite nouns and adjectives. Of the three *tanwiin* endings, it is the only one you will see in unvowelled texts, and the only one used in everyday speech. You have already learned several words that end in ُفتح.
LISTENING EXERCISE 3.

Read these familiar words that end in تنوين الفتح and repeat, noting the spelling:

شُكرًا  عُفوةُ  مرحباً  أهلاً وسهلاً  أهلاً

WRITING

As you can see in the box above, تنوين الفتح has two different written forms. The form on the right, a double fatHa, is used on words that end in ء and اء (alif followed by hamza). The form on the left, in which تنوين الفتح rests on an alif seat, is used in most other cases. Compare the spelling of the words in row A to that of the words in B:

A

ساعةُ  مساءُ  اسْتاذةُ  عُفوةُ  شُكرًا

B

أهلاً  جِداً

Like other short vowel markings, the double fatHa تنوين الفتح is not normally written in unvocalized texts. However, the alif seat that represents تنوين الفتح is always written where required, which means that alif at the end of a word usually represents تنوين الفتح rather than a long vowel. Compare the vocalized words in row B above to the same words, unvocalized this time, in row C below:

C

عفوا  شكرًا  جداً  أهلاً

The function of final alif as a seat for تنوين الفتح may be easily distinguished from the vowel alif because, as we noted above, Arabic words do not usually end in alif: the usual spelling for final long vowel alif is ى. Therefore, when you see a word that ends in alif (such as شكرًا), consider the possibility that the alif represents تنوين الفتح.

Remember that alif at the end of a word probably means one of two things: (a) the word is a proper noun, or (b) the word has the ending تنوين الفتح. Also, the sound an at the end of a word usually indicates تنوين الفتح.
In fully vowelled texts، تَنْوَيْنُ الفَتْحُ is written as a double fatHa when it occurs on ا or final ِ. When it occurs on other letters، it is written as an alif with a double fatHa، which can rest either on top of or slightly in front of the alif، depending on the script or font used. Practice writing تَنْوَيْنُ الفَتْحُ by copying the examples:

- عَلَى مَاءٍ ، سَكَرَّا عَفْوًا ، أَهَلاً ، وَهَيْبًا.

This symbol is called تَنْوَيْنُ الضَّمْمُ and is pronounced *un*. It represents a certain grammatical ending on indefinite nouns and adjectives. You will see or hear it only in fully vowelled texts and formal speeches.

**LISTENING EXERCISE 4.**

Listen to the following examples of تَنْوَيْنُ الضَّمْمُ and repeat:

- كتابٌ
- استاذةٌ
- قلمٌ
- ساعةٌ
- طالبٌ

**WRITING**

When تَنْوَيْنُ الضَّمْمُ is written، it has two main variants، both of which are commonly used and signify the same sound and meaning. These variants are:

- ضَمْمَةٌ ًا with a hooked tail
- ضَمْمَةٌ two’s

We will not be using تَنْوَيْنُ الضَّمْمُ for some time، but you may see or hear it، so learn to recognize these as variants of this grammatical ending. Practice writing it by copying the examples:

- كَتَابٌ
- أَسْتَاذةٌ
- قَلمٌ
- سَاعَةٌ
- طَالِبٌ
This symbol is called تَنْوِينُ الْكَسْرُ and is pronounced *in*. It represents the third and final grammatical ending that can occur on indefinite nouns and adjectives. Like تَنْوِينُ الْضَّمُّ, it only appears in fully vocalized texts and formal contexts.

LISTENING EXERCISE 5.
Listen to the following examples of تَنْوِينُ الْكَسْرُ and repeat:

كتاب، استاذة، قلم، ساعة، طالب.

WRITING

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

كَتَابٌ أَسْتَاذةٌ قَلْمٌ سَاعَةٌ طَالِبٌ

You will learn more about تَنْوِينُ الْضَّمُّ and تَنْوِينُ الْكَسْرُ later, when you begin studying the Quran and classical texts. For now, we will not use them, because they are not used in everyday speech, and informal Arabic does not rely on them to convey meaning. You are only expected to recognize them as “grammatical endings” when you see or hear them.

These three endings, الضَّمُّ, تَنْوِينُ الفَتْحَ, and تَنْوِينُ الْكَسْرُ, can occur only on indefinite nouns and adjectives. In addition, Arabic has three endings that occur on definite nouns and adjectives, which correspond to the three short vowels, فَتْحَة, كَسْرَة, and ضَمْنَة. Like the indefinite endings, these grammatical endings are only used in formal situations and are only written in vocalized texts. Thus, in a formal context, the possible pronunciations or marks: طَالِبٌ, طَالِبٌ, or طَالِبٌ, depending on the grammatical role of the noun in the sentence. However, since the grammatical role of the noun in question will be clear from other sentence clues, these endings are usually superfluous to meaning. The important thing for you to remember is that all three of these mean *the student*. 
LISTENING EXERCISE 6.

Listen to the following words and phrases read with grammatical endings and a ji ji jil:  

1. الطالب 
2. الاستاذ 
3. مدينة نيويورك

You will only see these endings in fully vocalized texts, and only hear them in very formal contexts. We will return to their meanings later; for now, just recognize them as "grammatical endings" when you hear them.

DRILL 2.

Read aloud the following phrases, written in formal Arabic and vocalized:

1. هذا رجل طويل!  
2. هذه سيارة جميلة.  
3. شاهدت فيلمًا فرنسيًا أمس.  
4. شكرًا!  
5. الحمد لله!  
6. في مدينة القاهرة.

How many of these can you understand? Can you guess any new words from context?
Drill 3.

The following passage is extracted from a children’s story written in formal Arabic. Notice that it is fully vowelled, to help school-age children learn the correct pronunciation of words, and also to expose them to the grammatical endings of formal Arabic. First, pick out several examples of Damma, fatHa, and kasra as grammatical endings on definite nouns. Then circle all instances of tanwiin endings.

الكنز المدفون

كان ما كان في قلبي الزمان، كان في إحدى المدن ملك لا يحقق لأي إنسان طلبا إلا إذا حكى له حكاية مثيرة ومسلية. دخل عليه ذات يوم الرجل يريد منه طفلا فقال له الملك:

لا أعطيك مطلوبك أيها الرجل.

إلا إذا قصصت لنا قصة تستجاز بها.

فاجابة الرجل قائلة:

سمعا وطاعة، ثم إنه نتحن وقال:

أعلم يا سيدي أخوكم أنا كنت ثلاثة أخوة عينتما مات واحدثنا وترك لنا ثروة مولفة من ثلاثمائة ألف دينار.

من قصة "الكنز المدفون"، دار المقادير للتاليف والطباعة والنشر، بيروت 1990.
Drill 4.
Circle all occurrences of ﷺ and the ending ﷽ in the following advertisement.
Also identify all the words and names you can:

الآن...
الى فرانكفورت
وامستردام
مشاركة رحلات
اسبوعيةً

GULF AIR

Drill 5.

Read the following names of Arab and other Middle Eastern countries aloud, then identify their location on the map and write the number that corresponds to the location of each.

- عمان
- الجزائر
- مصر
- تونس
- العراق
- سوريا
- لبنان
- السودان
- اليمن
- المغرب
- قطر
- السعودية
- البحرين
- الإمارات
- الكويت
- إسرائيل وفلسطين
- موريتانيا
- تركيا
- إيران
Drill 6.

Following is a list of top business schools.
1. Find out:
   (a) whether your school is listed among them.
   (b) the top three schools.
   (c) the top three schools in your geographical area.

2. To which five schools you would apply if you were thinking of business school?

3. Guess the meaning of:
   (a) الكلية
   (b) المعهد

<table>
<thead>
<tr>
<th>الكلية</th>
<th>مجموع النقاط</th>
<th>درجة التصنيف / الجامعة</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>100.0</td>
<td>1- جامعة هارفارد</td>
</tr>
<tr>
<td>1</td>
<td>97.9</td>
<td>2- جامعة ستانفورد</td>
</tr>
<tr>
<td>2</td>
<td>97.7</td>
<td>3- جامعة بنسيلفانيا (معهد وارنر)</td>
</tr>
<tr>
<td>4</td>
<td>91.1</td>
<td>4- جامعة نورث وسترن (كنج)</td>
</tr>
<tr>
<td>5</td>
<td>89.8</td>
<td>5- معهد ماساتشوستس للتكنولوجيا (سلون)</td>
</tr>
<tr>
<td>6</td>
<td>87.8</td>
<td>6- جامعة شيكاغو</td>
</tr>
<tr>
<td></td>
<td>87.0</td>
<td>7- جامعة دبليو (كووكا)</td>
</tr>
<tr>
<td></td>
<td>86.7</td>
<td>8- كلية دارتموث (تيك)</td>
</tr>
<tr>
<td>11</td>
<td>85.4</td>
<td>9- جامعة فيرجينيا (داين)</td>
</tr>
<tr>
<td>7</td>
<td>80.7</td>
<td>10- جامعة ميشيغان</td>
</tr>
<tr>
<td></td>
<td>80.5</td>
<td>11- جامعة كولومبيا</td>
</tr>
<tr>
<td>11</td>
<td>80.1</td>
<td>12- جامعة كورنيل (جوانسون)</td>
</tr>
<tr>
<td>10</td>
<td>78.5</td>
<td>13- جامعة كارنيجي ميلون</td>
</tr>
<tr>
<td>15</td>
<td>78.3</td>
<td>14- جامعة نورث كارولينا في تشابل هيل</td>
</tr>
<tr>
<td>4</td>
<td>77.4</td>
<td>15- جامعة كاليفورنيا في بيركلي (هاس)</td>
</tr>
<tr>
<td>11</td>
<td>77.2</td>
<td>16- جامعة كاليفورنيا في لوس أنجلس (اندرسون)</td>
</tr>
<tr>
<td>17</td>
<td>77.1</td>
<td>17- جامعة تكساس في أوستن</td>
</tr>
<tr>
<td></td>
<td>76.1</td>
<td>18- جامعة اندبانيا في بلومنجتون</td>
</tr>
<tr>
<td>17</td>
<td>74.1</td>
<td>19- جامعة نيويورك (شترن)</td>
</tr>
<tr>
<td>20</td>
<td>73.6</td>
<td>20- جامعة بيرنس في اندبانيا (كرايت)</td>
</tr>
<tr>
<td>30</td>
<td>71.7</td>
<td>21- جامعة سوربون كاليفورنيا</td>
</tr>
<tr>
<td>33</td>
<td>70.7</td>
<td>22- جامعة بيرنسبرج (كاس)</td>
</tr>
<tr>
<td>37</td>
<td>68.7</td>
<td>23- جامعة جورجتاون</td>
</tr>
<tr>
<td>24</td>
<td>68.0</td>
<td>24- جامعة ماريلاند في كوليج بارك</td>
</tr>
<tr>
<td></td>
<td>67.7</td>
<td>25- جامعة روتشستر (سيمون) في نيويورك</td>
</tr>
</tbody>
</table>

من مجلة الجلة: ايار (مايو) 1991

- 166 -
Drill 7.
Read the names of these cars. What do you notice about the spelling of foreign letters and sounds in Arabic?
Drill 8.
Skim through the following ad and sound out the words. What is being advertised here?

Drill 9.
Find a copy of an Arabic newspaper (there may be one in your university library, or in a foreign bookstore or newsstand). Look for words you recognize, such as names, and write out ten. Hint: good places to look are on the front page for names of people and places in the news, and in advertisements, such as the ones you have seen in previous units.
Visiting

Every culture has its own set of expectations and behaviors involving visiting. In Arab culture, hospitality is a highly prized virtue, and when you visit people at their home or workplace, they will generally insist that you at least have something to drink. The most common items offered are coffee, tea, and soft drinks. If you are invited for a meal, expect lots of food, for the hosts will go out of their way to serve you the most lavish meal they can. They will also keep piling food on your plate and insisting that you eat more! When you have had enough to eat, say شكراً.

You noticed in the video scenes that when the hostess first offered a drink, the guest refused. The initial offer and refusal are somewhat formulaic in Arab culture, and are basically expressions of politeness on both sides. The guest refuses at first because he or she does not want to put the host out, and to show that he or she has not come just to have something to drink. A guest will often refuse several times before accepting.

When you are offered something, it is your responsibility as "offeree" not to impose too greatly. The offerer will go out of his or her way to be generous, but that is not an invitation for you to take advantage of the hospitality. Likewise, when you are entertaining, remember to fulfill your role as host by insisting.
You have now learned all of the symbols used in writing Arabic. The following chart reviews the letters and their names in modern alphabetical order:

<table>
<thead>
<tr>
<th>Connector?</th>
<th>Final</th>
<th>Medial</th>
<th>Initial</th>
<th>اسم</th>
<th>الحرف</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ا</td>
<td>ا</td>
<td>ا</td>
<td>الف</td>
<td>ا</td>
</tr>
<tr>
<td>✓</td>
<td>تاء</td>
<td>ثاء</td>
<td>ثاء</td>
<td>ُث</td>
<td>ث</td>
</tr>
<tr>
<td>✓</td>
<td>ج</td>
<td>ج</td>
<td>ج</td>
<td>ُج</td>
<td>ج</td>
</tr>
<tr>
<td>✓</td>
<td>د</td>
<td>د</td>
<td>د</td>
<td>ُد</td>
<td>د</td>
</tr>
<tr>
<td>✓</td>
<td>ذ</td>
<td>ذ</td>
<td>ذ</td>
<td>ُذ</td>
<td>ذ</td>
</tr>
<tr>
<td>✓</td>
<td>راء</td>
<td>راء</td>
<td>راء</td>
<td>ُر</td>
<td>ر</td>
</tr>
<tr>
<td>✓</td>
<td>سين</td>
<td>سين</td>
<td>سين</td>
<td>ُس</td>
<td>س</td>
</tr>
<tr>
<td>✓</td>
<td>ضاد</td>
<td>ضاد</td>
<td>ضاد</td>
<td>ُض</td>
<td>ض</td>
</tr>
<tr>
<td>✓</td>
<td>طاء</td>
<td>طاء</td>
<td>طاء</td>
<td>ُط</td>
<td>ط</td>
</tr>
<tr>
<td>✓</td>
<td>غين</td>
<td>غين</td>
<td>غين</td>
<td>ُغ</td>
<td>غ</td>
</tr>
<tr>
<td>✓</td>
<td>قاف</td>
<td>قاف</td>
<td>قاف</td>
<td>ُق</td>
<td>ق</td>
</tr>
<tr>
<td>✓</td>
<td>كاف</td>
<td>كاف</td>
<td>كاف</td>
<td>ُك</td>
<td>ك</td>
</tr>
<tr>
<td>✓</td>
<td>لم</td>
<td>لم</td>
<td>لم</td>
<td>ُل</td>
<td>ل</td>
</tr>
<tr>
<td>✓</td>
<td>نون</td>
<td>نون</td>
<td>نون</td>
<td>ُن</td>
<td>ن</td>
</tr>
<tr>
<td>✓</td>
<td>هاء</td>
<td>هاء</td>
<td>هاء</td>
<td>ُه</td>
<td>ه</td>
</tr>
<tr>
<td>✓</td>
<td>باء</td>
<td>باء</td>
<td>باء</td>
<td>ُب</td>
<td>ب</td>
</tr>
</tbody>
</table>

This alphabetical order is used in modern dictionaries; you must know it to look up words. Start memorizing now, a few letters at a time.
The next chart reviews the extra-alphabetical symbols that you have learned:

<table>
<thead>
<tr>
<th>اسم</th>
<th>وَصِلتة</th>
<th>فَتْحَة</th>
<th>مَدَّة</th>
<th>حَمْلَة</th>
<th>كَسَرة</th>
<th>سُكُون</th>
<th>هَمْزَة</th>
<th>شَدَّة</th>
<th>تاء مَرْبوطة</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>a</td>
<td>a</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Listening Exercise 1.**

Surprise! Listen to the tape.

**Drill 1.**

Listed below are names of some Arab authors you need to include in a bibliography. Alphabetize them according to the Arabic alphabet. **Disregard the ج.**

- عَوْض
- خَوْرِي
- غَرِيب
- بِسَاط
- مُطَرِان
- عَبْد الرَّازِق
- وَهْب
- مُهْنَا
- غَانِم
- جَفَال
- نَادر
- صَابِر
- العَنْدَارِي
- الخَليل
- السَّمِيْن
- الدَّرويش
- القَاسم
- الدُّسوقي
- السُّمَان
- الْقَبَانِي
- الْكَيْلَي
- الصُّفِّيَّة الْدُّين
- الْشَّيْخ
Drill 3.

Not all occurrences of word-initial `

or فَ، لَ، بَ، وَ، هَ، مَ، نَ، لَ، بَ، مَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، لَ، بَ، نَ، L.\textsuperscript{3.1}` are occurrences of these particles, but many are, and so you should be on the lookout for them. For practice, skim the text and circle all words that look like they begin with `فَ، لَ، بَ، وَ، هَ، مَ، نَ، لَ، بَ، M.\textsuperscript{3.1}`.
Justification of Margins

In type or print, margins may be justified or evened by lengthening the connecting segment between letters. This may be done between any two connecting letters; it does not affect the reading of the word at all. For example, الكتاب or الكَتَب may be written: الكتاب or الكَتَب. Do not confuse this lengthening, which occurs only in print, with that of toothless سُمُ، which occurs only in handwriting.

Drill 4.
Circle all examples of margin justification you can find in the following poem:

من قصيدة: طهمانیه، میخایل نعیمة

سقفُ بیتي حجر
راکنُ بیتي حجر
وانتحب‌ياشجر
فاغصفي ياریاح
واسمبها ياغیوم
واهطلی بالمطر
لستُ أخشی خطر
واقصفي یارعود
سقفُ بیتي حجر
رکنُ بیتي حجر

- 174 -
Drill 5.

The following is the solution to an Arabic crossword puzzle. Connect the letters in this puzzle to form words (ignore single letters):

<table>
<thead>
<tr>
<th>A</th>
<th>E</th>
<th>D</th>
<th>H</th>
<th>B</th>
<th>D</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
<tr>
<td>B</td>
<td>D</td>
<td>B</td>
<td>J</td>
<td>Q</td>
<td>E</td>
<td>B</td>
</tr>
</tbody>
</table>

Horizontal

____________________: (two words)____________________ | 1

____________________: _____________________________ | 2

____________________: _____________________________ | 3

____________________: _____________________________ | 4

____________________: _____________________________ | 5

____________________: _____________________________ | 6

____________________: _____________________________ | 7

Vertical

____________________ | 1

____________________ | 2

____________________ | 3

____________________ | 4

____________________ | 5

____________________ | 6

____________________ | 7

____________________ | 8

____________________ | 9

____________________ | 10

____________________ | 11

____________________ | 12

____________________ | 13

____________________ | 14

____________________ | 15

____________________ | 16

____________________ | 17

____________________ | 18

____________________ | 19

____________________ | 20

- 175 -
Drill 6.
Read and learn the following expressions that we will be using in class:

homework

درَس

lesson

حَوَّل

text

حَجَّة

page

حَْرَم

word

وَجَّه

I have a question

عندَيْنَا سؤال

I did not understand

ما فَهَّمْت

I don't know

لا أَفْهَم

How do we say..?

كَيفْ نَقُولْ ..؟

Thank you—You’re welcome

شُكْرًا—عفواً

Please

مِن فَضَالك

A second time, once more
(to request repetition)

مَرَة ثانِيَة ، من فضلك!
Handwriting

As you have been learning throughout this workbook, Arabic handwriting exhibits some variations from the printed form. In addition, handwriting itself varies according to individual style. With practice, you will gradually learn to recognize various handwriting styles and conventions.

Drill 7.

Read as much as you can of the following handwriting samples. Look for familiar words and try to guess new ones from context. What observations can you make about the variation of letters in handwriting styles? After reading, write a similar passage providing information about yourself.

Sample I:

هلا وسهلاً
اسمي غادة عبد الكريم وانا مم مدينة حلب
يجبورني وبيتي في شارع المجاهل.
انا استاذة في جامعة حلب.

Sample II:

هلا وسهلاً
اسمي عبد الحميد بوماس وانا من مدينة طرابلس في ليبيا وبيتي في شارع الفرد.
انا طالب في جامعة طرابلس.

Sample III:

هلا وسهلاً
ليس من الله عبد المنور وانا مم مدينة المقصورة في مصر وبيتي في شارع جمال عبد الناصر. انا مات بد في جامعة المقصورة.

- 177 -
The Arabic writing system is believed to have evolved from the Aramaic script through the Nabateans, Arab tribes living to the north of the Arabian Peninsula (present-day Jordan) in pre-Islamic times. This early version of Arabic script survives in inscriptions dating back to the third and fourth centuries A.D., which represent the earliest known of many stages of development. Although writing was known in the Arabian Peninsula before Islam, it was the early Muslims who developed the script that we know today, in order to preserve the text of the Quran by putting it down in writing. Tradition holds that the first compilation of the Quran was recorded during the reign of Uthman (عثمان), the third Caliph (d. A.D. 656). Even then, though, the script was not complete, for surviving fragments show text devoid of short vowel markings and dots, as the following sample shows:

\[\text{Sample Text}\]

\[\text{Translation:}\]

1The examples in this section are taken from روح الخط العربي, تأليف كامل البابا, دار العلم الملايين, بيروت 1988.
The addition of short vowel markings began during the reign of Ali (علي), the fourth Caliph (d. A.D. 661), and the dots that distinguish between letters of similar shape were added during Umayyad rule, around the end of the seventh century. Further development of the individual shapes of letters occurred at the beginning of the Abbasid period (from A.D. 750).

**Calligraphy**

Calligraphy is a highly developed art form. Since the time of the earliest script form you saw above, called Kufic, artists have continuously developed new styles and designs. Quranic verses, poetry, and proverbs written in intricate scripts often adorn books, monuments, and public buildings. Professional calligraphers combine form and meaning by working Quranic verses into pictures such that the letters and dots form a design. Below are four artistic renderings of the phrase

(In the Name of God the Merciful and Compassionate) ﷽ ﷽ ﷽ ﷽ 

See how many letters you can pick out in each sample:
Following are names and examples of well-known calligraphic scripts:

الكرفت

الشسيف

لاستعداد ل vídeo معاينة للسياحة بل انهار العصورات ولبعضها بعينة

السليم

لأني صبرت على الأغبارة فزرت وإن حلمت في غيابك على

العبيد

رب العالمين صبرت في غيابك عليك

الهجري

هيا بالذار فورين في سبيل كسر من أن تمسي من طول الليل هبنا أن نقضي وطنه

المبتلاع

لا يوجد فقير يا توأتم دامقو شوقك من هنالك

الهجة

لهوا في الآخرة فلم يجمد دربته وانقلب على نفسه

الرياني الم الليل
Drill 8.

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

1. تونس العاصمة
2. متحف البحرين الوطني
3. النهار العربي والدولي
4. الشروق الأوسط
5. شركة الراجحي المصرفية للإستثمار
6. البنك الأهلي التجاري
7. البنك العربي

8. بنك القاهرة السعودي

9. مشروع الزيد والصرف بالإحساء

10. مطعم الإنجليسية

☆ تم بحمد الله ☆

- 182 -
APPENDIX

نصوص الحوارات بالعامة المصرية
المسجلة على شريط الفيديو المصاحب للكتاب

TEXTS OF THE
EGYPTIAN COLLOQUIAL DIALOGUES
ON THE ACCOMPANYING VIDEO TAPE
Scene One  المشهد الأول

أهلاً!

- أهلاً!
  + أهلاً بيك.
- اسمي أحمد واسم حضرتك؟
  + اسمي ناجي.
- تشرفتنا.
  + تشرفتنا بيك.

Scene Two  المشهد الثاني

اسمي محمود

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

Scene Three  المشهد الثالث

حضرتك من مصر؟

- أهلاً وسهلاً.
  + أهلاً وسهلاً بيك.
- اسمي خالد، وأسم حضرتك؟
  + اسمي سامي.
- تشرفتنا .. حضرتك من مصر؟
  + أيه من مصر.
- أهلاً وسهلاً.
  + أهلاً بيك، وحضرتك؟
- أنا من اسكندرية.
  + أهلاً وسهلاً.
- أهلاً بيك.
SCENE FOUR

الشهد الرابع

صباح الخير

- صباح الخير يا دكتور عباس.
  + أهلاً .. صباح الخير يا دكتور أحمد .. إزيك ؟
  - الحمد لله .. وازكي أنت ؟
  + الحمد لله .. وازكي المدام ؟
  - كيوسأ .. الحمد لله ..
  + الحمد لله ..

SCENE FIVE

الشهد الخامس

مساء الخير

- مساء الخير يا لطيفاً.
  + مساء الخير يا مدام هدى .. اتفضلي.
  وازكي حضرتك ؟
  - الحمد لله .. إزيك أنت ؟
  + الحمد لله .. وازكي الدكتور أمين ؟
  - كيوسأ .. الحمد لله ..

SCENE SIX

الشهد السادس

إزيك ؟

- أهلاً يا دكتور أحمد ..
  + أهلاً يا علي .. اتفضلي ..
  - أهلاً يا دكتور أحمد .. إزيك ؟
  - الحمد لله .. وازكي أنت ؟
  + الحمد لله .. إبراهيم صاحب .. طالب في جامعة القاهرة ..
  - تشرفنا ..
  × تشرفنا بيك ..

- 185 -
Scene Seven
الشَّهِيدُ السَّابِعُ
الحمد للهِ
- أهَلًا وسهَلًا.
+ أهَلًا وسهَلًا.
- إِزِيْكِ يا لَمْيَا؟
- الحمد للهِ.
  أهَلًا.
- أهَلًا وسهَلًا بِكِ.
  اتفرَضِلَا ... أهَلًا وسهَلًا.
- أهَلًا بِكِ.
- إِزِيْكِ؟
+ الحمد للهِ .. إِزِيْكِ انتَ؟
+ الحمد للهِ .. سَامِيَة صَاحِبِيَّة .. طالِبة في جَامِعَة إِسْكَنْدِرِيَّة.
  أهَلًا وسهَلًا.
+ أهَلًا وسهَلًا بِكِ.
  شَكْراً .. شَكْراً.

Scene Eight
الشَّهِيدُ الثَّامِنُ
تَشْرِفتُنا
- مسَاء الخَير يَا دُكَتُور عُبَاس.
+ مسَاء النُّور يَا دُكَتُور مُحَمَّد .. إِزِيْكِ؟
- الحمد للهِ .. إِزِيْكِ انتَ؟
+ الحمد للهِ.
- الْدُكَتُور أَحْمَد سَلَامَة .. الْدُكَتُور مُحَمَّد البَطِّل.
  أهَلًا وسهَلًا.
+ أهَلًا وسهَلًا بِكِ .. تَشْرِفتُنا.
  تَشْرِفتُنا بِكِ.
+ اتفرَضِلَا يَا دُكَتُور.
+ شَكْراً .. شَكْراً.

- 186 -
× حضرتك استاذ في الجامعة الأمريكية؟
+ لا. في الحقيقة أنا استاذ في جامعة إيموري في مدينة أطلانتا في أمريكا.
× أهلاً وسهلاً.. تشترفنا.
+ أهلاً وسهلاً بيك.. وحضرتك؟
× أنا استاذ في جامعة القاهرة.
+ أهلاً وسهلاً.
× أهلاً بيك.
+ أهلاً.

**Scene Nine**

المشهد التاسع

مع السلامة!

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

× مع السلامة ياجبار!
× مع السلامة ياجبار.
.. مع السلامة!

من فيلم: احنا بتنوع الالتوبيس.

**Scene Ten**

المشهد العاشر

إنت رايحة فين؟

- صباح الخير يا أمي.
+ صباح النور يا سامية.
- إنت رايحة فين؟
+ عندي قصيل.
- طيب.. افتحلي مع السلامة.
+ الله يستلمك.

- 187 -
المشهد الحادي عشر
طيب، اتفضلي؟

- مساء الخير يا ليال.
+ مساء النور يا دكتور.
  - إزيكم؟
  + الحمد لله .. وازكي حضرتك؟
  + الحمد لله.
  + وازكي الدكتورة؟
  + كريس، الحمد لله.
+ طَبَ عَن إِذَنْك.. عندي فَصْل.
- طَبَ .. اتفضلي.

المشهد الثاني عشر
أنت ساكن فين؟

- مساء الخير .. مساء الخير يا عباس.
+ مساء النور يا عَبْد الحكيم .. إزيك؟
  + الحمد لله .. إزيك إنت؟
  + كريس .. الحمد لله.
+ تشرب قهوة؟
  + فين؟
+ هنا .. في البيت عندي.
  + إنت ساكن فين؟
  + في شارع مُرقاد.
+ والله .. طيب يَلا بيتا.
  + يَلا بيتا.

- 188 -
Scene Thirteen

المشهد الثالث عشر

اسم الكريم إيه ؟
- أهلاً.. أهلاً.. تتحَّث أمْرك باشفيه .. اسم الكَرَم إيه ؟
+ عبيد .
- تشرفتُنا يا شيخ عبيد .. أنا اسمي حسنٌ.
+ أهلاً.. أهلاً .
- إنّت راية فن ؟
+ رابع شارع مراد .
- شارع مراد .. شارع مراد .. أبوه .. يبقى من هنا .. أبوه .. تعال أوصلك .
+ جُرَّاك الله كل خير يا أستاذ حسنٌ.
- العفو يا شيخ عبيد .. على إيه يراجي ؟ .. كُلّننا إخوة .

من فيلم "الكبيت كات".

Scene Fourteen

المشهد الرابع عشر

اللو ؟
- الو
+ الو .. حضرتِك الدكتورَة زينب طه ؟
- لا .. النَّمرة غَطِتة.
+ أه .. طب آسفة.
- مُعَلَّيشة.

Scene Fifteen

المشهد الخامس عشر

السلام عليكم
- السلامُ عَليكمم.
+ وَعَليكمُ السَلام.
- من فضلك .. مكتب الدكتور عادل مصطفى فين ؟
+ الباب دا .. تألِت مكتب على اليمين .
Scène Sixteen المشهد السادس عشر
سينما ريفوالي فين؟
- من فضلك!
+ أهلاً
- سينما ريفوالي فين؟
+ أدخل اليمن وغدين أول شمال على طول.
- شكراً
+ بالسلامة

Scène Seventeen المشهد السابع عشر
لازم تشتربي حاجة
- مساء الخير يا مدام هدى.
+ مساء النور... أهلا وسهلاً... اتفضل.
- شكراً...
+ أزكي حضرتك؟
- الحمد لله... إزكي انت؟
+ الحمد لله.
- تشتربي إيه؟
+ لا لا حاجة.
- لا لا حاجة.
+ لا لا تشتربي حاجة.
+ والله لا حاجة.
+ شاي ولا قهوة؟
- طيب... شاي.
Scene Eighteen
الشهد الثامن عشر
لا ... ولا حاجة!

مساء الخير يا مدام هدي.
+ مساء النور يا دكتور عبد الحكيم .. أهلاً وسهلاً.
- أهلاً بيك يا افتئتم.
+ إفضل.

شكرًا يا افتئتم.
و اذى حضرتك؟
+ الحمد لله .. أزيك إنت؟
- الحمد لله.
+ وأذى المدام؟
- كويستة .. الحمد لله.
+ تشرب قهوة؟
- لا .. لا .. شكراً.
+ تشرب إنه؟
- لا .. لا .. ولا حاجة.
+ لا .. لا .. لا زم تشرب حاجة.
- طيب .. قهوة.
+ إفضل.
- شكراً.
+ إفضل.
- شكراً.
English-Arabic Glossary
address
airplane
and
angry
Arab, Arabic

beautiful
behind
big
book
bookstore
boy
bread
pita bread
building
bus
but
car
cassette tape
chair
city
class / classroom
clock / watch
close
coffee
   Arabic coffee
   American coffee
cold (a cold)
cold (feeling cold)
difficult / hard
doctor (M.D., Ph.D.)
drill
easy
Egypt
examination / test
excuse me
exercise
evening

far
fine / good
friend
from
girl

God

expression used when praising someone

God willing

in the name of God

may God have mercy on him

there is no god but God

good / fine

good hearted (for people) / tasty (for food)

good evening

good morning

good bye

hard / difficult

have: I have

he

headache

hello

homework

hot (feeling hot)

house / home
how?
how are you?
hungry

I
in
in front of

know: I know
I don't know

lesson
library / bookstore

madam
man
milk
miss
Mr.
Mrs.
money
morning
name
never mind, that's OK
new
no
notebook
numbers
zero
one
two
three
four
five
six
seven
eight
nine
ten

office
old
page
paper
pen / pencil
please
please (come in / go ahead / sit down)
professor

question

room

sad, upset
say: we say
  how do we say?
she
short
sick
small
spacious / wide
street
student
sugar

table
tall

قدْم
منْ فِضْلكْ
تفضل / تفضلي
أستاذ / أستاذة

سؤال

غرفة

زِعَلان / زَعَلانة
نقول
كيف نقول ؟
هي
قصير / قصيرة
مريضة / مريضة
صغيرة / صغيرة
واسع / واسعة
شاعر
طالب / طالبة
سكر

طاولة
طويل / طويلة
tape (audio, video)
teat
teacher
telephone
test / examination
text
thank you
thanks be to God
thirsty
this
tired

understand: I understood
I didn't understand

watch / clock
water
welcome
wide / spacious
window
with
woman
word

شريط
شاي
أسطاذ / أستاذة
تليفون
امتحان
نص
شكرًا — شكرا
الحمد لله
عطشان / عطشانة
هذا / هذه
تعبان / تعبانة

فهمت
ما فهمت

ساعة
ماء
أهلا وسهلا — أهلا وسهلا بك
واسع / واسعة
شباك
مع
امرأة
كلمة
yes
you
you (polite)
COMPONENTS OF THE AL-KITAAB LANGUAGE PROGRAM

BOOKS
Alif Baa, Introduction to Arabic Letters and Sounds
224 pp. ISBN 0-87840-273-X paperback with 3 audio CDs bound in
Al-Kitaab fii Ta'allum al-'Arabiyya
A Textbook for Beginning Arabic: Part One
Al-Kitaab fii Ta'allum al-'Arabiyya
A Textbook for Arabic: Part Two
Al-Kitaab fii Ta'allum al-'Arabiyya
A Textbook for Arabic: Part Three

VIDEOCASSETTES
Alif Baa
One videocassette:
NTSC ISBN 0-87840-264-0
PAL ISBN 0-87840-266-7
Al-Kitaab, Part One
One videocassette:
Complete set of videocassettes for Alif Baa and Al-Kitaab: Part One
Set of two videocassettes, total:
An accompanying videocassette for Al-Kitaab, Part Two is available exclusively by contacting Professor Al-Batal, by phone: 404-727-6438; by fax: 404-727-2133; or by email: albatal@emory.edu.

AUDIO CDs
Al-Kitaab, Part One, Set of four audio compact disks:
Al-Kitaab, Part Two, Set of four audio compact disks:

FREE ANSWER KEYS shipped with audio CDs or videocassettes:
Answer Key to Alif Baa
Answer Key to Al-Kitaab, Part One

FREE ANSWER KEYS shipped with audio CDs only:
Answer Key to Al-Kitaab, Part Two

For price and ordering information, call 800-246-9606 or visit our website at www.georgetown.edu/publications/gup. For more information on the Al-Kitaab language program, visit wcw.emory.edu/Al-Kitaab/index.htm.