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

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

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

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

*Jane Wightwick and Mahmoud Gaafar*
Overview of the Arabic language

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

*Mastering Arabic* 1 will provide anyone working alone or within a group with a lively, clear and enjoyable introduction to Arabic. When you have mastered the basics of the language, then you can go on to study a particular area in more detail if you want.

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

**Modern Standard Arabic**

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

**Classical Arabic**

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

**Colloquial dialects**

These are the spoken languages of the different regions of the Arab World. They are all more or less similar to the Modern Standard language. The colloquial dialects vary the most in everyday words and expressions, such as ‘bread’ or ‘How are you?’

We have chosen to teach the Modern Standard in *Mastering Arabic* 1 as it is a good starting point for beginners. Modern Standard is universally
understood and is the best medium through which to master the Arabic script. However, whenever there are dialogues or situations where the colloquial language would naturally be used, we have tried to choose vocabulary and structures that are as close as possible to the spoken form. In this way, you will find that *Mastering Arabic* 1 enables you to understand Arabic in a variety of different situations and provides an excellent base from which to expand your knowledge of the written and spoken language.

**How to use *Mastering Arabic* 1**

This course has over two hours of accompanying audio and being able to access this recording is essential, unless you are studying in a group where the tutor has the audio. Those parts of the book which are on the recording are marked with this symbol: 🎧. The CD track number is referenced under the audio symbol for easy access.

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

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

**Conversation sections**

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

**Structure notes**

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

**Review units**

These occur at three points in the course. They will be very useful to you in assessing how well you remember what you have learnt. If you find you have problems with a particular exercise, go back and review the section or sections of the book that cover that area.
Reference material
This section is found at the end of the book and includes alphabet and verb tables, lists of plurals and months of the year, a vocabulary glossary and an index for easy reference, plus answers to all the exercises in Mastering Arabic 1.

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

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

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

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

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Free online companion website
www.palgrave.com/masteringarabic

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

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

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

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

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

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

Stimulating classroom games boost skills in both spoken and written Arabic.
Language units
1 Getting started

Letters of the alphabet: group 1

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

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

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<th>Pronounced</th>
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<tbody>
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<td>‘b’ as in ‘bat’</td>
</tr>
<tr>
<td>ت (tā‘)</td>
<td>‘t’ as in ‘tap’</td>
</tr>
<tr>
<td>ث (thā‘)</td>
<td>‘th’ as in ‘thin’</td>
</tr>
<tr>
<td>ن (nūn)</td>
<td>‘n’ as in ‘nab’</td>
</tr>
<tr>
<td>ك (yā‘)</td>
<td>‘y’ as in ‘yet’</td>
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</tbody>
</table>

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

When Arabic is written by hand, the dots often become ‘joined’ for the sake of speed. Compare the printed and the handwritten letters opposite. It is useful to be able to recognise and write Arabic handwritten script from the beginning, but be aware that individual styles vary. Concentrate at first on the basic differences between printed and handwritten letters.
Exercise 1
Look at the letters below and decide which each is. Follow the exercise numbers right to left to accustom your eyes to moving in that direction.

Printed letter

Handwritten letter

Exercise 1
Look at the letters below and decide which each is. Follow the exercise numbers right to left to accustom your eyes to moving in that direction.

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Exercise 1
Look at the letters below and decide which each is. Follow the exercise numbers right to left to accustom your eyes to moving in that direction.
Handwriting practice

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

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

\[
\begin{align*}
\text{bā’}, & \quad \text{tá’}, \quad \text{thā’} \\
nūn, & \\
yá’
\end{align*}
\]

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

\[
\begin{align*}
\text{bā’} \\
\text{tá’} \\
\text{thā’} \\
nūn \\
yá’
\end{align*}
\]

Tip: There are no capital letters in Arabic.

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

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

*Mastering Arabic 1* will begin by showing all the short vowels and will gradually drop them as you become more proficient.

Look at these letters and listen to the audio:

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

From this you can see:

- A dash above the letter (ا) is pronounced as a short ‘a’ following the letter. This vowel is called fatha.
- A dash below the letter (و) is pronounced as a short ‘i’ following the letter. This vowel is called kasra.
- A comma shape above the letter (و) is pronounced as a short ‘u’ following the letter. This vowel is called damma.

**Exercise 2**

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

\[
\begin{align*}
\text{ب} & \quad 7 \\
\text{ث} & \quad 4 \\
\text{ب} & \quad 1 \\
\text{ث} & \quad 8 \\
\text{ي} & \quad 5 \\
\text{ن} & \quad 2 \\
\text{ت} & \quad 6 \\
\text{ي} & \quad 3
\end{align*}
\]

**Exercise 3**

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

\[
\begin{align*}
\text{ن} & \quad 7 \\
\text{ت} & \quad 4 \\
\text{ب} & \quad 1 \\
\text{ث} & \quad 8 \\
\text{ب} & \quad 5 \\
\text{ن} & \quad 2 \\
\text{ت} & \quad 6 \\
\text{ي} & \quad 3
\end{align*}
\]
Joining letters: group 1

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

Look at how these letters combine:

\[
\begin{align*}
\text{ب + ث} &= \text{ثبت} \\
\text{ت + ب} &= \text{تب} \\
\text{ث + ب} &= \text{بتث}
\end{align*}
\]

(read from right to left)

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

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

\[
\begin{align*}
\text{ب + ن} &= \text{بن} \\
\text{ن + ي} &= \text{ني} \\
\text{ب + ي} &= \text{بيت} \\
\text{ب + ن} &= \text{بني} \\
\text{ي + ب} &= \text{يبث}
\end{align*}
\]

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

Notice how these letters are joined when written by hand:

\[
\begin{align*}
\text{ب} + \text{ث} &= \text{ثب} \\
\text{ب} + \text{ن} &= \text{بن} \\
\text{ث} + \text{ب} + \text{ت} &= \text{بتث} \\
\text{ب} + \text{ن} + \text{ي} &= \text{بنني}
\end{align*}
\]

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

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

**Exercise 4**

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

*Tip:* When yā’ is by itself or at the end of a word, you may see it without the two dots.

اتصالات ناجحة أعادت ألامور الى طبيعتها بين السعودية ولبنان
Exercise 5
Handwrite these combinations of letters. The first is an example:

1. ت + ي + ن = نين
2. ن + ي =
3. ت + ب + ن =
4. ن + ب + ت =
5. ي + ب + ن + ي =
6. ب + ي + ت + ي =

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

تُب = (b) ب + (tu) تُب
بن = (n) بُن + (bi) بَن
بنُت = (t) تُن + (bi) بَن
بتُن = (na) نَب + (y) بَن + (ba) بتَن

Sukūn
A small circle (sukūn) above a letter (ـ) indicates that there is no vowel sound after that letter – see bint and bayna above. Notice that the sukūn is not usually put above the last letter of a word.
**Exercise 6**

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

\[
\begin{align*}
\text{ثبت} & \quad 4 \\
\text{بيت} & \quad 1 \\
\text{ييث} & \quad 5 \\
\text{ثبتت} & \quad 2 \\
\text{ثبن} & \quad 6 \\
\text{تبن} & \quad 3
\end{align*}
\]

**Shadda**

In addition to the three short vowels and the sukūn, there is another symbol: the shadda. This is a small \( w \) shape (\( ﻭ \)) written above the letter to indicate that the sound is doubled. For example:

\[
\begin{align*}
(\text{bathth}) \quad ﻭ & \quad = \ (\text{th}) \quad ﺶ + (\text{th}) \quad ﺶ + (\text{ba}) \\
(\text{bunn}) \quad ﻭ & \quad = \ (\text{n}) \quad ﻯ + (\text{n}) \quad ﻯ + (\text{bu})
\end{align*}
\]

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

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

\[
\begin{align*}
\text{بن} & \quad 4 \\
\text{يث} & \quad 1 \\
\text{يين} & \quad 5 \\
\text{ثبتت} & \quad 2 \\
\text{يثبت} & \quad 6 \\
\text{ثبتت} & \quad 3
\end{align*}
\]

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

---

**Exercise 7**

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

\[
\begin{align*}
\text{بت} + \text{ن} + \text{ن} & \quad = \quad 1 \\
\text{نب} + \text{ي} + \text{ن} & \quad = \quad 2 \\
\text{ت} + \text{ن} + \text{ن} & \quad = \quad 3 \\
\text{ن} + \text{ي} + \text{ن} & \quad = \quad 4
\end{align*}
\]
Exercise 8
Look at these words and try to remember the meanings:

A  تَبْنَٰٓ           B  بَيَتَٰٓ             C  بَنَّٓ

D  بَنٰٓ             E  بَيْنَٰٓ

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

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

Conversation sections
The Conversation panels are designed to introduce you to basic conversational Arabic in social and everyday situations. They appear in all the units in the first half of the course, and then as appropriate in the later units.

You’ll find the expressions in these panels on the audio, and you’ll also be given the opportunity to take part in short dialogues with native speakers. Concentrate on speaking and listening in these sections. At first you may not be able to read all the Arabic script, but you will be able to recognise some of the letters and words.
CD1: 08

Conversation

Greetings and leave-taking
One of the most important conversational skills initially in any language is to know how to greet people. Arabic greetings can be elaborate and prolonged, but some all-purpose expressions will get you by:

- **أهلاً** (ahlan) Hello
- **أهلاً وسهلاً** (ahlan wa sahlan) Hello and welcome
- **أهلاً بك/بيك** (ahlan bik/biki) Hello to you (talking to a male/female)
- **صباح الخير** (šabāḥ al-khayr) Good morning
- **صباح الْدُّنْور** (šabāḥ an-nūr) Good morning (reply)
- ** مساء الخير** (masā’ al-khayr) Good evening
- ** مساء الْدُّنْور** (masā’ an-nūr) Good evening (reply)
- **مع السَّلامة** (ma’ā s-salāma) Goodbye

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

Vocabulary in Unit 1

- **بُنيت** (bint) girl/daughter
- **بَنيت** (bayt) house
- **تَبنّي** (tibn) hay
- **بَني** (bunn) coffee beans
- **تَبن** (tīn) figs
- **أهلاً** (ahlan) Hello
- **أهلاً وسهلاً** (ahlan wa sahlan) Hello and welcome
- **أهلاً بك/بيك** (ahlan bik/biki) Hello to you
- **صباح الخير** (šabāḥ al-khayr) Good morning
- **صباح الْدُّنْور** (šabāḥ an-nūr) Good morning (reply)
- **مساء الخير** (masā’ al-khayr) Good evening/afternoon
- **مساء الْدُّنْور** (masā’ an-nūr) Good evening/afternoon (reply)
- **مع السَّلامة** (ma’ā s-salāma) Goodbye

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

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

Try the following method to learn your vocabulary:

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

\[
\begin{align*}
\text{بنت} & : \text{girl} \\
\end{align*}
\]

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

- Put each card Arabic side up and say the Arabic aloud. Try to remember what it means. When you’ve finished, shuffle the cards and put them English side up, this time trying to remember the Arabic.
- If you remember a word, move that card to the ‘Day 2’ envelope; if you forget, put it in the ‘Day 1’ envelope.
- Each day, take the cards out of each envelope in turn starting with the highest-numbered envelope and working down to ‘Day 1’. (After you have completed five days you’ll have cards in each envelope.)
- If you forget a card at any point it returns to the ‘Day 1’ envelope.

You can adapt the method above for electronic flashcards. The Mastering Arabic companion website has some ready-made online flashcards. In addition, there are various flashcard websites and downloadable apps that will allow you to make and sort your own Arabic flashcards.
Letters of the alphabet: group 2

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

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

**bīṭzā wa zaytūn**  
*Pizza and olives*
You can see that the dāl and dhāl have the same basic shape, as do rā' and zāy. The only difference is that dhāl and zāy have the dot over the basic shape. Pay special attention to the position and shape of these four letters – dāl and dhāl sit on the line while rā' and zāy fall under the line.

Wāw and alif have very distinctive shapes, but their connection with the other letters in this group will become clear later in this unit.

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

**Exercise 1**

Draw a line between the printed letters, their handwritten versions and the names of the letters, as in the example:
Handwriting practice

دāl, dhāl

rā’, zāy

wāw

alif

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

اءذرزو

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

Joining letters: group 2

The similarity between the letters in group 2 becomes clear when we look at how they are joined to other letters. All of the six letters in this group are joined to the letter before but cannot be joined to the letter after. Look at how alif joins in these combinations:

\[
\begin{align*}
\text{ب} + \text{ا} &= \text{با} \\
\text{ا} + \text{ب} &= \text{اب} \\
\text{ب} + \text{ا} &= \text{باب}
\end{align*}
\]

The letters in group 2 have the same basic shape wherever they appear in a word, and always have a space after because they do not join to the next letter.
The letters in group 2 are the only letters which cannot be joined to the letter following in a word. All other letters can be joined on either side.

**Exercise 2**
Fill in the missing letters and pronunciation as in the example:

(1) \(\text{bā} + \text{zd} + \text{rd} + \text{bā} = \text{bdəd}\)

(2) \(\text{zd} = \text{wzōd}\)

(3) \(\text{zyō} = \text{rēyo}\)

(4) \(\text{bā} + \text{zd} = \text{bd}\)

(5) \(\text{zd} = \text{brē}\)

(6) \(\text{yī} + \text{bz} + \text{bā} = \text{wōb}\)

(7) \(\text{bd} = \text{nī} + \text{rō}\)

(8) \(\text{nī} + \text{rō} = \text{nzōb}\)
Long vowels

In Unit 1 you met the three Arabic vowel signs: fathā (ا), kasra (ی) and dhamma (و). These are all pronounced as short vowels. They can be made long by adding the three letters alif (ا), yāʾ (ی) and wāw (و).

Look at the following and listen to the audio:

\[
\begin{align*}
\text{بَا} & \quad \text{(ba)} \\
\text{بِ} & \quad \text{(bi)} \\
\text{بُو} & \quad \text{(bu)}
\end{align*}
\]

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

- letter + alif = ā (long ‘a’ as in hair or as in far)
- letter + yāʾ = ē (long ‘i’ as in meet)
- letter + wāw = ū (long ‘u’ as in boot)

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

[Image of a gate and text in Arabic: باب زویلہ bāb zuwayla Zuweila Gate (Old Cairo)]
Handwriting practice

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

ابن ود دار نور نور يبرد

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

Now listen to the pairs of words on the audio and then repeat them. Listen carefully for the difference in the short and long vowels. Each pair is given twice:

1. نُذُر
2. بُرَد
3. يُزِيد

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

زور

it could be pronounced:

1. زور (zūr) or ...
2. زَور (zawr) or ...
3. زَور (zawar) or even ...
4. زَور (zawwara) or ...
5. زَور (zuwwira).

(All of these words exist!) The answer is that you do not know automatically. However, when you have learned more about the structure and vocabulary patterns in Arabic, you will usually be able to tell from the context.
Exercise 3

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

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

Exercise 4

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

Alif

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

1. To form the long vowel ā (see page 17).
2. To ‘carry’ a short vowel. If a word begins with a short vowel, the vowel sign cannot simply hang in the air before the next letter. So the vowel sign is placed above or under an alif, as in these examples:

   (in) ān  (urid) ārid  (ab) āb

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

Don’t forget: you’ll find more details of the Mastering Arabic companion books on the series website. These include additional activities to help you practise reading and writing the Arabic script.
Listen carefully to these words, each of which begins with a vowel carried by an alif.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>أَذْنِ</td>
</tr>
<tr>
<td>2</td>
<td>أَذْنِ</td>
</tr>
<tr>
<td>3</td>
<td>أَذْنِ</td>
</tr>
<tr>
<td>4</td>
<td>أَنَا</td>
</tr>
<tr>
<td>5</td>
<td>أَنَّتْ</td>
</tr>
<tr>
<td>6</td>
<td>إِيرَان</td>
</tr>
</tbody>
</table>

Putting words together

Look at the pictures and listen to the audio.

Tip: وَ (wa, ‘and’) is written joined to the word that follows:
أَنْوَرُ وَنُورُ (anwar wa-nūr, ‘Anwar and Nour’).
Exercise 5

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

Now choose the correct description for each picture:

Tip: Watch out for the difference in pronunciation between ꞌa ꞌ representing the long vowel ꞌ (e.g. the name dīnā) and ꞌa ꞌ with a fathā over the letter before, when the combination is pronounced ꞌay (zayd). Without the short vowels these look the same in Arabic script, so you need to remember the individual pronunciation. The same is true of ꞌaw representing the long vowel ꞌ (nūr) and with a fathā over the letter before, when it is pronounced ꞌaw as in ‘how’ (fawżī).

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

Look at the picture and listen to the audio.

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

I (am) Zaid.

You (are) Nadir.

Handwriting practice

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

أنا نادر.

أنت نادر.

أنا دينا.

أنت دينا.

Exercise 6

Look at the pictures and make sentences for each bubble:

4

3

2

1
Conversation

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

ānā nādir./ānā ismī nādir.
I’m Nadir./My name’s Nadir.

ānā dīnā.
I’m Dina./My name’s Dina.

ṣabāḥ al-khayr. ānā nādir zīdān.
Good morning. I’m Nadir Zidane.

ṣabāḥ an-nūr. ānā ismī dīnā badrān.
Good morning. My name’s Dina Badran.

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

ānā ismī nādir badr zīdān.
My name’s Nadir Badr Zidane.

ānā ismī dīnā anwar badrān.
My name’s Dina Anwar Badran.

Male and female
Listen to this conversation:

(ānā) Zināb
(ānā dīnā wānt?)

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

(antā), and you?

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

(ānā) I (male and female)
(antā) you (male)
(antī) you (female)
Exercise 7
Fill in the missing words in these conversations:

1. أنا زينب؟
2. زين وح__

CD1: 20

Conversation

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

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

أهلاً. أنا توم، وانت؟ (ahlan, anā Tom w-anti?) Hello, I’m Tom. And you?
أنا دينا. (anā dīnā) I’m Dina.
تشرفنا يا دينا. (tasharrafna yā dīnā) Pleased to meet you, Dina.
مساء الخير. أنا مدام لويس. (masā’ al-khayr. anā madām lūwis) Good evening. I’m Mrs Lewis.
مساء الظهر يا مدام لويس. كيف الحال؟ (masā’ an-nūr yā madām lūwis. kayf al-ḥāl?) Good evening, Mrs Lewis. How are you?
الحمد لله. (al-ḥamdu lillāh) Fine, thanks (‘thanks be to God’).

Notice the use of يا (yā) when addressing someone by name. This is common in many parts of the Arab world.

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

Vocabulary in Unit 2

أنا (anā) I
انت (anta) you (male)
انت (antī) you (female)
و (wa-) and
أنا اسمي... (anā ʾismī ...) my name’s...
tشرفنا (tasharrafna) pleased to meet you
كيف الحال؟ (kayf al-ḥāl) how are you?
الحمد لله (al-ḥamdu lillah) fine, thanks
### Letters of the alphabet: group 3

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

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ġim</td>
<td>‘j’ as in French ‘je’</td>
</tr>
<tr>
<td>ħā’</td>
<td>Breathy, strong ‘h’</td>
</tr>
<tr>
<td>khā’</td>
<td>‘ch’ as in Scottish ‘loch’</td>
</tr>
<tr>
<td>ħā’</td>
<td>‘h’ as in ‘house’</td>
</tr>
<tr>
<td>mīm</td>
<td>‘m’ as in ‘mastering’</td>
</tr>
</tbody>
</table>

**Tip:** ġim is commonly pronounced ‘g’ as in ‘gate’ by Egyptian Arabic-speakers.

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

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

The pronunciation of ħā’ and khā’ may be unfamiliar sounds to your ear. Khā’ is a sound similar to that made when clearing your throat. ħā’ is a breathy ‘h’ sometimes confused with ħā’ by beginners, so we will take extra care in showing you how to distinguish the two sounds.
Exercise 1

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

CD1: 22

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

Handwriting letters: group 3

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

Printed letter          Handwritten letter

Notice how jīm, hā’ and khā’ have an additional upwards stroke in the handwritten version, producing an enclosed loop at the top of the letter.

The ‘head’ of the mīm is produced by turning your pen in a tight circle on the same spot.
On the website you can find a worksheet to practise handwriting these letters.

**Joining letters: jīm, hā, khā and mīm**

When these four letters are at the beginning or in the middle of a word, the part of the letter which falls below the line (the ‘tail’) gets ‘chopped’. Only when they occur at the end of a word do they keep their tails.

**Arabic**:

- ج ر ب = جرب
- ح ر م = حرم
- ا خ ت = أخت

**English**: akh wa-ukht

*Brother and sister*
د + م + ج = دمج
م + ي + ز = ميز
اء + م = ام
م + ح + ا = سا م + م + ا = سما

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

م + ح + ا = سا م + م + ا = سما

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

A  مَدْحَت
B  اَخ
C  مْوَج
D  نَجَار
E  نَجاح
F  بَحَار
G  اَحْمَد
H  اَخْت

1 أَ + ح + م + د
2 نَ + ج + ا + ر
3 بَ + ح + ا + ر
4 مَ + و + ج
5 مَ + د + ح + ت
6 اَ + خ + ت
7 اَ + خ
8 نَ + ج + ا + ح

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

CD1: 23

نجَار najjār Carpenter
Joining ُهَا

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

• If it is not joined to any other letter, it looks like this: ُهَا
• If it is joined only to the letter after it, it looks like this: ُهَا
• If it is joined only to the letter before it, it looks like this: ُهَا
• If it is joined to letters on both sides, it looks like this: ُهَا or this: ُهَا

(The second shape is more common in handwriting.)

Handwriting practice

Practise writing ُهَا in the different positions.

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

ُهَا (huwa) he ُهَا (hiya) she

Exercise 3

Handwrite these combinations of letters. When you’ve finished, check your answers and correct any mistakes you made. After that, copy out the words several more times until you can write them all fluently.

1 ُنَا تُب + ح + ر
2 ُبَا هُم + ه
3 ُجَا مُ + د
4 ُيَا هُم + د
5 ُبَا حُ + ت
6 ُمَا هُ + ي
7 ُجَا مُ + د
8 ُيَا هُ + د

On the website you can find a worksheet for further practice joining َجِم، ُهَا، َكِحَّ، ُهَا and ُمِم، and handwriting common words such as ‘he’ and ‘she’.
Feminine words

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

There is a special feminine ending that is a ‘tied up’ tā’ (ت): ـى. This is called tā’ marbūta (marbūta literally means ‘tied up’). When the word is said by itself, the tā’ marbūta is usually pronounced as -a, without the sound of the tā’:

مَدِينَةُ (madīna) city رُوْجَةُ (zawja) wife

There are two main categories of words which are feminine:
1. Female people – women, girls, and other words for females (mother, daughter, etc.). Most countries are also considered female.
2. Singular words that end in tā’ marbūta. (There are a few exceptions to this, but they are rare.)

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

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

Exercise 4

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

[Images of words and objects]

You’ll find a downloadable PowerPoint presentation on the website to help you remember the masculine and feminine words.
What’s this? ما هذا؟

Listen to the audio and repeat the sentences:

\[ egin{align*}
\text{Masculine} & \quad \text{Feminine} \\
\text{هذَا بَيْتَ.} & \quad \text{هذَا جَرْيَةَ.} \\
\text{This (is a) house.} & \quad \text{This (is a) newspaper.}
\end{align*} \]

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

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

**Exercise 5**
Make a sentence for each picture and then try writing it.

\[ egin{align*}
\text{1. } & \quad \text{2. } & \quad \text{3. } \\
\text{هذَا} & \quad \text{هذَا} & \quad \text{هذَا}
\end{align*} \]

\[ egin{align*}
\text{4. } & \quad \text{5. } & \quad \text{6. }
\end{align*} \]
The family

Look at this family tree and read the names.

جيهان

أحمد

مدحت

وُزَدَة

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

1. أنا أحمد وهذا مدحت. هو إبني.
2. وانا جيهان. وهذا زوجي أحمد.
3. وهذه زوجتي جيهان.
4. أنا وردة. وهذا أخي مدحت.
5. وانا مدحت وهذه أمي جيهان.
If we take a noun (e.g. ابن ibn, son) and add ‘-ي’ to the end, it then refers to ‘my ...’ (e.g. ابني ibnī, my son):

ابن + ي = ابني

\[ \text{noun} + \text{-ي} = \text{my son} \]

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

ابن + أحمد = ابن أحمد

\[ \text{noun} + \text{name} = \text{son of Ahmed, or Ahmed’s son} \]

When the first noun in ِيِدَّافة ends in تَمَرَبُّتَ (s), or when an ending such as -ي (my) is added, you should ‘untie’ the تَمَرَبَتَ and pronounce it as -ات. In addition, when an ending is added, the spelling reverts to a regular تَمَرَبَتَ.

زوجة أحمد (zawjat aḥmad) wife of Ahmed/Ahmed’s wife
مدينة بيروت (madīnāt bayrūt) the city of Beirut
زوجتي (zawjatī) my wife
مدينة (madīnātī) my city/town
Exercise 6
Now look back at the sentences on pages 32–3 and try to match the Arabic words with their translations:

mother
father
son
daughter
wife
husband
sister
brother

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

CD1: 27
Conversation

Talking about where you live and who you live with
You can use the expression أنَّا أسْكُن فِي بيروت. (ānā askun fī bayrūt.) I live in Beirut.

(أنَّا أسْكُن فِي مَدِينة دَارْبِي.) I live in the city of Derby.

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

(أنَّا أسْكُن مَعَ زوجتي وابني.) I live with my wife and [my] son.

(أنَّا أسْكُن فِي بيروت مَعَ أبي وأمِّي.) I live in Beirut with my father and [my] mother.

Listen to the examples, and then have a go at talking about yourself.
Exercise 7
Look at the family tree on page 32 and fill in the gaps in the sentences, as in the example.

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

Exercise 8
Now make eight sentences about this family, as in the example:

زين = آنور

زين بدر

بدر هو ابن آنور.

هذه بنتي  binti
This is my daughter
Conversation

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

من هذَا؟ (man hâdhâ?) Who’s this?
هذا زوجي جاك. (hâdhâ zawjî jâk) This is my husband, Jack.
تشرفتنا يَا جاك. (tasharrafna yâ jâk) Pleased to meet you, Jack.

من هذَا؟ (man hâdhîhi?) Who’s this?
هذا بنتي لوسي. (hâdhîhi bintî lûsî) This is my daughter, Lucy.
تشرفتنا يَا لوسي. (tasharrafna yâ lûsî) Pleased to meet you, Lucy.

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

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

Vocabulary in Unit 3

أم (umm) mother
أب (ab) father
ابن (ibn) son
بنت (bint) girl/daughter (informal)
ابنة (ibna) daughter (formal)
أخ (akh) brother
أخت (akht) sister
زوج (zawj) husband
زوجة (zawja) wife
هو (huwa) he (and it, masc.)
هي (hiya) she (and it, fem.)
أنا أسكن في (äna askun fi) I live in

هذا (hâdhâ) this (masc.)
هذه (hâdhîhi) this (fem.)
زجاجة (zujâja) bottle
جريدة (jarîda) newspaper
خيما (khayma) tent
نهر (nahr) river
حمار (häuser) donkey
دجاجة (dajâja) hen/chicken
مدينة (madîna) city
من (man) who?
مع (maša) with
<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>س</td>
<td>s' as in ‘sea’</td>
</tr>
<tr>
<td>ش</td>
<td>sh’ as in ‘sheet’</td>
</tr>
<tr>
<td>ض</td>
<td>strong, emphatic ‘s’</td>
</tr>
<tr>
<td>ط</td>
<td>strong, emphatic ‘d’</td>
</tr>
</tbody>
</table>

You can see that the letters س and ش have the same basic shape, but ش has three dots above. ش and ت are the only two letters in the Arabic alphabet that have three dots.

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

Notice that when Arabic is written in our Roman alphabet (transliterated), a dot is put under such letters as ض, ط and ح to distinguish them from their more familiar equivalents, س, د and ح.

ما عملك؟
What’s your job?
Handwriting letters: group 4

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

\[
\begin{array}{cc}
\text{Printed letter} & \text{Handwritten letter} \\
\text{س} & \text{س} \\
\text{ش} & \text{ش} \\
\text{ص} & \text{ص} \\
\text{ض} & \text{ض}
\end{array}
\]

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

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

Handwriting practice

\[
\begin{array}{cc}
\text{sīn, šīn} & \text{س} \\
\text{sād, ṣād} & \text{ض}
\end{array}
\]

On the website you can find a worksheet to practise handwriting these letters.
Joining letters: group 4

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

1. ض + ر + ب = ضرب
2. م + ص + ر = مصر
3. ب + ي + ض = بيض
4. س + ي + د = سيد
5. ح + ش + م = حشم
6. ح + ر + س = حرس

Handwriting practice

şad, 跄اد • joined only to the letter after: م
• joined on both sides ص
• joined only to the letter before: ص

sîn, sîn • joined only to the letter after: س
• joined on both sides: س
• joined only to the letter before: س

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

şad and 跄ad are emphatic letters and have no direct equivalent in English. The difference in the pronunciation of sîn and şad is similar to the difference between the initial sounds of the English words ‘silly’ and ‘sorry’; and that between dâl and 跄ad is similar to the difference between ‘cin’ and ‘dot’.
It is important to try to distinguish between emphatic and non-emphatic letters, and also between ح (ه) and ح (ه). Listen to these pairs of words and repeat them after the audio. Each pair is given twice.

1. ضَرَب
2. حَرَم
3. صَد
4. حَرَم
5. صَار
6. ضَرَس

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

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

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

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

Handwriting practice
Practise writing these words from Exercise 2:

باص شورت سينما تنس بيتزا
Jobs

Listen to the audio and look at the pictures:

1. أنا مَدِرِّس.
   هو مَدِرِّس.
   هي مَدِرِّسة.

2. أنا مَدِرِّسة.
   هو مَدِرِّس.

3. أنا مُصَوّر.
   هو مُصَوّر.

4. هي مُصَوّرة.
   هو مُصَوّر.

A word referring to a single male (masculine singular) can be made to refer to a single female (feminine singular) by adding a fatha (ّ) and a tā’ marbūta (ّ): مَدِرِّس (mudarris) male teacher, مَدِرِّسة (mudarissa) female teacher; مَصَوّر (muṣawwir) male photographer, مَصَوّرة (muṣawwira) female photographer.

Exercise 3

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

- خُبَاز
- مُحَامِب
- مُرَضِّيَة
- مِهْنِدِّس
- نَجَّار

baker
accountant
nurse (fem.)
engineer
carpenter
Now make one sentence for each picture. The first is an example:

1. هي مهندسة.
2. هي مهندس.
3. هي مصور.
4. هي ممرضة.
5. هي محاسب.
6. هي مهندس.

Download a PowerPoint presentation to help you remember the jobs.

**Family occupations**

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

- أبٍي مهندس. (abī muhandis) My father is an engineer.
- أمي مصورة. (ummi muṣawwira) My mother is a photographer.
- أخي محاسب. (akhī muḥāsib) My brother is an accountant.
- أختي ممرضة. (uktī mumarriḍa) My sister is a nurse.
- وزوجتي ممرضة كذلك. (wa zawjati mumarriḍa kadhaliḥ) And my wife is a nurse as well.
Exercise 4
Anwar has written a short passage about himself and his family. Read the text and fill in the missing information in the table below.

أنا إسمي أنور. أنا مُصَّور وزموجتي نور مهندسة. أبي إسمي حسن وهو نجار. أمي شادية محاسبة وآخلي بدر محاسب كذلك.

<table>
<thead>
<tr>
<th>Family member</th>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>Anwar</td>
<td></td>
</tr>
<tr>
<td>wife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brother</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

CD1: 35

Conversation

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

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

أنا مدرِّس/ممرضة. (anā mudarris/mumariḍa) I’m a teacher/a nurse.

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

أين عملك؟ (ayna 'amalak/ 'amalik?) Where’s your job?

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

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

أنا طالب/طالبة. (anā ṭālib/ṭāliba) I’m a student (male/female).

أنا تلميذ/تميلة. (anā tilmīd/tilmīdh) I’m a pupil (male/female).

A good phrase to express interest or admiration is:

ماشاء الله! (mā shā’a allāh) Wonderful!

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

You’ll find a full transcript of the conversation on the website.
Making words plural

Look at the pictures and listen to the audio.

1. نحن مدرسون.
   هم مدرسون.

2. نحن مدرسات.
   هن مدرسات.

3. نحن محاسبون.
   هم محاسبون.

4. نحن محاسبات.
   هن محاسبات.
These plurals are known as the *sound masculine plural* and the *sound feminine plural* (‘sound’ here means ‘complete’ and does not refer to the pronunciation). All the jobs in this unit can be made plural by adding the endings shown above.

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

*هم مدرّسون.* (hum mudarrisūn) They are *(male)* teachers.

*هنّ مدرّسات.* (hunna mudarrisāt) They are *(female)* teachers.

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

**Exercise 5**
Look again at the words listed in Exercise 3. Write the masculine and feminine plurals for these words.
Exercise 6
Now write the words in the speech bubbles and underneath the pictures, as in the example.
Talking about where you work or study
It’s useful to be able to talk about your place of work or study.
You can use the phrase ‘I work in …’ followed by your workplace:

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

Or you can say ‘I study in …’ and add some more detail:

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

Listen to those expressions and practise the ones that apply to you.
Then have a go at talking about what you and your family do. Try to include the following information:
• a greeting
• your name
• what you do and where you work or study
• the occupation of a male family member
• the occupation of a female family member

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

You’ll find a full transcript of the conversation on the website.
Structure notes

These notes are intended to give more details about the grammar of the Arabic language. They will be useful mainly for recognition purposes - you needn't learn them slavishly. If you only require a more general understanding of Arabic, you can quickly skim through these sections or even skip them altogether.

Case endings

Arabic nouns and adjectives have case endings - grammatical endings that can be added to the end of words. However, unlike many languages, for example German, these endings are rarely pronounced and only exist in spoken dialects in set expressions. So learners of Arabic (and native speakers) can get by without a detailed knowledge of these endings.

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

The nominative case (الرفع ar-rafu’)

There are three cases. The first is the nominative. (We’ll come to the other two later.) The easiest way to identify this case is to say that you can assume a noun is nominative unless there is a reason for it not to be. Almost all of the nouns you have met in the book so far have been in the nominative case.

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

بنتُ (pronounced ‘bintun’)

The ending (ُع) is written above the final letter, and is pronounced ‘-un’. So the sentence هذا بيت (hādha bayt, This is a house), would be هذا بيتُ (hādha baytun) if fully pronounced. Look at these other nouns with their case endings:

نَجَارَ (najjārun) carpenter
زَجاجَةٌ (zujājatun*) bottle
مُمرضَاتٌ (mumarrīḍātun) nurses

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

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

Optional exercise

Go back to Exercise 3 and say the sentences again, this time pronouncing the full endings on the words.
Vocabulary in Unit 4

نَحْنُ (nahnu) we مُصْوَرُ (muṣawwir) photographer
 هُمُ (hum) they (masc.) طالِبُ (tālib) student
 هُنُّ (hunna) they (fem.) تلْمِيذ (tilmīdh) pupil
 مدِرْسَ (mudarris) teacher تَنْسِ (tanis) tennis
 مَحْاِسِبُ (muḥāsib) accountant باصُ (bāṣ) bus
 خَبَازُ (khabāz) baker سِنيماً (sinimā) cinema
 مُمرِضَةُ (mumarriḍa) nurse بِيَتزاً (bitza) pizza
 مُهَنِّدْسُ (muhandis) engineer شُورت (shūrt) shorts
 نَجَّارُ (najjār) carpenter بُورِجَر (bürgar) burger

ما عَمَلْك؟ (mā ġamal/kumalik?) What’s your job? (to a man/woman)
أَيَّن عَمَلْك؟ (ayna ġamal/kumalik?) Where’s your job? (to a man/woman)
أَنا أَعْمَلُ فِي ... (anā āmal fī) I work in ...
مَكْتَبٌ (maktab) an office مَطْعَمٌ (maṭam) a restaurant
مُسْتَشْفَىٌ (mustashfā) a hospital مَصْنَعٌ (masnaḵ) a factory
أَنا أُدْرِسُ فِي ... (anā adrus fī) I study in ...
جَامِعَةٍ ... (jāmiʿat) the University of ...
مَدْرَسَةٍ فِي ... (madrasa fī) a school in ...
كَذَكَّلِكَ (kadḥālik) as well
ما شَاءْ اللَّهَ (mā shā’a allāh) Wonderful!

On the website you can find links to interactive audio flashcards to review the key vocabulary in Mastering Arabic Units 1–4.
**Letters of the alphabet: group 5**

Listen to the audio and look at the letters:

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻓ</td>
<td>‘f’ as in ‘foot’</td>
</tr>
<tr>
<td>ﻖ</td>
<td>see page 52</td>
</tr>
<tr>
<td>ﻟ</td>
<td>‘k’ as in ‘kettle’</td>
</tr>
<tr>
<td>ﻝ</td>
<td>‘l’ as in ‘lamb’</td>
</tr>
</tbody>
</table>

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

The tail of the ﻝ must also fall below the line and not sit on it like our Latin-script ‘l’. Both ﻝ and ﻟ have distinctive shapes which are not shared with any other letter.

**bayt jamil wa qadim**

*A beautiful old house (Sidi bou Said, Tunisia)*
Pronunciation of qāf

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

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

Exercise 1

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

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

Handwriting letters: group 5

Look at the letters in group 5 handwritten:

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

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

**Joining letters: group 5**

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

\[ج + ا + ب = جاب\]
\[ج + ل + ب = جلب\]

kāf, like hā’ (ه), changes its shape depending on how it is joined:

- If it stands on its own or is at the end of a word, it looks like this: 

\[ك\]
- If it stands at the beginning or in the middle of a word, it looks like this: 

\[ك\]

**Exercise 2**
Look at this newspaper headline. It contains 2 kāfs and 6 qāfs. Can you find and circle them?

كلمات أمير قطر الصادقة
تعكس عمق علاقات الشعوبين الشقيقين

### Handwriting practice

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

**Stage 1:**

\[ن\]

**Stage 2:**

\[كن\]

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

**Stage 1:**

\[ن\]

**Stage 2:**

\[نين\]

Now practise copying these words:

كلب كتاب كسسون بنطال مكسور

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

Look at these pictures and listen to the audio:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>قلم</td>
<td>pen</td>
</tr>
<tr>
<td>مفتاح</td>
<td>key</td>
</tr>
<tr>
<td>كتاب</td>
<td>book</td>
</tr>
<tr>
<td>كلب</td>
<td>dog</td>
</tr>
<tr>
<td>قميص</td>
<td>shirt</td>
</tr>
<tr>
<td>حقيبة</td>
<td>bag</td>
</tr>
<tr>
<td>خاتم</td>
<td>ring</td>
</tr>
<tr>
<td>سيارة</td>
<td>car</td>
</tr>
<tr>
<td>دراجة</td>
<td>bicycle</td>
</tr>
</tbody>
</table>

On the website you can find an activity to help you with spelling these words.
**Exercise 3**
Now make a sentence for each picture on page 55, as in the example:

١ هذا كتاب.

**Signs and crosswords**

If an English word is written vertically instead of horizontally, as in a crossword or a shop sign, then the same letters are used. However, because of the way Arabic letters are joined, vertical words have to be written using the separate, isolated letters:

*Horizontal:* accountant

*Vertical:* accoountant

Arabic crosswords are compiled entirely in separate letters.

**Exercise 4**

Look at the picture clues and complete the crossword. One clue is completed for you.
Describing things

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

CD1: 41

1. جديد
2. قديم
3. مكسور
4. سليم
5. خفيف
6. ثقيل
7. قبيح
8. جميل
9. أسود
10. أبيض

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

Download a PowerPoint presentation to help you remember the adjectives.
Now listen to these sentences:

القلم سليم.

الحقيبة خفيفة.

هذا القلم مكسور.

هذه الحقيبة ثقيلة.

Using الـ (al, the)

القلم (al-qalam) pen = القلم (al-qalam) the pen

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

ماكسور

masculine noun + adjective  This pen is broken

 feminino noun + adjective with  ـ This bag is heavy

Tip: In spoken dialects الـ can be pronounced al, il or el.
An adjective must have the feminine ending (ṣ, a) if the noun it is describing is feminine. In other words, the adjective ‘agrees with’ the noun.

When the word before ُل (al) ends with a vowel, the ‘a’ of ‘al’ is dropped and the sound is elided:

الْحَقِيبَة (al-ḥaqība) the bag

هذِهُ ُلْحَقِيبَة (ḥādhīhi l-ḥaqība) this bag (not hādhīhi al-ḥaqība)

Be careful about distinguishing these:

هذِهُ قَلم (ḥādha qālam) This is a pen.

هذِهُ ُلمَل (ḥādha l-qālam) this pen

**Exercise 5**

Match the opposite pairs of adjectives:

سليم  - جميل

قديم  - ثقيل

قبيح  - أبيض

خفيف  - مكسور

أسود  - جديد

Now pronounce the adjectives out loud.

**Exercise 6**

Fill in the gaps in these descriptions to match the English in brackets. Remember to add the feminine ending ُل a to the adjective if necessary.

(This shirt is white.) . _______ قميص 1

(And this shirt is black.) _______ أسود 2

(This town is beautiful.) _______ مدينة جميلة 3

(And this town is ugly.) _______ مدينة 4

(This car is old.) _______ سيارة 5

(And this car is new.) _______ _______ _______ 6
Possessive endings (attached pronouns)

Look at these endings, which describe possession:

<table>
<thead>
<tr>
<th>Possessive</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>-ی (kitābi)</td>
<td>my book</td>
</tr>
<tr>
<td>your (talking to a male)</td>
<td>-(u)ka*</td>
<td>your book</td>
</tr>
<tr>
<td>your (talking to a female)</td>
<td>-(u)ki*</td>
<td>your book</td>
</tr>
<tr>
<td>his</td>
<td>-(u)hu*</td>
<td>his book</td>
</tr>
<tr>
<td>her</td>
<td>-(u)hā</td>
<td>her book</td>
</tr>
</tbody>
</table>

*Tip: In informal Arabic these endings are often simplified to -ak, -ik and -uh: kitābak, kitābik, kitābuh.

These endings are known as attached pronouns since they are ‘attached’ to the end of the word. Remember that when you add an ending to a word which finishes in tā’ marbūta, the tā’ unties and is pronounced: حقيقة (ḥaqība, bag) حقيقتك (ḥaqībatuka, informal ḥaqībatak)

**Conversation**

**Asking about names**

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

ما اسمك؟ (mā ismak?) What’s your name? (to a male)

أنا اسمي محمد. (āna ismī muḥammad) My name’s Mohammed.

ما اسم زوجتك؟ (mā ismawajtaka?) What’s your wife’s name?

اسمها فاطمة. (ismuhā ḥāṭima) Her name’s Fatima.

ما اسمك؟ (mā ismik?) What’s your name? (to a female)

أنا اسمي كريمة. (āna ismī kārima) My name’s Karima.

وابنك؟ ما اسمه؟ (w-ībnik? mā ismuh?) And your son? What’s his name?

اسمه قاسم. (ismuh ḥāsim) His name’s Qasim.

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

You’ll find a full transcript of the conversations on the website.
Whose is it?

Listen to these two exchanges and read the descriptions below:

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

هذا كتاب البنت وكتابها جديد وأبيض.

هذا كتاب الولد وكتابه قديم وأسود.

وهذه حقيبة المدرسة وحقيبته جديدة.
Exercise 7
Read the description of Jihan’s dog. Then look at the pictures of Jihan and her friend Mohammed, together with some of their possessions.

هذا كلب جيهان وهو أبيض.
كلبها قبيح وثقيل.

جيهان

Mohamad

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

Tip: The adjectives أبيض (abyad, white) and أسود (aswad, black) have a special feminine form which you will learn later in the course. For the moment, stick to using these colours with masculine objects.
Exercise 8
Try to describe some of your own possessions, using the sentences you produced in Exercise 7 as models.

Polite requests
It is useful at an early stage of learning a language to master a few phrases so that you can ask politely for what you want. These can come in handy in stores or when you want someone to pass you something.

ممكن ....? (mumkin ....?) May I have ....? (literally ‘possible?’)
ممكن كتابي من فضلك؟ (mumkin kitâbî min faḍlak?)
May I have my book, please? (said to a male)
ممكن القميص الأبيض من فضلك؟ (mumkin al-qamîṣ al-abyâd min faḍlîk?)
May I have the white shirt, please? (said to a female)
أريد .... (urid ...) I’d like ...
أريد حقيبة جديدة. (urid ḥaqība jadīda) I’d like a new bag.
أريد بيتزا من فضلك. (urid pîţa min faḍlîk) I’d like pizza, please.

When the item is handed over, you may hear:
تفضل (tafaḍḍal) Here you are. (said to a male)
تفضل (tafaḍḍali) Here you are. (said to a female)

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

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

هذه الزجاجة (hâdhihi z-zujâja) this bottle
قلمك (qalamak) your pen
القميص الأسود (al-qamîṣ al-aswad) the black shirt
مفتاحي (miftâhi) my key

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

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

Definite and indefinite

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

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

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

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

بنتكَ (bintuka) your daughter (talking to a male)
بنتكِ (bintuki) your daughter (talking to a female)
بنتكُ (bintuhu) his daughter
بنتكِ (bintuhā) her daughter

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

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

السيارة جدیدةٌ. (as-sayyāratu jadīdatun) The car is new.
بنتكِ جميلةٌ. (bintuka jamīlatun) Your daughter is beautiful.
الكتاب قديمٌ (al-kitābu qādimun) The book is old.

Vocabulary in Unit 5

قلم (qalam) pen
درَاجة (darrāja) bicycle
مفتاح (miftāh) key
سيارة (sayyāra) car
كتاب (kitāb) book
خاتم (khātim) ring
قميص (qamīṣ) shirt
حقيبة (ḥaqība) bag
كلب (kalb) dog
ولد (walad) boy
(khaff) light (weight)  
(thaqīl) heavy

(qabīh) ugly  
(jamil) beautiful

(jadid) new  
(qadīm) old

(makṣur) broken  
(salīm) whole/unbroken

(aswad) black  
(abyād) white

ي... (-ī) my

ك... (-ka, informal -ak) your (masc.)

ك... (-ki, informal -ik) your (fem.)

ه... (-hu, informal -uh) his

ها... (-hā) her

ما اسمك؟ (mā ismāk/mā isnik) what’s your name? (to a male/female)

ممكن...? (mumkin) may I have ...?

أريد... (urūd) I’d like ...

كُسْكُس (kuskus) couscous

دجاج (dajāj) chicken

من فضلك (min faḍlak/min faḍlik) please (to a male/female)

شكراً (shukran) thank you

تفضل/تفضللي (tafaḍḍal/tafaḍḍali) here you are (to a male/female)
Letters of the alphabet: group 6

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

<table>
<thead>
<tr>
<th>Name of letter</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>ط</td>
<td>ūţa'</td>
</tr>
<tr>
<td>ض</td>
<td>ūţā'</td>
</tr>
<tr>
<td>ݨ</td>
<td>ǧayn</td>
</tr>
<tr>
<td>غ</td>
<td>ghayn</td>
</tr>
</tbody>
</table>

You can see that the ūţa’ and ūţā’ share the same basic shape, and that ǧayn and ghayn also share the same basic shape. A single dot distinguishes each pair of letters.

Emphatic letters

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

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

<table>
<thead>
<tr>
<th>Emphatic letter</th>
<th>Non-emphatic letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>طط</td>
<td>تت</td>
</tr>
<tr>
<td>ظظ</td>
<td>ذذ</td>
</tr>
<tr>
<td>ضض</td>
<td>ضض</td>
</tr>
<tr>
<td>سس</td>
<td>ست</td>
</tr>
</tbody>
</table>

**Exercise 1**
Listen to the words on the audio and decide which of the letters above each word begins with. The first is an example. Each word will be given twice.

1. ط
2. د
3. ظ
4. ص
5. ط
6. ظ
7. ض
8. د

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


**Ghayn and Ghayn**

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

- гайн (غ) is pronounced like the French ‘gr’ as in ‘gratin’, and is similar to the noise you make when you gargle.
- Гайн (ع) is produced by tightening your throat and making an ‘ah’ sound by pushing out air from your lungs – easier said than done! Imagine you are at the dentist and the drill touches a nerve. Beginners often fail to hear гайн as a letter at all, but to native speakers it is a letter like any other and leaving it out when you speak could lead to blank looks. Гайн does not have a near equivalent in English, so the Arabic letter itself is used in the transliteration.

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

**Exercise 2**

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

```
1 ✓ 3 5 7
2 4 6 8
```

**Handwriting practice**

- تاء، زاء
- Гайн, ghayn

On the website you can find a worksheet to practise handwriting these letters.
**Exercise 3**
You have now met all 28 Arabic letters. Look at the following table of all the letters in *alphabetical order*. Fill in the missing letters in either their printed or handwritten versions.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Printed</th>
<th>Handwritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>alif</td>
<td>أ</td>
<td>ا</td>
</tr>
<tr>
<td>bā’</td>
<td>ب</td>
<td>ب</td>
</tr>
<tr>
<td>tā’</td>
<td>ت</td>
<td>ت</td>
</tr>
<tr>
<td>thā’</td>
<td>ث</td>
<td>ث</td>
</tr>
<tr>
<td>ǧīm</td>
<td>ج</td>
<td>ǧ</td>
</tr>
<tr>
<td>ḥā’</td>
<td>ح</td>
<td>ح</td>
</tr>
<tr>
<td>khā’</td>
<td>خ</td>
<td>خ</td>
</tr>
<tr>
<td>dāl</td>
<td>د</td>
<td>د</td>
</tr>
<tr>
<td>dhāl</td>
<td>ذ</td>
<td>ذ</td>
</tr>
<tr>
<td>rā’</td>
<td>ر</td>
<td>ر</td>
</tr>
<tr>
<td>zāy</td>
<td>ز</td>
<td>ز</td>
</tr>
<tr>
<td>sīn</td>
<td>س</td>
<td>س</td>
</tr>
<tr>
<td>shīn</td>
<td>ش</td>
<td>ش</td>
</tr>
<tr>
<td>šād</td>
<td>ص</td>
<td>ص</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Printed</th>
<th>Handwritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>ẓād</td>
<td>ض</td>
<td>ض</td>
</tr>
<tr>
<td>tā’</td>
<td>ط</td>
<td>ط</td>
</tr>
<tr>
<td>žā’</td>
<td>ظ</td>
<td>ظ</td>
</tr>
<tr>
<td>gāyn</td>
<td>ع</td>
<td>ع</td>
</tr>
<tr>
<td>ghayn</td>
<td>غ</td>
<td>غ</td>
</tr>
<tr>
<td>fā’</td>
<td>ف</td>
<td>ف</td>
</tr>
<tr>
<td>qāf</td>
<td>ق</td>
<td>ق</td>
</tr>
<tr>
<td>kāf</td>
<td>ك</td>
<td>ك</td>
</tr>
<tr>
<td>lām</td>
<td>ل</td>
<td>ل</td>
</tr>
<tr>
<td>mīm</td>
<td>م</td>
<td>م</td>
</tr>
<tr>
<td>nūn</td>
<td>ن</td>
<td>ن</td>
</tr>
<tr>
<td>hā’</td>
<td>ه</td>
<td>ه</td>
</tr>
<tr>
<td>wāw</td>
<td>و</td>
<td>و</td>
</tr>
<tr>
<td>yā’</td>
<td>ي</td>
<td>ي</td>
</tr>
</tbody>
</table>

On the website you can find a large printable version of this activity.
Joining letters: group 6

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

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

Handwriting practice

tā’ and zā’ are formed a bit like šād and čād, except that there is no ‘dink’ after the loop:

• joined only to the letter after: ط ...

• joined on both sides: ط...

• joined only to the letter before: 

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

Stage 1: نصر
Stage 2: نظر
Practise copying these words:

وسط طير نظر ظبي رباط

You’ll find a printable worksheet on the website to practise handwriting.
عَيْن and غَيْن
Like حاء (ح), these two letters change their shapes depending on where they appear in a word.

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

Look carefully at how عَيْن and غَيْن combine:

غ + ي + ر = غير
م + و + ع + د = موعد
ص + غ + ي + ر = صغير
ش + أ + ع + ع = شارع
م + ص + ن + ع = مصنع
م + غ + ر + ب = مغرب

Notice especially that عَيْن and غَيْن each look very different at the end of a word, depending on whether or not they are joined to the previous letter (see the fourth and fifth examples above).
Handwriting practice

- Joined only to the letter after:
  

- Joined on both sides:
  

- Joined only to the letter before:

Practise copying these words:

غير عاطف صغير بالغ جامع

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

Exercise 4
Each of these twelve cities in the Arab world contains one of the four new letters: َّث, َّز, َّع, َّغ. Can you match the Arabic spelling to the English equivalent?

1. أبو ظبي
2. بغداد
3. مسقط
4. صنعاء
5. عدن
6. الخرطوم
7. بنغازي
8. طنجة
9. عمان
10. بور سعيد
11. غرّة
12. الزّبائط

a Baghdad  b Amman  c Port Said  d Abu Dhabi  e Khartoum  f Gaza  
g Tangiers  h Muscat  i Benghazi  j Rabat  k Sanaa  l Aden
**Exercise 5**
Handwrite these combinations of letters, as in the example:

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

**Sun letters**
Listen to these two sentences:

القميص أبيض (al-qamīṣ abyāḍ) The shirt is white.
السيارة جديدة (as-sayyāra jadīda) The car is new.

The shirt is pronounced al-qamīṣ, but the car is pronounced as-sayyāra. When the (al-, the) is added to words beginning with particular letters, the lām is pronounced like the first letter of that word and not as a lām. The first letter of the word sounds as though it is pronounced twice: as-sayyāra.

Letters like șīn, which take over the sound of the lām, are known as ‘sun letters’. The others are ‘moon letters’. All sun letters are pronounced with your tongue at the top of your mouth, just behind your teeth. This is the same position as lām. Half the letters of the alphabet are sun letters. All of the letters in group 4 (șīn, șīn, șād and ẓād) are sun letters, and none of the letters in group 3 (jīm, hāʾ, khaʾ, mīm and hāʾ).

You will gradually become used to hearing the the sun letters and mimicking what you hear.
**Exercise 6**

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

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

Look at these objects and listen to the audio:

Exercise 7
Fill in the missing words in the sentences and match them to the correct pictures, as in the example. (To review هذا hadža and هذّه hadhihi, see page 31.)

1. هنا كرسي
2. خزانة
3. مائدة
4. باب
5. شباك
6. تلفزیون
7. سریر
8. صورة

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

هَل هذَا نَحْر؟ (hal hādhā nahr) Is this a river?
هَل هذَا جَرِيْدَة؟ (hal hādhīhi bjar) Is this a newspaper?

Exercise 8
Listen to these two exchanges:

هل هذَا كرسي؟ (hal hādhā kursī?)
لا، هو سرير. (lā, huwa sarīr.)

هل هذَا صورة؟ (hal hādhīhi šūra?)
نعم، هي صورة. (naṣam, hiya šūra.)

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

Now say and write exchanges for each of these pictures, following the examples.
Practise yes/no questions with the ‘Mystery object’ game on the website.

Hamza (ع)

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

Where? أَيْنَ؟

Listen to the audio and look at the pictures:

1. أَيْنَ الكَلْب؟
   هو يَصْحِبُ المَائِدَة.

2. أَيْنَ الْقَلم؟
   هو عَلَى المَائِدَة.

3. أَيْنَ الْوَلَد؟
   هو بَيْنَ الْكَرِسيِّ والمَائِدَة.

4. أَيْنَ الْبَنت؟
   هي فِي الخِزانَة.

5. أَيْنَ الصوْرَة؟
   هي بِجَانِبِ الْكَرِسي.

6. أَيْنَ الكَلْب؟
   هو بِجانِبِ الكَرِسي.
في (fi)
على (alā*)
فوقَ (fawqa)
بينَ (bayna)
بجانبَ (bi-jānib)
تحتَ (taḥta)

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

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

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

1. الزجاجة __________ المائدة.
2. الجريدة __________ الكرسي.
3. _______ _______ _______ _______.
4. الصورة ____________
5. الخيمة و ____________
6. _______ _______ _______ _______.

(web PPT)
Exercise 10
Now look at this bedroom and answer the questions, as in the example.

هل الكرسي بجانب المائدة؟
نعم، هو بجانب المائدة.

أين التلفزيون؟

أين المائدة؟

هل الصورة بجانب الشباك؟

أين الخزانة؟

هل التلفزيون تحت الشباك؟

أين السرير؟

هل الباب بجانب المائدة؟

أين الحقيبة؟

هل المائدة بين الكرسي والخزانة؟

If you are learning in a group, play ‘Describe my room’. Instructions are on the companion website.
Arabic and computers
Keying Arabic is simpler than writing by hand as the computer automatically joins the letters. An Arabic keyboard will show mainly separate letters (ج م ل, etc.). All you need to do is key the individual letters in a word. For example, the word جميل, beautiful, is four keystrokes. As you key each letter, you will see the one before alter to the correct form:

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

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

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

 Corvette Cabin! We are on board the Markab between the two shores. This is a picture of the cabin... And this is the cabin.
In the cabin a big bed and beside the bed.
meter table and minibar small.
Television knob over a minibar.
Nile River! Beautiful!
Exercise 11
Read Anwar’s blog and answer these questions:
1. From which location is Anwar blogging?
2. At what time of day did Anwar take the photo of the River Nile?
3. How does Anwar describe the cabin?
4. How does he describe the bed, the table and the cupboard?
5. Where is the television? How does he describe it?

Exercise 12
Now see if you can find the Arabic words and expressions in the blog that mean the following. Write the Arabic next to the English equivalent.

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

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

Conversation

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

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

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

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

The genitive case

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

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Genitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>indefinite</td>
<td>indefinite</td>
</tr>
<tr>
<td>bintun</td>
<td>bintin</td>
</tr>
<tr>
<td>definite</td>
<td>definite</td>
</tr>
<tr>
<td>al-bintu</td>
<td>al-binti</td>
</tr>
</tbody>
</table>

So the sentence ...

(اَلصُوْرَةَ فَوْقَ السَرْيْرِ) The picture is above the bed.

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

(اَلصُوْرَةَ فَوْقَ السَرْيْرِ)

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

Vocabulary in Unit 6

في (fi) in
على (alâ) on
 فوق (fawqa) above
 تحت (tahtâ) below
 بجانب (bijânib) beside
 بين (baynâ) between
 هل...؟ (hal) question marker
 نعم (na'am) yes
 لا (lâ) no
 أيòn...؟ (aynâ) where?
 مدوّنة (mudawanna) blog/journal
 صورة (sûra) picture/photo
 مائدة (mâ‘ida) table
 كرسي (kursî) chair
 سرير (sarîr) bed
 باب (bâb) door
 تلفزيون (tilfizî‘ûn) television
 شباك (shubbâk) window
 خزانة (khazâna) cupboard
 مركب (markab) boat
 قمرة (qamra) cabin
 نهر (nahr) river
Describing your city or town

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

Now check your pronunciation of the labels with the audio.

نهر النيل في وسط القاهرة
nahr an-nil fi wasat al-qahirah
The River Nile in the centre of Cairo
Exercise 1
Who works where? Match the jobs with the places.

1 مَهْنِدَس مَدْرَسَة
2 مُسْتَشْفَى مَهْنِدَس
3 بَنْك مَدْرَسَة
4 مَصْنَع مَحَاسَب

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

١ بُدْر/مَحَاسَب وهو في البِنْك
٢ زَينب/مَرْضَة
٣ زَين/مَدْرَسَة
٤ أَحْمَد/مَهْنِدَس

What’s the town like?
Listen to the description of the town on page 83, following the text below.

هذه صورة مَدِينة، وهَناك نَهر في المدينة.
وِجَانِب النَّهر هَناك شَارِع.
في وَسَط الصورة هَناك بنك وِجَانِب البنك
هَناك مَدِرسَة. المَدرَسة بين البنَك والمستشفى.
وعلى يَمين البنَك هَناك مَصنَع أسود وقبيح،
وهو مَصنَع السيَارات، ولكن لَيْس هَناك سيَارات
في الشَّارِع. أمام البنَك هَناك شَجر جميل،
ولكن لَيْس هَناك شَجر أمام المَصنَع.

Practise writing this description with the ‘Speed writing’ game on the website.
There are trees in front of the bank.

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

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

**Iḍāfa constructions**

Notice these phrases from the description of the town:

(ṣūrat madīna) picture of a town

(maṣnaʿ as-sayyārāt) car factory (‘factory of the cars’)

Putting two or more nouns directly together in this way is known as iḍāfa (‘addition’). You have also met examples of iḍāfa in Units 3 and 4: بنت أحمد (bint aḥmad), Ahmad’s daughter; حقيبة الولد (ḥaqībat al-walad), the boy’s bag. Arabic uses iḍāfa to describe a close relationship, where English might use the possessive ‘s, ‘of’ (‘a bottle of water’) or a compound (‘the clothes store’).
The ta’ marbūta is always pronounced on the first noun in an idāfa. Only the last noun in an idāfa can have al- (the). Whether or not the last noun has al- depends on the meaning. Look at the examples below:

**Bayt mudarris**
- بيت مدرس
- a teacher’s house

**Bayt al-mudarris**
- بيت المدرس
- the teacher’s house

**Zužajat ʔaṣīr**
- زجاجة عصير
- a bottle of juice

**Zužajat al-ʔaṣīr**
- زجاجة العصير
- the bottle of juice

An idāfa can consist of more than two nouns:

**Bāb bayt al-mudarris**
- باب بيت المدرس
- the door of the teacher’s house

**Ibn amīr al-kuwayt**
- ابن أمير الكويت
- the son of the Emir of Kuwait

**Exercise 2**
Decide whether these sentences about the town on page 83 are true or false.

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

On the website you can find a PowerPoint presentation to help you remember the key words for places around town.
Exercise 3
Make sentences for each picture, as in the example:

1. In the picture, there is a book but there is no pen.
2. In the picture, there is a car but there is no dog.
3. In the picture, there is a robot but there is no chair.
4. In the picture, there is a dog but there is no tree.

Conversation

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

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

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

على طول (alā tūl) Straight on
خذ/خذي (khudh/khudhī...) Take ... (talking to a male/a female)
أول شارع (awwal šârī‘) the first street
ثاني شارع (thānī šârī‘) the second street
على اليسار (alā l-yasar) on the left
على اليمين (alā l-yamīn) on the right
 قريب [ة] من ... (qarīb[a] min ...) near to ...

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

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masculine</strong></td>
<td>مُدَرَّس (mudarris)</td>
<td>مُدَرَّسون (mudarrisūn)</td>
</tr>
<tr>
<td><strong>Feminine</strong></td>
<td>مُدَرَّسة (mudarrisa)</td>
<td>مُدَرَّسات (mudarrisāt)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>سيّارة (sayyāra)</td>
<td>سيّارات (sayyārāt)</td>
</tr>
<tr>
<td>bicycle</td>
<td>درّاجة (darrāja)</td>
<td>درّاجات (darrājāt)</td>
</tr>
<tr>
<td>television</td>
<td>تلفيزيون (tilifizyūn)</td>
<td>تلفيزيونات (tilifizyūnāt)</td>
</tr>
</tbody>
</table>

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

More about adjectives

In the description of the town you met this sentence:

على يمين البنك هناك مصنع أسود وقبيح.

On the right of the bank, there’s a black and ugly factory.

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

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

- حقيبتتي الجديدة
  (ḥaqībatī al-jadīda)
  my new bag

- كلبه الأبيض الثقيل
  (kalbuhu al-abyaḍ ath-thaqīl)
  his white heavy dog

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

- البنت جميلة.
  (al-bint jamīla.)  The girl is beautiful.

- البنت جميلة
  (al-bint al-jamīla)
  the beautiful girl

- بنت جميلة
  (bint jamīla)
  a beautiful girl

**Exercise 4**
Put these sentences in the right order. The first is an example.

الصنع المصنع الجديد

1

هناك سيارة جديدة أمام المصنع.

2

مكسور هناك قلم على المائدة

3

في الجميلة الجديدة أنا سيارتي

4

ليس هناك مستشفى هناك

5

في جديد هناك المدرسة

6
Exercise 5
Listen to these six new adjectives:

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>short</td>
<td>قصير</td>
</tr>
<tr>
<td>big</td>
<td>كبير</td>
</tr>
<tr>
<td>weak</td>
<td>ضعيف</td>
</tr>
<tr>
<td>small</td>
<td>صغير</td>
</tr>
<tr>
<td>strong</td>
<td>قوي</td>
</tr>
<tr>
<td>long/tall</td>
<td>طويل</td>
</tr>
</tbody>
</table>

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

1. This bicycle is big.
2. This boy is short.
3. This baby is small.
4. This girl is strong.
5. This woman is weak.
6. This man is long.

Conversation

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

fīh madrasa kabīra fī l-madīna. mā fīh mustashfā.) There’s a big school in the town. There isn’t a hospital.

fīh šūra jamīla fī ghurfatī. mā fīh tīlifziyūn.) There’s a beautiful picture in my room. There isn’t a television.

You’ll find a full transcript of the descriptions on the website.
Exercise 6
Your friend is looking for somewhere to live and has asked you to translate this advertisement from the local paper. Can you work out what it says?

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

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

Video: Mahmoud describes his apartment
Go to the Mastering Arabic website to play the video of Mahmoud introducing himself and talking about his apartment in Cairo (al-qāhirah). See if you can answer these questions:
1. What feature of Cairo is near to the apartment?
2. What is the name of the street?
3. What is there at the start of the street?
4. What is there next to Mahmoud’s house?
5. Is there a television or internet in the apartment? Why/Why not?
You’ll find a transcript, a translation and an extension activity on the website.
Structure notes

Genitive with ḥḏāfa

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

صورﻩ مدﻳنﻩ (ṣūratu madinatÎn) a picture of a town
حقيبة الولد (ḥaqîbatu l-waladî) the boy’s bag

Vocabulary in Unit 7

مدينة (madîna) town/city
بنك (bank) bank
مدرسّة (madrasa) school
شجّر (shajar) trees
هناك (hunâka) there is/are
ليّسه هناك (laysa hunâka) there isn’t/aren’t
مصنع (maṣna'æ) factory
مستشفى (mustashfâ) hospital
شارع (shârī'æ) street
غرفة (ghurfa) room
شقّة (shaqqa) apartment
شرفة (shurfa) balcony
نخل (nakhl) palm trees

يمين (yamîn) right
يسار (yasâr) left
وسط (wasât) centre
أمّام (amâma) in front of
لكن (wa-lâkin) but
كبير (kabîr) big
صغير (saghîr) small
 طويل (tawîl) long/tall
قصير (qaṣîr) short
ضعيف (ḍâqîf) weak
قويّ (qâwîy) strong
قريب (من) (qarîb) near (to)
على طول (ʿalâ tûl) straight on

خذه/خذي (khudh/khudhî ...) Take ... (talking to a male/a female)
أول شارع (awwal shârī'æ) the first street
ثاني شارع (thânî shârī'æ) the second street

On the website you can find links to interactive audio flashcards that will help you review the key vocabulary in Mastering Arabic Units 5–7.
Exercise 1
Handwrite these combinations of letters.

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

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

شارع في دمشق shāṛīj fī dimashq
A street in Damascus
**Exercise 2**
Complete this table, as in the examples:

<table>
<thead>
<tr>
<th>Word with لـ</th>
<th>Meaning</th>
<th>Sun letter?</th>
<th>Initial letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>(al-bayt)</td>
<td>house</td>
<td>ب</td>
<td>ن</td>
<td>بيت</td>
</tr>
<tr>
<td>(an-nahr)</td>
<td>river</td>
<td>ن</td>
<td>ن</td>
<td>نهر</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>خيمة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>مدينة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>زجاجة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>شقة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>تين</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>كتاب</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>سيارة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>دراجة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>قميص</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>حقيبة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>يمين</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>صورة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>غرفة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>جريدة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>طالب</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ولد</td>
</tr>
</tbody>
</table>

When you’ve completed the table, try covering all the columns except the right-hand ‘Word’ column. See if you can remember the meaning and then say the word out loud with لـ, checking your answers one by one.
Exercise 3
Put the names in the correct rows, as in the examples:

أحمد  جيهان  نور
محت  أنور  حسين
زينب  زيد  دين
محمد  زين  نور

أحمد  male
زينب  female
نور  both

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

[Audio CD: 64]

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

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

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرسة</td>
<td>مدرسة</td>
<td>مدرسون</td>
<td>مدرس</td>
</tr>
</tbody>
</table>

(If you need to remind yourself how to pronounce these professions, look at the vocabulary list on page 50.)
Exercise 6
Find the odd word out in each group of words. The first is an example.

1. حمار كلب جريدة حمامة دجاجة
2. أنا أنت هم نحن هل
3. بدر زينب أحمد مدحت أنور
4. هناك في بين فوق بجانب
5. مدرس نجار مصنع خباز محاسب
6. بيت شقة غرفة أخرى شرفة
7. كبير صغير ثقيل خفيف كتاب
8. أم أبو باب أخ بنت

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

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

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

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

Conversation 1
- مساء الخير (masa al-khayr)

Reply.
- ما اسمك؟ (mā ismak)
  Say ‘I’m ...’.
  - ومن هذا؟ (wa man hadhā?)

Introduce a male member of your family.
- تشرفنا (tasharrafna)

Conversation 2
- اهلا! (ahlān)
  Say ‘Hello to you, Dina.’
- كيف الحال؟ (kayf al-hāl?)

Reply.
- هل هذا قلمك؟ (hal hadhā qalamak?)
  Say ‘No, that’s my sister’s pen. My pen is black.’
- أين أختك؟ (ayna uhktak?)
  Say ‘In the house.’
- تفضل. (tafaddal)
  Thank Dina and say goodbye.

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

You’ll find a full transcript of the conversations on the website.
Exercise 8

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

Look at this picture of a bedroom:

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

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

وفق تحت في على جانب بين أمام على يسار... على يمين... في وسط...
Exercise 9
Match the opposite pairs of adjectives, as in the example:

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

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

هذه صورة بيت جميل. وعلى يمين البيت هناك شجرة ______ . لون هذا البيت جميل ______ ، ولكن الباب ______ . أمام البيت هناك سيارة ______ ولكن على يسار السيارة هناك دراجة ______ , والدراجة أمام الشجرة ______ .

هناك دجاجة ______ تحت السيارة. على يمين الصورة هناك حمار ______ , وبين الحمار ______ والسيارة هناك كلب ______ و ______ .
Exercise 10
Now make questions and answers about the picture in Exercise 9 using the prompts given, as in the example:

1. هل الحمار قبيح؟ لا، هو جميل.
2. سيارة / أمام / بيت
3. كلب / جميل
4. دراجة / سليم
5. دجاجة / على / سيارة
6. الباب / البيت / ألبسين
7. الشجرة/الصغيرة / على يسار / بيت
8. كلب / بين / حمار / سيارة

Exercise 11
Look again at these characters you met in Unit 2.
Read the examples describing Zainab’s dog and Zaid’s bag:

هذه حقيبتى.  
هذا كلبي.

هذه حقيبته.  
هذا كلبته.

Now say and write similar sentences for the other characters.
The Middle East

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

Download a PowerPoint presentation to help you remember the Arab countries.
Now listen to these capital cities, which are also keyed on the map opposite.

Capital city  عاصمة

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

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

Exercise 1
Answer these questions referring to the map. The first is an example. Remember that towns and cities are almost always feminine (see Unit 3).

1. هل القاهرة في اليمن؟
   لا، هي في مصر.
2. هل بيروت في لبنان؟
3. هل الرياض في السعودية؟
4. أين عمان؟
5. هل أردن بين السعودية وسوريا؟
6. أين مسقط؟
7. هل ليبيا بجانب اليمن؟
8. هل اليمن بجانب عمان؟
Exercise 2
Join the flag with the appropriate country and capital city, as in the example.

Exercise 3
Now write ten sentences describing the countries and their capitals. The first is an example:

1. القاهرة هي عاصمة مصر.
   (al qāhira fī miṣr wa-hiya āṣimat miṣr)
   Cairo is in Egypt and it's the capital of Egypt.

Geographical position
Look at the compass with the Arabic for the different directions.
Now listen to these descriptions:

مسقط في شمال عمان.

بيروت في غرب لبنان.

دمشق في جنوب سورية.

بغداد في شرق العراق.

Notice that in Arabic you use the iḍāfa construction (see page 85) to describe geographical position, putting the position (شمال, north) directly in front of the place (عمان, Oman) with the meaning ‘the north of Oman’: مسقط في شمال عمان (musqat fi shaml uman, Musqat is in the north of Oman).

Exercise 4
Look at the map of Egypt and read the four towns marked (Alexandria, Port Said, Siwa and Aswan). Then fill the gaps in the descriptions.

1. أسوان في ______ مصر.
2. سيوة في ______ ______.
3. الإسكندرية ______ شمال ______.
4. بور سعيد ______ ______.
Other countries of the world

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

Exercise 5

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

1. أمريكا
2. الصين
3. روسيا
4. اليابان
5. إنجلترا
6. فرنسا
7. ألمانيا
8. إسبانيا
9. إيطاليا

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

Now check your pronunciation of the Arabic against the audio.

I'm from Bradford in England
Nationalities

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

1. هو من اين؟
   هو مسقط.
   هو عمانی.

2. هو من الرياض؟
   هو سعودی.

3. هي من اين؟
   هي من مصر.
   هي من أسوان.

4. هم من اين؟
   هم من طوکیو.
   هم یابانتیو.

5. هن من طرابلس. هن لیبیتیات.
Nisba adjectives

\[\text{مصري} = \text{مَصرٌ} + \text{يَّ} = \text{نَاسِقَة} (\text{مَصرِيَّ})\]

country (مَصرٌ) + (يَّ) = nationality (مَصرِيَّ)

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

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

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

1. If the noun ends in تَّ or مَربِّعَ, you need to remove this before adding the nisba ending:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سوريا (sūriyā)</td>
<td>Syrian</td>
</tr>
<tr>
<td>أمريكا (amrielā)</td>
<td>American</td>
</tr>
<tr>
<td>ليبيا (libiyā)</td>
<td>Libyan</td>
</tr>
<tr>
<td>مهنة (mihnda)</td>
<td>Professional</td>
</tr>
<tr>
<td>موسيقى (mūsīkā)</td>
<td>Musical</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>انجلترا (injīlayrā)</td>
<td>English</td>
</tr>
</tbody>
</table>
**Exercise 6**
Complete the following table, filling in the missing countries and nationalities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>أردن</td>
<td>عراقي</td>
</tr>
<tr>
<td>اليابان</td>
<td></td>
</tr>
<tr>
<td>إسبانيا</td>
<td>روسى</td>
</tr>
<tr>
<td>إيطاليا</td>
<td>ألماني</td>
</tr>
<tr>
<td>فرنسا</td>
<td>مصري</td>
</tr>
<tr>
<td>ألمانيا</td>
<td>إنجليزي</td>
</tr>
</tbody>
</table>
Exercise 7
Make sentences about where these people come from, as in the example.

Exercise 7 answers

How are the people from Egypt?

هو من الأردن.

هو أردني.

How are the people from Lebanon?

هو من ليبيا.

هو ليبي.

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

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

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

A more formal question would be:

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

The answer could be either of the following:

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

 أنا لبناني/لبنانية. (ānā lubnānī/lubnānīya) I’m Lebanese. (masc./fem.)

You could also be asked:

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

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

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

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

Plural nationalities

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

<table>
<thead>
<tr>
<th>Masc. sing.</th>
<th>Fem. sing.</th>
<th>Masc. plural</th>
<th>Fem. plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egyptian</td>
<td>مصري (miṣrīy)</td>
<td>مصرية (miṣrīya)</td>
<td>مصريون (miṣrīyūn)</td>
</tr>
<tr>
<td>French</td>
<td>فرنسي (faransīy)</td>
<td>فرنسية (faransīya)</td>
<td>فرنسيون (faransīyūn)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Masc. sing.</th>
<th>Fem. sing.</th>
<th>Masc. plural</th>
<th>Fem. plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab</td>
<td>عربي (ğarabīy)</td>
<td>عربية (ğarabīya)</td>
<td>عرب (ğarab)</td>
</tr>
<tr>
<td>English</td>
<td>انجلزي (injilīziy)</td>
<td>انجلزية (injilīziya)</td>
<td>انجلز (injilīz)</td>
</tr>
<tr>
<td>Russian</td>
<td>روسي (rūsy)</td>
<td>روسية (rūsiya)</td>
<td>روس (rūs)</td>
</tr>
</tbody>
</table>
Exercise 8
Listen to where these people are from and match the audio to the pictures.

CD1: 72

A

B

C

D

E

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

هو من نيويورك، هو أمريكيّ.

Tip: The Arabic pronunciation of words of foreign origin can vary, for example amrīkiyy or amrīkiyī for ‘American’.

Personal pronouns

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

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>(āna) أَنَا</td>
</tr>
<tr>
<td>you (masc.)</td>
<td>(anta) أَنْتَ</td>
</tr>
<tr>
<td>you (fem.)</td>
<td>(anti) أَنْتِ</td>
</tr>
<tr>
<td>he</td>
<td>(huwa) هـُوَ</td>
</tr>
<tr>
<td>she</td>
<td>(hiya) هـِيَة</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>(nahnu) نَحْنُ</td>
</tr>
<tr>
<td>you (plural)</td>
<td>(antum) أَنْتُمْ</td>
</tr>
<tr>
<td>they (masc.)</td>
<td>(hum) هـُمْ</td>
</tr>
<tr>
<td>they (fem.)</td>
<td>(hunna) هـِنَّ</td>
</tr>
</tbody>
</table>
Exercise 9
Create a sentence or question about nationality using the pronoun and flag prompts, as in these examples:

(She’s Lebanese. ) هي لُبنانية. 

(Are you Chinese? masc.) هل أنت صيني؟

1 هو أنتم ؟
2 أنت ؟
3 هم نحن ؟
4 (masc.) نحن ؟
5 هي أنت ؟
6 أنت ؟
7 أنت ؟
8 هم أي ؟
9 (masc.) نحن ؟
10 هو أنت ؟
11 هم أنتم ؟
12 نحن ؟
13 هي أي ؟
14 (fem.) نحن ؟

Exercise 10
Look at the immigration form and listen to the conversation at the airport. Listen once without writing; then listen again, filling in the missing information on the form. (Note: مِهَّنة mîhna = profession.)

الأسم .... أحمد حسین ....
المهنة .......
اسم الزوجة .......
جنسية الزوجة .......
مهنة الزوجة .......
Exercise 11
Read this description of Ahmed and Dina whom you heard at the airport in Exercise 10:

أحمد حسين مهندس في الرياض.
أحمد سعودي ولكن زوجته دينا مصريّة.
دينا مدرسة في الرياض.

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

الاسم: محمد نور
الجنسية: سوری
المهنة: طبيب (في دمشق)
اسم الزوجة: زينب الشريف
جنسية الزوجة: يهودیة
مهنة الزوجة: ممرضة

Video: Cyrine talks about herself
Go to the Mastering Arabic website to play the video of Cyrine talking about herself. See if you can answer these questions:
1. What nationality is Cyrine?
2. Which town does she live in?
3. How does she describe her house?
4. What do her parents do?
Don’t try to understand everything: just concentrate on the key information. You’ll find a transcript, a translation and an extension activity on the website.
Vocabulary in Unit 9

(ash-sharq al-awsat) The Middle East

( Libya / Libya) Libya / Libyan

( Miṣr / miṣriy) Egypt / Egyptian

( as-sūdān / sūdāniy) Sudan / Sudanese

( lubnān / lubnāniy) Lebanon / Lebanese

( Sūriyā / sūriy) Syria / Syrian

( al-ʿirāq / ʿirāqi) Iraq / Iraqi

( al-urdunn / urdunniy) Jordan / Jordanian

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

( ʿumān / ʿumāniy) Oman / Omani

( al-yaman / yamanīy) Yemen / Yemeni

( amriki / amrikiy) America / American

( aṣ-ṣīn / ṣīniy) China / Chinese

( rūsya / rūsiy) Russia / Russian

( al-yābān / yābanīy) Japan / Japanese

( injiltara / injiltiy) England / English (*also انكلترا)

( faransa / faransiy) France / French

( almāniy / almāni) Germany / German

( asbānāy / asbāniy) Spain / Spanish

( ʾĪtāliy / ītāliy) Italy / Italian

( ʾaṣima) capital (city)

( shamāl) north

( dawla) country, state

( janūb) south

( jinsiyya) nationality

( gharb) west

( miḥna) profession

( sharq) east

( tabīb) doctor

( min) from

( antum) you (plural)
Arabic numbers 1–10

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

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

You can see obvious similarities between the 1 and the 9 in both sets. There is also a theory that the Eastern Arabic ٢ and ٣ were turned on their side to produce the European 2 and 3:
Look at the Arabic numbers spelt out below and repeat them after the audio. Each number is given twice:

1. واحد (wāḥid)
2. اثْنَانَ (ithnān)
3. ثلَاثَةَ (thalātha)
4. أَرْبَعَةَ (arba'a)
5. خَمْسَةَ (khamsa)
6. سَتَةَ (sitta)
7. سَبْعَةَ (sab'a)
8. ثُمَانِيَةَ (thamānya)
9. تَسْعَةَ (tis'a)
10. عَشْرَةَ (ṣa shara)

Direction of Arabic numbers

One unusual feature of Arabic numbers is that they are written from left to right, in the same direction as English numbers. (Look at the Arabic ٢٠ and the English 10.) This is the opposite direction to the rest of the Arabic script. You may see Arabs writing numbers backwards (as if you wrote 12387 starting with the 7 and finishing with the 1). However, writing numbers backwards is a difficult art to master and it is common to leave a space and start the numbers from the left:

<table>
<thead>
<tr>
<th>Arabic script</th>
<th>Arabic number</th>
<th>Arabic script</th>
</tr>
</thead>
<tbody>
<tr>
<td>شارع النيل</td>
<td>٣٠٧</td>
<td>عُنواني</td>
</tr>
<tr>
<td>Nile Street</td>
<td>307</td>
<td>my address is</td>
</tr>
</tbody>
</table>
Exercise 1
Match the figures with the words, as in the example.

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

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

Handwritten numbers
Most Arabic handwritten numbers look similar to the printed ones. The main difference is that the ٢ (2) is usually handwritten as ١ (see the ‘Handwriting practice’ panel).

Tip: Watch out for the handwritten ٣ (3). Sometimes the wavy shape at the top becomes smoothed out for the sake of speed, making it look more like a printed ٣. Remember this, especially when reading handwritten prices.

Handwriting practice
Practise writing the numbers, starting at the dot.

Now write out these numbers by hand: 57, 102, 956, 340, 788.

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

Giving your telephone number and address
You can use the numbers to give your telephone number and address. You may also need the Arabic word صفر (zero).

٩٧٢٥٠٠٥ (raqm telifunī tīṣa, sabēa, ithnān, khamsa, șīfr, khamsa) My telephone number is 972505.

عنواني ٧ شارع النيل (unwānī sabēa shāriʿ an-nil) My address is 7 Nile Street.

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

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

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

Counting things
Look at the following and listen to the audio:
The dual

Notice how Arabic uses the plural for ‘three teachers’, but not for ‘two teachers’. This is because there is a special dual ending, an (-ān), which is added to the singular مدرّسان (mudarrisān), two teachers. There is no need to use the number 2, ithnān, since the dual ending already gives you this information. So ‘two dogs’ would be كلبان (kalbān), ‘two girls’ بناتان (bintān), and so on.

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

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

<table>
<thead>
<tr>
<th>Feminine ending with ة</th>
<th>Feminine dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرسة (mudarrisā) teacher</td>
<td>مدرستان/تين (mudarrisatān/-tayn)</td>
</tr>
<tr>
<td>سيارة (sayyāra) car</td>
<td>سيارتان/تين (sayyāratān/-tayn)</td>
</tr>
</tbody>
</table>

Exercise 2
Say and write these words in the dual, as in the example. What do they mean?

١ كتاب ٢ كتباءات/بين١٢٢
٢ مفتاح
٣ دولة
٤ نهر
٥ جريدة

Plural with numbers

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

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

ثلاثة مدرّسين (thalaathat mudarrisīn) three (male) teachers
ثلاث مدرّسات (thalaath mudarrisāt) three (female) teachers
This use of tā’ marbūta with the masculine is an unusual feature that even native speakers can overlook. Spoken dialects tend to simplify the rules, keeping the tā’ marbūta when the number is pronounced by itself, but dropping it when there is a noun following the number. As a beginner, you can do the same while being aware of the more formal rules.

**Exercise 3**
Look at the pictures and say how many there are, as in the example.  
*Tip*: balloons = بالونات (bālūnāt)

---

**How many?  كم؟**

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

\[
\text{kam} + \text{singular} \\
\text{kam darrāja} \text{ How many bicycles?} \\
\text{kam kitabān} \text{ How many books?}
\]

In addition, if the word following kam does not end in tā’ marbūta (such as almost all masculine nouns), an extra ending is added: ل، pronounced -an.
Exercise 4
Ask and answer six questions about this picture, as in the example.

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

هناك خمس سيارات. There are five cars.
How much? 

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

- جَنِيْه (junayh) Pound (Egypt, Sudan)
- رِيَال (riyāl) Riyal (Saudi, Qatar)
- دِينَار (dīnār) Dinar (Kuwait, Bahrain, Iraq, Jordan)
- لِيْرَة (līra) Lira (Lebanon)
- دِرْهَم (dirham) Dirham (United Arab Emirates)

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

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

<table>
<thead>
<tr>
<th>بَطَاطِس (baṭāṭis)</th>
<th>potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>بُرْتُقَال (burtuqāl)</td>
<td>oranges</td>
</tr>
<tr>
<td>مَوز (mawz)</td>
<td>bananas</td>
</tr>
<tr>
<td>طَماطم (ṭamāṭim)</td>
<td>tomatoes</td>
</tr>
<tr>
<td>تَفْحَاء (tuffāḥ)</td>
<td>apples</td>
</tr>
<tr>
<td>مَنْجَة (manga)</td>
<td>mangoes</td>
</tr>
</tbody>
</table>
Now listen to this conversation between the fruit and vegetable trader and his customer. How much are the bananas and how many kilos does she want?

- بم كيلو الموز من فضلك؟
- كيلو الموز بخمسة جنيهات.
- أريد ثلاثة كيلو من فضلك.
- تفضلي ثلاثة كيلو موز.
- شكراً.

 بكم (bikam) + كم (kam) = بكم؟

‘with’ + ‘how many?’ = ‘how much’

When you answer the question بكم (bikam), ‘how much?’, you should also put بك (bi), ‘with’, in front of the amount:

بكم كيلو الموز؟ (bikam kilo l-mawz?)
How much is a kilo of bananas?

كيلو الموز بخمسة جنيهات. (kilo l-mawz bi-khamsat junayhat.)
A kilo of bananas is five pounds.

Exercise 5
Look at the question and answer above about the price of a kilo of bananas and make similar exchanges about the other fruit on the stall on page 125.

Exercise 6
Now make up other conversations about the other fruit, based on the conversation above. Vary the fruit, the price and the number of kilos you want.
In the market في السوق

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

- صَنَدَل (şandal) sandals
- طَبْلَة (ţabla) drum
- قِلَادَة (qilāda) necklace
- سَلَة (salla) basket
- تَي-شِيرَت (tī shīrīt) T-shirt
- طِبَقَ (ţabaq) plate

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

Exercise 7
Ask about the price of each of the above items, as in the example.

بَكِم الصَنَدَلِ من فضلك؟

What’s it made of?
You can describe what something is made of by putting the material directly after the item:

- صَنَدَل جِلد (şandal jild) leather sandals
- قِلَادَة فضَّة (qilāda fiţda) a silver necklace
**Exercise 8**
Choose a suitable material for each item. (There may be more than one possible material.)

- خشب (khashab) wood
- قطن (quṭn) cotton
- جلد (jild) leather
- زجاج (zuŷāj) glass
- حرير (harīr) silk
- فضة (fiḍḍa) silver
- ذهب (dhahab) gold
- نحاس (nuḥās) copper

Now make requests using أريد (urid, I’d like ...). For example:
أريد قلادة ذهب/فضة من فضلك. (I’d like a gold/silver necklace, please.)

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

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

- عند سارة قلادة ذهب. (ʿinda sāra qilādat dhahab.) Sarah has a gold necklace. (‘at Sarah a gold necklace’)
- القلم مع أختي. (al-qalam maʿ ukhtī.) My sister has the pen. (‘the pen with my sister’)
- لِمحمد سيارة جديدة. (li-muḥammad sayṭāra jadīda.) Mohammad has a new car. (‘to Mohammad a new car’)

لِ (li) is written as part of the word that follows. If it is put before ال, the combination becomes ... لل (lil-):
With attached pronouns
You can use these prepositions with the attached pronouns (see Unit 5), but notice that ل (lī) then changes to ل (la) except for لي (lī, I have):

لَيَأخَى فِي الْبِرازِل. (lī akhī fī l-brażīl.)
I have a brother in Brazil.

لَها أُخَة فِي الْقَطَر. (lahā uktī fī qaṭar.)
She has a sister in Qatar.

عِنَدَهُ كِلُب صَغِيرٍ. (wāndahu kalb ṣāghīr.)
He has a small dog.

مَعَكَ كِبر؟ (māṣak kibrīt?)
Do you (masc.) have matches [with you]?

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

هل عندكم تين؟ (hal indakum tīn?)
Do you (pl.) have figs?

بيتنا كبير ولكن بيتهم أكبر. (baytunā baytāní walaḵin baytāhūm akbar.)
Our house is large but their house is larger.

عِنَدهم طبق نحاس جميل. (wāndhum ṭabāq nuḥās jamīl.)
They have a beautiful copper plate.

Exercise 9
How could you say these in Arabic?

Anwar has a small black dog. ٦
I have two keys [with me]. ٧
Do you (pl.) have oranges? ٨
Do you (masc.) have a pen [with you]? ٩
Do you (fem.) have a car? ١٠
Sarah has a large car. ١
I have a sister in Morocco. ٢
Mohammed has a new bag. ٣
We have a beautiful silver plate. ٤
They have three televisions. ٥
Conversation

Buying a ring in the market
Put all you’ve learnt in this unit to good use in the market.

You’re going to buy a ring from one of the stalls in the market. You’ll need to think about how to say the following in Arabic:

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

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

* Tip: A bag to take away purchases is كيس (kīs) whereas حقيبة (ḥaqība) is a handbag, a suitcase, etc.
Structure notes
Sound masculine plural case endings
The sound masculine plural does not have the same case endings as other nouns. The nominative is mudarrisūn, but the genitive is mudarrisīn.

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

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

هناك ستة محاسبون في البنك. (hunāka šittā muḥāṣibūn fī l-bank)
There are six accountants in the bank.

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

Vocabulary in Unit 10
صَفْر (ṣifr) zero
واحِد (wāhid) one
اثْنَان (ithnān) two
ثَلَاثَة (thalātha) three
أَرْبَعَة (arbaʿa) four
كُمْسا (khamsa) five
سَبْعَة (sabʿa) seven
ثَمانِيَة (thamānya) eight
تِسْعَة (tisʿa) nine
عَشْرَة (ʿashara) ten
كَمْ (kam) how many?
تُليفَون (tillīfūn) telephone
رَقْم تُليفَون (raqm tillīfūn) telephone number
عِنْوَان (ʿunwān) address
بِكَمْ (bikam) how much?
جَنَّيَة (junayh) Pound
رِيْال (riyāl) Riyal
دinars (dīnār) Dinar
ليرة (līrā) Lira
درهم (dirham) Dirham
كيلو (kilū) kilo
طماطم (tamātim) tomatoes
بطاطس (baṭāṭis) potatoes
موز (mawz) bananas
سوق (sūq) market
حذاء (ṣandāl) sandals
طبيلة (ṭablā) drum
قلادة (qilāda) necklace
سلة (salla) basket
تي-شيرت (tī shīr) T-shirt
طبق (ṭabaq) plate
ذهب (dhahab) gold
فضة (fiḍḍa) silver
نحاس (nuḥās) copper
خشب (khashab) wood
قطن (qutn) cotton
جلد (jīld) leather
زجاج (zujāj) glass
حرير (ḥarīr) silk
كمبيوتر (kumbyūṭir) computer
كبيريت (kibrit) matches
بalloons (bālūnāt) balloons
**Word roots جُذور الكلمات**

Look at the following words with their translations:

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

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

- ك (kāf)
- ت (tā’)
- ب (bā’)

**Mكتبة الكتاب maktabat al-kitāb**

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

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

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

You can often (but not always) find the root of a word by ignoring the vowels (long and short) and removing the extra letters at the beginning and end. As you learn more about the structure of Arabic, you will learn to recognise these extra letters. For the moment, it is enough to know that mīm is a common extra letter at the front of a sequence (prefix) and tā‘ marbūta is a common extra letter at the end (suffix).
**Exercise 1**

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

<table>
<thead>
<tr>
<th>General meaning</th>
<th>Root</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculating</td>
<td>ح/س/ب</td>
<td>محاسب</td>
</tr>
<tr>
<td>bigness</td>
<td>/</td>
<td>كبير</td>
</tr>
<tr>
<td>carving (wood)</td>
<td>/</td>
<td>نجار</td>
</tr>
<tr>
<td>opening</td>
<td>/</td>
<td>مفتاح</td>
</tr>
<tr>
<td>sealing (a letter)</td>
<td>/</td>
<td>خاتم</td>
</tr>
<tr>
<td>moving along</td>
<td>/</td>
<td>دراجة</td>
</tr>
<tr>
<td>producing</td>
<td>/</td>
<td>مصنوع</td>
</tr>
<tr>
<td>falling sick</td>
<td>/</td>
<td>مريضة</td>
</tr>
<tr>
<td>studying</td>
<td>/</td>
<td>مدرسة + مدرسة</td>
</tr>
</tbody>
</table>

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

**External and internal plurals**

You already know two ways of making words plural:

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

   مدرِّسون/مدرسِين (mudarrisün/mudarrisín) ➞ مدرِّس (mudarris)

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

   ممرِّضات (mumarrıḍat) ➞ ممرِّضة (mumarrıḍa, nurse)
   سيّارات (sayyārāt) ➞ سيّارة (sayyāra, car)
   خطابات (khiṭābāt) ➞ خطاب (khiṭāb, letter)

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

Internal plurals (also known as ‘broken’ plurals) are similar to English plurals such as ‘mouse’/‘mice’ or ‘goose’/‘geese’. However, Arabic has a number of different internal plural patterns and they are much more common than their English equivalents. It’s easier to learn these patterns a few at a time so that you get a feel for the way Arabic internal plurals work.
Plural patterns 1 and 2

Look at the pictures and listen to the audio:
Exercise 2
Match the singular with its plural, plural pattern and meaning, as in the example.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>بيت الفيلم</td>
<td>films</td>
</tr>
<tr>
<td>قلم الفيلم</td>
<td>boys</td>
</tr>
<tr>
<td>بنك الفيلم</td>
<td>pens</td>
</tr>
<tr>
<td>فلم الولد</td>
<td>banks</td>
</tr>
<tr>
<td>ولد بنوك</td>
<td>houses</td>
</tr>
</tbody>
</table>

Now write the vowels on the Arabic singular and plural words.

More about patterns 1 and 2
These two patterns are important internal or ‘broken’ plurals. The word is ‘broken apart’ and different long and short vowels are arranged around the root letters, as we have just seen. These two patterns are used to make a number of common short words plural.

Notice that although the vowels on the singular words may vary, they are always the same in the plural pattern. Arabic contains a number of loan words borrowed from other languages, such as ‘film’ and ‘bank’: if these have three consonants (i.e. letters that are not vowels), they often have broken plural patterns.

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

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>ألوان</td>
<td>لون (lawn) colour</td>
</tr>
<tr>
<td>طبق</td>
<td>طباخ (tabaq) plate</td>
</tr>
<tr>
<td>صاحب</td>
<td>سير (sahib) owner/friend</td>
</tr>
<tr>
<td>شكل</td>
<td>وقت (waqt) time</td>
</tr>
<tr>
<td>سعر</td>
<td>علم (alam) flag</td>
</tr>
<tr>
<td>كوب</td>
<td>عام (gām) year</td>
</tr>
<tr>
<td>عالم</td>
<td>عام (gām) year</td>
</tr>
</tbody>
</table>

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

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

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

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

CD2: 02
Vocabulary learning

From now on, try to learn each word with its plural. If you are using the card system or an electronic equivalent (see Unit 1), include the plural with the singular.

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

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

What are these?

Look at the pictures and listen to the audio:
This is a sword.

هذه سيف
(hādhā) + masculine singular

These are swords.

هذى سيف
(hādihi) + feminine singular
or non-human plurals

These are kings.

هؤلاء ملوك
(hā’ulāʾi) + human plurals

When forming the plural, there are two different ways of saying ‘these’:

هؤلاء (hā’ulāʾi) and هذه (hādihi). Look at these singulars and their plurals:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>هذه ممرضة.</td>
<td>هذه ممرضات.</td>
</tr>
<tr>
<td>هذه حقائب.</td>
<td>هذه حقائب.</td>
</tr>
<tr>
<td>هذا ملك.</td>
<td>هؤلاء ملوك.</td>
</tr>
<tr>
<td>هذا قلم.</td>
<td>هذا أقلام.</td>
</tr>
</tbody>
</table>

This is a nurse. These are nurses.
This is a bag. These are bags.
This is a king. These are kings.
This is a pen. These are pens.

It is important to note that هؤلاء (hā’ulāʾi):
1 is only used when referring to people; and
2 is the ‘people’ plural of both هذه (hādhā) and هذه (hādihi).

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

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

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

Exercise 5
Make these sentences and questions plural, as in the example:

1 هذا بيت. هذه بيوت.
6 أين البنك؟

2 هذا ولد.
7 الدراجة خفيفة.

3 هل هذا سيف؟
8 هذا العلم من أين؟

4 هذا الكوب مكسور.
9 هل هذا مدرس؟

5 هذه الشمعة جميلة.
10 لا، هو محاسب.

أطباق جميلة بألوان كثيرة
atbāq jamila bi-alwān kathīra
Beautiful plates of many colours
The party

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

اقبعات ورقة
أكواب بلاستيك
أدوات ورقة
أكياس بلاستيك
شمع
زجاجات كولا

Exercise 6

Salwa has made a list of how many of each item she needs. Ask the shopkeeper for each item, as in the example.

أريد ستة أطباق ورق، من فضلك.
(urid sittat athbaq waraq, min faqlak)
I’d like six paper plates, please.
Now listen to Salwa buying some of these items in a party shop:

- صباح الخير. أريد أطباق وقبعات ورق وأكواب بلاستيك من فضلك.
- حاضر يا مدام. أي لون؟ عندنا كل الألوان: أبيض، أحمر، أخضر، أزرق...
- أفضّل القبوة الزرقاء والطبق الأحمر.
- كم يا مدام؟
- 6 من فضلك، و 10 أكواب بيضاء.
- طبّب... 6 قبعات زرقاء و 6 أطباق حمراء و 10 أكواب بيضاء...
- خمسة جنيهات من فضلك.
- تّفضّل.
- شكراً مع السلامة يا مدام.

**Conversation**

**Going shopping**

Make up a similar conversation but ask for the other three items on the list (plastic bags, cola bottles and candles). Decide which colours you want the items to be. You could start like this:

أريد أكياس بلاستيك وزجاجات كولا وشموع من فضلك.

(I'd like some plastic bags, cola bottles and candles, please.

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

You’ll find a full transcript of the conversation on the website.)
Colours
الألوان

You can usually make an adjective feminine by adding تاء مربوطة: for example السرير جديد (al-ḥaqība jādida), the bag is new. Six adjectives for basic colours are the main exception to this and have their own feminine forms.

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

<table>
<thead>
<tr>
<th>Root letters</th>
<th>Feminine adj.</th>
<th>Masculine adj.</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ب / ي / ض</td>
<td>بَيِضَاءٌ</td>
<td>أَبْيَضٌ</td>
<td>white</td>
</tr>
<tr>
<td>ح / م / ر</td>
<td>حَمَراَءٌ</td>
<td>أَحْمَرَ</td>
<td>red</td>
</tr>
</tbody>
</table>

We can now see the pattern for the colour adjectives:

**Masculine colour adjective**

أَبْيَضٌ

fatha

alif with fatha

root letter 3

root letter 2

root letter 1

**Feminine colour adjective**

بيِضَاءٌ

long ā + hamza

fatha

root letter 3

root letter 2

root letter 1

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

<table>
<thead>
<tr>
<th>Arabic Expression</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>طَبَق أَحْمَرٌ</td>
<td>a red plate</td>
</tr>
<tr>
<td>أَطِباَقٌ حَمَراَءٌ</td>
<td>red plates</td>
</tr>
<tr>
<td>الْقُبُّعَةَ الصَّفِرَاءِ</td>
<td>the yellow hat</td>
</tr>
<tr>
<td>الْقُبُّعَاتِ الصَّفِرَاءِ</td>
<td>the yellow hats</td>
</tr>
</tbody>
</table>
**Exercise 7**
Here is a table for the four other basic colours, showing the masculine adjectives. Fill in the columns for the feminine adjectives and the root letters:

<table>
<thead>
<tr>
<th>Root letters</th>
<th>Feminine adj.</th>
<th>Masculine adj.</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>أخضرَ</td>
<td>أخضرَة</td>
<td>أخضر</td>
<td>green</td>
</tr>
<tr>
<td>أزرقَ</td>
<td>أزرقَة</td>
<td>أزرق</td>
<td>blue</td>
</tr>
<tr>
<td>أسودَ</td>
<td>أسودَة</td>
<td>أسود</td>
<td>black</td>
</tr>
<tr>
<td>أصفرَ</td>
<td>أصفرَة</td>
<td>أصفر</td>
<td>yellow</td>
</tr>
</tbody>
</table>

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

**Exercise 8**
Say and write these in Arabic, as in the example.

1. a red shirt  قميص أحمر
2. a red car
3. white plates  أطباق بيضاء
4. green bottles
5. yellow bags  حقيبة صفراء
6. the black dog  كلب أسود
7. the blue bicycle  دراجة أزرق
8. the yellow candles

Play the ‘Colour’ game. You can find instructions on the website.

أعلام عربية ألوانها حمراء وسوداء وخضراء.

The colours of Arab flags are red, black and green.
Back to school

You have spotted this advertisement for back-to-school items (‘Fantastic Prices for the New Year’).
**Exercise 9**
Scan the advertisement for the following information:
1. What is the address of the school shop? Where is it next to?
2. What is the question posed on the second line of the advertisement?
3. When does the sale end?
4. Does the company have a website?
5. What is the most expensive item advertised?
6. What is the cheapest item?

**Exercise 10**
Fill in the items, colours and prices in the following table, as in the example.
*Tip: Arabic numbers read left to right and a comma is used as the decimal point.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>pens (blue)</td>
<td>4.75</td>
</tr>
</tbody>
</table>

**Exercise 11**
See if you can find the Arabic words and expressions in the advertisement that mean the following. Write the Arabic next to the English equivalent.

1. trousers
2. shoes
3. until
4. fantastic prices
5. for sport
6. for the new year
7. the best prices in town
8. our website on the internet
Exercise 12
Pretend you are a trader and make an advertisement yourself using the one on page 146 as a model. You could do this on a computer or by hand. Use household items, toys or clothing in different colours and write the descriptions and prices in Arabic according to what you have chosen.

Structure notes

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

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

<table>
<thead>
<tr>
<th>Case</th>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>بنت (bintun)</td>
<td>بنت (al-bintu)</td>
</tr>
<tr>
<td>Accusative</td>
<td>بنت (bintan)</td>
<td>بنت (al-binta)</td>
</tr>
<tr>
<td>Genitive</td>
<td>بنت (bintīn)</td>
<td>بنت (al-bintī)</td>
</tr>
</tbody>
</table>

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

مدينة (madīnatan)  سيارة (sayyāratan)

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

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

أريد شموعاً. (urid shumūqan)  I’d like some candles.

أفضل القبعة الكبيرة. (ufāḍdil al-qubba al-l-kabīra)  I prefer the big hat.

and for adverbial phrases where the meaning is ‘with’, ‘by’, ‘in the’, and so on:

شكرًا (shukran)  with thanks (i.e. ‘thank you’)

صباحًا (šabāhan)  in the morning

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

كم ولدًا؟ (kam waladan)  how many boys?

كم مدينة؟ (kam madīnatan)  how many towns?

Almost all nouns and adjectives, whether they are singular, dual, plural, masculine or feminine, have case endings in formal Arabic. The main exception to this is words of foreign origin (e.g.: راديو rādīyu) when, although theoretically possible, case endings would be very clumsy.
Vocabulary in Unit 11

صاحب ( propósito) (šāhib, ašhāb) friend/owner
سوق ( propósito) (sūq, awsāq) market
سعر ( propósito) (si̇r, aṣṣār) price
فيلم ( propósito) (film, aflām) film
وقت ( propósito) (waqt, awqāt) time
عام ( propósito) (gām, aḥwām) year
علم ( propósito) (gulm, aḥlām) flag
شكل ( propósito) (shakl, ashkāl) shape, likeness
سيف ( propósito) (säif, sūyūf) sword
قلب ( propósito) (qalb, qulūb) heart
ملك ( propósito) (malik, mulūk) king
شيخ ( propósito) (shāykh, shuyūkh) sheikh
شمعة ( propósito) (shamāa, shumū) candle
حفلة ( propósito) (ḥafla, ḥaflāt) party
كوب ( propósito) (kūb, akwāb) glass, tumbler
طبق ( propósito) (ṭabaq, atbāq) plate
كيسه ( propósito) (kīs, akyās) bag (plastic, etc.), sack
قبعة ( propósito) (qubba, qubbaa) hat
سراويل ( propósito) (srwāl, sarāwil) trousers
جذاء ( propósito) (ḫhidhā‘, aḥḍhiya) shoe
كولا ( propósito) (kulā) cola
بلاستيك ( propósito) (bilāstik) plastic
ورق ( propósito) (waraq) paper
موقع ( propósito) (mawqi‘) [web] site
رائع ( propósito) (rā‘ī) great
أفضل ( propósito) (afḍal) best
(ayy) which?/any
(kull) all/every
(ḥatta) until
(hā’ulā’i) these (for people only)
(ḥāḍir) certainly
(ufaḍḍil) I prefer
(lawn, alwān) colour
(abyād) white (fem. bayḍā’)
(aswād) black (fem. sawdā’)
(akhḍar) green (fem. khaḍrā’)
(aḥmar) red (fem. ḥamrā’)
(azraq) blue (fem. zarqā’)
(asfār) yellow (fem. ṣafrā’)

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

Look at the pictures and listen to the audio:

CD2: 08

Download a PowerPoint presentation to help you remember these useful words.
Exercise 1
Here are some more things you might buy in a grocer’s shop. The Arabic is very similar to the English. Can you match them, as in the example?

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuits</td>
<td>أَرْزَ</td>
</tr>
<tr>
<td>shampoo</td>
<td>سُكَرٌ</td>
</tr>
<tr>
<td>rice</td>
<td>مَكْرُونَة</td>
</tr>
<tr>
<td>cake</td>
<td>شَامْبوُ</td>
</tr>
<tr>
<td>sugar</td>
<td>بِسْكُويت</td>
</tr>
<tr>
<td>macaroni</td>
<td>كَعْكَة</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زُجاجة</td>
<td>bottle</td>
</tr>
<tr>
<td>أَنَبُوبَة</td>
<td>tube</td>
</tr>
<tr>
<td>عَلْبَة</td>
<td>box/packet/tin/carton</td>
</tr>
<tr>
<td>كِسَ</td>
<td>bag/sack</td>
</tr>
<tr>
<td>قَطْعَة</td>
<td>piece</td>
</tr>
</tbody>
</table>
Now listen to these examples:

زجاجة زيت

علبة بسكويت

أنبوبة معجون الأسنان

كيس سكر

قطعة جبنة

These are idafa phrases, so تاء marba′ta is pronounced -at if the first word is feminine: زجاجة زيت (a bottle of oil); علبة بسكويت (a packet of biscuits), etc.

Exercise 2
Copy the table below and write the words in the box in an appropriate column, as in the example. The purpose of the exercise is to create reasonable combinations. There is no single correct answer and the items could appear in more than one column.

<table>
<thead>
<tr>
<th>حلبة</th>
<th>كولا</th>
<th>جبنة</th>
<th>مسحوق الغسيل</th>
<th>تين</th>
<th>شامبو</th>
<th>سكر</th>
<th>معجون الطماطم</th>
<th>كعك</th>
<th>بذور</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>أنبوبة</th>
<th>قطعة</th>
<th>كيس</th>
<th>علبة</th>
<th>زجاجة</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>حليب</td>
<td></td>
</tr>
</tbody>
</table>
Listen to a customer buying some provisions at the grocer’s.

CD2: 10

صباح الخير.
أعطني من فضلك علبة طماطم...
وكيس سكر.
وزفّلي.
أربعه جنيهات من فضلك.
نصف كيلو كم الحساب؟
شكراً مع السّلامه.
الله يسّلمك.

Exercise 3
Test your understanding of the conversation above. Answer these questions.

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

أعطني (aţtini) give me
تَحتُ أَمَرْكَ (taḥt amrak/-ik) at your service (to a male/female)
الحساب (al-ḥisāb) the bill (‘the calculation’) مَعَ السَّلامَة (ma‘a s-salāma) goodbye
الله يسَلَّمك (allāh yusallimak/-ik) goodbye (reply to man/woman)
Exercise 4
Read the speech bubbles and think about which order they should be in:

اللهم يسلمك.
مساء النور يا مدام...
تحتم أمرك.
ففضل يا مدام...
عشرة جنيهات.
وعلبة مكرونة كبيرة وكيسين أرز.
شكرًا... مع السلامة يا مدام.
لا، نصف لتر من فضلك.
شكرًا... كم الحساب من فضلك؟
أعطني من فضلك زجاجة زيت...
 مساء الخير.

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

My favourite dish طبقي المفضل

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

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>دجاج مشوي (dajaj mashwi)</td>
<td>grilled chicken</td>
</tr>
<tr>
<td>سمك مقليل (samak maqli)</td>
<td>fried fish</td>
</tr>
<tr>
<td>لحم في الفرن (lahm fil-furn)</td>
<td>[roast] meat in the oven</td>
</tr>
<tr>
<td>بطاطس محمرة (batatis muhamarra)</td>
<td>chips/fries</td>
</tr>
<tr>
<td>خضروات (khaţrawât)</td>
<td>vegetables</td>
</tr>
<tr>
<td>فواكه (fawakih)</td>
<td>fruit</td>
</tr>
<tr>
<td>قهوة (qahwa)</td>
<td>coffee</td>
</tr>
<tr>
<td>شاي (shây)</td>
<td>tea</td>
</tr>
<tr>
<td>أنا أحب ... (anâ uhîbb ...)</td>
<td>I like ...</td>
</tr>
<tr>
<td>أنا لا أحب ... (anâ là uhîbb ...)</td>
<td>I don’t like ...</td>
</tr>
<tr>
<td>طبقي المفضل هو ... (tabaqî al-mufadâd dal huwa ...)</td>
<td>My favourite dish is ...</td>
</tr>
</tbody>
</table>
Exercise 5
Read about three people and their favourite foods. Fill in the chart in English according to what they say.

<table>
<thead>
<tr>
<th>Name</th>
<th>Likes</th>
<th>Dislikes</th>
<th>Favourite dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Group words
Group words (collective nouns) are singular but have a plural or general meaning. Most group words refer to things that are naturally found together in groups, for example plants or animals. If a tā’ marbūṭa is added to the word, then the group word refers to only one of the group.
Exercise 6
Here are some more group words, some of which are familiar. Read the words and then make them refer to just one of the group, as in the example.

Exercise 7
Here are three dishes from the Arab world:

Mark the ingredients you think the dishes contain, as in the example. Tip: The middle dish is a dessert.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ورد</td>
<td>موز</td>
<td>شجر</td>
</tr>
<tr>
<td>حمام</td>
<td>بصل</td>
<td>حمام</td>
</tr>
<tr>
<td>شرار</td>
<td>موز</td>
<td>شجر</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

Which of the dishes do you think the people on page 156 would like? What about you? Which do you think you would prefer?
Waiter!

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

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

أ - يا جرسون! من فضلك!
ب - نعم!
أ - واحد سلطة طماطم بالبيض...
و بعد ذلك سمك باللارز.
ب - تحت أمرك يا سيدي، والمشروب؟
أ - أخذ عصير تفاح بارد من فضلك.
ب - تحت أمرك. هل تجرج ر حلوياتنا الشهية بعد ذلك؟
أ - نعم. أخذ بعد ذلك آيس كريم بطعم الفانيليا.
ب - تحت أمرك.

يا جرسون! (yā gārsūn) waiter!
أخذ... (ākhudh) I’ll have/I’ll take...
بارد (bārid) cold
هل تجرج...؟ (hal tujarrib) will you try...?
حلوياتنا الشهية (ḥalawīyānā ash-shāhiyya) our delicious desserts

**Exercise 8**
Put a tick on the menu next to what the customer orders, as in the example.
Exercise 9
Here is the customer’s bill. Look at the menu and fill in the prices.

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

Exercise 10
Now imagine this is your bill, with some of the prices and dishes missing. Referring to the menu again, complete your bill:

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

CD2: 14

Conversation

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

You’ll find a full transcript of the conversation on the website.
Using a dictionary

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

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

1. According to the order of the letters in a word, as we do in English.
2. According to the order of the root letters in a word (see pages 133–4).

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

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

Although the first method is becoming more common, especially as it means that alphabetisation can be carried out by a computer, the second method is still the standard for many comprehensive reference works. The table on pages 282–3 lists the Arabic letters in alphabetical order and will be a useful reference when you are using a dictionary.

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

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

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

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

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

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

Many Arabic words for places begin with \( \text{م} \) (mat'am), for example مطعم (restaurant).

These words are called *nouns of place*. The root letters that are connected with a particular activity are put into the pattern مفعل (māfāl), or sometimes مفعلة (māfāla) or مفعل (māfāl), to mean the place where the activity happens.

The root letters مطعم (tā'ūn) are connected with feeding, and so the noun of place, مطعم (mat'am, ‘place of feeding’), has come to mean ‘restaurant’.

Here are some more nouns of place:

- مدرسة ‘place of study’, i.e. school, from root درس
- مكتب ‘place of writing’, i.e. office or desk, from root كتب
- مصنع ‘place of manufacture’, i.e. factory, from root صناع
- متحف ‘place for works of art’, i.e. museum, from root تحف
- مجلس ‘place of sitting’, i.e. sitting area or council, from root مجلس

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

CD2: 15

مدراس ← مدرسة
مكاتب ← مكتبة
مصانع ← مصنع
متحاف ← متحف
مجالس ← مجلس

متحف الفن الإسلامي في الدوحة، قطر
matḥaf al-fann al-islāmīy fid-dūḥa, qaṭar
*The Museum of Islamic Art in Doha, Qatar*
**Exercise 11  Dictionary work**
Using your existing knowledge and your dictionary, complete this table.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Noun of place meaning</th>
<th>Root meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>مَلاَعِبٍ</td>
<td>مَلعَبٍ</td>
<td>لَعبٍ</td>
</tr>
<tr>
<td>playground/court</td>
<td>playing</td>
<td></td>
</tr>
<tr>
<td>عَرْضٍ</td>
<td>عَرْضٍ</td>
<td>عَرْضٍ</td>
</tr>
<tr>
<td>showing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مَدِخَلٌ</td>
<td>مَدِخَلٌ</td>
<td>مَدِخَلٌ</td>
</tr>
<tr>
<td>coming in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>خَرِيجٍ</td>
<td>خَرِيجٍ</td>
<td>خَرِيجٍ</td>
</tr>
<tr>
<td>going out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مَخْبَزٌ</td>
<td>مَخْبَزٌ</td>
<td>مَخْبَزٌ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>طَبْخٍ</td>
<td>طَبْخٍ</td>
<td>طَبْخٍ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>غَسل</td>
<td>غَسل</td>
<td>غَسل</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>مَسْجِدٍ</td>
<td>مَسْجِدٍ</td>
<td>مَسْجِدٍ</td>
</tr>
<tr>
<td>kneeling in prayer</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practise nouns of place with the ‘Places’ game on the website.
Video: Mahmoud talks about his favourite food
Go to the Mastering Arabic website to play the video of Mahmoud talking about his favourite food and dishes. See if you can answer these questions:
1. What does Mahmoud like to eat?
2. What does he not really like?
3. What is his favourite dish called?
4. Can you name some of the ingredients?
Try to pick out the key information. You’ll find a transcript, a translation and an extension activity on the website.

Vocabulary in Unit 12

- بقال (baqqāl) grocer
- طعام (tāʿām) food
- جبننة (jubna) cheese
- حليب (ḥalib) milk
- بيض (bayḍ) eggs
- زيت (zayt) oil
- خبز (khubz) bread
- عصير (aṣīr) juice
- ارز (aruzz) rice
- شكر (sukkar) sugar
- مكرونة (makārūna) macaroni
- بشكويت (baskawīt) biscuits
- كعك (kaʿek) cake
- مسحوق الغسيل (mashūq al-ghasīl) washing powder
- مغجون الأسنان (maqjūn al-asnān) toothpaste
- صابون (ṣābūn) soap
- شامبو (shāmbū) shampoo
* (unbūba) tube
* (qiṭa) piece
* (laḥm) meat
* (dajāj) chicken
* (samak) fish
* (ḥamām) pigeons/pigeon meat
* (baṣal) onions
* (khaḍrawāt) vegetables
* (fawākih) fruit
* (baṭāṭis muḥamarr) chips/fries
* (kabāb) kebab
* (salaṭa, salaṭat) salad
* (ḥalawiyāt) desserts
* (āyis krīm) ice-cream
* (shāy) tea
* (qahwa) coffee
* (lawz) almonds
* (ward) roses
* (bārid) cold
* (shahi) delicious
* (maqlī) fried
* (mashwī) grilled
* (fil-furn) in the oven/roasted
* (anā [lā] uḥhib) I [don’t] like
* (muḥfaddal) favourite
* (garsūn) waiter
* (taḥt amrāk/-ik) at your service (to a man/woman)
 يا مدام (yā madām) Madam
 يا سيدي (yā sayyidī) Sir
 اعطني (aṭtinī) give me
 آخذ (ākhudh) I’ll have/I’ll take
 هل تجريب؟ (hal tjarrib) will you try?
 اللهو يسلمك (allāh yusallimak/ik) ‘May God keep you safe’
 reply to goodbye (to a man/woman)

 حساب (jisabat) (ḥisāb, ḥisābat) bill/account
 خدمة (khidma, khidmāt) service
 مجموعة (majmu‘) total
 مطعم (matamm, maṭāmīm) restaurant
 مكتب (maktab, makātib) office/desk
 متحف (matḥaf, matḥīf) museum
 مجلس (majlis, majālis) sitting area/council
 ملعب (malā‘ib, malā‘ab) playground/court/stadium
 معرض (ma‘raḍ, ma‘ārid) exhibition
 مخبز (makhbāz, makhābīz) bakery
 مطبخ (maṯbakh, maṭābikh) kitchen
 مدخل (madkhal, madhākhil) entrance
 مخرج (makhraj, makhārij) exit
 مسجد (masjid, masājīd) mosque
 مغسلة (maghāsila, maghāsil) laundry
What happened yesterday? 
ماذا حَدَثَ أَمَسَ؟

Look at the today's front page and headline:

SERQA MLIYUN DOLLAR MN BANK KOYITI Fticker Om-An AmSSsAMSSs!

التحقيق مع لَصِين

ZINB SHOTTI AHMAD HMDI

Exercise 1
See whether you can match these Arabic words from the headline to the English, as in the example:

thief/robber

دُولَار

KUWAITI

مع

تحقيق

LSSc

سرقة

أمس

yesterday

theft/robbery

with

investigation

Kuwaiti

Now answer these questions in English:
1 Where is the bank?
2 How much money was stolen?
3 When did the robbery take place?
4 What is the name of the bank?
5 How many thieves are under investigation?
The two suspects both deny carrying out the robbery. Listen to Ahmed Hamdi’s alibi. (Follow the story from top right, starting on page 169 and using the numbers on the frames.)

ذهبنا إلى مطعم عربي...

وأكلت سمكاً

رجعت من المكتب إلى بيتي مساءً...

وسمعت عن السرقة في التليفزيون.
What happened yesterday?

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

أنا أحمد حمدي وبيتي في جنوب مدينة عمان.

أمس خرجت من بيتي صباحاً...

وذهبت إلى مكتبي في وسط المدينة.

وشربت فنجان قهوة...

كتبت خطابات...
Look at these sentence tables. See how many different sentences you can make by choosing one word from each column, reading from right to left.

| صبحًا. | البيت | إلى | من | ذهبتُ | صبحًا. |
| (šabāḥan) | (al-bayt) | (ilā) | (min) | (dhaḥabtu) | (šabāḥan) |
| in the morning | the house | to | from | I went | in the morning |
| مساءً. | المكتب | من | إلى | رجعتُ | مساءً. |
| (masā’an) | (al-maktab) | (min) | (ilā) | (raja’etu) | (masā’an) |
| in the evening | the office | from | to | I returned | in the evening |

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

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

CD2: 16
(replay)

شربتُ كوب شاي صبحًا.

sharibtu kūb shāy šabāḥan
I drank a glass of tea in the morning.
Asking questions about the past

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

Exercise 2

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

1. كتبت خطابات / مكتب
هل كتب دفتر خطابات في مكتبك؟
نعم، كتب دفتر خطابات في مكتبي.

2. ذهبت / مطعم أمريكي
هل ذهبت في مطعم أمريكي؟

3. أكلت سمكة / مطعم
هل أكلت سمكة في مطعم؟

4. رجعت / بيت مساء
هل رجعت في بيت مساء؟

5. سمعت / سرقة / راديو
هل سمعت سرقة / راديو؟
Exercise 3
The female suspect, Zaynab Shawqi, is a clerk in the Kuwaiti bank. Read her alibi once without writing. Then read it again, filling in the missing words. (Start at picture 1, top right on page 173.)

... إلى مطعم...

وفي المطعم سمعت... رجعت المطعم السرقة في... البنك...

وجدت... المكسور!
أنا زينب شوقي و ____ أمس ذهبت إلى ___ صباحا.
في جنوب مدينة عمان.

و ____ فنجان شاي. فتحت الخزانة...

وجلست على مكتبي. (على مكتبي = at my desk)
The policeman is now checking Zaynab’s story:

Questions with ‘What?’

Arabic has two question words meaning ‘what’: ما (mā) is used in front of a noun and ماذأ (mādhā) in front of a verb.

ما اسمك؟

What (is) your name?

ما اسلك؟

What did you do?

Tip: Arabic verbs are the same whether they are in questions or in sentences. There is no question form (‘Did you’/‘Did he’?, etc.) in Arabic.
You may have noticed that the past verb endings in the questions vary slightly depending on whether the questions are addressed to a male or a female (compare pages 171 and 174). It’s easy to remember:

- فعلتَ (faˈalta) is used for a male أنتُ (anta)
- فعلتِ (faˈalti) is used for a female أنتِ (anti)

**Exercise 4**

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

<table>
<thead>
<tr>
<th>متى</th>
<th>ما</th>
<th>ماذا</th>
<th>هل</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ماذا شربت؟</td>
<td>شربت فنجان قهوة.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. شربت القهوة؟</td>
<td>شربت القهوة في مكتبي.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ذهبت إلى مطعم عربي؟</td>
<td>نعم، ذهبت إلى مطعم عربي.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. أكلت في المطعم؟</td>
<td>أكلت سمكة.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. غلت في مكتبة؟</td>
<td>كتبت خطابات.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. اسمك؟</td>
<td>اسمي أحمد حمدي.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. سمعت عن السرقة؟</td>
<td>سمعت عن السرقة مساءً.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Look at how this verb changes depending on the subject:

<table>
<thead>
<tr>
<th>Verbal Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>وجدت (wajdtu)</td>
<td>I found</td>
</tr>
<tr>
<td>وجدت (wadjadta)</td>
<td>you (masc.) found</td>
</tr>
<tr>
<td>وجدت (wadjadi)</td>
<td>you (fem.) found</td>
</tr>
<tr>
<td>وجدت (wajada)</td>
<td>he found</td>
</tr>
<tr>
<td>وجدت (wadjadat)</td>
<td>she found</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Ending</th>
<th>Past stem</th>
<th>Subject</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(-tu)</td>
<td>ت (wajad)</td>
<td>أنا</td>
<td>found</td>
</tr>
<tr>
<td>(-ta)</td>
<td>ت (dhabab)</td>
<td>أنت</td>
<td>went</td>
</tr>
<tr>
<td>(-ti)</td>
<td>ت (kharaj)</td>
<td>أنت</td>
<td>went out</td>
</tr>
<tr>
<td>(-a)</td>
<td>ء (katab)</td>
<td>هو</td>
<td>wrote</td>
</tr>
<tr>
<td>(-at)</td>
<td>ء (akal)</td>
<td>هي</td>
<td>ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

You may have noticed that without the vowels the word:

وجدت

could have at least four different meanings:

وجدت I found

وجدت you (masc.) found

وجدت you (fem.) found

وجدت she found

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

Exercise 5

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

1. أمس، خرجتُ (خرج) من البيت صباحًا. (أنا)

ذهبنا إلى البنك. (هي)

2. هل أكلتَ التفاحة؟ (أنتُ)

أكلتَ التفاحة؟ (أنتْ)

3. هل كتب الخطابات. (هو)

كتب كتب خطابات. (هو)

4. اولاءً. (أنا)

سمع عن السرقة؟ (أنتُ)

5. اني. (أنا)

ذهب إلى البيت وجلس على كرسي. (أنا)

6. شرب فنجان قهوة مع أختها. (هي)

شرب فنجان قهوة مع أختها. (هي)

7. فعل أمَّس؟ (أنتُ)

8. ماذاً (أنا)

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

 أمس أكلتُ في مطعم سمك.

ams akaltu fi mat'asam samak

Yesterday I ate in a fish restaurant.
Joining sentences together

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

أولاً (awwalan)  firstly
أخيراً (akhīran)  finally
بعدها ذلك (ba‘da thālika)  after that
قبل ذلك (qabla thālika)  before that
ثمّ (thumma)  then
فَ (fa)  and/and so

The policeman has written Ahmed’s alibi in his notebook. Read what he has written, paying special attention to the linking words and expressions.
Exercise 6
Unfortunately, the policeman’s notes about Zaynab were shredded by mistake. Can you write them out again in the right order?

وبعد ذلك ذهبت إلى البيت...
ثم جلست على مكتبه.
أخيراً وجدت الشبكات اليكسور.
امس ذهبت إلى البنك الكويتي صباحاً.
وبنها في وسط مدينة عمان.
أولاً شربت فنجان شاي...
وعفتحت الثانة.
فرجعت إلى البنك.
You’ll find a large printable version of this activity on the website.
Exercise 7
Join the two halves to create a meaningful sentence, as in the example.

أكلتُ
ولداً صغيراً بجانب باب المدرسة.

شربت دينا
إلى بيتي مساءً.

وجدتُ
على كرسي خشبي.

أولاً، فتحت زينب
سمكاً في المطعم أمس.

جلست
خزانة البنك الكويتي صباحاً.

أخيراً، رجعتُ
زجاجة كولا.

Exercise 8
ماذا فعل الملك أمس؟
Below you will find seven things that the king did yesterday.
First, read the sentences and think about the order in which he might have done these things. (Note: قصر (qāṣr) = palace.)

☐ ذهب إلى مصنع السيّارات في جنوب المدينة.

☐ ذهب إلى مدرسة كبيرة في وسط المدينة.

☐ شرب فنجان قهوة مع المهندسين في المصنع.

☐ خرج من القصر الملكي.

☐ رجع إلى القصر الملكي.

☐ جلس مع ألاولاد والبنات والمدرّسين.

☐ سمع من المهندسين عن السيّارة الجديدة.

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

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

أولاً خرج الملك من القصر صباحاً و ...

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

القصر الملكي في فاس، المغرب
al-qaṣr al-malāki fī fās, al-maghrib
The royal palace in Fez, Morocco

Structure notes

Plural and dual case endings

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

<table>
<thead>
<tr>
<th>SMP</th>
<th>Dual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>نجّاليون (najjārūn) نجّاليين (najjārayn)</td>
</tr>
<tr>
<td>Accusative + genitive</td>
<td>نجّاليون (najjārīn) نجّاليين (najjārayn)</td>
</tr>
</tbody>
</table>

The article on page 167 has the title التحقيق مع لصيّن (at-tahqiq maʿa lišayn, The investigation is with two thieves). The dual ending is genitive لصيّن (lišayn) follows the preposition مع (maʿa).

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

<table>
<thead>
<tr>
<th>Indefinite</th>
<th>Definite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominative</td>
<td>خاتبَاتُ (khītābātun) خاتبَاتُ (al-khītābātu)</td>
</tr>
<tr>
<td>Accusative</td>
<td>خاتبَاتُ (khītābātin) خاتبَاتُ (al-khītābāti)</td>
</tr>
<tr>
<td>Genitive</td>
<td>خاتبَاتِ (khītābātin) خاتبَاتِ (al-khītābāti)</td>
</tr>
</tbody>
</table>

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

کبنتُ خطابًا (katabtu khitāban) I wrote a letter.
کبنتُ خطاباتِ (katabtu khitābatīn) I wrote letters.
Vocabulary in Unit 13

(ليص، لُصُص) thief/robber

(سُرقة، سُرَّاقَات) theft/robbery

(تَحقيقات) investigation

(خطاب، خطابات) letter

(قَصُور) palace

(فنِجِان، فَناجِين) cup

(كُولا) cola

(مَاء) water

(عَن) about/concerning

(مَعَ) with

(إِلَى) to/towards

(ملَكِيّ) royal

(أَمَسْ) yesterday

(صَبَاح) morning

(مَسَاء) afternoon/evening

(مَاذا؟) when? (+ verb)

(خَرج) went out/exited

(ذَهَب) went

(كَتَب) wrote

(شرَب) drank

(أكل) ate

(رَجَع) returned/went back

(فَتَح) opened

(جلَس) sat down

(سمَع) heard
What happened yesterday?

فعل (fa‘al) did/made
وجد (wajad) found
أولاً (awwalan) firstly
أخيراً (akhīran) finally
بعد ذلك (ba‘da dhālika) after that
قبل ذلك (qabla dhālika) before that
ثم (thumma) then
فَ... (fa) and/and so
Plural patterns 3 and 4

Look at the pictures and listen to the audio:

![Images of people, dogs, boxes, and pictures]

To express plural and other patterns in Arabic, the three root letters ل/ع/ف (فعل = ‘to do/to make’) are used as a standard template. So we can say that plural pattern 3 is the فعُل (فعل) pattern, and pattern 4 is the فعُل (فعل) pattern.
Pattern 3: 

\[
\text{كلاب} \quad \text{(fi\'\text{ـal})}
\]

Pattern 4: 

\[
\text{علب} \quad \text{(fu\'\text{ـal})}
\]

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

<table>
<thead>
<tr>
<th>Example</th>
<th>Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>قلم اقلام</td>
<td>(af'\text{ـal})</td>
</tr>
<tr>
<td>بيت بيوت</td>
<td>(fu'\text{ـal})</td>
</tr>
<tr>
<td>كلب كلاب</td>
<td>(fi'\text{ـal})</td>
</tr>
<tr>
<td>علبة علاب</td>
<td>(fu'\text{ـal})</td>
</tr>
</tbody>
</table>
**Exercise 1**

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

<table>
<thead>
<tr>
<th>Plural</th>
<th>Pattern</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>جِبَال</td>
<td>فعال</td>
<td>جَبَل</td>
</tr>
<tr>
<td>جَمَل</td>
<td>فعال</td>
<td>جَمَل</td>
</tr>
<tr>
<td>لَعْبَة</td>
<td>فعال</td>
<td>لَعْبَة</td>
</tr>
<tr>
<td>بَحْر</td>
<td>فعال</td>
<td>بَحْر</td>
</tr>
<tr>
<td>تَحْقَة</td>
<td>فعال</td>
<td>تَحْقَة</td>
</tr>
<tr>
<td>دُوْلَة</td>
<td>فعال</td>
<td>دُوْلَة</td>
</tr>
<tr>
<td>رِيح</td>
<td>فعال</td>
<td>رِيح</td>
</tr>
</tbody>
</table>

mountain  camel  toy/game  sea  masterpiece/artefact  nation/state  wind

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

CD2: 22
Exercise 2
Make questions and answers, as in the example. Remind yourself of the rules for **كم** (‘how many’) and for spelling the numbers 3–10 (see pages 122–3).

كم كلباً في الصورة؟

هناك أربعة كلاب.

1.

2.

3.

4.

5.

6.

Download a PowerPoint presentation from the companion website to help you remember words that use plural patterns 3 and 4.
Numbers 11–100

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

The pronunciation of Arabic numbers can vary depending on the accent of the speaker and the formality of the language. In this course you will learn an informal pronunciation that will be understood universally.

Exercise 3
Match the figures and the words, as in the example.
Exercise 4
Say and write these numbers:

<table>
<thead>
<tr>
<th>4</th>
<th>9</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>12</td>
<td>18</td>
<td>5</td>
</tr>
</tbody>
</table>

**Numbers 20–100**

Now listen to the numbers 20 upwards:

<table>
<thead>
<tr>
<th>21</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>90</td>
</tr>
<tr>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

‘Twenty-one’, ‘fifty-six’, etc. in Arabic, are wāḥid wa-‘ishrīn (‘one and twenty’), sitta wa-khamśīn (‘six and fifty’), etc. The units come before the tens.

**Tip:** The tens from 20 to 90 have an alternative ending, ون (-ūn): ‘ishrīn, thalāthūn, etc. However, informally most native speakers use the ين (-īn) ending consistently and so this is the more useful pronunciation to learn initially. See the ‘Structure notes’ at the end of the unit for more details.

**Exercise 5**

Write these numbers in figures, as in the example. (Remember: figures go from left to right, as they do in English.)

| 1 ستة و أربعين |
| 2 واحد وثمانين |
| 3 خمسة وأربعين |
| 4 مئة و أربعة وعشرين |
| 5 ثلاثة وتسعين |
| 6 اثنان وسبعين |
| 7 مئة وخمسة وثمانين |
| 8 مئة وسبعة وخمسين |
Numbers 11 upwards with a singular noun

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

\[
\begin{align*}
3 & \text{ سيارات} \quad \text{(thalāth sayyārāt)} \quad \text{three cars} \\
30 & \text{ سيارة} \quad \text{(thalāthīn sayyāra)} \quad \text{thirty cars}
\end{align*}
\]

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

\[
\begin{align*}
4 & \text{ جبال} \quad \text{(arbaʿat jibāl)} \quad \text{four mountains} \\
12 & \text{ جبال} \quad \text{(ithnāʾasharat jabalān)} \quad \text{twelve mountains}
\end{align*}
\]

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

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

**Exercise 6**

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

\[
\begin{align*}
16 & \text{ x} & \text{ 58 x} & \text{ 61 x} \\
18 & \text{ x} & \text{ 49 x} & \text{ 23 x} \\
93 & \text{ x} & \text{ 28 x} & \text{ 72 x}
\end{align*}
\]
What’s the weather like?
كيف حال الطقس؟

Temperature
دَرَجة الحرارة

Look at the thermometer and the descriptions of the temperatures.

ḥārr (حَارّ)
hot

muṣṭadil (مُعتدّل)
mild/moderate

bārid (بَرِيد)
cold

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

ما هي درجة الحرارة؟
ما هي درجة الحرارة؟
ما هي درجة الحرارة؟
ما هي درجة الحرارة؟
ما هي درجة الحرارة؟

دَرَجة الحرارة ٥٠٠.
d’rājāh al-ḥarārah ٥٠٠.

الطقس حار.
talqis ḥār.

Exercise 7
Following the examples above, make questions and answers for the temperatures shown by these thermometers.
Describing the weather

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

- شمس (shams)  sun
- مشمس (mushmis)  sunny
- غيوم/غيوم (ghaym/ghuyûm)  cloud/clouds
- غامد (ghâ’im)  cloudy
- مطر/ أمطار (maṭar/amṭār)  rain/rains
- ممطر (mumṭir)  rainy
- شديد (shâdîd)  strong/heavy (e.g. rain)
- فترة/فترة (fatra/fatarât)  period/periods
- سماء صافية (samā’ șâfiya)  clear sky

Exercise 8

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

الطقس غائم اليوم.
at-taqs ghâ’im al-yawm
The weather is cloudy today.
**Exercise 9**

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

<table>
<thead>
<tr>
<th>City</th>
<th>Temperature</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairo</td>
<td>23°</td>
<td>light rain</td>
</tr>
</tbody>
</table>

*your town*
أنا في مصر مع صديقي داني. الشمس شديدة والطقس حار جدا هنا في القاهرة. درجة الحرارة 45 وليس هناك ريح!

الأسبوع الماضي ذهبنا إلى البحر الأحمر بالطائرة. نزلت في فندق ودرست الغربيّة لثلاثة أيام في مدرسة هناك بجانب الفندق. بعد ذلك ذهبت إلى دير سانت كاثرين والجبال هناك وشاهدت شروق الشمس من فوق جبل موسى.

في آخر يوم جلست بجانب المسبح. كانت رحلة ممتعة لاني أكلت سمكا مشويًّا وأطباقي مصريًّا لذيذة في المطاعم. وأخيرا رجعت إلى القاهرة أمس!

| (ṣاديق) صديقي | (yawm/أيام) يوم/أيام | (day) day | (days) days |
| (العسبع ع) الأسبوع الماضي | (دير) دير | (dayr) (day) | (monastery) monastery |
| (المادي) | (شاهدات) شاهدات | (shāhadtu) | (I watched) |
| (نزلت في فندق) I stayed in | (مسبح) مسبح | (masbah) | (swimming) swimming |
| (لاتعلمي في) a hotel | (نذيد) لذيذ | (ladhīdh) | (pool) |
| (دارست) I studied | (delicious) | |

Exercise 10
Read the description of the weather in Cairo, based on the information on page 193.

الطقس في مدينة القاهرة معتدل. درجة الحرارة 22 وهناك مطر خفيف.

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

It was an enjoyable trip

كانت رحلة ممتعة

Tom, a student of Arabic, is in Egypt for a combined study and leisure holiday. Listen to him talking about the weather and what he has been doing recently, following the transcript. There is some additional vocabulary to help you.
Exercise 11
Decide whether these sentences about Tom’s trip are true or false.

1. توم في مدينة القاهرة مع داني.
2. الطقس في القاهرة معتدل.
3. الأسبوع الماضي ذهب توم إلى أسوان.
4. نزل في فندق ودرس العربيّة في مدرسة.
5. ذهب توم إلى دير سانت كاثرين.
6. شاهد الغيوم فوق الجبل.
7. أكل دجاجاً مشويًا واطباق مصريّة.
8. رجع توم إلى القاهرة أمس.

Exercise 12
Look again at the transcript on page 194. Using the context and your existing knowledge, see whether you can find these expressions.

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

dayr sānt kāthārīn, Sīnā’
St Catherine’s Monastery, Sinai
Writing emails and postcards
Look at these useful words and phrases for writing emails or postcards in Arabic.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>عزیزی</td>
<td>Dear ... (to a male)</td>
</tr>
<tr>
<td>(azīzī)</td>
<td></td>
</tr>
<tr>
<td>عزیزتی (ئزیزتی)</td>
<td>Dear ... (to a female)</td>
</tr>
<tr>
<td>(azīzatī)</td>
<td></td>
</tr>
<tr>
<td>کیف حالک؟</td>
<td>How are you? (to a male)</td>
</tr>
<tr>
<td>(kayf ḡālak)</td>
<td></td>
</tr>
<tr>
<td>کیف حالک؟</td>
<td>How are you? (to a female)</td>
</tr>
<tr>
<td>(kayf ḡālik)</td>
<td></td>
</tr>
<tr>
<td>أنا/نحن بخير</td>
<td>I’m/we’re fine.</td>
</tr>
<tr>
<td>(anā/nahnu bi-khayr)</td>
<td></td>
</tr>
<tr>
<td>مع تحياتي</td>
<td>Best wishes</td>
</tr>
<tr>
<td>(maṣa taḥiyātī)</td>
<td>(‘with my greetings’)</td>
</tr>
</tbody>
</table>

Zaynab is on holiday with her family and has written a postcard to her brother.

عزیزي أحمد
كيف حالك؟ أنا بخير. أنا في لندن مع نادر والأولاد. الطقس بارد وغائم. ذهبتنا أمس صباحاً إلى وسط المدينة وأصلنا في مطعم ياباني. بعد ذلك ذهبتُ إلى متحف ولكن نادر والأولاد رجعوا إلى الفندق. وأنتَ؟ ماذا فعلتم؟ هل كتبتم لي خطاباً؟ مع تحياتي
زينة

السيد أحمد علي حسين
45 شارع مصنع الثلج
الاسماعيلية
جمهورية مصر العربية
**Exercise 13**
Answer the questions below about Zaynab’s holiday. Don’t worry about every word; just try to get the gist.
1. What is Zaynab’s brother called?
2. Where is Zaynab on holiday?
3. What’s the weather like?
4. Where did Zaynab go yesterday morning?
5. What kind of food did they eat?
6. Where did Zaynab go after eating?
7. What did Nadir and the boys do?
8. What is Zaynab’s final question in the postcard?

**Past verbs in the plural**
The postcard on page 196 contains several examples of verbs in the plural:

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ذهينا إلى وسط المدينة</td>
<td>(-tu)</td>
<td>أنا ا</td>
</tr>
<tr>
<td>(dhahabnā ilā wasaṭ il-madīna)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أكلنا في مطعم ياباني</td>
<td>(-tā)</td>
<td>انت ا</td>
</tr>
<tr>
<td>(akālnā fī maṭāʾam yabānī)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>رجعوا إلى الفندق</td>
<td>(-tī)</td>
<td>انت ا</td>
</tr>
<tr>
<td>(rajrūʿ īlā l-fundūq)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>هل كتبتم لي خطابًا?</td>
<td>(-a)</td>
<td>هو</td>
</tr>
<tr>
<td>(hal katabtum lī khitāban?)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The alif is a spelling convention and is not pronounced.*
Exercise 14
Zaynab has now moved on to Paris and has sent this postcard to her friend, Sara. Fill in the gaps in her message.

سيدَة
كيف ______ نحن ______ باريس
والطقس حارّ و ______. ______ أمس
صبحًا إلى متحف كبير. ثمّ ______
في مطعم فرنسي في وسط ______.
بعد ______ أنا ______ إلى البنك
ولكن نادر وأولاد ______ إلى المتحف.
وأنتَ؟ هل كتبت لي ______؟
مع ______
زينب

Conversation

Talking about a vacation
Imagine you are Zaynab and have just come back from your vacation in London and Paris. A friend has rung to ask you about your trip.

Review the information in the postcards from London and Paris, and then play the role of Zaynab in the telephone conversation on the audio.

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

Why don’t you have a go at writing a reply to Zaynab? Tell her about where you are, what the weather is like, and what you did recently with your family or friends.

Practise talking about the past with the ‘One-word story’ game. You can find instructions on the website.
Video: Amani talks about her trip
Go to the Mastering Arabic website to play the video of Amani talking about a trip.
See if you can answer these questions:
1. Where did Amani go last summer?
2. With whom did she go?
3. What did she study? Where was the school?
4. Where did she stay?
5. Where did she visit by train and what did she see there?
You’ll find a transcript, a translation and an extension activity on the website.

Vocabulary in Unit 14

- عَلْبَةٌ (عَلْبٍ) ulba, ulab box/tin/packet
- لُعْبَةٌ (لُعْبٍ) luba, lubab toy/game
- تُحَفَّةٌ (تُحَفَّ) thufa, tuhaf masterpiece/artefact
- دُوْلَةٌ (دُوْل) dawla, duwal nation/state
- رَجُلٌ (رَجَال) rajul, rijal man
- جَبَلٌ (جِبَال) jabal, jibal mountain
- جَمَلٌ (جُمَال) jamal, jimal camel
- بَحْرٌ (بَحْار) bahr, bihar sea
- رُيَاحٌ (رَيَاح) rih, riyah wind
- حَالٌ (أَحْوَال) hal, ahwal state/condition
- الطَّقس (أَتْ-تَاقْس) the weather
- دَرْجَةٌ الْحَرَارَة (دَرْجاَتَ الْحَرَارَة) darajat al-harara temperature ('degree of heat')
- حَارٍ (حَارَ) har hot
- مُغْتَدِل (مَعْتَدِل) mu'tadil mild/moderate
- شَمْسٌ (شَمْس) shams sun
- مُمْشِسٌ (مُمْشِس) mushmis sunny
(ghaym, ghūyūm) cloud
(ghā'im) cloudy/overcast
(ματάρ, amtār) rain
(μύτηρ) rainy
(شديد) strong/heavy (e.g. rain)
(فترة, fatrat) period
(سما، šāfiya) clear sky
(رحلة, riḥla, riḥlāt) trip/journey
(ممتع) enjoyable
(لذيذ) tasty/delicious
(يوم, ayyām) day
(آخر يوم) the last day
(دير, adyira) monastery
(صديق, ascīqa) friend
(فندق, funduq, fanādiq) hotel
(سبح) swimming pool
(شروق السّمّس) sunrise
(الاسبوع الماضي) last week
(نازل) stayed
(درس) studied
(شاهد) watched/witnessed
( غزيي/غزييتي) Dear ... (starting a letter)
(ماشاها الشِجاتي) Best wishes (finishing a letter)
(كيف) how
(كيف حالك/ حالك؟) How are you? (masc./fem.)
أحد عشرة
(ʾahad ʿashar) eleven
اثناء عشرة
(ithnā ʿashar) twelve
ثلاثة عشرة
(thalāthat ʿashar) thirteen
أربعة عشرة
(arbāʿat ʿashar) fourteen
خمسة عشرة
(khamsat ʿashar) fifteen
ستة عشرة
(sittat ʿashar) sixteen
سبعة عشرة
(sabʿat ʿashar) seventeen
ثمانية عشرة
(thamānyat ʿashar) eighteen
تسعة عشرة
(tisʿat ʿashar) nineteen
عشرين
(ʿishrīn) twenty
ثلاثين
(thalāthīn) thirty
أربعين
(arbāʿīn) forty
خمسين
(khamsīn) fifty
ستين
(sittīn) sixty
سبعين
(sabʿīn) seventy
ثمانين
(thamānīn) eighty
تسعين
(tisʿīn) ninety
مائة
(miʿā) a hundred
صفر
(šifr) zero

Structure notes

Higher numbers
The numbers 20, 30, 40, etc. have the same endings as the sound masculine plural: they end in ون (wān) in the nominative, and ين (yīn) in the accusative and genitive. Generally the nominative numbers are used only in more formal Standard Arabic. The -īn pronunciation is more practical for a learner to use.
**Exercise 1**
Fill in the missing figures and words in the table below. Remember to start with the *right-hand* column.

<table>
<thead>
<tr>
<th>1</th>
<th>11</th>
<th>30</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>12</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>17</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>18</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>19</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>20</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>11</th>
<th>30</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>12</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>16</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>17</td>
<td>17</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>18</td>
<td>94</td>
</tr>
<tr>
<td>9</td>
<td>19</td>
<td>19</td>
<td>93</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>20</td>
<td>32</td>
</tr>
</tbody>
</table>
Exercise 2
Now write down the numbers you hear on the audio. The first is an example.

1 94

Exercise 3
Can you finish these sequences of numbers?

2 4 6 8 10 12 ___
3 6 9 12 15 18 ___
4 16 32 64 ___
5 20 40 80 ___
6 1 3 5 8 13 ___

Exercise 4
Match the items to the material from which they are made, as in the example:

ذهب
قلادة
حقيبة
شباك
قميص
木
木
木
木
木

Now request the items, like this:
أريد مائدة خشب، من فضلك.
(I’d like a wooden table, please.)
### Exercise 5
So far you have met seven Arabic plural patterns:

(teachers) مَدَّرِسُونَ (mādərīsūn) ـ (ūn/īn)

(bicycles) دَراجُاتٌ (dārajāt) ـ (āt)

(pens) قَلَامُ (qalām) ـ (afūl)

(houses) بَيوتٌ (biyūt) ـ (fūl)

(dogs) كَلَابٌ (kālāb) ـ (fiğāl)

(nations) دُولَةٌ (dūlāt) ـ (fūl)

(offices) مَكَاتِبٍ (mākātib) ـ (mafālīl)

Copy out the table below the box and then, in the correct columns, write the **plurals** of these words you know, with their meanings, as in the example:

<table>
<thead>
<tr>
<th>مفاعل</th>
<th>مفاعِلٍ</th>
<th>فعل</th>
<th>فعلُ</th>
<th>فعلٌ</th>
<th>أفعال</th>
<th>ون/ين</th>
</tr>
</thead>
<tbody>
<tr>
<td>بُنَادٍ</td>
<td>بُنَادٍ</td>
<td>فُعَلٍ</td>
<td>فُعَلٍ</td>
<td>فُعَالٍ</td>
<td>فُعَالٍ</td>
<td>فُعَالٍ</td>
</tr>
<tr>
<td>شُوَقَ</td>
<td>شُوَقَ</td>
<td>فِلْمٍ</td>
<td>فِلْمٍ</td>
<td>فِلْمٍ</td>
<td>فِلْمٍ</td>
<td>فِلْمٍ</td>
</tr>
<tr>
<td>مُهَنْدِسٍ</td>
<td>مُهَنْدِسٍ</td>
<td>فِيلْمٍ</td>
<td>فِيلْمٍ</td>
<td>فِيلْمٍ</td>
<td>فِيلْمٍ</td>
<td>فِيلْمٍ</td>
</tr>
<tr>
<td>سوق</td>
<td>سوق</td>
<td>فلم</td>
<td>فلم</td>
<td>فلم</td>
<td>فلم</td>
<td>فلم</td>
</tr>
<tr>
<td>دَرْجَةٌ</td>
<td>دَرْجَةٌ</td>
<td>لَعَبَةٍ</td>
<td>لَعَبَةٍ</td>
<td>لَعَبَةٍ</td>
<td>لَعَبَةٍ</td>
<td>لَعَبَةٍ</td>
</tr>
<tr>
<td>نيْبَةٌ</td>
<td>نيْبَةٌ</td>
<td>كَبْرَةٍ</td>
<td>كَبْرَةٍ</td>
<td>كَبْرَةٍ</td>
<td>كَبْرَةٍ</td>
<td>كَبْرَةٍ</td>
</tr>
<tr>
<td>كَبْرَةٍ</td>
<td>كَبْرَةٍ</td>
<td>مَلْكٍ</td>
<td>مَلْكٍ</td>
<td>مَلْكٍ</td>
<td>مَلْكٍ</td>
<td>مَلْكٍ</td>
</tr>
<tr>
<td>بَرْقَةٍ</td>
<td>بَرْقَةٍ</td>
<td>رِخلْفَةٍ</td>
<td>رِخلْفَةٍ</td>
<td>رِخلْفَةٍ</td>
<td>رِخلْفَةٍ</td>
<td>رِخلْفَةٍ</td>
</tr>
<tr>
<td>رِخلْفَةٍ</td>
<td>رِخلْفَةٍ</td>
<td>طَبْقٍ</td>
<td>طَبْقٍ</td>
<td>طَبْقٍ</td>
<td>طَبْقٍ</td>
<td>طَبْقٍ</td>
</tr>
</tbody>
</table>

---

*boys*
Exercise 6
Now make questions and answers for each picture, as in the example.
Exercise 7
Nadia is at Ismail’s grocery. Fill in the missing words, and then put the conversation in the correct order:

فزلك، أعطني كيس سكر و عصير نفاح.
صباح يا إسماعيل.
السلامة يا نادية.
13 جنيه من
تفضلي. شكرًا يا إسماعيل. مع السلامـة.

النور يا مدام نادية.
تحت... تفضلي.
نصف ببيضاء من فضلك. كم؟

Exercise 8
Listen to Salwa and Ahmad in a restaurant. Fill in the chart below according to what they decide to order, as in the example.

CD2: 31

<table>
<thead>
<tr>
<th>المشروبات</th>
<th>الحلويات</th>
<th>الطبق الأول</th>
<th>الطبق الرئيسي</th>
</tr>
</thead>
<tbody>
<tr>
<td>عصير منجة</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>سلوي</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>أحمد</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

كوب عصير ليمون
kūb ʿasīr laymūn
A glass of lemon juice
**Exercise 9**
Look back at the menu on page 158 and choose a meal, a dessert and a drink for a vegetarian customer.

Then make up a conversation similar to that on page 158 between the waiter and a male customer ordering the vegetarian meal. Write down the conversation and try to record both parts. If you’re learning by yourself, indulge in some role-play acting!

Finally, complete the bill below for your vegetarian customer.

<table>
<thead>
<tr>
<th>المجموع</th>
<th>+ خدمة 10%</th>
<th>المجموع بالخدمة</th>
</tr>
</thead>
</table>

**Exercise 10**
Complete this table, as in the example:

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>خضرآء</td>
<td>أخضر</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 11
From the table on page 207, choose a colour word to fill each gap in the sentences below.

*Remember:* Always use the feminine singular for non-human plurals.

1. هذا الكرسي

2. هذه المائدة

3. هذه أقلام

4. هذا الباب

5. باب بيتي

6. هذه السيارات

7. علّم الجزائر

8. علّم ألمانيا

9. وجدت هذه أطواق في السوق.
Exercise 12

Jamila lives in Beirut with her husband Badr. Together they went to Cairo for three days last week with a German friend, Klara (كلارا). Read Jamila’s account of the trip and write the correct form of the verb in brackets to complete the story. (See the table of past verbs on page 197.)

في ألاسبوع الماضي، (ذهب) مع بدر زوجي وصديقتتي ألمانية كلاما إلى القاهرة لثلاثة أيام.

(نزل) في غرفتين في فندق صغير هناك.

في أول يوم (خرج) كنا صبحاً و (ذهب) إلى المتحف المصري في وسط المدينة. بعد ذلك (وجد) مطعماً كبيراً بجانب المتحف. أنا (أكل) السمك لذيذاً من البحر الأحمر، ولكن بدر (أكل) الكباب وكلاما (جرب) الكشري.

في آخر يوم أنا (شاهد) الفيلم المصري الجديد في السينما مع زوجي، ولكن كلاما (جلس) في شرفة غرفتها في الفندق وكتبت خطاباً لأمها في ألمانيا. أخيرًا، (رجع) كنا إلى بيروت مساءً.

Can you find all the time phrases in the passage? Underline these phrases.

Now write out the account again, this time as if you were relating what Jamila did to another friend. Start like this:

في ألاسبوع الماضي، ذهبت جميلة مع زوجي بدر وصديقتتي ألمانية كلاما إلى القاهرة لثلاثة أيام. هم...
You’re going to take part in two conversations which review some of the conversational language connected to shopping. Below you will find some indicators as to what you want to buy. Prepare what you think you’ll need to say.

**Conversation 1**
- you’d like a bag (حقيبة)
- you’d prefer a leather bag
- you like black, but you don’t like blue
- your budget is 40 pounds

**Conversation 2**
- you’d like half a kilo of apples
- you’d prefer the red apples
- you also want a box of figs
- you want a plastic bag

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

You’ll find a full transcript of the conversations on the website.
What’s the time? 
كم الساعة؟
Look at the clocks and listen to the times on the audio:

كم الساعة؟
الساعة السابعة.

كم الساعة؟
الساعة الواحدة.

كم الساعة؟
الساعة الثالثة.

ساعة خان العمدان، عكاً
sâ‘at khan al-‘umdân, aakkâ
Clock of ‘Inn of the columns’, Acre
(as-sā‘a al-wāhida)  one o’clock
(as-sā‘a ath-thānya)  two o’clock
(as-sā‘a ath-thālitha)  three o’clock
(as-sā‘a ar-rābi‘a)  four o’clock
(as-sā‘a al-khāmis)  five o’clock
(as-sā‘a as-sādīsa)  six o’clock
(as-sā‘a as-sābi‘a)  seven o’clock
(as-sā‘a ath-thāmina)  eight o’clock
(as-sā‘a at-tāsi‘a)  nine o’clock
(as-sā‘a al-‘āshira)  ten o’clock
(as-sā‘a al-ḥādya ‘ashara)  eleven o’clock
(as-sā‘a ath-thānya ‘ashara)  twelve o’clock

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

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

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

الساعة ... والرُبع (ع) quarter past ...

الساعة ... والثَلث (ع) twenty past ...

الساعة ... والنصف (ع) half past ...

الساعة ... إلاّ ثلثاً (ع) twenty to ...

الساعة ... إلاّ ربعان (ع) quarter to ...

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

Look at the following clocks and listen to the times on the audio:

CD2: 34
Exercise 2

Now say and write questions and answers for these times:

![Clocks showing different times]

‘At’ plus time

Arabic doesn’t have the equivalent of the English word ‘at’ when talking about time. Times are simply put directly after the event they describe:

- **متى الحفلة؟** (matā l-ḥafla?)
  - **When’s the party?**
- **الحفلة الساعة الثالثة.** (al-ḥafla as-sāʿa a ath-thāliṭha)
  - The party’s at three o’clock.
- **متى أكلتم؟** (matā akaltum?)
  - **When did you (pl.) eat?**
- **أكلنا الساعة الثامنة والنصف.** (akalnā as-sāʿa ath-thāmina wan-niṣf)
  - We ate at half past eight.
Exercise 3
Answer the questions using the clock prompts, as in the example:

1. متى الفيلم؟
2. متى المعرض؟
3. متى الباص؟
4. متى ذهبت إلى السوق؟
5. متى أكلت جميلة؟
6. متى رجع أبوك؟
7. متى القطار؟
8. متى سمعت عن السرقة؟

الحفلة الساعة العاشرة.
Every day

كُلَ يوم

CD2: 35  Listen to what Mahmoud does every day (starting top right, page 217).

وَبَعْدَ ذَلِكَ يُأْكِلُ الْغَشَاءِ.

وَيَكْتِبُ درَوْسَةً.

وَيَشْرَبُ زَجَاجَةً كُوْلَا وَلَكِنْ أَختُهُ فَاطِمَةٌ

تُشْرَبُ فَنْجَانٌ شَاءٍ

أخيرًا يَلْبِسُ الْبَيْجَالَا السَّاعَةُ التَّاسِعَةَ الاٰلَ رَبِيعًاٌ.
Every day

Download a PowerPoint presentation of Mahmoud’s day to help you follow the sequence.

**Kull Yom...**

يَغْسِلْ مَحْمُودٌ وَجْهَةَ السَّاعَةِ السَّابِعَةِ.

ثُمَّ يَخْرِجُ مِنَ الْبَيْتِ

وَيَأْكُلُ الْإِفْطارِ السَّاعَةِ

السَّابِعَةِ وَالنَّصْفِ.

يَرِجُعُ السَّاعَةِ الْثَّامِنَةِ

وَالثِّلْثِ.

وِيَزْدَهِبُ إِلَىَّ المَدرَسَةِ

بِالأَوْتُوْبِيِّسِ.
Means of transportation are preceded by بالـ (bil-, by [the]):

<table>
<thead>
<tr>
<th>Image</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>🚌</td>
<td>بالوتوبيس</td>
<td>by bus</td>
</tr>
<tr>
<td>🛩️</td>
<td>بالطائرة</td>
<td>by plane</td>
</tr>
<tr>
<td>🚗</td>
<td>بالسيارة</td>
<td>by car</td>
</tr>
<tr>
<td>🚄</td>
<td>بالقطار</td>
<td>by train</td>
</tr>
<tr>
<td>🚴♀️</td>
<td>بالدراجة</td>
<td>by bicycle</td>
</tr>
</tbody>
</table>

He and she

Look at these sentences, taken from the picture story.

كل يوم يشرب محمود زجاجة كولاً.  
(kull yawm yashrab mahmud zujajat kula)

Every day Mahmoud drinks a bottle of cola.

كل يوم تشرب فاطمة فنجان شاي.  
(kull yawm tashrab fa'tima finjan shay)

Every day Fatima drinks a cup of tea.
Notice that the verb ‘drinks’ changes from yashrab for Mahmoud (‘he’, huwa) to tashrab for Fatima (‘she’, hiya):

(هو) يشرب

(هي) تشرب

Similarly the verb ‘goes’ changes from yadhhab to tadhib (yadhhab) to tadhib (tadhib):

يذهب محمود إلى المدرسة بالأوتوبيس.
(yadhhab maḥmūd ilā l-madrasa bil-ūtūbis)

Mahmoud goes to school by bus.

تذهب فاطمة إلى المدرسة بالدراجة.
(tadhib fāṭima ilā l-madrasa bid-darrāja)

Fatima goes to school by bicycle.

Exercise 4

Listen to what Mahmoud’s sister, Fatima, does every day, and match the sentences to the times, as in the example. (One action and one time are not mentioned, but you can complete by process of elimination.)

Now write a paragraph about what Fatima does every day. Use some of the words and phrases you know to join the sentences. Begin like this:

كل يوم تغسل وجهها الساعة السابعة والنصف ثمّ...
Negative statements

Listen to the audio and look at the pictures and sentences below:

لا يذهب محمود إلى المدرسة بالسيارة، يذهب بالأتوبيس.

لا تشرب فاطمة زجاجة كولا، تشرب فنجان شاي.

Exercise 5

Make sentences for these pictures, following the model sentences above.
Asking questions about every day

Listen to Mahmoud’s and Fatima’s teachers asking them about their everyday routines.
Present tense

In this unit you have met some verbs in the present tense, used when talking about what happens routinely or what is happening now. In the past tense, endings are added after the root letters to show the subject. The present tense is mainly formed by adding prefixes before the root, although there are sometimes also endings.

Here is an example of a present verb, using the verb ‘drink’. The prefixes and endings around the root are underlined.

<table>
<thead>
<tr>
<th>English translation</th>
<th>Present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drink</td>
<td>(ashrab)</td>
</tr>
<tr>
<td>you (masc.) drink</td>
<td>(tashrab)</td>
</tr>
<tr>
<td>you (fem.) drink</td>
<td>(tashrabīn)</td>
</tr>
<tr>
<td>he drinks</td>
<td>(yashrab)</td>
</tr>
<tr>
<td>she drinks</td>
<td>(tashrab)</td>
</tr>
<tr>
<td>we drink</td>
<td>(nashrab)</td>
</tr>
<tr>
<td>you (pl.) drink</td>
<td>(tashrabūn)</td>
</tr>
<tr>
<td>they drink</td>
<td>(yashrabūn)</td>
</tr>
</tbody>
</table>

‘She’ and the three words for ‘you’ all start with ta- in the present tense. The feminine ‘you’ ends in -īn and the plural ‘you’ and ‘they’ end in -ūn (sometimes shortened to -ī and -ū.)

Note that when two alifs combine in Arabic, they are written as one with a wavy sign above called madda and pronounced ā. For example:

I eat (ākul) [أكل]  

Exercise 6

Think of three more questions and answers each for Mahmoud and Fatima, following the examples on page 221.

You’ll find more details about verbs in the present tense on the website and further practice activities in Mastering Arabic 1 Activity Book.
What do you do everyday?

Jamila lives in Beirut with her husband, Badr. Here she is telling us about what she does everyday. Listen to Jamila, following the text and taking note of the new vocabulary, and then try the exercises on page 224.

마다ا تفعّل كل يوم؟

أنا اسمي جميلة وأسكن في بيروت مع بدر زوجي. أنا مهندسة وأعمل في مصنع كبير خارج المدينة.

كل يوم أصحو الساعة السادسة.

والنصف صباحاً وأغسل وجهي.

تأكل إفطار الساعة السابعة.

عادةً بشرب بدر فنجان قهوه

ولكني لا أشرب القهوه. أشرب

عصير البرتقال.

أخرج من البيت الساعة الثامنة. إلا شيءً. أذهب إلى المصنع بالقطار.

أنا لا أحبّ الأوتوبوسيس في الصباح.

راجع من المصنع إلى

البيت الساعة السادسة

مساءً وعادةً أطبخ

العشاء. بعد العشاء

نجلس أنا وبدري معاً في

غرفة الجلوس أو نذهب

إلى النادي ونلعب كرة

الرياضة.

أخيراً آناام الساعة العاشرة والنصف.

(khārij) outside

(āšū) I wake up

(‘ādātan) usually

(‘atbukh) I cook

(ghurfat al-julus) sitting room

(an-nādi) the club

(nal‘ab) we play

(kurat ar-‘īsha) badminton

(‘anām) I [go to] sleep

Tip: Some Arabic verbs, such as ānām (‘anām, I sleep) and āšū (‘āšū, I wake up), have long vowels in place of one of the root letters. You’ll learn more about these verbs in Unit 17.
Exercise 7
Scan Jamila’s routine for the following information:
1. What is Jamila’s job and where does she work?
2. What time does she wake up?
3. Do Jamila and Badr usually have the same drink in the morning?
4. What time does she leave the house?
5. How does she travel to work? Why does she use this means of transport?
6. What does she usually do when she returns in the evening?
7. What do she and Badr do after dinner?
8. What time does Jamila go to sleep?

Exercise 8
See if you can make questions to ask Jamila about her daily routine, as in the example.

1. when/eat breakfast? 
2. what/drink/morning?
3. leave/house/7 o’clock?
4. how/go/factory?
5. when/return/house?
6. when/usually/cook/dinner?
7. and after dinner/what/do?
8. when/go to sleep?

Now imagine you are asking a male and a group the same questions.
How would the questions change? Look at the table on page 222 to remind yourself. Here is the first question to a male and a group as an example:

1. to a male:  
2. to a group: 

Exercise 9
Now talk about what you do everyday. Think about your daily routine. What time do you usually wake up? Eat your breakfast? Leave the house in the morning? How do you travel? When do you return from work, university (جامهة jāmi‘a) or school? Have dinner? What do you do in the evening?
Use Jamila’s routine as a model to write a paragraph about what you do every day.

Practise talking about routine using the ‘My day’ questionnaire on the website.
Vocabulary learning

The middle vowel of the present tense changes from one verb to the next:

- يشرب (yashrab) drinks
- يخرج (yakhraj) goes out
- يغسل (yaghsil) washes

There is no automatic way of knowing which is the middle vowel, but the dictionary will show the present-tense vowel separately:

- غسل (gāsall) to wash; to clean; to bathe; to rinse
- غسل يديه (gāsall yādihi) to wash one’s hands;
- غسل الأثاث (gāsall al-athāth) to do the wash/laundry;
- غسل الأثاث والملابس (gāsall al-athāth wa-al-malā‘is) to do the wash/laundry;

Oxford Arabic Dictionary (Oxford University Press, 2014)

A Dictionary of Modern Arabic (Hans Wehr, Otto Harrassowitz, 1993)

It is best to learn the past and present verbs together. If you are using the card system, write the middle vowel on the present verb:

غسل/غسل

to wash

Video: Abdou describes his daily routine

Go to the Mastering Arabic website to play the video of Abdou talking about his daily routine. See if you can answer these questions:
1. Where is Abdou from?
2. At which university is he studying?
3. What time does he wake up?
4. What does he usually eat and drink for breakfast? Why is it different at the moment?
5. How does he travel to university?
6. What does he do when he gets home?
Try to pick out the key information.
You’ll find a transcript, a translation and an extension activity on the website.
Structure notes

The present tense

Strictly speaking, verbs in the present tense end with a vowel, either dama (u) or fatha (a), but this is generally only pronounced in more formal Arabic. The present verb with the full endings would be:

- I drink (ashrabyُ) أَشْرَبُ
- you (masc.) drink (tashrabyُ) تَشْرَبُ
- you (fem.) drink (tashrabiṇa) يَشْرَبَيْنَ
- he drinks (yashrabyُ) يَشْرَبُ
- she drinks (tashrabyُ) تَشْرَبُ
- we drink (nashrabyُ) نَشْرَبُ
- you (pl.) drink (tashrabiṇa) يَشْرَبُونَ
- they drink (yashrabiṇa) يَشْرَبُونَ

Vocabulary in Unit 16

- ساعة (sā‘a, sā‘at) hour/watch/clock/o’clock
- كم الساعة؟ (kam as-sā‘a?) what’s the time?
- متى؟ (matā?) when?
- دقيقة (daqīqa, daqā‘iq) minute
- نصف (niṣf) half
- ثلث (thulth) third
- ربع (rub‘) quarter
- كُلُّ (kull) every/all
- كُلٌّ يَوم (kull yawn) every day
- عادةً (gādatan) usually
- إفطار (ifṭār) breakfast
غداء (ghadā’) lunch
عشاء (eashā’) dinner/supper
أتوبيس (نات) (ütūbis, ötūbīsät) bus
قطار (قطارات) (qiṭār, qiṭārät) train
فعل/يفعل (faal/yafal) to do/to make
ذهب/يذهب (dhahab/yadhhab) to go
درس/يدرس (daras/yadrus) to study
غسل/يغسل (ghasal/yaghsil) to wash
كتب/يكتب (katab/yaktub) to write
خرج/يخرج (kharaj/yakhruj) to go out/to leave
رجع/يرجع (raja/yarjā) to return
لبس/يلبس (labis/yalbas) to wear/to put on
شرب/يشرب (sharib/yashrab) to drink
أكل/يأكل (akal/ya’kul) to eat
طبخ/يطبخ (ṭabakh/yaṭbukh) to cook
صحا/يصحو (ṣaḥā/yasḥū) to wake up
نام/ي نام (nām/yanām) to sleep
لعب/يلعب (laṣib/yalṣāb) to play
وجه (وجوه) (wajh, wujūh) face
درس (دروس) (dars, durūs) lesson/class
غرفة الجلوس (ghurfat al-julūs) sitting room
النادي (an-nādī) the club
كرة الريشة (kurat ar-rīsha) badminton (‘feather ball’)
خارج (khārij) outside (of)
The biggest in the world

Look at the pictures and listen to the audio:
### Comparing things

**burj khalifa (dubay), aţwal binā’ fil-عālam**  
*Khalifa Tower (Dubai), the tallest building in the world*

<table>
<thead>
<tr>
<th>بالبرَج خليفة (دبي)</th>
<th>أطول بناء في العالم</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>the girl</th>
<th>than</th>
<th>taller</th>
<th>he (is)</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-bint</td>
<td>min</td>
<td>aţwal</td>
<td>huwa</td>
</tr>
<tr>
<td>the palace</td>
<td>than</td>
<td>aqdam</td>
<td>huwa</td>
</tr>
<tr>
<td>al-qaşr</td>
<td></td>
<td>older</td>
<td>it (is)</td>
</tr>
<tr>
<td>this car</td>
<td>than</td>
<td>asraaq</td>
<td>hiya</td>
</tr>
<tr>
<td>hādzihi s-sayyāra</td>
<td></td>
<td>faster</td>
<td>it (is)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the school</th>
<th>in</th>
<th>the tallest boy</th>
<th>he (is)</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-madrasa</td>
<td>fi</td>
<td>aţwal walad</td>
<td>huwa</td>
</tr>
<tr>
<td>the country</td>
<td>fi</td>
<td>aqdam qaşr</td>
<td>huwa</td>
</tr>
<tr>
<td>al-dawla</td>
<td></td>
<td>the oldest palace</td>
<td>it (is)</td>
</tr>
<tr>
<td>the world</td>
<td>fi</td>
<td>asraaq sayyāra</td>
<td>hiya</td>
</tr>
<tr>
<td>al-عālam</td>
<td></td>
<td>the fastest car</td>
<td>it (is)</td>
</tr>
</tbody>
</table>
Comparatives and superlatives

Both comparatives (taller, older, etc.) and superlatives (tallest, oldest, etc.) are formed in Arabic using the following pattern:

افعلَ

أطولَ ← (root letters) طوَيِّ لَ ← tall/long
أقدمَ ← (root letters) قَدِيمَ ← old
أسرع ← (root letters) سّرِيعَ ← fast

Comparatives do not usually change according to whether they are describing something that is masculine, feminine or plural. The pattern remains the same:

هو أقدم قصر في الدولة. It's the oldest palace in the country.
(huwa aqdam qaṣr fī d-dawla)

هي أطول بنية في المدرسة. She's the tallest girl in the school.
(hiya aṭwāl bint fī l-madrasa)

سيارتنا أقدم من هذه السيارة. Our car is older than this car.
(sayyārat(u)nā aqdam min hādhihi s-sayyāra)

هم أسرع من هؤلاء الأطفال. They're faster than these boys.
(hum asra' min hā'ulā'ī l-awlād)

If the second and third root letters of an adjective are the same, they are written together with a shadda (ۡ) in the comparative. If the third root letter is wāw or yāʾ, this changes to alif maṣṣūra (see page 78) in the comparative:

أخفَ ← (root letters) خَفِيفَ ← light

أحلى ← (root letters) جَلِيو ← sweet
Exercise 1
Complete this table, as in the example. The first ten adjectives should be familiar; the last five are new.

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Comparative/superlative</th>
<th>Meaning</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>akbar</td>
<td>أَكْبَرَ</td>
<td>big/large</td>
<td>كبير</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>قديم</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>جميل</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>قبيح</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>صغير</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>طويل</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>جديد</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>شديد</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>سريع</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>كثير</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good</td>
<td>فاضل</td>
</tr>
<tr>
<td></td>
<td></td>
<td>inexpensive/cheap</td>
<td>زَحِيْصَ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>rich</td>
<td>فقير</td>
</tr>
<tr>
<td></td>
<td></td>
<td>poor</td>
<td>هامَ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>important</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2
Now choose one of the comparatives you formed in Exercise 1 to complete each sentence:

1. النيل _larger_
2. القاهرة _bigger_
3. قارة (continent) _largest_
4. الفضة _finer_
5. السيارة _faster_
6. اللوزة _heavier_

Download a PowerPoint presentation to help you remember the comparatives.
Days of the week

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

- يوم السبت (Saturday)
- يوم الأحد (Sunday)
- يوم الاثنين (Monday)
- يوم الثلاثاء (Tuesday)
- يوم الأربعاء (Wednesday)
- يوم الخميس (Thursday)
- يوم الجمعة (Friday)

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

Listen to these sentences:

- يوم الأربعاء بعد يوم الثلاثاء. (yawm il-arba‘a‘ ba‘da yawm ath-thulāthā)
- يوم الاثنين قبل يوم الثلاثاء. (yawm il-ithnayn qabla yawm ath-thulāthā)

(qabla = before, ba‘da = after)

Exercise 3

Now complete these sentences, as in the example:

1. يوم الجمعة قبل يوم تالِثاءة.
2. يوم الخميس ألأربِعاء.
3. ألأثنان يوم.

(Make four more similar sentences of your own.)
**Exercise 4**

Murad is 16 years old and the oldest child. He has been allocated various tasks by his parents to help the family. Look at the list of tasks below. Then listen to Murad’s weekly schedule and put a tick under the day of the week he performs each task, as in the example.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>play with little sister</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit with grandmother (جدّة)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to bakery at 6AM</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no tasks this day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out with the dog to the river</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write today’s lessons with brother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wash mother’s car after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 5**

Now imagine you are Murad. Look at your schedule and try to say what weekly tasks you perform. You can listen to the audio again to remind yourself of each day’s task. Start like this:

يوم السبت أذهب إلى المخبز السادسة صباحاً.

** yawm as-sabt adh-hab ila l-makhabz**

*On Saturday I go to the bakery.*
Bashir wants to rent a car and has gone to a car rental office to enquire.

**Exercise 6**
Before you listen to the conversation, decide what comparisons you might need to make between different aspects of the cars available.

In the table below, make some notes of the Arabic adjectives and comparatives.

*Tip:* غالي/غالبة (ghāli/ghālya) = expensive (masc./fem.)
أغلى (aghla) = more expensive

<table>
<thead>
<tr>
<th>Comparative(s)</th>
<th>Adjective(s)</th>
<th>Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>price</td>
</tr>
<tr>
<td></td>
<td></td>
<td>size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>speed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>age</td>
</tr>
</tbody>
</table>
Exercise 7
Listen once to the dialogue between Bashir and the employee of the car rental company and see whether you can answer the following questions:

Tip: أجدّ (ajadd), newer, is often pronounced ‘ajdad’ in casual conversation.
1 For how long does Bashir want the car?
2 What day of the week does he want the car rental to start/to end?
3 How many cars is he offered in total?
4 What colour is the car Bashir thinks is expensive? How much is the rental?
5 What is the colour and size of the car he decides to rent?

Exercise 8
Listen to the dialogue in Exercise 7 for a second time. Complete the chart below which compares the cars offered to Bashir, as in the example.

<table>
<thead>
<tr>
<th>سيارة 1</th>
<th>سيارة 2</th>
<th>سيارة 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>أكبر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أصغر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أسرع</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أجدّ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أغلّى</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أرخص</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 9
Put the phrases in the order you heard them in the dialogue between Bashir and the assistant, as in the example. Then listen again to check your answer.

عونننا هذه السيارة الكبيرة الجميلة. __ بمكان وثمانين في اليوم.
الحمراء أجدّ وأسرع سيارة عندنا. __ نعم. هذا أفضل. أخذ البيضاء.
اسم __ من متى يا سيدي?
البيضاء أرخص وأصغر. __ بكم الحمراء؟
من يوم السبت حتى الخميس. __ غالبة! هل هناك أرخص منها؟
مساء الخير. أريد سيارة لخمسة أيام. __ ولكنّها قريمة. يمكن أجدّ منها؟

If you’re learning in a group or with a friend, practise renting a car with the ‘Car hire’ role-play on the website.
Comparing past and present

Fawzi and Fawzia have fallen on hard times. Look at the pictures of them now (الآن, al-ān) and twenty years ago (منذ عشرين سنة, mundhu ishirin sana).

Now listen to the description and follow the text below.

منذ عشرين سنة كان فؤزي غنيًا. كان أغنى رجل في المدينة...

ولكنه الآن فقير وضعيف.

في الماضي، كانت زوجته فؤزيّة ممثلة في الأفلام السينمائية. كان لها أكبر سيارة في الشارع... ولكنها الآن فقيرة وليس لها سيارة، لها دُراجة مكسورة.

الماضي

he was rich

كان غنيًا

she was an actress

كانت ممثلة

she had a car

كان لها سيارة

he had a beautiful house

له بيت جميل

now

هو غنيّ

she is an actress

هي ممثلة

she has a car

لها سيارة

he has a beautiful house

لله بيت جميل

Tip: Arabic expresses the concept of ‘ago’ using the word منذ (mundhu) which literally means ‘since’: منذ عشرين سنة (mundhu ishirin sana, twenty years ago), منذ يومين (mundhu yawmayn, two days ago), etc.
lākin + attached pronoun
If you want to follow the word لَكن (lākin, but) with a pronoun (huwa, hiya, āna, etc.), then you should use the attached pronouns (see pages 60 and 129).
In addition, the pronunciation before the pronoun will become lākinn(a).
For example:

\[
\text{(lākinnahu) } = \text{(huwa) } + \text{(lākin)}
\]

\[
\text{(lākinnahā) } = \text{(hiya) } + \text{(lākin)}
\]

\[
\text{(lākinnī) } = \text{(āna) } + \text{(lākin)}
\]

Exercise 10
Complete the following paragraphs about Fawzi and Fawzia, using the words in the box. (You may only use each word once.)

ولكنها دجاجة كان جميلة ليس كانت بيت المدينة أبيض منذًا

عِشرين سنة فَوَزى غنيًا. كان له جميل وكبير في وسط، ولكنّه الآن فقير و

له بيت.

في الماضي زوجته فَوَزيا غنيًا، وكان لها سيارة وكبيرة وكُل ب وصغير،

الآن فقيرة وليس لها كلب، لها.
Now listen to Fawzi telling us about how things used to be:

Was/were (kān)

Many sentences do not need the verb ‘to be’ in the present. However, it is required in the past. The verb كان (kān) is used.

kān is a little different from the other verbs you have met so far as it seems to have only two root letters. The root is actually ك/و/ن, but the wāw can change into a long or short vowel. In the past tense, the parts of the verb for huwa (he), hiya (she) and hum (they) have a long ā in the middle, but the other parts of the verb have a short u. However, the endings indicating the subject are still the same as other verbs:

<table>
<thead>
<tr>
<th>Translation</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was</td>
<td>(kuntu) كَنْتُ (أنا)</td>
</tr>
<tr>
<td>you (masc.) were</td>
<td>(kunta) كَنْتَ (أنتَ)</td>
</tr>
<tr>
<td>you (fem.) were</td>
<td>(kunti) كَنْتِ (أنتِ)</td>
</tr>
<tr>
<td>he was</td>
<td>(kāna) كَانَ (هو)</td>
</tr>
<tr>
<td>she was</td>
<td>(kānat) كَانَتَ (هي)</td>
</tr>
<tr>
<td>we were</td>
<td>(kunnā) كُنْنَ (نحن)</td>
</tr>
<tr>
<td>you (pl.) were</td>
<td>(kuntum) كُنْتُمْ (أنتم)</td>
</tr>
<tr>
<td>they were</td>
<td>(kānūa) كَانُوا (هم)</td>
</tr>
</tbody>
</table>

Tip: kān is an important verb to learn. Try covering one of the two columns and testing yourself until you can remember all the different parts.
When the information that follows the verb kān (the predicate) is a noun or an adjective without tā’ marbūta, you need to add the additional alif tanwīn (أَ), as explained on page 148:

في الماضي كان فؤاد غنيًا.
(фи л-м açî к a fawzi ghanîyan)

هل كنت مدرّسًا؟
(hal kunta mudarrisan)

In the past Fawzi was rich.

Exercise 11
Say and write the sentences and questions below in Arabic.
Tip: You can put كان (kān) in front of هناك (hunāka) to produce ‘there was/were’:

كان هناك (kān hunāka)

1 In the past Ahmed was an engineer.
2 Twenty years ago there was a school in this street.
3 The weather was hot yesterday.
4 Two weeks ago they were in Cairo.
5 I was in the office on Saturday.
6 The tree was taller than my house.
7 Where were you (pl.) at 9 o’clock on Wednesday?
8 There were a lot of restaurants here.

Exercise 12
Fill in the gaps in the sentences using the correct form of كان, as in the example:

1 منذ عشرين سنة كنت غنيًا. الآن أنا فقير.
2 أحمد في الجيش. الآن هو محاسبي في بنك.
3 منذ ثلاثين سنة في المدرسة. الآن هم في بيوتهم.
4 منذ شتاتين سنة الرياض مدينة صغيرة. الآن هي أكبر مدينة في السعودية.
5 منذ مدرّساً. الآن أنت ممثل غني.
6 منذ دقيقتين في البنك. الآن نحن عند البقال.

Exercise 13
Now join the sentences in Exercise 12 using ولكن (wa-lākin). For example:

Can you make two or three comparisons in Arabic like this about your life now and in the past?
Weak verbs
Verbs like kān ( كان ) that have either wāw ( و ) or yā‘ ( يَا ) as one of the root letters are called weak verbs. This is because wāw and yā‘ are ‘weak’ letters that can be pronounced as consonants (w or y) or as vowels.

Most irregularities in Arabic verbs are due to wāw or yā‘ being one of the root letters, particularly the second or third root. The main consequence is that the root sound is often replaced by a long or short vowel, leaving only two obvious root consonants. The precise rules as to how weak verbs behave take time and practice to absorb. However, there are some general principles that will help you begin to get a feel for them.

Hollow verbs
Weak verbs with wāw ( و ) or yā‘ ( يَا ) as the second root letter are called ‘hollow’ verbs since the middle root letter often disappears. Kān ( كان ) is a hollow verb, as are many other common verbs. Their main characteristics are:

In the past
Verbs for huwa, hiya and hum have a long ā in the middle:

kān ( كان ), he/it was; nāmat ( نِمَّات ), she slept; bā‘ū ( بَعُو ), they sold.

The other parts of the verb have a short u or i vowel in the middle:

kuntu ( كُنْتُ ), I was; nīmī ( يَنْمِي ), you (fem.) slept; bīnā ( بَيْنَا ), we sold.

In the present
Hollow verbs almost always have a long vowel in the middle, usually a long ū or ī, but sometimes a long ā: Azūr ( أَزُور ), I visit;

yanām ( يِنْام ), he sleeps; yābi‘ūn ( يَبِيعُون ), they sell.

Defective verbs
Weak verbs with wāw ( و ) or yā‘ ( يَا ) as the third root letter are called ‘defective’ verbs. They are characterised by a long vowel at the end ( مَشى / يُمَشى ), to walk; sahā/yashā ( سَحَاهُ / يَشَاهُ ), to wake up.

Defective verbs include a number of different patterns. For the moment, just try to recognise the general type.

Weak verbs in the dictionary
You will need to look up weak verbs in a dictionary using the root letters. If you see the past of a hollow verb written like this – طَار – or like this without vowels – طَر – you will not be able to tell whether the middle root letter is wāw or yā‘. You may have to look in the dictionary under both roots. When you find the correct root you will see an entry like this:

طار ( طَار )

fārā ( فَأْرَاهُ ) to fly; to fly away, fly off, take to the wing; to hasten, hurry, rush, fly (ال to); to be in a state of commotion, be jubilant, exult, rejoice; طَرَب to snatch away
**Exercise 14  Dictionary work**

Here are some common weak verbs. Complete the table using your dictionary, as in the example:

<table>
<thead>
<tr>
<th>Past الماضي</th>
<th>Present المضارع</th>
<th>Root الجذر</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>طار (طَتَّ)</td>
<td>يَطَير</td>
<td>ط/ي/ر</td>
<td>to fly</td>
</tr>
<tr>
<td>زار</td>
<td></td>
<td>ز/و/ر</td>
<td></td>
</tr>
<tr>
<td>جرى</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>باع</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>عاد</td>
<td>يعود</td>
<td></td>
<td></td>
</tr>
<tr>
<td>دعا</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>زاد</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ق/و/ل</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ش/ك/و</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You’ll find details of *Mastering Arabic 2* on the companion website. This second level course will expand your knowledge of irregular verbs and cover more detail of how they work.

منذ أربعين سنة كان هناك حقول وصحراء.

*mundhu arba‘in sana kāna ḥuqūl wa-ṣaḥrā‘*

*Forty years ago there were fields and desert.*
Exercise 15
Write an email or letter to a friend telling him or her about a day trip you took a week ago to an historic town near you. Look back at page 196 to remind yourself of some useful general opening and closing phrases. Follow this plan:
• open with some greetings
• say where you were a week ago
• you were with your friends, Nadia and Anwar
• you travelled by train because it’s faster than the bus
• the weather was very cold, but the town was beautiful
• there were many old houses
• you visited the museum
• in the past, the museum was a palace (the oldest in the country)
• there was a large market in the middle of town
• they sold many cheap leather bags and wooden boxes
• you walked to a small restaurant (‘I walked’ = مَشَى mashaytu)
• the food was cheaper than the hotel but it was delicious
• sign off with some closing phrases

This exercise is a chance for you to create your own email or letter. There’s no definitive correct answer, but it is a good idea to show your writing to a teacher or an Arabic-speaking friend if possible.

Video: Mahmoud talks about the Egypt of his youth
Go to the Mastering Arabic website to play the video of Mahmoud talking about his memories of Egypt. See if you can answer these questions:
1. What was Mahmoud doing 30 years ago?
2. How does he compare the Cairo streets now and 30 years ago?
3. What could you see 30 years ago on the way to the pyramids (الأهرام al-ahrām)?
4. What can you see now?
5. What did Mahmoud cycle along by bicycle, and where used he to go?
Try to pick out the key information. You’ll find a transcript, a translation and an extension activity on the website.
Vocabulary in Unit 17

العالم (al-عَالَم) the world
قارة، قارة، قارة، قارة (قَارَة، قَارَة، قَارِة، قَارِة) continent
 أفريقيا (افريقيا) Africa
آسيا ( الآسيا) Asia
برج، أبراج (بُرج، أَبْرَاج) tower
حقول، حقول (حَقُول، حَقُول) field
بناء (بناء) building/structure
صحراء (سَحْرَاء) desert
سرع (سريع) fast
حلو (حَلْو) sweet
غني (غَنِيّ) rich
فقير (فَقِير) poor
هام (هَام) important
رخيص (رَكِيْش) inexpensive/cheap
غالب، غالبة (غَلِب، غَلِبَة) expensive (masc., fem.)
كثير (كثِير) many/a lot
أكثر (أَكْثَر) more/most
أفضل (أَفْضَل) better/best
إيجار السيارات (إِسْتِئْجار السَّيَارَات) car rental
ممثل، ممثلون (ممثَل، ممثَلون) actor
ممثلة، ممثلات (ممثَلَة، ممثَلَات) actress
جد، جدة (جَدُّ، جَدَّة) grandfather/grandmother
أسبوع (أَشْبَع) week
يوم، السبت (يَوم، السَّبْت) Saturday
يوم، أَحد (يَوم، أَحَد) Sunday
يوم، الاثنين (يَوم، الْإِثْنَاءِن) Monday
(yawm ath-thulāthā‘) Tuesday
(yawm al-arbi‘a‘) Wednesday
(yawm al-khamīs) Thursday
(yawm al-jum‘a) Friday
(بعد) after
قَبْلَ (qabla) before
الماضي (al-madhī) the past
منذ (mundhu) since/ago
سنات (sana, sanawāt) year
منذ عشرين سنة (mundhu ‘ishrin sana) 20 years ago
اليوم (al-yawm) today
آن (al-ān) now
كأن / يكون (kān/yakūn) to be
طائر / يطير (ṭār/yatīr) to fly
بائع / يبيع (bā‘ī yabī‘) to sell
قال / يقول (qāl/yaqūl) to say
زائر / يزور (zār/yazūr) to visit
عاد / يعود (qa‘d/yaqūd) to go back/return
زائد / يزيد (zād/yazīd) to increase/go up (in price, etc.)
مشى / يمشي (mashā/yamshī) to walk
زمي / يرمي (ramā/yarmī) to throw
جرى / يجري (jarā/yajrī) to run
شَكَأ / يشكو (shakā/yashku) to complain

You’ll find links to interactive audio flashcards on the website to review the key vocabulary in Mastering Arabic 1, Unit 17.
Education: at school

التعليم: في المدرسة

Look at the different school subjects and listen to the audio.

تُرَبِیَة َالدِّینیَّة
التارِیخ
الجِغرافِیَا
المُوْسِیقِی
الرَّسَم
الرَّیاضِیَات
الکِیمِیَّة
الغَرَبِیَّة
الІانْجِلِیْزِیَّة

Tip: Take care to distinguish between the similar words used for sport and mathematics/ arithmetic:
sport = (ar-riyāḍa)
mathematics/arithmetic = (ar-riyāḍiyyāt)
Look at the timetable and try to remember the names of the subjects.

<table>
<thead>
<tr>
<th>جُّهَرَة</th>
<th>الجُهَرَة</th>
<th>الجُهَرَة</th>
<th>الجُهَرَة</th>
<th>الجُهَرَة</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>
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<td>❗️</td>
<td>❗️</td>
<td>❗️</td>
<td>❗️</td>
<td>❗️</td>
</tr>
</tbody>
</table>

What does the class study? Listen to the headteacher asking the class teacher what her class studies on Saturday morning:

نَدْرِس الْتَارِيْخ مِن السَّاعَة الثامِنَة و الْنَّصْف حَتَّى السَّاعَة العاَشرَة و نَدْرِس الْعَرَبِيَّة بعَدَ ذلِك حَتَّى السَّاعَة الثَّانِيَة عَشَرَة.

ماذا تدُرِسون يوم السبت صباحًا؟
Exercise 1

Look at the school timetable and make up more questions and answers between the head and the teacher for the following, following the model on page 246:

1. يوم الثلاثاء ظهراً
2. يوم الثلاثاء صبحاً
3. يوم الاثنين ظهراً
4. يوم الخميس صبحاً
5. يوم السبت ظهراً
6. يوم الأحد ظهراً
7. يوم الاثنين صبحاً

Exercise 2

Now complete this paragraph about the children’s school day, as in the example.

كل يوم يخرجون من بيوتهم الساعة الثامنة إلا ربعاً

إلى المدرسة بالأتوبيس. يدرسون حتى الساعة الغداء.

وبعد ذلك

بعد الغداء يدرسون من الواحدة والنصف من المدرسة إلى بيوتهم.

الساعة الثالثة ثم
Education: at university

Here is some other useful words for talking about university life:

- (muḥāḍara)  مُحاضرة  lecture
- (kulliyya)  كَلِيَّة  faculty/college
- (maktaba)  مَكتبة  library
- (ustādh)  أَسْتاذ  professor/lecturer
- (al-ʿulūm)  العَلْوَم  science
- (al-lughāt)  اللُغَات  languages
- (at-ṭibb)  الطَّبِ  medicine
- (al-handasa)  الْهَنْدَسة  engineering
- (al-ḥuqūq)  الْحَقَوْق  law

Exercise 3

Listen to Hisham talking about a typical day at university.

Make notes in English about the following:

- the name of his university
- his degree subject
- his daily routine.

Video: Cyrine talks about her studies

Go to the Mastering Arabic website to play the video of Cyrine talking about her life as a student. See if you can answer these questions:

1. Where does Cyrine study?
2. What time does she leave and return?
3. What does she do when she gets back?
4. What subjects does she like and not like?
5. What does she want to study at university?

You’ll find a transcript, a translation and an extension activity on the website.
Arabic words in English

English words have commonly been adopted into Arabic, especially in the realm of new technology. However, there are also a number of words that have come the other way, usually making their way into English via Arabic literature and science or from contact between Arabic-speakers and Europeans, through trade for example.

You have already met the word قطن (quṭn), from which we get the word ‘cotton’, and the word جمل (jamal), from which we get ‘camel’.

Exercise 4

Here are some more English words derived from Arabic. See whether you can match them to the Arabic words on the right, as in the example.

algebra
emir (prince)
saffron
alkali
vizier (minister)
tamarind
alcohol

* Literally, ‘Indian dates’.

Plural pattern 5

Here are two of the words from Exercise 4. Listen and repeat them with their plurals several times until you can hear the pattern.

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>(wuzarā‘)</td>
<td>wazīr</td>
</tr>
<tr>
<td>(umārā‘)</td>
<td>amīr</td>
</tr>
</tbody>
</table>

This plural pattern is used for most words referring to male humans when the singular has the pattern فعل (fa‘il). It is a plural pattern that is only used for people. It cannot be used for words that are not male humans.
Exercise 5

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

سَفِير ambassador
رَئِيس president/chairman
مَديِر manager
عِمِير leader
وكِيل agent
زَميل colleague/associate

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

Hamza as a root letter

Notice that رَئِيس and أمِير both have hamza as one of their root letters.

In the case of أمِير, hamza is the first root letter, and in the case of رَئِيس it is the second root letter.

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

(roe’sæ) رئيِس (ra’īs)

Hamza is listed in the dictionary under alif. So for رئيِس (ra’īs) you would look under أمِير, and for أمِير under رئيِس.

The feminine

Note that a female minister, ambassador, etc. will have a تَاء’ marbūta in the singular, with the plural made by using the sound feminine plural (-āt):

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>وزَيرات (wazīrat)</td>
<td>وزيرة (wazīra)</td>
</tr>
<tr>
<td>أمِيرات (amīrat)</td>
<td>أميرة (amīra)</td>
</tr>
</tbody>
</table>

Exercise 6

Write out the feminine singulars and plurals for the words in Exercise 5.
fiعَلَا nouns

Words with the الفعَل (fā'ūl) pattern referring to male people can often be made into general nouns from the same root letters using the pattern فعَالَة (fīعَاًlā), or sometimes فعَالَة (faعَاًlā). For example وزير (wazīr, minister) is changed to وزارة (wizāra, ministry).

Exercise 7

Complete the table below, as in the example. The pattern is فعَالَة (fīعَاًlā), unless marked with an asterisk, in which case the pattern is فعَالَة (faعَاًlā).

<table>
<thead>
<tr>
<th>Meaning</th>
<th>General noun</th>
<th>Root letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ministry</td>
<td>وزارة</td>
<td>وزر</td>
</tr>
<tr>
<td>embassy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>emirate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>leadership*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>presidency/chairing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>colleagueship*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You’ll find more activities to help you practise these word patterns in the companion Mastering Arabic 1 Activity Book.
Talking about business and politics

You can combine many of the words you have learnt using the idāfa construction (see pages 85–6) to talk about people and places specific to business and politics. Listen to some examples:

(امیر الامارات) the Emir of Sharjah
(سفارة العراق) the embassy of Iraq
(سفیر قطر) the ambassador of Qatar
(مدير الشركة) the manager of the company
(اجتماع الزعماء) the meeting of the leaders
(مؤتمرات المدرسين) the teachers’ conference
(‘conference of the teachers’) رئیس الوزراء) the prime minister
(‘head of the ministers’) وكالة الإعلان) the advertising agency
(وزیرة الصحة) the (female) minister of health
(وزارة الصناعة) the ministry of industry
(إمارة عجمان) the emirate of Ajman

Exercise 8
Now say and write these in Arabic, using the examples above as models:

1 the Emir of Kuwait
2 the agents of the company
3 the president of Egypt
4 the ambassador of China
5 the ministry of health
6 the meeting of the managers
7 the (female) minister of education
8 the (male) minister of industry
9 the council of ministers (i.e. the cabinet)
10 the leaders of Africa
11 the engineers’ conference (‘conference of the engineers’)
12 the chairing of the meeting

You could use your dictionary and the patterns above to create a list of people and places particularly relevant to you.
A new life

The prime minister is concerned that his ministers are becoming out of touch with the people. He wants them to get out and see how the people really live and work. He called a meeting of his cabinet last week and now his ministers have a new routine to their working lives.

لا تعرفون الشارع ولا تسمعون الشعب
lā taṣrafūn ash-shāriʿ wa lā tasmaʿūn ash-shaʿrāb
You don’t know the street or hear the people.

This is how the new routine came about.

صبح كل يوم، يجلس الوزراء في سيارات خاصة ويذهبون إلى مكاتبهم في الوزارات.

ولكن يوم الخميس الماضي كان يوماً مختلفاً وبداية لحياة جديدة.

بدأت هذه الحياة الجديدة بعد اجتماع مجلس الوزراء في الأسبوع الماضي.

قال رئيس الوزراء في هذا الاجتماع: «انتتم تجلسون في مكاتبكم ولا تعرفون الشارع ولا تسمعون الشعب.»
Exercise 9
Can you answer these questions about the ministers’ new life.
1. How do the ministers usually travel to their offices every morning?
2. Which day was the beginning of a new life for them?
3. After what event did their new life begin?
4. Who told them they were out of touch?
5. What do you think he wants them to do to rectify the situation?

Word order and verbs
There are two key principles to remember about word order and Arabic verbs. You will build on both principles as you develop your fluency.

1 Verb and subject
The verb usually comes first in Arabic, before the subject (the person or thing that carries out the action), or the rest of the sentence. This is in contrast to English where we usually put the verb after the subject:

قال رئيس الوزراء ... The prime minister said ...
qāla raʾīs al-wuzarāʾ  (‘said the prime minister’)

بدأت هذه الحياة الجديدة ... This new life began ...
badaʿat hādhihi l-ḥayāt al-jadīda  (‘began this new life’)

However, the word order is flexible and you will sometimes find the subject before the verb. This is especially true of less formal Arabic as it reflects what happens in spoken dialects.

2 Singular and plural verbs
Look at the first sentence from the text on page 253:

يجلس الوزراء في سيارات خاصة ويذهبون إلى مكاتبهم ...

The ministers sit in private cars and go to their offices ...

The ministers are the subject of the sentence. Now look at the verbs.

• The first verb is singular: يجلس (yajlis, sit).

• The second verb is plural: يذهبون (yadhhabūn, go).

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

Verbs that come after the subject will be singular for a singular subject and plural for a plural subject.
Exercise 10
Choose a past or present verb from the box to fill each gap in the sentences.
Use the masculine, feminine, singular or plural as appropriate. You can use a
verb more than once or not at all. The first is an example.

قال/يقول  كتب/يكتب ذهب/يذهب سمع/يسمع
أكل/ياكل  جلس/يجلس فعل/يفعل رجع/يرجع
شرب/يشرب خرج/يخرج زار/يزور عرف/يعرف

1 أمس خرج السفراء من السفارات وذهبوا إلى القصر الملكي:
2 كل أسبوع ------------ الأكلاء مكاتب الشركة و-------- القهوة
مع الرئيس.
3 الأسبوع الماضي -------- الزعماء إلى المصنع و--------
عن السيارة الجديدة.
4 كل صباح ------------ المديرة على مكتبه و-------- خطابات.
5 كل يوم ----------- الرجال سماك في المطعم، وبعد ذلك
-------- بجاجات كولا.
6 منذ يومين ------------ وزيرة التعليم مع المدرسين.
7 لا ------------ الوزراء الشارع ولا ---- من الشعب.
8 لماذا -------- الملكة يوم الثلاثاء الماضي ومتي -----
إلى القصر؟
Last Thursday

On the Thursday following the cabinet meeting, all the ministers changed their routine to get out amongst the people. What did the ministers for health, education and industry do? Find out about their different days.

Listen, following the text. Don’t worry about understanding every word initially. Exercises 11, 12 and 13 will help you to gradually decode the text.
Exercise 11
First listen to and scan the text on page 256 for general information. Tick the boxes matching each minister with the statements that apply to him or her, as in the example.

<table>
<thead>
<tr>
<th>went to a small school outside the city</th>
<th>Health</th>
<th>Education</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>went to a cement factory</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>travelled by train</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually has lunch on the balcony</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>drank tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listened to the teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually plays tennis every Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ate lunch in a cafeteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>put on a yellow plastic hat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to a distant town</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually writes letters on the computer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Past negative

There are two ways of making a past verb negative:

*ما* شرب الشاي - He didn’t drink tea.

*لم* شرب الشاي - He didn’t drink tea.

*لم* is more common in Modern Standard Arabic and *ما* is more common in spoken Arabic, but both are acceptable.

It can seem confusing that the past negative can be made with *لم* and a present verb, but you can draw analogies with English – we say ‘He drank tea’ but ‘He didn’t drink tea’.

Tip: When *لم* is put in front of the present verb parts for أنت (anti, you *fem*.), أنتم (antum, you *pl*.) and هم (hum, they), the verb loses the nun on the end. An extra, silent alif is written after the final wāw.

you (*fem.*) didn’t drink (لام tashabi)  

you (*pl.*) didn’t drink (لام tashabû)

they didn’t drink (لام tashabû)

لَمْ + تَشَبَّرَ + يَشَبَّرْي - لم تشربُوا

Practise being negative! Play the ‘Contradictions’ game on the website.
Exercise 12
Underline all the verbs in the text on page 256, including the negative verbs. Decide what they mean. If you’re not sure of the meaning, check the verb by looking it up under its root.

Exercise 13
You should now be able to understand most of the passages on page 256. See if you can find these expressions and decide the meaning from the context and familiar vocabulary, as in the example:

he rode the bus

1 زكَب آل أتوبيس
2 مدينة بعيدة
3 الممزَّرات والممزَّرين
4 خارِج المدينة
5 بل سُمِّغت
6 عن حياتهم وعملهم
7 مصنع أسْمِنَت
8 مع الغمَّال
9 قِبَعة بلاستيكيّة صفراء
10 لَم يلعب النَّس
Structure notes

More about ِidāfa

Look at these two phrases:

السفير الألماني the German Ambassador
سفير ألمانيا the Ambassador of Germany

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

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

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

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

مؤتمّر الوكالات القادمة the next conference of the agents

You can form an ِidāfa with three nouns:

مؤتمّر وكالات الشركة the conference of the agents of the company

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

Vocabulary in Unit 18

التّعلّم (at-ta‘līm) education
التّاريخ (at-tārikh) history
التّربية الدّينيّة (at-tarbiyya ad-dinīyya) religious education
الجّغرافيا (al-jughrāfiyya) geography
الكيمياء (al-kīmiyya) chemistry
الموسيقى (al-mūsīqā) music
الرسم (ar-rasm) drawing/art
اللغة العربية (al-عَرَبِيَّة) Arabic (language)
الإنجليزية (al-injiliżiyya) English (language)
الرياضيات (ar-riyādiyyāt) mathematics
محاضرة (مُحَاضْرَة, muḥāḍara, muḥāḍarāt) lecture
كلية (كُلِيَّة) (kulliya, kulliyyāt) faculty/college
مكتبة (مَكْتَبَة) (maktaba, maktabāt) library/bookshop
أستاذ (أَسْتَاذ) (ustādh, asātidha) professor/lecturer
العلوم (al-عُلُوم) science
اللغات (al-lughāt) languages
الطب (aṭ-ṭibb) medicine
الهندسة (al-handasa) engineering
الحقوق (al-ḥuqūq) law (academic study)
وزير (وَزِير) (wazīr, wuzarā’) minister
وزارة (وَزْرَة) (wizāra, wizārāt) ministry
أمير (أُمَّارَة) (amīr, umarā’) emir, prince
إمارة (إمارات) (imāra, imārāt) emirate
سفير (سُفْرَاء) (safīr, sufārā’) ambassador
سفارة (سفارات) (sifāra, sifārāt) embassy
رئيس (رَئِيْس) (raʿīs, ruʿāsā’) president/chairman
رئاسة (رئاسات) (riʿāsa, riʿāsāt) presidency/chair
زعيم (زُعَماء) (zaqīm, zuʿamā’) leader
زعامة (زعامات) (zaqāma, zaqāmāt) leadership
وكيل (وَكِيل) (wakīl, wukalā’) agent
وكالة (وَكَالَات) (wakāla, wikālāt) agency
زميل (زُمَلَاء) (zamīl, zumalā’) colleague/associate
Education and business

रामाला (ऱمَالَة) (zamāla, zamālāt) colleagueship

مُدير (مَدِير) (mudīr, mudarā’) manager

رَئِيس الْوُزْرَاء (ra‘īs al-wuzara’) the prime minister

مَجْلِس الْوُزْرَاء (majlis al-wuzara’) the Cabinet (council of ministers)

إِلَامَات العَرَبِيَّة (ال-imārāt al-ʿarbīya al-muttaḥida) the United Arab Emirates (UAE)

إِلَاغِلَان (al-īlān) advertising

شَرِكَة (شَرِكَات) (sharīka, sharikāt) company (business)

إِجْتِمَاع (إِجْتِمَاعات) (ijtīmāʿ, ijtīmāʿāt) meeting

مُؤِتَمْر (مُؤَتَمِرات) (muʿtamar, muʿtamarāt) conference

إِسْنَاع (إِسْنَاعات) (aṣ-ṣināʿa) industry

إِسْحَاح (إِسْحَاحات) (aṣ-ṣiḥḥa) health

خاصِ (khāṣṣ) private

مُخْتَلِف (mukhtalif) different

حَيَاة (ḥayāh) life

بِدَايَة (bidāya) beginning

الْشَّعْب (ash-shaʿb) the people

عامل (عَمَال) (fāmil, fummāl) worker

بِدَا / يُبِدَأ (bada’/yabda’) to begin

عَرَف / يُعْرَف (uraraf/yarraf) to know

رَكْب / يَرْكِب (rakib/yarkab) to ride (on)

حَتَّى (ḥattā) until

خارِج (khārij) outside of

بَلْ (bal) but rather, instead

On the website you’ll find a link to flashcards to revise vocabulary in Unit 18.
**Months of the year**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>١ يٰناير</td>
<td>January</td>
</tr>
<tr>
<td>٢ فرير</td>
<td>February</td>
</tr>
<tr>
<td>٣ مارس</td>
<td>March</td>
</tr>
<tr>
<td>٤ ابريل</td>
<td>April</td>
</tr>
<tr>
<td>٥ مايو</td>
<td>May</td>
</tr>
<tr>
<td>٦ نوْفمِير</td>
<td>November</td>
</tr>
<tr>
<td>٧ دیسمِرٰی</td>
<td>December</td>
</tr>
</tbody>
</table>

**Exercise 1**

Listen to the audio and write down the month *after* each of the eight months you hear. For example, the first answer is: مَارس (March)

Now for each of your eight answers, make sentences as follows:

The month of March is after February and before April.

**Exercise 2**

‘Birthday’ in Arabic is عید میلاد (عيد ميلاد), literally ‘festival of birth’. Say in which months your birthday and those of your family or friends are, like this:

(عيد ميلاد في شهر ...)
My birthday is in the month of...

(عيد ميلاد أختي في شهر ...)
My sister’s birthday is in the month of...
If you look at the top of an Arabic newspaper or website, you may well see two dates: one in the Western calendar and the other in the Islamic calendar. The most famous month of the Islamic calendar is Ramadan, the month of fasting. The Islamic date will have the letter ḥā’ (هـ) after it, which stands for hijra (هجرة) or ‘flight’, as the calendar starts with the Prophet Muhammad’s flight from Mecca to Medina in 622AD. The Western date is followed by a mīm (م), which stands for milādiyya (ميلاديّة) or ‘Christian’. Can you work out the two dates shown on the newspaper above?

There are also alternative names for the months of the Western calendar, which are used in some Arab countries. The more international names are used here, but the alternatives and the months of the Islamic calendar appear on page 288 for reference.

### In the future

<table>
<thead>
<tr>
<th>Tomorrow’s Plan</th>
<th>20 February</th>
<th>21 February</th>
<th>22 February</th>
<th>23 February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit the Kuwait</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Minister</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the Health Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the New Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit the New Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with the New Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with the New Economic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tip:**
- زيارة (ziyāra) = visit(ing)
- نائب (nāʿīb) = deputy
- الاقتصاد (al-ʾiqṭisād) = the economy
It's 11AM. What is the Minister doing today and what did he do yesterday?

اليوم فبراير 22 وآلان الساعة الحادية عشرة صبحاً.

آلان يحضّر وزير الصحة اجتماعاً مع وزير الاقتصاد، وسيزور المستشفى

الجديد الساعة الخامسة مساءً.

أمس، فبراير 21 صباحاً، حضر الوزير مؤتمراً للممرضات في فندق ماريوت.

وبعد ذلك استقبل نائب وزير الصحة الساعة السادسة.

To express the future, you can simply add سَ (sa-) in front of a present verb:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>يحضر الوزير اجتماعاً.</td>
<td>The minister is attending a meeting.</td>
</tr>
<tr>
<td>(yahḍur al-wazîr ijtîmaʿan)</td>
<td></td>
</tr>
<tr>
<td>سيحضر الوزير اجتماعاً.</td>
<td>The minister will attend a meeting.</td>
</tr>
<tr>
<td>(sa-yahḍur al-wazîr ijtîmaʿan)</td>
<td></td>
</tr>
<tr>
<td>يزور المستشفى الجديد.</td>
<td>He is visiting the new hospital.</td>
</tr>
<tr>
<td>(yazûr al-mustashfâ l-jadid)</td>
<td></td>
</tr>
<tr>
<td>سيزور المستشفى الجديد.</td>
<td>He will visit the new hospital.</td>
</tr>
<tr>
<td>(sa-yazûr al-mustashfâ l-jadid)</td>
<td></td>
</tr>
<tr>
<td>استقبل الأستاذ أمس.</td>
<td>He received the professor yesterday.</td>
</tr>
<tr>
<td>(istaqbalâ al-ustâdh ams)</td>
<td></td>
</tr>
<tr>
<td>سيبقى الأستاذ غداً.</td>
<td>He will receive the professor tomorrow.</td>
</tr>
<tr>
<td>(sa-yastaqbil al-ustâdh ghadan)</td>
<td></td>
</tr>
</tbody>
</table>

Notice that all Arabic words and particles that consist of only one letter with a short vowel, such as سَ (sa-), are written together with the next word:

- سَ + يَزُور = سيزور
- ومَ + بنت = وبنَت
- لِ + جهان = لجهان
- بَ + السيارة = بالسيارة
- فَ + جغَت = فرِغَت
- كَ + مدرستَ = كمدرسَ
Download a PowerPoint presentation to help you remember how to spell the months of the year in Arabic.

**Exercise 3**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>غداً (ghadan)</td>
<td>tomorrow</td>
</tr>
<tr>
<td>بعده غد (ba'eda ghad)</td>
<td>the day after tomorrow</td>
</tr>
<tr>
<td>أمس (ams)</td>
<td>yesterday</td>
</tr>
<tr>
<td>أول أمس (awwal ams)</td>
<td>the day before yesterday</td>
</tr>
</tbody>
</table>

Using the diary on page 263, fill in the gaps in this description of the minister’s schedule tomorrow, 23 February:

الوزراء الساعة مع الوزير الحادية صباحًا. و ذلك سيستقبل من الطب في مكتبتي الساعة إلا ربعًا.

Now write a similar description for his schedule on 20 February and 24 February, using the time phrases above and taking care to use the correct tense.

**Exercise 4**

Think of something on your agenda today. It could be anything – going to school, university or work, going to a restaurant, attending a meeting or an exhibition, and so on. In addition, think of at least one other thing that you did yesterday and the day before yesterday, and that you will do tomorrow and likewise the day after tomorrow.

Firstly, try to write each event for the five days in note form in Arabic as if in a diary. Then write a description of your schedule for each day. For example, if today you’re going to the centre of town with your mother to eat fish and tomorrow morning you’ll attend a meeting in the office, you could start something like this:

اليوم أبريل 14 وآلات الساعة السادسة مساءً. سأذهب إلى وسط المدينة مع أمي وسناكل سبأ في مطعم.

غداً، أبريل 15، سأحضر اجتماعًا في المكتب صباحًا.
Talking about your plans

You can use future verbs to talk about your plans.

سَأَطَرُ إلى تُونس. (sa-ṭīr ilā tūnis)
We will go to the club.

I will fly to Tunis.

سَنْذَهِبٌ إلى النَّادي. (sa-nadhhab ilā n-nādī)

You may want to add some more detail about the reasons for your plans. You can use the Arabic word لـ (li) meaning ‘to’ or ‘in order that’ and add a second verb. Notice that the second verb must also agree with the subject:

سَأَطِيرُ إلى تُونس لِلْآزْوَرِ جَدّي. (sa-ṭīr ilā tūnis li-azūr jaddī)
We will go to the club to play ('in order that we play') tennis.

I will fly to Tunis to visit ('in order that I visit') my grandfather.

سَنْذَهِبٌ إلى النَّادي لِلنْلِعَبِ النَّتْنِس. (sa-nadhhab ilā n-nādī li-nalʿab at-tūnis)

Two other useful expressions for talking about future plans are أُمَل انْ (āmal an) ‘I hope to’ and أَرِيد أن (ārid an) ‘I’d like to’. Again the second verb must also agree with the subject:

أُمَل انْ أَدَرُسُ العَرَبِيَّةُ فِي الجَامِعَة. (āmal an ḍārus al-ʿarabiyya fil-jāmiʿa)
I hope to study ('that I study')
Arabic at university.

أُمَل انْ أَعْمَل كَمِدْرَس. (āmal an āʿmal ka-mudarris)
In the future I’d like to work ('that I work') as a teacher.

أُمَل انْ أَدَرُسُ العَرَبِيَّةُ فِي الجَامِعَة. (āmal an ḍārus al-ʿarabiyya fil-jāmiʿa)
I hope to study Arabic at university.
<table>
<thead>
<tr>
<th>More detail</th>
<th>Second verb</th>
<th>Plan</th>
<th>Time phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>جدِّي (my grandfather)</td>
<td>لأزوُر</td>
<td>ساذَهْبِ إِلَى ...</td>
<td>في شهر ... fi shahr ...</td>
</tr>
<tr>
<td>صديقِي (my friend)</td>
<td>ّli-azūr</td>
<td>sa-adhhab ilā ...</td>
<td>(in the month of ...)</td>
</tr>
<tr>
<td>دراُستِي (my studies)</td>
<td>لأبَداً</td>
<td>ساُسافِر إِلَى ...</td>
<td>في الصيف fiṣ-ṣayf</td>
</tr>
<tr>
<td>عمْلي (my work)</td>
<td>ّli-abda’</td>
<td>sa-usāfīr ilā ...</td>
<td>(in the summer)</td>
</tr>
<tr>
<td>al-عربيةّة (Arabic)</td>
<td>ادْرِس</td>
<td>سأرجِع مِن ...</td>
<td>في العطلة fil-ucṭłą</td>
</tr>
<tr>
<td>الطبِّ (medicine)</td>
<td>ّadrus</td>
<td>sa-arjīg min ...</td>
<td>(in the holiday)</td>
</tr>
<tr>
<td>مدرِّس (teacher)</td>
<td>أَعْمَل كَ...</td>
<td>أمل أن</td>
<td>في المستقبل fil-mustaqbal</td>
</tr>
<tr>
<td>طبيبِ (doctor)</td>
<td>ّagnal ka- (work as a ...)</td>
<td>أمل أن</td>
<td>(in the future)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>أريد أن</td>
<td>بعد الامتحانات bāda l-ḥimāhāt</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ّurid an</td>
<td>(after the exams)</td>
</tr>
</tbody>
</table>

**Exercise 5**

Select elements from the table above to talk about your future plans. Follow the sequence from right to left. The table is a template and you can use it as is or adapt it to your personal circumstances. Make an oral and a written presentation. Try to record the oral presentation and play it to a native speaker, or post it online in an appropriate language-learning forum for comments if you’re feeling brave.

Listen to this example to help you before you start.

في الصيف سأذَهِب إلى بيروت لازور صديقي بلال. في شهر أغسطس سأرِجِع من لبنان لابِداً دراُستي. أمل أن أدرِس الطبِّ في الجامعة.

في المستقبل أريد أن أعمل كطبيب أطفال وأمل أن أسافِر إلى أميرِكا.
Forms of the verb: an introduction

You may have noticed that some verbs have additional features, in contrast to the basic verbs that are based only on the three root letters.

In English you can sometimes find verbs that all which have different, but related, meanings. For example, ‘liquefy’, ‘liquidate’ and ‘liquidise’ are all related, but not interchangeable.

Arabic takes this concept much further. The root letters of a verb can be put into a number of patterns to give different, but connected, meanings. These variations are called forms of the verb.

One common form doubles the middle root letter with a shadda (ٌ):  
فَضَّلُ / يَفَضَّلُ (faḍḍal/yuḍḍil) to prefer; root = فَضُلُ

Another form adds a long ā after the first root letter:  
سَافَرُ / يُسَافَرُ (sāfar/yusāfīr) to travel; root = سَفُرُ

And yet another form puts (i)sta- before the first root letter:  
فَيْسَبَلُ / يَفْسَبَلُ (istaqbal/yastaqbal) to receive; root = قبل

There are eight significant forms. At the outset the most important thing is to understand the principle of the forms of the verb. As you expand your knowledge of Arabic you will become familiar with the individual forms and the general meanings connected with them. You will still need to remember each individual verb, but understanding the patterns will help you with this.

The variations in the forms of the verb do not affect the endings and prefixes used to show the subject. These remain the same as those you have already learnt – see pages 197 and 222. The exception is that the first vowel of the present verb sometimes changes to ‘u’ rather than ‘a’.

We travelled to Spain last summer.

I prefer Lebanese food.

The emir receives guests every Friday.

They will meet Zeinah in the library.

The second-level course Mastering Arabic 2 covers the detailed patterns for the various forms of the verb.
**Forms of the verb in the dictionary**

To look up forms of the verb in the dictionary you will need to identify the root letters. In the *Oxford Arabic Dictionary*, you will find the forms written out as separate entries under the root in the past tense with alternative meanings and examples. In Wehr's dictionary, you will find the forms referred to only by Roman numerals. For example, doubling the middle root letter is form II, adding a long á is form III, adding an initial alif is form IV and adding ista- is form X. (There is a complete list of the forms on page 286 for your reference.) Compare the dictionary entries below for verbs with the root letters **سُحِنَ**.

<table>
<thead>
<tr>
<th><strong>Meaning</strong></th>
<th><strong>Present</strong></th>
<th><strong>Past</strong></th>
<th><strong>Form</strong></th>
<th><strong>Root</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>to heat</td>
<td>سَحَنَّ</td>
<td>يَسَحَنُ</td>
<td>II</td>
<td>سحَنْ</td>
</tr>
<tr>
<td>to meet</td>
<td></td>
<td></td>
<td>III</td>
<td>قبل</td>
</tr>
<tr>
<td>to teach</td>
<td></td>
<td></td>
<td>II</td>
<td>درس</td>
</tr>
<tr>
<td>to clean</td>
<td></td>
<td></td>
<td>II</td>
<td>نظف</td>
</tr>
<tr>
<td>to try</td>
<td></td>
<td></td>
<td>III</td>
<td>حول</td>
</tr>
<tr>
<td>to use</td>
<td></td>
<td></td>
<td>X</td>
<td>خدم</td>
</tr>
<tr>
<td>to mend/fix</td>
<td></td>
<td></td>
<td>II</td>
<td>صلح</td>
</tr>
<tr>
<td>to enquire</td>
<td></td>
<td></td>
<td>X</td>
<td>علم</td>
</tr>
</tbody>
</table>

---

**Oxford Arabic Dictionary** (Oxford University Press, 2014)

- *سَحَنََُْْا* (*suk*una u, *sak*ana u and *sak*ina a) (سَحَنََُْْا) *to be or become hot or warm; to warm (up); to be feverish II to make hot, to heat, warm (*م* s.th.) IV = II

---

**A Dictionary of Modern Arabic** (Hans Wehr, Otto Harrassowitz, 1993)

**Exercise 6**

Following the information above and the vowelling patterns on page 268, have a go at creating these verbs using the root and the appropriate form. You may already recognise the root from other related words.
Zeinah’s plans

Zeinah is in her last year of school. A couple of weeks ago I met her in the library. This is what Zeinah said about her plans.

قابلت زينة في المكتبة منذ أسبوعين وسأذكرها عن خططها للمستقبل.
فقالت زينة، “سأدرس في المدرسة حتى شهر مايو. شهر يونيو هو شهر الامتحانات. وفي الصيف سأكون مشغولًا. في شهر يوليو، سأسافر إلى بيت جدي وجدهي في الريف.
ثم سأظهر إلى بيروت في شهر أغسطس لازور صديقتي في لبنان.
سأرجع في سبتمبر لابدًا الدراسة في الجامعة.”

سألتها، “هل تعرفين في أيّة جامعة ستدرسين؟”
قالت زينة، “في الحقيقة أنا لا أعرف آلان. ولكنني سأعرف في آخر أسبوع من أغسطس. ستتغذى الجامعة خطابًا رسميًا. آمل أن يكون الخطاب من جامعة أكسفورد أو كمبريدج.”
Exercise 7
Write the correct month next to Zeinah’s plans, as in the example.

<table>
<thead>
<tr>
<th>الشهر</th>
<th>الدراسة في المدرسة</th>
</tr>
</thead>
<tbody>
<tr>
<td>مايو</td>
<td>الامتحانات</td>
</tr>
<tr>
<td></td>
<td>بيت الجد والجدّة</td>
</tr>
<tr>
<td></td>
<td>لبنان</td>
</tr>
<tr>
<td></td>
<td>الدراسة في الجامعة</td>
</tr>
</tbody>
</table>

Exercise 8
Below is a translation of the text on page 270. Fill in the missing words in English, referring to the Arabic.

I met Zeinah in the two weeks ago and I asked her about her for the future.

Zeinah said: ‘I will in until [the month of] May.
The month of is the month of exams. And in the summer I will be . In [the month of] July I will to the
of my grandfather and my in the countryside.
Then I’ll fly to in August in order to my
in Lebanon. I’ll return in to the
studies in .’

I asked her, ‘Do you know in which you’ll ?’

Zeinah said, ‘Actually I don’t know , but I will know in the
last week of . The will send an letter.
I hope that the letter is from the university of Oxford or !’

Exercise 9
Imagine you are telling another friend about Zeinah’s summer plans.
Start like this:
لاستعدادات زينة في المدرسة حتى شهر مايو.
شهر يونيو...
Video: Abdou talks about his future plans
Go to the Mastering Arabic website to play the video of Abdou talking about his plans for the future. See if you can answer these questions:
1. Where does Abdou plan to travel after his exams?
2. Whom will he visit there?
3. When will he return and why?
4. What would Abdou like to achieve in the future?
5. What is his other hope for the future?
Try to pick out the key information.
You’ll find a transcript, a translation and an extension activity on the website.

Vocabulary in Unit 19

شَهْرٌ (ألْشُهُرُ/شُهُورُ) (shahr, ash-hur/shuhur) month

يَنْوَىِر (يَانَايِر) January
فِيَراَيِر (فِيْرَايِر) February
مَاَرِسِ (مَارِس) March
آَبْرِيلِ (أَبْرِيل) April
مَايُو (مَايُو) May
يُوْنِيُو (يُونِيُو) June
يُوْلِيُو (يُولِيُو) July
أَعْشَعُسْ (أَغْشَعُسْ) August
سِبْتَمِيِرِرِ (سِبْتَمِيِرِرِ) September
أَكُتُبِرِرِ (أَكُتُبِرِرِ) October
نُوْفَمِيِرِ (نُوْفَمِيِرِ) November
ديِسْتَمِيِرِرِ (دِيْسْتَمِيِرِرِ) December
المُشْتَقُبِلِ (أَلْمُشْتَقُبِلِ) the future
غَدًاِ (غَدًاِ) tomorrow
يُغُدُّ غَدًاِ (يُغُدُّ غَدًاِ) the day after tomorrow
أَوْلَ آَمِسِ (أَوْلَ آَمِسِ) the day before yesterday
عيد ميلاد (عيد ميلاد) birthday
زيارة (زيارات) (ziyāra, ziyārat) visit (noun)
نائب (نواب) (nā‘ib, nuwwāb) deputy
الأقتصاد (الاقتصاد) the economy
غلطة (غلاف) (uṭla, uṭal) holiday
دراسة (دراسات) (dirāsa, dirāsāt) study (noun)
امتحان (امتحانات) (imtiḥān/imtiḥānāt) exam
خطا (خطا) (khiṭṭa/khiṭaṭ) plan
حضر/يحضر (ḥaḍar/yahḍur) to attend
أمل/يأمل (amal/ya’mal) to hope
سأل/يسأل (sa’āl/yas’āl) to ask
فضل/يفضل (faḍḍal/yufaḍḍil) to prefer
سخن/يسبخن (sakhkan/yusakhkhin) to heat
صلح/يصلح (ṣallah/yuṣallih) to mend/to fix
نظف/ينظف (naẓṣaf/yunazzif) to clean
درس/يدرس (darras/yudarris) to teach
سافر/يسافر (sāfar/yusāfir) to travel
قابل/يقابل (qābal/yuqābil) to meet
حاول/يحاول (ḥāwal/yuḥāwil) to try/to attempt
استقبال/يستقبل (istaqbal/yastaqbil) to receive (guests, etc.)
استخدام/يستخدم (istakhdam/yastakhdim) to use
استعلم/يتعلّم (ista‘lam/yasta‘lim) to enquire
مشغول (mashghūl) busy
رسمي (rasmi) official
الريف (ar-rif) the countryside
في الحقيقة (fil-ḥaqīqa) actually/in truth

On the website, you’ll find a link to flashcards to review vocabulary in Unit 19.
Exercise 1
Salwa and her friend Nabil want to go to the cinema and they’re discussing what films are showing. Listen and fill in the days and times below.

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

Exercise 2
Look at the clocks and give the time and date in Arabic, as in the example.

الساعة الثانية ظهرًا، يوم يناير 14

14:00 14 JAN

06:30 23 OCT

20:00 10 JUL

16:45 15 DEC

07:20 6 MAR

10:55 11 APRIL
**Exercise 3**

Fill in the table below with the past, present and future verbs according to the subject, as in the example.

<table>
<thead>
<tr>
<th>Future</th>
<th>Present</th>
<th>Past</th>
<th>Subject</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>دَخَبْتُ</td>
<td>دَخَبْتُ</td>
<td>دَخَبْتُ</td>
<td>أنا</td>
<td>to go</td>
</tr>
<tr>
<td>هِي</td>
<td>هِي</td>
<td>هِي</td>
<td>هي</td>
<td>to drink</td>
</tr>
<tr>
<td>أَنتَ</td>
<td>أَنتَ</td>
<td>أَنتَ</td>
<td>أنت</td>
<td>to prefer</td>
</tr>
<tr>
<td>هُو</td>
<td>هُو</td>
<td>هُو</td>
<td>هو</td>
<td>to attend</td>
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<td>to take</td>
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<td>نَحْنُ</td>
<td>نَحْنُ</td>
<td>نحن</td>
<td>to enquire</td>
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<td>to visit</td>
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<td>to clean</td>
</tr>
<tr>
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<td>أَنَا</td>
<td>أنا</td>
<td>to know</td>
</tr>
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<td>هُو</td>
<td>هُو</td>
<td>هو</td>
<td>to run</td>
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<td>نَحْنُ</td>
<td>نَحْنُ</td>
<td>نَحْنُ</td>
<td>نحن</td>
<td>to travel</td>
</tr>
<tr>
<td>هُم</td>
<td>هُم</td>
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<td>هم</td>
<td>to use</td>
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<tr>
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<td>أَنتُ</td>
<td>أنت</td>
<td>to return</td>
</tr>
<tr>
<td>أَنَا</td>
<td>أَنَا</td>
<td>أَنَا</td>
<td>أنا</td>
<td>to play</td>
</tr>
<tr>
<td>أَنْتُ</td>
<td>أَنْتُ</td>
<td>أَنْتُ</td>
<td>أنت</td>
<td>to meet</td>
</tr>
</tbody>
</table>

**Exercise 4**

Last year, Fatima went on a seven-month tour of the world. Listen to her talking about where she went, and write the countries next to the months in which she visited them.

- March: France/Belgium
- April
- May
- June
- July
- August
- September
Exercise 5
Look at the two photos of the city of Dubai, seventy years ago and today. Make as many comparisons as you can. Try to write up your comparisons in a paragraph. You could start like this:

منذ سبعين سنة كانت مدينة دبي صغيرة ولكن آلات هي كبيرة جداً. كانت هنا...

Can you make a similar comparison for a town or an area you know well, comparing how it is now to how it was in the past?

Exercise 6
Rewrite these sentences, starting with the phrase in brackets, as in the example.

1 حضر الوزير أمس اجتماعاً. (كل يوم...) كل يوم يحضر الوزير اجتماعاً.

2 ذهب زينب أمس إلى البنك. (كل يوم...) 

3 زرنا أول أمس المتحف في وسط المدينة. (غداً...) 

4 كل صباح أنظف المطبخ بعد إلافطار. (أمس...) 

5 اخذا القطار إلى المدرسة. (يوم الخميس القادم...) 

6 سيذهب الأصدقاء الآن إلى المدينة وسيشربون القهوة. (اليوم الماضي...) 

7 نسافر كل سنة إلى الريف ولكننا لا نركب الخيل. (السنة الماضي...) 

8 يوم الجمعة استقبلت ألمير رئيس الوزراء. (كل أسبوع...) 

9 الصيف الماضي سافرنا إلى لبنان. (الصيف القادم...) 

10 لا يلعبون كرة الريشة في النادي. (أمس...)
Exercise 7
Look at Nadia’s to-do list. She has ticked off what she has done so far. Nadia is telling her friend what she has achieved today and what she has left until tomorrow. She begins like this:

صلحت الكرسي المكسور.
I mended the broken chair.

لم أصلح وما صلحت الدرافة المكسورة. سأصلحها غداً.
I didn’t mend the broken bicycle.
I’ll mend it tomorrow.

What else could Nadia say? Continue the summary of her tasks. (There may be more than one correct answer.)

Finally, write about some tasks you have completed today and some you have left until tomorrow.

Conversation

Review
In your final review, you’re going to speak about yourself, your job or studies, and what you did for your holiday last year.

Firstly, prepare the following information in Arabic. Look back at the relevant units if you need to remind yourself of the language you’ll need.

• your name
• where you’re from
• your occupation (job/student – look in a dictionary if necessary)
• where you went for your holiday last year
• what month it was
• how you travelled
• what the weather was like
• one thing you did on holiday and one thing you ate
• one thing you didn’t do

Now join in the conversation on the audio. You’ll be asked questions which will prompt the information you have prepared. There is no single correct answer – the reply is up to you. Replay the conversation as many times as you like, making up different answers every time.

Good luck!

You’ll find a full transcript of the conversation on the website.
Further study

You have now come to the end of this level and we hope that it has encouraged you to continue your study of Arabic. *Mastering Arabic 1* has given you a solid foundation in the Arabic script and informal standard Arabic, as used throughout the Middle East.

You are now in a position to decide in which direction to go, and this depends on your particular needs and interests. Your main options are:

- to continue to study Modern Standard Arabic in more depth
- to study a particular spoken dialect
- to branch into the classical language.

The following notes are intended to help you decide how you would like to continue your studies. You will probably want to concentrate on one of the above options. However, they are not mutually exclusive, so you can keep going and sample them all.

*Modern Standard Arabic*

If you have an interest in understanding Arabic in the context of TV and radio programmes, internet sites, newspapers, comics, books, signs, advertisements, correspondence, conference proceedings, formal speeches, and the like, then you should continue to expand your knowledge of Modern Standard Arabic (MSA).

*Mastering Arabic 1: Activity Book* can either be used alongside *Mastering Arabic 1* or as a review when you have completed the course.

*Mastering Arabic 2* follows on directly from the first level, employing a similarly accessible and engaging method of learning. There is a particular emphasis in the second-level course on developing your ability to understand and produce more extended and sophisticated language, as well as on regional and cultural features.

There are also a number of other programmes for MSA that will take you beyond the scope of *Mastering Arabic*. Make sure you choose one that matches your needs. Some, for example, are designed for use in a classroom and are difficult to follow if you’re working by yourself. Others may use more traditional methods of teaching. In addition, a number of organisations offer online tuition, some better organised than others. Try to sign up for a sample lesson before you commit yourself.

If you are interested in continuing to study MSA, you should make sure you have good reference books and dictionaries for grammar, verbs and vocabulary. Again, choose carefully. It’s better to take your time and browse than to choose a title blind and find that it doesn’t suit your style of learning or your level. If you don’t already own them, we would suggest you also consider the companion books *Mastering Arabic Grammar* and *Mastering Arabic Script* (published in the US as *Easy Arabic Grammar* and *Easy Arabic Script*).

*Arabic media*

There is a wealth of other material for you to use to improve your knowledge of Modern Standard Arabic. The era of Arabic TV satellite stations and the
internet has triggered a renaissance and revitalisation of ‘standard’ Arabic. Pan-Arab communication has become much more common and immediate. Politicians, leading personalities and members of the public from different parts of the Middle East now routinely take part in interviews and chat shows intended for a pan-Arab audience. It is possible to hear a wide range of Arabic accents and levels of formality all within the same programme, and sometimes within the same sentence! Arabic-speakers from all walks of life are now used to adjusting their language to make themselves understood outside their local area.

Arabic websites and many Arabic satellite stations are available outside the Middle East. Arab newspapers, magazines and broadcast media almost always have related websites, and a few have areas especially for learners of Arabic.

Literature
In 1988 Naguib Mahfouz, an Egyptian writer, won the Nobel prize for literature. He died in 2006 at the age of 94. The prize created international interest in modern Arabic literature. Mahfouz himself wrote many novels which can be found outside the Arab World both in the original Arabic and in translation, as can the work of other modern Arab writers. However, Arabic literary style can be difficult for a beginner and it is better to start with graded readers designed for learners, such as Easy Arabic Reader, and then progress to authors who use a simpler style, such as Taha Hussein or Jibran Khalil Jibran. Children’s books and fables are a good way of introducing yourself to Arabic stories. Mastering Arabic 2 also contains some introductory samples of Arabic poetry and literature.

Look around you
If you go to a part of a town where there are a lot of Arabic-speakers, you can look at the signs, posters, labels on imported food, etc. (A word of warning: other languages are also written in Arabic script, for example, Farsi and Urdu, so don’t be put off if you come across material in which many of the words look unfamiliar and the script has some strange additions.) You will also find ingredients and instructions written in Arabic on many food packages and household products.

Spoken dialects
Native speakers are not as aware as learners of the differences between spoken dialects and Modern Standard, and will slip in and out of them quite easily when they speak. So, in informal talk and chat you may suddenly hear a word or an expression which is unfamiliar.

If your main interest is in talking to Arabic-speakers in everyday informal situations, you should acquire a knowledge of the appropriate spoken dialect. These vary from region to region but are all more or less related to MSA, so your present knowledge will be very useful. In this course we have tried to point out where there are variations from MSA which are common to many spoken dialects, but to gain fluency you will need either access to native speakers or a course in your chosen dialect, or ideally both.
There are many programmes designed to teach you the dialect of a particular country or region. If possible, choose one that includes Arabic script as well as transliteration (English letters). Having mastered the script, you will find it useful to be able to compare dialect written in Arabic as well as transliteration. If you are interested in travelling to more than one region of the Arab world, then it is best to concentrate on the dialect of Egypt or the Levant (Syria, Jordan, etc.), as these are the most widely understood.

**Classical Arabic**

Classical Arabic, as used in the Qur’an and other religious and classical literature, is structurally not that different from MSA. It is the use of vocabulary and the style of the language that varies, just as Shakespearian English varies from English in *The Times* newspaper.

There are specialist dictionaries and reference books for classical Arabic. They are not always very user-friendly, however, and may be old and difficult to follow. You may find it easier to continue to study Modern Standard and to combine this with reading classical texts that have translations alongside the Arabic, so that you acquire a feel for the vocabulary and style.

It only remains to wish you luck, and to hope that this course has given you the foundation you need to continue to master Arabic.
Reference material
## The Arabic alphabet

<table>
<thead>
<tr>
<th>Final</th>
<th>Medial</th>
<th>Initial</th>
<th>Isolated</th>
<th>Letter</th>
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<td>نِ</td>
<td>نَ</td>
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</tr>
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<td>(hā’)</td>
<td>هَ</td>
<td>هِ</td>
<td>هَ</td>
<td></td>
</tr>
<tr>
<td>وووو</td>
<td>(wāw)</td>
<td>وَ</td>
<td>وَ</td>
<td>وَ</td>
<td></td>
</tr>
<tr>
<td>ياء</td>
<td>(yā’)</td>
<td>يَ</td>
<td>يَ</td>
<td>يَ</td>
<td></td>
</tr>
</tbody>
</table>

**فتحة** (fathā) a dash above the letter, pronounced as a short ‘a’ after the letter, e.g. ... بَ (ba)

**ضمة** (damma) a comma-shape above, pronounced as a short ‘u’ after the letter, e.g. ... بُ (bu)

**كسرة** (kasra) a dash below, pronounced as a short ‘i’ after the letter, e.g. ... بِ (bi)

**سكون** (sukūn) a small circle above, showing that no vowel follows the letter, e.g. بُنْتَ (bint, girl)

**شدة** (shadda) a small ‘w’ shape above, showing that the letter is doubled, e.g. بُنْن (bunn, coffee beans)

**مدة** (madda) a wavy symbol written over an alif and pronounced ā, e.g. آنيسة (ānīsa, young woman)

(Note: These symbols are not generally included in modern written Arabic. *Mastering Arabic* uses them where necessary for clarity.)

You’ll find a table showing the handwritten Arabic alphabet on the companion website.
The Arabic verb

*Past tense*

The feminine plural verbs are relatively uncommon and so have not been taught. They are included here for your reference.

<table>
<thead>
<tr>
<th>Example</th>
<th>Ending</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>I opened (fataḥtu)</td>
<td>-tu</td>
<td>أنا</td>
</tr>
<tr>
<td>you (masc.) opened (fataḥta)</td>
<td>-ta</td>
<td>أنتَ</td>
</tr>
<tr>
<td>you (fem.) opened (fataḥti)</td>
<td>-ti</td>
<td>أنتِ</td>
</tr>
<tr>
<td>he/it opened (fataḥa)</td>
<td>-a</td>
<td>هو</td>
</tr>
<tr>
<td>she/it opened (fataḥat)</td>
<td>-at</td>
<td>هي</td>
</tr>
<tr>
<td>we opened (fataḥnā)</td>
<td>-nā</td>
<td>نحنُ</td>
</tr>
<tr>
<td>you (masc. pl.) opened (fataḥtum)</td>
<td>-tum</td>
<td>أنتمُ</td>
</tr>
<tr>
<td>you (fem. pl.) opened (fataḥtunna)</td>
<td>-tunna</td>
<td>أنتمُ</td>
</tr>
<tr>
<td>they (masc.) opened (fataḥū)</td>
<td>-ū</td>
<td>همَ</td>
</tr>
<tr>
<td>they (fem.) opened (fataḥna)</td>
<td>-na</td>
<td>هنَّ</td>
</tr>
</tbody>
</table>
**Present/future tense**

The feminine plural verbs are again included for your reference.

<table>
<thead>
<tr>
<th>Example</th>
<th>Suffix (ending)</th>
<th>Prefix</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>I open (aftah[u])</td>
<td>أفتتح</td>
<td>أـ</td>
<td>أنا</td>
</tr>
<tr>
<td>you (masc.) open (taftah[u])</td>
<td>تفتح</td>
<td>تـ</td>
<td>أنتـ</td>
</tr>
<tr>
<td>you (fem.) open (taftahin[a])</td>
<td>تفتحين</td>
<td>تـ</td>
<td>أنتـ</td>
</tr>
<tr>
<td>he/it opens (yafth[u])</td>
<td>يفتح</td>
<td>يـ</td>
<td>هو</td>
</tr>
<tr>
<td>she/it opens (taftah[u])</td>
<td>تفتح</td>
<td>تـ</td>
<td>هي</td>
</tr>
<tr>
<td>we open (naftah[u])</td>
<td>نفتح</td>
<td>نـ</td>
<td>نحنـ</td>
</tr>
<tr>
<td>you (masc. pl.) open (taftahün[a])</td>
<td>تفتحون</td>
<td>تـ</td>
<td>أنتـمـ</td>
</tr>
<tr>
<td>you (fem. pl.) open (taftahna)</td>
<td>تفتحن</td>
<td>تـ</td>
<td>أنتـن</td>
</tr>
<tr>
<td>they (masc.) open (yafthün[a])</td>
<td>يفتحون</td>
<td>يـ</td>
<td>هم</td>
</tr>
<tr>
<td>they (fem.) open (yafthna)</td>
<td>يفتحن</td>
<td>نـ</td>
<td>هنـ</td>
</tr>
</tbody>
</table>

*The full pronunciation includes the final vowels in square brackets, but these are more common in formal standard Arabic.*

**Dual verbs**

There are also special verb endings for ‘they’ and ‘you’ when the subject is dual. َل (ـل) is added to past verbs and ً (ـن) to present verbs:

- they both attended **حضرَا** (haḍarā)
- you both drank **شربتُمَا** (sharībtumā)
- they both travel **يُسافِران** (yusāfīran)
- you both use **تستَخدِمُان** (tastakhdimān)
**Forms of the verb**

Here is a full list of the forms of the verb for your information.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>يفعل (إفعل)</td>
<td>فعل (إفعل)</td>
<td>Form II</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>فعال (إفعل)</td>
<td>Form III</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>أفعال (إفعل)</td>
<td>Form IV</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>تفعل (إفعل)</td>
<td>Form V</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>تفعلاً (إفعل)</td>
<td>Form VI</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>انفعل (إفعل)</td>
<td>Form VII</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>استفعل (إفعل)</td>
<td>Form VIII</td>
</tr>
<tr>
<td>يفعل (إفعل)</td>
<td>يستفعل (إفعل)</td>
<td>Form X</td>
</tr>
</tbody>
</table>

You’ll find details of *Mastering Arabic 2* on the companion website. This second level course covers forms of the verb in more detail.

**Active and passive participles**

You can form active and passive participles from verbs. An active participle will show the ‘doer’, or subject, of the action; a passive participle will show the ‘receiver’, or object, of the action.

**Basic verbs**

Active participles are formed using the pattern فعال (انفعل):

player/(someone) playing (لاعِب) → لاعِب (بلاعِب) to play

Passive participles are formed using the pattern مفعل (مافعُول):

(something) broken (مكسِور) → مكسِور (بمكسِور) to break
**Forms of the verb**

Active and passive participles are made from forms of the verb by taking the present verb and:

- replacing the initial يـ (yu-) or يـ (ya-) with مـ (mu-)
- vowelling with a final kasra (i) for the active participle and a final fatha (a) for the passive participle:

<table>
<thead>
<tr>
<th>Active form</th>
<th>Passive form</th>
</tr>
</thead>
<tbody>
<tr>
<td>trainer (mudarrib) مـدـرـب</td>
<td>trains (yudarrib) يـدـرـب</td>
</tr>
<tr>
<td>trained (person) (mudarrab) مـدـرـب</td>
<td>uses (yastakhdim) يـستـخـدـم</td>
</tr>
<tr>
<td>user (mustakhdim) مـسـتـخـدـم</td>
<td>used (item) (mustakhdam) مـسـتـخـدـم</td>
</tr>
</tbody>
</table>

**Broken plurals**

<table>
<thead>
<tr>
<th>Example</th>
<th>Plural pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>(kilāb) الكلب</td>
<td>فِعَال (ال)</td>
</tr>
<tr>
<td>(ašhāb) أصحاب</td>
<td>أفعال</td>
</tr>
<tr>
<td>(eulab) عَلْبَة</td>
<td>فَعُلِ (ال)</td>
</tr>
<tr>
<td>(bayt) بَيْت</td>
<td>فَعُول</td>
</tr>
<tr>
<td>(kutub) كُتَب</td>
<td>فَعُلِ (ال)</td>
</tr>
<tr>
<td>(ash-hur) أَشْهُر</td>
<td>أفعال</td>
</tr>
<tr>
<td>(shawārī) شَوارِع</td>
<td>فَوَاعِل</td>
</tr>
<tr>
<td>(wuzara') وزراء</td>
<td>فـَعـلاً</td>
</tr>
<tr>
<td>(qumšān) قـِمـصـان</td>
<td>فَعَلاً</td>
</tr>
<tr>
<td>(mawā'id) مـوائـد</td>
<td>فعـاـلـل</td>
</tr>
<tr>
<td>(fanādiq) فـنـادـق</td>
<td>فعـالـل</td>
</tr>
<tr>
<td>(mafātiḥ) مـفـتـاح</td>
<td>فعـالـل</td>
</tr>
</tbody>
</table>

287
Months of the year

(See page 263 for further information.)

Islamic lunar calendar

1 رَمَضَان
9 ِجمَانِي أَلْوَلِي
2 صَفْر
10 ِشَوَال
6 ِجمَانِي أَلْخَرَاة
3 زِيَبِع ألأوَل
11 ذُو الْقُفْدَة
7 رَجَب
12 ذُو الحَجَّة
8 شَعْبَان
4 زِيَبِع الْثَانِي

Alternative names for Western months

September أيلول
October تشرين الأول
November تشرين الثاني
December كانون الأول

May أيار
June حزيران
July تموز
August آب

January كانون الثاني
February شباط
March آذار
April نيسان
Answers to exercises

Unit 1

Exercise 1

yat' 7  
ta' 4  
ta' 1  
bā' 8  
yā' 5  
tha' 2  
nūn 9  
bā' 6  
nūn 3

Exercise 2

b‘ 7  
th‘ 4  
b‘ 1  
ī‘ 8  
ī‘ 5  
ī‘ 2  
t‘ 6  
t‘ 3

Exercise 3

nu 7  
tu 4  
bi 1  
thu 8  
bā 5  
na 2  
ti 6  
yā 3

Exercise 4

اتصالات ناجحة Ệعادت ًلالامور ًالي
طبيعتها بين السعودية وليثانياً

Exercise 5

نبت 4

نبت 1

نبت 2

نبت 3

نبت 4

نبت 5

نبت 6

نبت 1

نبت 2

نبت 3
Exercise 6
1. بَيْتَ
2. ثَبُتَ
3. تَبَنَّ
4. يَبُتَ
5. ثَبُتَ
6. تَبَنَّ

Exercise 7
1. (batt) تَنَّ + نَ + يَ = بَيْتَ
2. (bayyin) بَيْتَ + مُ + نَ = بَيْتَ
3. (tunn) بَيْتَ + نَ + تَ = تَنَّ

Exercise 8
A4 (tibn, hay) B3 (bayt, house) C1 (bint, girl/daughter) D2 (bunn, coffee beans) E5 (bayna, between)

Unit 2

Exercise 1
See the table on page 13.

Exercise 2
1. (bard) بَرْدَ = (d) دَ + (r) رَ + (ba) بَ 2
2. (ward) وَرْدَ = (d) دَ + (r) رَ + (wa) وَ 3
3. (rabw) رَبْوَ = (w) وَ + (b) بَ + (ra) زَ 4
4. (badhr) بَدْرَ = (r) رَ + (dh) ذَ + (ba) بَ 5
5. (birr) بْيِرَ = (r) رَ + (r) رَ + (bi) بَ 6
6. (yathibu) يَثِبُبَ = (bu) بَ + (thi) ثَ + (ya) يَ 7
7. (thawb) ثَؤُبَ = (b) بَ + (w) وَ + (tha) ثَ 8
8. (daraz) دَأْزَ = (z) زَ + (ra) زَ + (da) دَ

Exercise 3
1. وزير
2. دين
3. بَيْنَ
4. بَيْتَ
5. يريد
6. بَرِيد
7. بَيْنَ
8. بَيْتَ
9. زَيْن
10. وارد
Answers to exercises

Exercise 4

1  بَدر
2  نور
3  رَد
4  نادر
5  نار
6  دار
7  بَرد
8  يَزيد

Exercise 5

zaynab 4  zayn 1
nādir 5  dinā 2
zayd 6  badr 3

A4  B3  C1  D3

Exercise 6

1  أَنا زينب.
2  أَنا بدر.
3  أَنا دينا.
4  أَنا زين.

Exercise 7

1  أَنا زينب وأنت؟
2  أَنا دينا وأنت؟

Unit 3

Exercise 1

1  خَ ح
2  خَ ح
3  خَ ح
4  خَ ح
5  خَ ح
6  خَ ح
7  خَ ح
8  خَ ح
9  خَ ح
10  خَ ح
Exercise 2
(midḥat) 5A (aḥmad) 1G
(ukḥt) 6H (najjār) 2D
(akh) 7B (bahḥār) 3F
(najāh) 8E (mawj) 4C

Exercise 3
ن + ح + ﻰ = ﻥﺤّ ﺑ + ح + ﺑ = ﺑﺤّ 5
أ + ﻰ + ﻰ = ﻰﺤّ 6
ج + ﻰ + ﺑ = ﺑﺠّ 7
ي + ﻰ + ﺑ = ﺑﻨّ 8

Exercise 4
1 feminine 4 feminine 7 masculine
2 feminine 5 feminine 8 masculine
3 masculine 6 feminine

Exercise 5
1 هذا حمار.
2 هذه زجاجة.
3 هذا نهر.
4 هذه خيمة.

Exercise 6
sister أخت
daughter بنت
mother أم
husband زوج
brother أخ
wife زوجة
son ابن
father أب
Exercise 7

1 مدحت هو ابن أحمد.
2 وردة هي بنت/ابنة جيهان.
3 أحمد هو زوج جيهان.
4 جيهان هي أمه وردة.
5 وردة هي أخت مدحت.
6 جيهان هي زوجة أحمد.

Exercise 8

There are many possibilities for different sentences using this family tree. Use Exercise 7 as a guide.

Tip: Take care with أب (ab, father) and أخ (akh, brother). When they are put in front of another name, a long ُ is added, making أبُ and أخُ:

(انور هو أبُ زينب) Anwar is Zaynab’s father.
(بدر هو أخُ زينب) Badr is Zaynab’s brother.

Unit 4

Exercise 1

Exercise 2

E6 5D B4 F3 A2 C1

Exercise 3

1 هو محاسب.
2 هو مهندس.
3 هي خبّازة.
4 هي ممرّضة.
5 هو نجّار.
Exercise 4

<table>
<thead>
<tr>
<th>Family member</th>
<th>Name</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>me</td>
<td>Anwar</td>
<td>photographer</td>
</tr>
<tr>
<td>wife</td>
<td>Nur</td>
<td>engineer</td>
</tr>
<tr>
<td>father</td>
<td>Hassan</td>
<td>carpenter</td>
</tr>
<tr>
<td>mother</td>
<td>Shadya</td>
<td>accountant</td>
</tr>
<tr>
<td>brother</td>
<td>Badr</td>
<td>accountant</td>
</tr>
</tbody>
</table>

Exercise 5

<table>
<thead>
<tr>
<th>Feminine plural</th>
<th>Masculine plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>خُبَّازات</td>
<td>خُبَّازون</td>
</tr>
<tr>
<td>محاسبات</td>
<td>محاسبون</td>
</tr>
<tr>
<td>ممَّرَضات</td>
<td>ممَّرَضون</td>
</tr>
<tr>
<td>مهندسات</td>
<td>مهندسون</td>
</tr>
<tr>
<td>نجارات</td>
<td>نجارون</td>
</tr>
</tbody>
</table>

Exercise 6

1. هنّ ممَّرَضات.
2. هم ممَّرَضات.
3. نحن محاسبون.
4. هنّ مصوّرات.
5. نحن نجارون.
6. هم نجارون.

Optional exercise (Structure notes)

1. هي ممَّرَضةٌ (muḥāṣibun).
2. هو مهندسٌ (muhandisun).
3. هي خُبَّازةٌ (khabbāzatun).
4. هو محاسبٌ (mumarrijatun).
5. هو نجارٌ (najjarun).
6. هي مهندسةٌ (muḥandisatun).
Unit 5

Exercise 1

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

Exercise 2

كلمات أمير قطر الصادقة
تعكس عمق علاقات الشعبين الشقيقين

Exercise 3

1 هذا كتاب. 2 هذا مفتاح. 3 هذا قلم.
4 هذه حقيبة. 5 هذا قميص. 6 هذا كلب.
7 هذه دراجة. 8 هذه سيارة. 9 هذا خاتم.

Exercise 4

Exercise 5

جميل ... قبيح
ثقيل ... خفيف
أبيض ... أسود
مكسور ... سليم
جديد ... قديم
Exercise 6

1 هذا القميص أبيض. وهذه المدينة قبيحة.
2 وهذا القميص أسود. هذه السيارة قديمة.
3 هذه المدينة جميلة. وهذه السيارة جديدة.

Exercise 7
(Model answers: yours may vary slightly.)

هذا مفتاح محفظ وهو أسود.
هذا دراجة محمد وهي مكسورة وقديمة.
هذا قميص محمد وهو أبيض. قميصه قديم.
هذا كلب محفظ وهو أسود. كلبه جميل وخفيف.
هذا قلم محمد وهو أبيض. قلمه جديد.
هذا مفتاح جيهان وهو أبيض.
هذه سيارة جيهان. سيارتها جديدة وجميلة.
هذى حقيقة جيهان وهي قديمة.
هذا خاتم جيهان وهو جميل.

Exercise 8
Try to check your descriptions with an Arabic-speaker.

Unit 6

Exercise 1

1 ص
2 ت
3 ض
4 ذ
5 ط
6 س
7 ظ
8 د

Exercise 2

1 ✓
2 ×
3 ×
4 ✓
5 ✓
6 ×
7 ×
8 ✓
Excercise 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Printed</th>
<th>Handwritten</th>
</tr>
</thead>
<tbody>
<tr>
<td>alif</td>
<td>ا</td>
<td>ا</td>
</tr>
<tr>
<td>bā’</td>
<td>ب</td>
<td>ب</td>
</tr>
<tr>
<td>tā’</td>
<td>ت</td>
<td>ت</td>
</tr>
<tr>
<td>thā’</td>
<td>ث</td>
<td>ث</td>
</tr>
<tr>
<td>jīm</td>
<td>ج</td>
<td>ج</td>
</tr>
<tr>
<td>hā’</td>
<td>ح</td>
<td>ح</td>
</tr>
<tr>
<td>kha’</td>
<td>خ</td>
<td>خ</td>
</tr>
<tr>
<td>dāl</td>
<td>د</td>
<td>د</td>
</tr>
<tr>
<td>dhāl</td>
<td>ذ</td>
<td>ذ</td>
</tr>
<tr>
<td>rā’</td>
<td>ر</td>
<td>ر</td>
</tr>
<tr>
<td>zāy</td>
<td>ز</td>
<td>ز</td>
</tr>
<tr>
<td>sīn</td>
<td>س</td>
<td>س</td>
</tr>
<tr>
<td>shin</td>
<td>ش</td>
<td>ش</td>
</tr>
<tr>
<td>šād</td>
<td>ص</td>
<td>ص</td>
</tr>
<tr>
<td>ḍād</td>
<td>ض</td>
<td>ض</td>
</tr>
<tr>
<td>tā’</td>
<td>ط</td>
<td>ط</td>
</tr>
<tr>
<td>zā’</td>
<td>ظ</td>
<td>ظ</td>
</tr>
<tr>
<td>ēyn</td>
<td>ع</td>
<td>ع</td>
</tr>
<tr>
<td>ghyān</td>
<td>غ</td>
<td>غ</td>
</tr>
<tr>
<td>fā’</td>
<td>ف</td>
<td>ف</td>
</tr>
<tr>
<td>qāf</td>
<td>ق</td>
<td>ق</td>
</tr>
<tr>
<td>kāf</td>
<td>ك</td>
<td>ك</td>
</tr>
<tr>
<td>lām</td>
<td>ل</td>
<td>ل</td>
</tr>
<tr>
<td>mīm</td>
<td>م</td>
<td>م</td>
</tr>
<tr>
<td>nūn</td>
<td>ن</td>
<td>ن</td>
</tr>
<tr>
<td>hā’</td>
<td>ه</td>
<td>ه</td>
</tr>
<tr>
<td>wāw</td>
<td>و</td>
<td>و</td>
</tr>
<tr>
<td>yā’</td>
<td>ي</td>
<td>ي</td>
</tr>
</tbody>
</table>

Excercise 4
j12 f11 c10 b9 g8 i7 e6 l5 k4 h3 a2 d1

Excercise 5

5 ط + ع + م + د = طين
6 ن + ع + م + د = نعم
7 ب + غ + د + ا + د = بغداد
8 م + س + ه + ط = مسقط
1 ع + ل + م = علي
2 ج + م + ع = جمع
3 غ + ط + س = غطس
4 ظ + ل + م = ظلم
### Exercise 6

<table>
<thead>
<tr>
<th>Sun letter?</th>
<th>Initial letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>ب</td>
<td>البنت</td>
</tr>
<tr>
<td>✓</td>
<td>ت</td>
<td>الين</td>
</tr>
<tr>
<td>✓</td>
<td>ث</td>
<td>الكوب</td>
</tr>
<tr>
<td>✓</td>
<td>ن</td>
<td>النهر</td>
</tr>
<tr>
<td>✗</td>
<td>ي</td>
<td>الياسمين</td>
</tr>
<tr>
<td>✓</td>
<td>د</td>
<td>الدجاجة</td>
</tr>
<tr>
<td>✓</td>
<td>ج</td>
<td>الذباب</td>
</tr>
<tr>
<td>✓</td>
<td>ر</td>
<td>الراديو</td>
</tr>
<tr>
<td>✓</td>
<td>ز</td>
<td>الزجاجة</td>
</tr>
<tr>
<td>✗</td>
<td>و</td>
<td>الولد</td>
</tr>
<tr>
<td>✗</td>
<td>ف</td>
<td>الفيلم</td>
</tr>
<tr>
<td>✗</td>
<td>ق</td>
<td>القميص</td>
</tr>
<tr>
<td>✗</td>
<td>ك</td>
<td>الكتاب</td>
</tr>
<tr>
<td>✓</td>
<td>ل</td>
<td>الليمون</td>
</tr>
<tr>
<td>✓</td>
<td>ط</td>
<td>الطين</td>
</tr>
<tr>
<td>✓</td>
<td>ن</td>
<td>الظاهر</td>
</tr>
<tr>
<td>✗</td>
<td>ع</td>
<td>العرب</td>
</tr>
<tr>
<td>✗</td>
<td>غ</td>
<td>الغرب</td>
</tr>
</tbody>
</table>

### Exercise 7

1. هذا كرسي.  
2. هذه خزانة.  
3. هذه مائدة.  
4. هذا باب.  
5. هذا شباك.  
6. هذا تليفزيون.  
7. هذا سرير.  
8. هذه صورة.
Exercise 8

 هل هذه خزانة؟  
هل هذا كلب؟  
لا، هو مجموعة.

 هل هذا كتاب؟  
هل هذا دراجة؟  
لا، هو قلم.

 هل هذا شباك؟  
هل هذا مفتاح؟  
لا، هو خاتم.

ملاحظات: تأكد من الإجابة الصحيحة.

Exercise 9

الزجاجة تحت المائدة.

الكلب في الحقيقة.

الجريدة على الكرسي.

الخمار فوق السيارة.

الصورة بجانب الشباك.

Exercise 10

لا، هو على المائدة.

لا، هو بجانب المائدة.

لا، هو بجانب المائدة.

لا، هو بجانب الكرسي.

لا، هو بجانب المائدة.

لا، هو بجانب المائدة.

Exercise 11

1 On the River Nile between Luxor and Aswan.  
2 In the morning.  
3 Large and beautiful.  
4 The bed is large and beside the window,  
the table is small and the cupboard is also small.  
5 The television is above  
the cupboard; it’s new and unbroken.
Exercise 12

1. على المرکب
2. في الصباح
3. بجانب الشباك
4. فوق الجزازنة
5. بين أقذر وأسوان
6. كذلك
7. جدید وسليم
8. نهر النيل

Unit 7

Exercise 1

A2 B4 C1 D3

1. بدر محاسب وهو في البنك.
2. زينب ممرضة وهي في المستشفى.
3. زين مرسة وهي في المدرسة.
4. أحمد مهندس وهو في المصانع.

Exercise 2

1. ✔ 6. ✗
2. ✔ 7. ✔
3. ✗ 8. ✗
4. ✔ 9. ✔
5. ✗ 10. ✗

Exercise 3

1. هناك تليفزيون على المائدة ولكن ليس هناك زجاجة.
2. هناك سيارة في الشارع ولكن ليس هناك دراجة.
3. هناك ولد بجانب الكرسي ولكن ليس هناك بنت.
4. هناك كلب تحت الشجرة ولكن ليس هناك حمار.
Exercise 4

1. هناك سيارة جديدة أمام المصنع.
2. هناك قلم مكسور على المائدة.
3. أنا في سيارتي الجديدة الجميلة.
4. ليس هناك شجر بجانب المستشفى.
5. هناك مدرسة جديد في المدرسة.
6. بدر محاسب في البنك الجديد.

Exercise 5

1. هذه الدراجة كبيرة.
2. هذا الولد طويل.
3. هذه الدراجة صغيرة.
4. هذه البنت قوية.
5. هذه البنت قصيرة.
6. هذا الولد ضعيف.

Exercise 6

Here is a translation of the advertisement:

A large and beautiful apartment!
- In the town of Marrakesh
- Sharif Street
- Near the hospital
- Between the university and Ibn Sina school
- There are beautiful palm trees in front of the house and a large balcony

Telephone: 442 137891

Exercise 7

Your drawing should feature the following:
- a street
- a hospital in the middle of the picture, with a tall nurse standing by the door
- a new white factory on the right of the hospital, with big beautiful trees in front of it
- an ugly black dog under the trees and some pigeons above it
- a small school to the left of the hospital, with an old bicycle next to the school gate/door.
### Unit 8

**Exercise 1**

1. ص + م + ر = مصرف
2. ع + م + ن = عيان
3. د + م + ش + ق = دمشق
4. م + س + ق + ط = حسقاط
5. ل + ب + ن + ا + ن = أبنان
6. ب + ي + ر + و + ت = بيروت
7. ب + غ + د + ا + د = بغداد

**Exercise 2**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Meaning</th>
<th>Sun letter?</th>
<th>Initial letter</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>(al-bayt)</td>
<td>house</td>
<td>✗</td>
<td>⌣</td>
<td>بيت</td>
</tr>
<tr>
<td>(an-nahr)</td>
<td>river</td>
<td>✓</td>
<td>ن</td>
<td>نهر</td>
</tr>
<tr>
<td>(al-khayma)</td>
<td>tent</td>
<td>✓</td>
<td>خ</td>
<td>خيمة</td>
</tr>
<tr>
<td>(al-madina)</td>
<td>town/city</td>
<td>✓</td>
<td>م</td>
<td>مدينة</td>
</tr>
<tr>
<td>(az-zajja)</td>
<td>bottle</td>
<td>✓</td>
<td>ز</td>
<td>زجاجة</td>
</tr>
<tr>
<td>(ash-shaqa)</td>
<td>apartment</td>
<td>✓</td>
<td>ش</td>
<td>شقة</td>
</tr>
<tr>
<td>(at-filn)</td>
<td>figs</td>
<td>✓</td>
<td>ت</td>
<td>تين</td>
</tr>
<tr>
<td>(al-kitaab)</td>
<td>book</td>
<td>✗</td>
<td>ك</td>
<td>كتاب</td>
</tr>
<tr>
<td>(as-sayyara)</td>
<td>car</td>
<td>✓</td>
<td>س</td>
<td>سيارة</td>
</tr>
<tr>
<td>(ad-damaja)</td>
<td>bicycle</td>
<td>✓</td>
<td>د</td>
<td>دراجة</td>
</tr>
<tr>
<td>(al-qamla)</td>
<td>shirt</td>
<td>✗</td>
<td>ق</td>
<td>قميص</td>
</tr>
<tr>
<td>(al-hajiba)</td>
<td>bag</td>
<td>✗</td>
<td>ح</td>
<td>حقيبة</td>
</tr>
<tr>
<td>(al-yamri)</td>
<td>right</td>
<td>✗</td>
<td>ي</td>
<td>يمين</td>
</tr>
<tr>
<td>(as-sawra)</td>
<td>picture</td>
<td>✓</td>
<td>ص</td>
<td>صورة</td>
</tr>
<tr>
<td>(al-ghurfa)</td>
<td>room</td>
<td>✗</td>
<td>غ</td>
<td>غرفة</td>
</tr>
<tr>
<td>(al-jarida)</td>
<td>newspaper</td>
<td>✗</td>
<td>ج</td>
<td>جريدة</td>
</tr>
<tr>
<td>(al-tash)</td>
<td>student</td>
<td>✓</td>
<td>ط</td>
<td>طالب</td>
</tr>
<tr>
<td>(al-waleed)</td>
<td>boy</td>
<td>✗</td>
<td>و</td>
<td>ولد</td>
</tr>
</tbody>
</table>
Exercise 3

أحمد/زيد/أنور/حسين/محمّد/مدحت/بدر  
زينة/جيهان/دينا          
نور/زين

male
female
both

Exercise 4

father  حسين
mother  جيهان
son     أحمد
elder daughter  زينة
younger daughter  دينا

Exercise 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرّسات</td>
<td>مدرّسة</td>
<td>مدرّسون</td>
<td>مدرّس</td>
</tr>
<tr>
<td>مهندسات</td>
<td>مهندسة</td>
<td>مهندسون</td>
<td>مهندس</td>
</tr>
<tr>
<td>نجّارات</td>
<td>نجّارة</td>
<td>نجّارون</td>
<td>نجّار</td>
</tr>
<tr>
<td>خبّازات</td>
<td>خبّازة</td>
<td>خبّازون</td>
<td>خبّاز</td>
</tr>
<tr>
<td>ممرّضات</td>
<td>ممرّضة</td>
<td>ممرضون</td>
<td>ممرض</td>
</tr>
<tr>
<td>محاسبات</td>
<td>محاسبة</td>
<td>محاسبون</td>
<td>محاسب</td>
</tr>
</tbody>
</table>
Exercise 6
1. جريدة
2. هل
3. زينب
4. هناك
5. مصنع
6. أخت
7. كتاب
8. باب

Exercise 7
1. هذه سيارة.
2. هذا مفتاح.
3. هذا كتاب.
4. هذه دراجة.
5. هذا سرير.
6. هذا باب.
7. هذا تليفزيون.
8. هذا شباك.
9. هذه حقيبة.
10. هذا كرسي.
11. هذا كلب.
12. هذا قلم.

Exercise 8
The answer to this depends on where you put the objects. Try to check your answer with an Arabic-speaker.

Exercise 9
مكسور ... سليم
قديم ... جديد
كبير ... صغير
طويل ... قصير
قوي ... ضعيف
أسود ... أبيض
قبيح ... جميل
ثقيل ... خفيف

(Model answer: yours may vary slightly.)

هذه صورة بيت جميل، وعلى يمين البيت هناك شجرة طويلة. لون هذا البيت الجميل أبيض، ولكن الباب أسود. أمام البيت هناك سيارة جديدة ولكن على يسار السيارة هناك دراجة مكسورة، والدراجة أمام الشجرة الطويلة.

هناك دراجة صغيرة تحت السيارة. على يمين الصورة هناك حمار جميل، وبين الحمار الجميل والسيدة هناك كلب أبيض وقبيح.
Exercise 10

هل الحمار قبيح؟ لا، هو جميل.
 هل السيارة أمام البيت؟ نعم، هي أمام البيت.
 هل الكلب جميل؟ لا، هو قبيح.
 هل الدراجة سليمة؟ لا، هي مكسورة.
 هل الدجاجة على السيارة؟ لا، هي تحت السيارة.
 هل باب البيت أبيض؟ لا، هو أسود.
 هل الشجرة طويلة؟ نعم، هي طويلة.
 هل الكلب بين الحمار والسيارة؟ نعم، هو بين الحمار والسيارة.

Exercise 11

هذا قلمي.
 هذا بيتي.
 هذا قلمي زينب. هذا قلمها.
 هذا بيت نادر. هذا بيته.
 هذه سيارتي.
 هذه دراجتي.
 هذه دراجة زين. هذه دراجته.
 هذه سيارة زيد. هذه سيارته.

Unit 9

Exercise 1

لا، هي في عمان.
 هي في مصر.
 لا، هي في العراق.
 نعم، هي في السعديَّة.
 هي في الأردن.
 نعم، هي بين السعديَّة وسوريا.
 نعم، هي في السعديَّة.
 لا، هي في العراق.
 هي في مصر.
 هي في عمان.
1 القاهرة في مصر وهي عاصمة مصر.
2 الخرطوم في السودان وهي عاصمة السودان.
3 طرابلس في ليبيا وهي عاصمة ليبيا.
4 عمان في أردن وهي عاصمة أردن.
5 بيروت في لبنان وهي عاصمة لبنان.
6 دمشق في سوريا وهي عاصمة سوريا.
7 بغداد في العراق وهي عاصمة العراق.
8 الرياض في السعودية وهي عاصمة السعودية.
9 مسقط في عمان وهي عاصمة عمان.
10 صنعاء في اليمن وهي عاصمة اليمن.

Exercise 4
1 أسوان في جنوب مصر.
2 سيوة في غرب مصر.
3 الإسكندرية في شمال مصر.
4 بورسعيد في شرق مصر.
### Exercise 5

1C 2A 3F 4E 5G 6H 7I 8B 9D

### Exercise 6

<table>
<thead>
<tr>
<th>الدُّولَة</th>
<th>الجَنْسِيَّة</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأردنّ</td>
<td>أَرْدَنِيّ</td>
</tr>
<tr>
<td>العراق</td>
<td>عَراْقِيّ</td>
</tr>
<tr>
<td>اليابان</td>
<td>يَابَانِيّ</td>
</tr>
<tr>
<td>أمريكا</td>
<td>أَمْريكيّ</td>
</tr>
<tr>
<td>أَسبانيا</td>
<td>أَسْبَانِيّ</td>
</tr>
<tr>
<td>روسيا</td>
<td>روْسِيّ</td>
</tr>
<tr>
<td>الصين</td>
<td>صَينِيّ</td>
</tr>
<tr>
<td>غَمانيّ</td>
<td>غَمانيّ</td>
</tr>
<tr>
<td>إيطاليا</td>
<td>إِيطَالِيّ</td>
</tr>
<tr>
<td>سوريا</td>
<td>سُوْريّ</td>
</tr>
<tr>
<td>لبنان</td>
<td>لَبَانِيّ</td>
</tr>
<tr>
<td>مصر</td>
<td>مَصريّ</td>
</tr>
<tr>
<td>السَعودية</td>
<td>سعودِيّ</td>
</tr>
<tr>
<td>فرنسا</td>
<td>فِرْنَسِيّ</td>
</tr>
<tr>
<td>أَلمانِيا</td>
<td>أَلمانِيّ</td>
</tr>
<tr>
<td>إنجلترا</td>
<td>إِنْجِليِزِيّ</td>
</tr>
</tbody>
</table>

### Exercise 7

1 هو من الأردن. هو أَرْدَنِيّ.
2 هو من روسيا. هو روْسِيّ.
3 هي من مصر. هي مَصريّة.
4 هي من إيطاليا. هي إِيطَالِيّة.
5 هو من السعودية. هو سعودِيّ.
6 هي من لبنان. هي لَبَانِيّة.
7 هو من أمريكا. هو أَمْريكيّ.
8 هي من ليبيا. هي لِبَيٍّة.
Exercise 8
A3 B1 C5 D2 E4

هو من نيويورك. هو أمريكي. A
هم من موسكو. هم روس. B
هي من طوكيو. هي يابانية. C
هن من مدريد. هن أسبانيات. D
هم من الرياض. هم سعوديون. E

Exercise 9

9 نحن إنجليز.

1 هو مصري.
2 هل أنت أمريكي؟
3 هم لبنانيون.
4 نحن أسبانيات.
5 هي سعودية.
6 هل أنتَ عراقي؟
7 هل أنتَ سوداني؟
8 هنَ يابانيات.
9 هل هو صيني؟
10 هم عراقيون.
11 هم فرنسيون.
12 نحن أسبانيات.
13 هي أردنيَّة.
14 هل أنتَ عمانى؟
15 هل أنتَ ألماني؟

Exercise 10

الاسم ... أحمد حسنين
الجنسية ... سعوديّ
المهنة ... مهندس (في الرياض)
اسم الزوجة ... دينا حسنين
 الجنسية الزوجة ... مصرية
مهنة الزوجة ... مدرسة
Exercise 11
(Model description: yours may vary slightly.)

محمد نور طبيب في دمشق. محمد سوري ولكن زوجته
زينب يمنية. زينب ممرضة في دمشق.

Unit 10

Exercise 1
See pages 118–19.

Exercise 2

1 كتابان/ين
2 نهران/ين
5 جريدتان/ين
6 دولتان/ين

Exercise 3

1 ثلاثة تليفونات
4 خمسة بالونات
5 حقيبات/حقيبتين
6 عشر ممرضات

Exercise 4

1 هناك كم سيارة في الصورة؟ هناك خمس سيارات.
2 هناك كم شجرة في الصورة؟ هناك ست شجرات.
3 هناك كم ممرضة في الصورة؟ هناك ثلاث ممرضات.
4 هناك كم كلبا في الصورة؟ هناك كلبان.
5 هناك كم مهندسًا في الصورة؟ هناك أربعة مهندسين.
6 هناك كم زجاجة في الصورة؟ هناك زجاجتان.

Exercise 5

- بكم كيلو التفاح؟ كيلو التفاح بمثانية جنيهات.
- بكم كيلو البطاطس؟ كيلو البطاطس بثلاثة جنيهات.
- بكم كيلو البرتقال؟ كيلو البرتقال بستة جنيهات.
- بكم كيلو الطماطم؟ كيلو الطماطم بأربعة جنيهات.
- بكم كيلو المنجة؟ كيلو المنجة بعشيرة جنيهات.
Exercise 6
Your conversations will vary depending on which fruit you choose and how many kilos you want. Try to check your answer with an Arabic-speaking friend or teacher.

Exercise 7

- بكم الصندل من فضلك؟
- بكم السلة من فضلك؟
- بكم التي-شيرت من فضلك؟
- بكم الطبق من فضلك؟
- بكم القلادة من فضلك؟

Exercise 8

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

أريد خاتم ذهب/فضة من فضلك.
I'd like a gold/silver ring, please.

أريد صندل جلد من فضلك.
I'd like some leather sandals, please.

أريد تي-شيرت قطن من فضلك.
I'd like a cotton T-shirt, please.

أريد قميص حرير/قطن من فضلك.
I'd like a silk/cotton shirt, please.

أريد زجاجة زجاج من فضلك.
I'd like a glass bottle, please.

أريد كرسي خشب من فضلك.
I'd like a wooden chair, please.

أريد حقيبة جلد من فضلك.
I'd like a leather bag, please.

أريد طبق نحاس/فضة من فضلك.
I'd like a copper/silver plate, please.

Exercise 9
(Model answers: yours may vary slightly.)

1. عندَ سارة سيارة كبيرة.
2. لن أَنور كَلِب أسود صغير.
3. لي أَخت في المغرب.
4. عِنذِنا طَبق فضَة جميل.
5. عندَهم ثلاثة تلفزيونات.
6. معي مفتاح.
7. هل عِندُكم برتقال؟
8. هل مَعك قلم؟
9. مَحَفَد حقيقية جديدة.
10. هل عنَبر سيارة؟
Answers to exercises 311

Unit 11

Exercise 1

<table>
<thead>
<tr>
<th>General meaning</th>
<th>Root</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculating</td>
<td>ح/س/ب</td>
<td>محاسب</td>
</tr>
<tr>
<td>bigness</td>
<td>ك/ب/ر</td>
<td>كبير</td>
</tr>
<tr>
<td>carving (wood)</td>
<td>ن/ج/ر</td>
<td>نجار</td>
</tr>
<tr>
<td>opening</td>
<td>ف/ت/ح</td>
<td>مفتاح</td>
</tr>
<tr>
<td>sealing (a letter)</td>
<td>خ/ت/م</td>
<td>خاتم</td>
</tr>
<tr>
<td>moving along</td>
<td>د/ر/ج</td>
<td>دراجة</td>
</tr>
<tr>
<td>producing</td>
<td>ص/ن/ع</td>
<td>مصنوع</td>
</tr>
<tr>
<td>falling sick</td>
<td>م/ر/ض</td>
<td>ممرضة</td>
</tr>
<tr>
<td>studying</td>
<td>د/ر/س</td>
<td>مدرسة + مدرسة</td>
</tr>
</tbody>
</table>

Exercise 2

- بيت - أفلام - films
- قول - أفلام - pattern 1
- بنك - أفلام - pattern 2
- فيلم - أفلام - pattern 1
- ولد - أفلام - pattern 2
- بيوت - pens
- أطفال - banks
- صاحب - houses

Exercise 3

- ألوان - لون (lawn) colour
- طبق - طباق (tabaq) plate
- أصحاب - صاحب (šahib) owner/friend
- أشكال - شكل (shakl) shape
- أوقات - وقت (waqt) time
- أسعار - سعر (sihr) price
- أعلام - علم (xalam) flag
Exercise 3 (continued)

أكواب (kúb) glass/tumbler
أعوام (guam) year
سيف (sayf) sword
قلوب (qalb) heart
ملوك (malik) king
شمعة (shamēa) candle
شيخ (shaykh) sheikh

Exercise 4

١ هذه قلوب. ٢ هذه بيوت. ٣ هولاء أولاد.
٤ هذه أطباق. ٥ هذه أشكال. ٦ هولاء شيوخ.

Exercise 5

١ هذه بيوت. ٦ أين البنوك؟
٢ هولاء أولاد. ٧ الذرايات خفيفة.
٣ هل هذه سيف؟ ٨ هذه أعلام من أين؟
٤ هل هولاء مكسورة. ٩ هل هولاء مدرسون؟
٥ هذه الشموع جميلة. ١٠ هم محاسبون.

Exercise 6

أريد ستة أطباق ورق، من فضلك.
أريد عشرة أكواب بلاستيك، من فضلك.
أريد ست قبعة، من فضلك.
أريد سبع زجاجات كولا، من فضلك.
أريد خمس شموع، من فضلك.
أريد تسعة أكياس بلاستيك، من فضلك.
Exercise 7

<table>
<thead>
<tr>
<th>Root letters</th>
<th>Feminine adj.</th>
<th>Masculine adj.</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>خ/ض/ر</td>
<td>خضراء</td>
<td>أخضر</td>
<td>green</td>
</tr>
<tr>
<td>ز/ر/ق</td>
<td>زرقاء</td>
<td>أزرق</td>
<td>blue</td>
</tr>
<tr>
<td>س/و/د</td>
<td>سوداء</td>
<td>أسود</td>
<td>black</td>
</tr>
<tr>
<td>ص/ف/ر</td>
<td>صفراء</td>
<td>أصفر</td>
<td>yellow</td>
</tr>
</tbody>
</table>

Exercise 8

١ قميص أحمر
٢ سيارة حمراء
٣ الكلب الأسود
٤ الدراجة الزرقاء
٥ أكياس صفراء
٦ الطباق بنياء
٧ الزيجا حضرة
٨ الشموع الصفراء

Exercise 9

1 8 Sudan Street (next to the hospital). 2 Do you have children at school? 3 10 September. 4 Yes. 5 The shoes. 6 The black pens.

Exercise 10

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>pens (blue)</td>
<td>4.75</td>
</tr>
<tr>
<td>pens (black)</td>
<td>4.25</td>
</tr>
<tr>
<td>shirt</td>
<td>17.00</td>
</tr>
<tr>
<td>trousers</td>
<td>25.50</td>
</tr>
<tr>
<td>caps</td>
<td>12.50</td>
</tr>
<tr>
<td>shoes</td>
<td>34.00</td>
</tr>
<tr>
<td>big bag (green)</td>
<td>27.50</td>
</tr>
<tr>
<td>small bag (yellow)</td>
<td>16.25</td>
</tr>
</tbody>
</table>

Exercise 11

١ سوال
٢ أحداث
٣ حتى
٤ أسعار رائعة
٥ للرياضة
٦ للعام الجديد
٧ أفضل أسعار في المدينة
٨ وقعنا على الإنترنت

Exercise 12

Your advertisement will vary depending on which items and prices you choose. Try to check your advertisement with an Arabic-speaking friend or teacher.
Unit 12

Exercise 1
biscuits ٍبسكوبية  rice  ٍأرز  sugar  ٍسکر
shampoo  ٍشامبو  cake  ٍکعک  macaroni  ٍمکرونة

Exercise 2
(Sample answer – yours may vary.)

<table>
<thead>
<tr>
<th>Anboua</th>
<th>Quata</th>
<th>Kise</th>
<th>Uleba</th>
<th>Zaghaji</th>
</tr>
</thead>
<tbody>
<tr>
<td>معجون الطماطم</td>
<td>کعک</td>
<td>عزز</td>
<td>حليب</td>
<td>عصير برتقال</td>
</tr>
<tr>
<td>جبنة</td>
<td>حبنه</td>
<td>سکر</td>
<td>بيض</td>
<td>كولا</td>
</tr>
<tr>
<td>طماطم</td>
<td>طماطم</td>
<td>سکر</td>
<td>طماطم مکرونة</td>
<td>شامبو</td>
</tr>
<tr>
<td>مکرونة</td>
<td>مکرونة</td>
<td>تفاح</td>
<td>جبنة مسحوق الفسيل</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3
1 In the morning.  2 Tomatoes.  3 Sugar.  4 White cheese: half a kilo.  5 Four and a half pounds.

Exercise 4

1 مساء الخير.  
2 مساء النور يا مدام... تحت أمرك.  
3 أعطني من فضلك زجاجة زيت...  
4 لتر؟  
5 لا نصف لتر من فضلك.  
6 تفاضلي.  
7 وعلبة مکرونة كبيرة وکيسين أرز.  
8 تفاضلي يا مدام.  
9 شكرًا... كم الحساب من فضلك؟  
10 عشرة جنيهات.  
11 تفاضل.  
12 شكرًا... مع السلامه يا مدام.  
13 الله يستمك.
Exercise 5

<table>
<thead>
<tr>
<th>Name</th>
<th>Likes</th>
<th>Dislikes</th>
<th>Favourite dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamal</td>
<td>chicken, roast meat, rice, potatoes</td>
<td>cheese, milk</td>
<td>grilled chicken with rice</td>
</tr>
<tr>
<td>Karima</td>
<td>fish, vegetables</td>
<td>meat, chicken</td>
<td>fish fried in oil with tomato salad</td>
</tr>
<tr>
<td>Mido</td>
<td>fried chicken, chips, cola</td>
<td>vegetables, fruit</td>
<td>pizza</td>
</tr>
</tbody>
</table>

Exercise 6

1. a tree شجرة
2. an almond لوزة
3. an apple تفاحة
4. a fig تينة
5. a rose وردة
6. a pigeon حمامة

Exercise 7

<table>
<thead>
<tr>
<th>كباب</th>
<th>مهلبية</th>
<th>كشري</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
<td>دجاج / لحم</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>مكرونة / أرز</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>حليب</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>بصل</td>
</tr>
<tr>
<td>✔</td>
<td>✔</td>
<td>بطاطس</td>
</tr>
<tr>
<td>✔</td>
<td>✔</td>
<td>سكر</td>
</tr>
</tbody>
</table>

Exercise 8

الطبق الأول
- سلطة طماطم بالبيض 30 ريالًا ✔
- سلطة دجاج بالمايونيز 50 ريالًا

الطبق الرئيسي
- لحم بالبطاطس 60 ريالًا
- سمك باللوز 70 ريالًا ✔
- مكرونة بالطماطم والجبن 45 ريالًا

الحلويات
- آيس كريم 65 ريالًا ✔
- كعك باللوز 68 ريالًا

المشروبات
- قهوة 13 ريالًا
- شاي باللوز 17 ريالًا ✔
- عصير برتقال 18 ريالًا
- شاي 15 ريالًا
- عصير تفاح 20 ريالًا
- كولا 14 ريالًا
### Exercise 11

<table>
<thead>
<tr>
<th>Plural</th>
<th>Noun of place meaning</th>
<th>Root meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ملاعب</td>
<td>playground/court</td>
<td>لعب playing</td>
</tr>
<tr>
<td>معارض</td>
<td>exhibition</td>
<td>عرض showing</td>
</tr>
<tr>
<td>مداخل</td>
<td>entrance</td>
<td>دخل coming in</td>
</tr>
<tr>
<td>مخرج</td>
<td>exit</td>
<td>خرج going out</td>
</tr>
<tr>
<td>مخابز</td>
<td>bakery</td>
<td>خبز baking</td>
</tr>
<tr>
<td>مطابخ</td>
<td>kitchen</td>
<td>طبخ cooking</td>
</tr>
<tr>
<td>مغاسل</td>
<td>laundry</td>
<td>غسل washing</td>
</tr>
<tr>
<td>مساجد</td>
<td>mosque</td>
<td>سجد kneeling in prayer</td>
</tr>
</tbody>
</table>
Unit 13

Exercise 1

1. هل كتبنت خطابات في مكتبك؟ نعم، كتبنت خطابات في مكتبي.
2. هل ذهبتي إلى مطعم أمريكي؟ لا، ذهبت إلى مطعم عربي.
3. هل أكلت سمكة في المطعم؟ نعم، أكلت سمكة في المطعم.
4. هل رجعت إلى البيت (بيتك) مساءً؟ نعم، رجعت إلى البيت (بيتي) مساءً.
5. هل سمعت عن السرقة في الراديو؟ لا، سمعت عن السرقة في التليفزيون.

Exercise 2

1. أنا زينب شوقي وبيتي في...
2. ذهبته إلى مطعم صيني...
3. وجبتي فنجان شاي.
4. فتحت الخزانة...
5. وجلسنا على مكتبي.

Exercise 3

1. 6 ذهبته إلى مطعم صيني...
2. وفي المطعم سمعت عن السرقة...
3. أمس ذهبته إلى البنك صباحًا...
4. ووجدت الشباك المكسور...
5. وجلسنا على مكتبي.
6. ماذا فعلت في مكتبك؟
7. ما اسكت؟
8. هل ذهبتي إلى مطعم عربي؟
9. ماذا أكلت في المطعم؟
Exercise 5

أين سمعت عن السرقة؟
1. أمس، خرجت من البيت صباحًا.
2. ذهبت إلى البيت وجلست على كرسي.
3. هل أكلت التفاحة؟
4. أولاً، كتب خطابات.
5. ذهبت إلى البنك.
6. ذهبت إلى البيت.
7. شربت فنجان قهوة مع أختها.
8. ماذا فعلت أمس؟

Exercise 6

اسمها زينب شوقي.
وبيتها في وسط مدينة عمّان.
1. أمس ذهبت إلى البنك الكويتي صباحًا.
2. أولاً، شربت فنجان شاي...
3. وفتحت الخزانة.
4. ثم جلست على مكتبة.
5. وبعد ذلك ذهبت إلى المطعم.
6. وسمعت عن السرقة في الراديو.
7. فرحت إلى البنك.
8. أخيراً وجدت الشباكة الكبيرة.

Exercise 7

أكلت سمكًا في المطعم أمس.
1. شربت دينار زجاجة كولا.
2. وجدت ولدا صغيرًا بجانب باب المدرسة.
3. أولاً، فتحت زينب خزانة البنك الكويتي صباحًا.
4. جلست على كرسي خشبي.
5. أخيراً، زجعت إلى بيتي مساءً.
Exercise 8

٢ ذهب إلى مصنع السيارات في جنوب المدينة.

٥ ذهب إلى مدرسة كبيرة في وسط المدينة.

٣ شرب فنجان قهوة مع المهندسين في المصنع.

١ خرج من القصر الملكي.

٧ رجع إلى القصر الملكي.

٦ جلس مع أهاليد والبنات والمدرسين.

٤ سمع من المهندسين عن السيارة الجديدة.

Unit 14

Exercise 1

<table>
<thead>
<tr>
<th>Plural</th>
<th>Pattern</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>جِبَال</td>
<td>فعل</td>
<td>جَبَل</td>
</tr>
<tr>
<td>جِبَال</td>
<td>فعل</td>
<td>جَمَل</td>
</tr>
<tr>
<td>لُعْبَة</td>
<td>فعل</td>
<td>لُعْبة</td>
</tr>
<tr>
<td>بَحْر</td>
<td>فعل</td>
<td>بَحْر</td>
</tr>
<tr>
<td>تَحْقَف</td>
<td>فعل</td>
<td>تَحْقَف</td>
</tr>
<tr>
<td>دُوْلَة</td>
<td>فعل</td>
<td>دُوْلَة</td>
</tr>
<tr>
<td>رِياح</td>
<td>فعل</td>
<td>رِياح</td>
</tr>
</tbody>
</table>

mountain camel toy/game sea masterpiece/artefact nation/state wind

Exercise 2

١ كم كلباً في الصورة؟ هناك أربعة كلاب.

٢ كم جملًا في الصورة؟ هناك خمسة جمايل.

٣ كم لعبة في الصورة؟ هناك تسع لعج.

٤ كم جبالاً في الصورة؟ هناك ستة جبال.

٥ كم رجلًا في الصورة؟ هناك سبعة رجال.

٦ كم غلة في الصورة؟ هناك ثماني غلب.
Exercise 3
See the number panel on page 188.

Exercise 4
See the number panels on pages 119 and 188.

Exercise 5
1 6 2 3 5 0 9 3 7 6 185
1 2 4 7 6 14 8 1 57

Exercise 6

(wāḥid wa-sittīn rajul) ٦١ رجلاً
(thalātha wa-غ ishrīn sayf) ٢٣ سيفاً
(ithnān wa-sabع īn qalam) ٧٢ قلمًا
(thamānya wa-khamsīn kalb) ٥٨ كلباً
(tisع wa-arbaع īn sūra) ٤٩ صورة
(thamānya wa-غ ishrīn miftah) ٢٨ مفتاحاً
(sitt ع ashar zujāja) ١٦ زجاجة
(thamanyat ع ashar jamal) ١٨ جمالًا
(thalātha wa-tisع īn khayma) ٩٣ خيمة

Exercise 7

1 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ١٥. الطَّقس بارد.
2 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ٤٠. الطَّقس حار.
3 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ٢٥. الطَّقس مُعتَدِل.
4 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ٥. الطَّقس بارد جدًا.
5 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ٥٠. الطَّقس حار جدًا.
6 ما هي رَجِبَة الحَرَارة؟ رَجِبَة الحَرَارة ١٠. الطَّقس بارد.

Exercise 8

|   | ☀ ☀ ☀ ☀ ☀ |
|---|---|---|---|---|---|
| 1 | ✅ | ✅ | ✅ | ✅ |  |
| 2 |   |   |   |   | ✅ |
| 3 |   |   |   |   | ✅ |
| 4 |   |   |   |   | ✅ |
Exercise 9

<table>
<thead>
<tr>
<th>City</th>
<th>Temperature</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairo</td>
<td>23°</td>
<td>light rain</td>
</tr>
<tr>
<td>Baghdad</td>
<td>25°</td>
<td>sunny</td>
</tr>
<tr>
<td>Abu Dhabi</td>
<td>31°</td>
<td>sunny periods</td>
</tr>
<tr>
<td>Rabat</td>
<td>18°</td>
<td>heavy rain(s)</td>
</tr>
<tr>
<td>Damascus</td>
<td>19°</td>
<td>black clouds</td>
</tr>
<tr>
<td>Beirut</td>
<td>20°</td>
<td>strong wind(s)</td>
</tr>
<tr>
<td>Khartoum</td>
<td>40°</td>
<td>sunny</td>
</tr>
<tr>
<td>Riyadh</td>
<td>34°</td>
<td>sunny periods</td>
</tr>
<tr>
<td>Kuwait City</td>
<td>29°</td>
<td>white clouds</td>
</tr>
</tbody>
</table>

Exercise 10

مدينة الكويت: الطقس في معتدل. درجة الحرارة 29 و30 درجة الحرارة، الطقس حار جدًا. درجة الحرارة هناك غيوم بضاء.

Exercise 11

1  x  3  x  5  x  7
   x  8  x  4  x  2

Exercise 12

1. في آخر يوم
2. شروق الشمس
3. أطلال مصرية لدّيدة
4. لثلاثة أيام
5. جبل موسى
6. رحلة ممتعة

Exercise 13

1 Ahmad. 2 London. 3 Cold and cloudy. 4 Centre of town. 5 Japanese. 6 To a museum. 7 Went back to the hotel. 8 Have you written a letter to me?

Exercise 14

عزيزيتي زينة،
كيف حالك؟ نحن في باريس والطقس حار ومشمس. ذهبنا أمس صبحًا إلى متحف كبير. ثم أكلنا في مطعم فرنسي في وسط المدينة.
بعد ذلك أنا ذهبت إلى البنك ولكن نادل وأولاد ذهبو إلى المتحف.
وانت؟ هل كتبت لي خطابًا؟
مع تحياتي زينة
Unit 15

Exercise 1

11 مائتان
12 اثنان عشر
13 ثلاثة عشر
14 أربعة عشر
15 خمسة عشر
16 ستة عشر
17 سبعه عشر
18 ثمانية عشر
19 تسعه عشر
20عشرين

Exercise 2

1 94 33 76 51 92 48 67 89 10 14 88 67 56 42

Exercise 3

2 4 6 10 14 16 18 20 22 24 26 27 30 33 36 40 43 46 49 52 55 58 77 89 121 161 221 281 441 491 551 631 731 891

(Add together the previous two numbers)
Exercise 4

أريد مائدة خشب من فضلك.
أريد قلادة ذهب من فضلك.
أريد حقيقية جلد من فضلك.
أريد شباك زجاج من فضلك.
أريد قميص قطن من فضلك.

Exercise 5

<table>
<thead>
<tr>
<th>مفتاح</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
<th>فعل</th>
</tr>
</thead>
<tbody>
<tr>
<td>مطاعم</td>
<td>boxes</td>
<td>men</td>
<td>شموع</td>
<td>أولاد</td>
<td>ممرضات</td>
<td>مهندسين</td>
<td>جنود</td>
<td>صحاب</td>
<td>محاسبون</td>
</tr>
<tr>
<td>متاحف</td>
<td>toys</td>
<td>جبال</td>
<td>مصروف</td>
<td>أفلام</td>
<td>جنينات</td>
<td>خبازون</td>
<td>بحور</td>
<td>أسواق</td>
<td>محاسبون</td>
</tr>
<tr>
<td>مساجد</td>
<td>restaurants</td>
<td>جمال</td>
<td>سحور</td>
<td>أسواق</td>
<td>Após</td>
<td>بحريين</td>
<td>بحور</td>
<td>سوق</td>
<td>محاسبون</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>بحر</td>
<td>أسواق</td>
<td>car</td>
<td>سحاب</td>
<td>بلاد</td>
<td>تردد</td>
<td>محاسبون</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 6

1 كم كلب في الصورة؟ هناك ثلاثة كلاب في الصورة.
2 كم جملاً في الصورة؟ هناك أربعة جملاً في الصورة.
3 كم سيارة في الصورة؟ هناك عشر سيارات في الصورة.
4 كم صورة في الصورة؟ هناك خمس صور في الصورة.
5 كم دراجة في الصورة؟ هناك سبع دراجات في الصورة.
6 كم رجلاً في الصورة؟ هناك ستة رجال في الصورة.
7 كم علبة في الصورة؟ هناك ثلاثة علب في الصورة.
8 كم لعبة في الصورة؟ هناك ثمانية لعب في الصورة.
5 ونصف كيلو جبنة بيضاء من فضلك كم الحساب؟

2 صباح النور يا مدام نادية.

4 تحت أمرك … تفَّضَّلي.

3 من فضلك أعطني كيس سكر وزجاجة (غلبة) عصير نفاح.

1 صباح الخير يا إسماعيل.

8 اللهم يسلك.

6 13 جنيه من فضلك.

7 تفَّضَّلي. شكرًا يا إسماعيل. مع السلامة.

Exercise 8

<table>
<thead>
<tr>
<th>الحلويات</th>
<th>الطبق الرئيسي</th>
<th>الطبق الأول</th>
<th>المشروبات</th>
<th>أسئلة</th>
</tr>
</thead>
<tbody>
<tr>
<td>ـ</td>
<td>سمك بالأزرق</td>
<td>مكرونة</td>
<td>عصير منجة</td>
<td>سلوى</td>
</tr>
<tr>
<td>كعك</td>
<td>دجاج بالمبطاطس</td>
<td>سلطة</td>
<td>كولا</td>
<td>أحمد</td>
</tr>
</tbody>
</table>

Exercise 9

A vegetarian would probably choose the tomato salad and the macaroni with tomato. The final bill and conversation will depend on your choice of dessert and drink. Try to check them with an Arabic-speaker.

Exercise 10

<table>
<thead>
<tr>
<th>Feminine</th>
<th>Masculine</th>
</tr>
</thead>
<tbody>
<tr>
<td>خَضْرَاء</td>
<td>أَخْضرَ</td>
</tr>
<tr>
<td>زَرْقاء</td>
<td>أَزْرَقَ</td>
</tr>
<tr>
<td>بَيْضَاء</td>
<td>أَبْيضَ</td>
</tr>
<tr>
<td>سَوْداء</td>
<td>أَسْوَدَ</td>
</tr>
<tr>
<td>صَفراء</td>
<td>أَصْفرَ</td>
</tr>
<tr>
<td>حَمراء</td>
<td>أَحْمرَ</td>
</tr>
</tbody>
</table>
Exercise 11
١ هذا الكرسي أحمر.
٢ هذه المائدة سوداء.
٣ هذه أحالام زرقاء.
٤ هذا الباب أخضر / باب بيتي.
٥ هذه السيارات بيضاء وصفراء.
٦ علم الجزائر أبيض وأخضر وأحمر.
٧ علم ألمانيا أحمر وأصفر وأسود.
٨ وجدت هذه أطباق الزرقاء في السوق.

[colour of your car (fem.)]

[colour of your door (masc.)]

Exercise 12
في الأسبوع الماضي، ذهبت مع بدر زوجي وصديقتنا ألمانية كلازا إلى القاهرة لثلاثة أيام. نزلنا في غرفتين في فندق صغير هناك.
في أول يوم خرجنا كلنا سباحة وذهبنا إلى المتحف المصري في وسط المدينة. بعد ذلك وجدنا مطعما كبيرا بجانب المتحف. أنا جذبت سمكة لذيذة من البحر ألاحمر، ولكن بدر أكل الكباب وكلازا جزيت الكشري.
في آخر يوم أنا شاهدت الفيلم المصري الجديد في السينما مع زوجي، ولكن كلازا جلست في شرفة غرفتها في الفندق وكتبت خطابا لألمانيا.
في ألمانيا. أخيرا، رجعنا كلنا إلى بيروت مساءً.

في الأسبوع الماضي، ذهبت جميلة مع بدر زوجها وصديقتها ألمانية كلازا إلى القاهرة لثلاثة أيام. نزلنا في غرفتين في فندق صغير هناك.
في أول يوم خرجوا كلهم سباحة وذهبوا إلى المتحف المصري في وسط المدينة. بعد ذلك وجدوا مطعما كبيرا بجانب المتحف. أكلت جميلة سمكة لذيذة من البحر ألاحمر، ولكن بدر أكل الكباب وكلازا جزيت الكشري.
في آخر يوم شاهدت جميلة الفيلم المصري الجديد في السينما مع زوجها، ولكن كلازا جلست في شرفة غرفتها في الفندق وكتبت خطابا لألمانيا.
في ألمانيا. أخيرا، رجعنا كلهم إلى بيروت مساءً.
Unit 16

Exercise 1

1. كم الساعة؟ الساعة الخامسة.
2. كم الساعة؟ الساعة السادسة.
3. كم الساعة؟ الساعة السابعة.
4. كم الساعة؟ الساعة الثامنة.
5. كم الساعة؟ الساعة التاسعة.
6. كم الساعة؟ الساعة الحادية عشرة.

Exercise 2

1. كم الساعة؟ الساعة العاشرة والثلاث.
2. كم الساعة؟ الساعة الثامنة والثاني.
3. كم الساعة؟ الساعة الثانية والنصف.
4. كم الساعة؟ الساعة العاشرة والثلث.
5. كم الساعة؟ الساعة السادسة والأربع.
6. كم الساعة؟ الساعة الحادية عشرة والأربع.

Exercise 3

1. الفيلم الساعة العاشرة وخمس دقائق.
2. رجع أبي الساعة العاشرة والربع.
3. المعرض الساعة السابعة.
4. ذهبت إلى السوق الساعة الثالثة.
5. أكمل جملة الساعة التاسعة والثاني.
6. رجع أبي الساعة العاشرة والربع.
7. القطار الساعة الواحدة إلا خمس دقائق.
8. تخرج من البيت.
9. تأكل الافطار.
10. تغسل وجهها.
11. تلبس البيجاما.
12. تخرج من البيت.
13. تأكل الغداء.

Exercise 4

Try to check your paragraph with an Arabic-speaker.
Exercise 5
These are model answers: yours may vary slightly.

لا تذهب فاطمة إلى المدرسة بالحمار. تذهب بالدراجة.
لا يذهب محمود إلى المدرسة الساعة السابعة والنصف.
يذهب الساعة الثامنة.
لا يشرب محمود فنجان شاي. يشرب زجاجة كولا.
لا تغسل فاطمة وجهها الساعة الواحدة والثلث. تغسل وجهها الساعة السابعة والنصف.

Exercise 6
Try to check your answers with an Arabic-speaker.

Exercise 7
1 She's an engineer in a large factory in Beirut. 2 Half past six. 3 No. Jamila usually drinks tea and Badr coffee. 4 Twenty to eight. 5 By train, because she doesn't like buses in the morning. 6 Cooks dinner. 7 Sit together in the sitting room or go to the club and play badminton. 8 Half past ten.

Exercise 8

to Jamila:

1 متى تأكلين الإفطار؟
2 متى تطبخين العشاء عادة؟
3 هل تخرجين من البيت الساعة السابعة؟
4 كيف تذهبين إلى المصنع؟

5 متى ترجعين إلى البيت؟
6 متى ترجعين إلى البيت؟
7 متى ترجعين إلى البيت؟
8 متى تنامين؟

5 متى ترجعين إلى البيت؟
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8 متى تنامين؟

5 متى ترجعين إلى البيت؟
6 متى ترجعين إلى البيت؟
7 متى ترجعين إلى البيت؟
8 متى تناميل
Exercise 9
Try to check your paragraph with an Arabic-speaker.

Unit 17

Exercise 1

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Comparative/superlative</th>
<th>Meaning</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>akbar</td>
<td>أكَبَرَ</td>
<td>big/large</td>
<td>كبير</td>
</tr>
<tr>
<td>aqdam</td>
<td>أَقْدَمَ</td>
<td>old</td>
<td>قديم</td>
</tr>
<tr>
<td>ajmal</td>
<td>أَجْمَلَ</td>
<td>beautiful</td>
<td>جميل</td>
</tr>
<tr>
<td>aqbaḥ</td>
<td>أَقْبَحَ</td>
<td>ugly</td>
<td>قبيح</td>
</tr>
<tr>
<td>aşghar</td>
<td>أَصْغَرَ</td>
<td>small</td>
<td>صغير</td>
</tr>
<tr>
<td>aţwal</td>
<td>أَطُوْلَ</td>
<td>tall</td>
<td>طويل</td>
</tr>
<tr>
<td>ajadd</td>
<td>أَجَدَ</td>
<td>new</td>
<td>جديد</td>
</tr>
<tr>
<td>ashdad</td>
<td>أَشْدَدَ</td>
<td>strong</td>
<td>شديد</td>
</tr>
<tr>
<td>asraeg</td>
<td>أَسْرَعَ</td>
<td>fast</td>
<td>سريع</td>
</tr>
<tr>
<td>akthar</td>
<td>أَكْثَرَ</td>
<td>many</td>
<td>كثير</td>
</tr>
<tr>
<td>afḍal</td>
<td>أَفْضَلَ</td>
<td>good</td>
<td>فاضل</td>
</tr>
<tr>
<td>arkhaṣ</td>
<td>أَرْخَصَ</td>
<td>inexpensive/cheap</td>
<td>رخيص</td>
</tr>
<tr>
<td>aghnæ</td>
<td>أَغْنِيَ</td>
<td>rich</td>
<td>غنيّ</td>
</tr>
<tr>
<td>afqar</td>
<td>أَفْقَرَ</td>
<td>poor</td>
<td>فقير</td>
</tr>
<tr>
<td>ahamm</td>
<td>أَهْمَ</td>
<td>important</td>
<td>هامّ</td>
</tr>
</tbody>
</table>

Exercise 2

1. النيل أطول نهر في العالم.
2. القاهرة أكبر مدينة في أفريقيا.
3. أسياب أكبر قارة في العالم.
4. الفضة أرخص من الذهب.
5. السيارة أسرع من الدراجة.

Exercise 3

1. يوم الجمعة قبل يوم السبت.
2. يوم الخميس بعد يوم الاربعاء.
3. يوم الأحد قبل يوم الاثنين.
4. يوم الثلاثاء قبل يوم الثلاثاء.
5. يوم الجمعه بعد يوم السبت.
Exercise 4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>play with little sister</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sit with grandmother</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to bakery at 6AM</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no tasks this day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go out with the dog to the river</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write today’s lessons with brother</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>wash mother’s car after school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 5

يوم السبت أذهب إلى المخبز الساعة السادسة صباحاً.
يوم أحد أخرج مع الكلب إلى النهر.
يوم الاثنين أكتب دروس اليوم مع أخي.
يوم الثلاثاء أجلس مع جدتي بعد الظهر.
يوم أربعاء أغسل سيارة أمي بعد المدرسة.
يوم الخميس ألعب مع أختي الصغيرة.
يوم الجمعة لا أفعل شيئاً!

Exercise 6

Model answer – yours may vary.

<table>
<thead>
<tr>
<th>Comparative(s)</th>
<th>Adjective(s)</th>
<th>Aspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَرْخَصُ  أَعْلَى  أَكْبَرَ  أَصْفَرَ  أَسْرَعَ  أَجْدَدَ  أَقْدَمَ</td>
<td>رخيص  غال  كبير  صغير  سريع  جديد  قديم</td>
<td>price  size  speed  age</td>
</tr>
</tbody>
</table>

Exercise 7

1 5 days. 2 From Saturday to Thursday. 3 Three. 4 Red/180 per day. 5 White and small.
Exercise 8

<table>
<thead>
<tr>
<th>سيارة 3</th>
<th>سيارة 2</th>
<th>سيارة 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

أكبر
صغر
أسرع
أجود
أجمل
أرخص

Exercise 9

4 عندما هذه السيارة الكبيرة الجميلة.
8 بمائة وثمانين في اليوم.
6 الحمار يا أشهد وأسرع سيارة عندنا.
11 نعم هذا أفضل. آخذ البيضاء.
12 الاسم من فضلك...
2 من متى يا سيدي؟
7 بكم الحماراء؟
10 البيضاء أرخص وأصغر.
9 غالية! هل هناك أرخص منها؟
3 من يوم السبت حتى الخميس.
1 مساء الخير. أريد سيارة لخمسة أيام.
5 ولكنها قديمة. ممكن أخذ منها؟

Exercise 10

منذ عشرين سنة كان فؤذي غنيًا. كان له بيت جميل وكبير في وسط المدينة، ولكنه الآن فقير وليس له بيت.
في الماضي، كانت زوجته فؤذية غنية، وكان لها سيارة جديدة وكبيرة وكلب جميل وقصير. ولكنها الآن فقيرة وليس لها كلب، لها إجابة.

Exercise 11

1 كان أحمد مدرساً في الماضي.
5 كنت في المكتب يوم السبت.
2 منذ عشرين سنة كان هناك
6 كانت الشجرة أطول من بيت.
3 الطقس كان حاراً أمس.
7 آتين كنت يوم الأربعاء الساعة
4 منذ أسبوعين كانو في القاهرة.
8 كان هناك مطاعم كثيرة هنا.
Answers to exercises

Exercise 12 & Exercise 13 (in brackets)

1. منذٌ عشرين سنة كنتَ غنيٌّ. الآن أنا (ولكنّي الآن) فقير.
2. منذ ثلاثين سنة كان أحمد في الجيش. الآن هو (ولكنّه الآن) محاسب في بنك.
3. منذ نصف ساعة كانوا في المدرسة. الآن هم (ولكنّهم الآن) في بيوتهم.
4. منذ تسعين سنة كانت الرياض مدينة صغيرة. الآن هي (ولكنّها الآن) أكبر مدينة في السعودية.
5. في الماضي كنت مدرساً. الآن كنتُ (ولكنك الآن) ممثل غني.
6. منذ دقيقتين كنت في البنك. الآن نحن (ولكننا الآن) عند البقال.

Exercise 14

<table>
<thead>
<tr>
<th>Past الماضي</th>
<th>Present المضارع</th>
<th>Root الجذر</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>طار (طَرَتْ)</td>
<td>تَطَرَر</td>
<td>تَطَرَّر</td>
<td>to fly</td>
</tr>
<tr>
<td>زَارَ (زَرَتْ)</td>
<td>يَزورُ</td>
<td>يَزَور</td>
<td>to visit</td>
</tr>
<tr>
<td>جَرَى (جَريَتْ)</td>
<td>يَجري</td>
<td>يَجري</td>
<td>to run</td>
</tr>
<tr>
<td>بَيعَ (بَغْتْ)</td>
<td>يَبِيعُ</td>
<td>يَبِيعُ</td>
<td>to sell</td>
</tr>
<tr>
<td>عَادَ (عَدتْ)</td>
<td>يَعودُ</td>
<td>يَعودُ</td>
<td>to return</td>
</tr>
<tr>
<td>دُعِيَ (دُعِتْ)</td>
<td>يَدُعُو</td>
<td>يَدُعُو</td>
<td>to call/to invite</td>
</tr>
<tr>
<td>زَادَ (زَدَتْ)</td>
<td>يَزيدُ</td>
<td>يَزَيد</td>
<td>to increase</td>
</tr>
<tr>
<td>قَالَ (قَلتْ)</td>
<td>يَقولُ</td>
<td>يَقُولُ</td>
<td>to say</td>
</tr>
<tr>
<td>شَكَوَ (شَكَوتْ)</td>
<td>يَشكو</td>
<td>يَشْكُو</td>
<td>to complain</td>
</tr>
</tbody>
</table>

Exercise 15
Try to check your email or letter with an Arabic-speaker.
Unit 18

Exercise 1

1. ماذا تدرسون يوم الثلاثاء ظهرًا؟ ندرس الموسيقى من الساعة الواحدة والنصف حتى الساعة الثالثة.

2. ماذا تدرسون يوم الثلاثاء صباحًا؟ ندرس الرياضيات من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس الإنجليزية حتى الساعة الثانية عشرة.

3. ماذا تدرسون يوم الاثنين ظهرًا؟ ندرس الرسم من الساعة الواحدة والنصف حتى الساعة الثالثة.

4. ماذا تدرسون يوم الخميس صباحًا؟ ندرس الكيمياء من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس الرياضيات حتى الساعة الثانية عشرة.

5. ماذا تدرسون يوم السبت ظهرًا؟ ندرس الجغرافيا من الساعة الواحدة والنصف حتى الساعة الثالثة.

6. ماذا تدرسون يوم أحد ظهرًا؟ ندرس الرياضة من الساعة الواحدة والنصف حتى الساعة الثالثة.

7. ماذا تدرسون يوم الاثنين صباحًا؟ ندرس التربية الدينية من الساعة الثامنة والنصف حتى الساعة العاشرة وبعد ذلك ندرس العربية حتى الساعة الثانية عشرة.

Exercise 2

كل يوم يخرجون من بيوتهم الساعة الثامنة. لا يذهبون إلى المدرسة بالأتوبيس. يدرسون حتى الساعة الثانية عشرة وبعد ذلك يأكلون الغداء.

بعد الغداء يدرسون من الساعة الواحدة والنصف حتى الساعة الثالثة ثم يرجعون من المدرسة إلى بيوتهم.

Exercise 3

- Damascus University
- medicine
- lectures on Sunday/Monday/Thursday
- eggs/tea for breakfast
- leaves house 10 AM
- university by train
- attends lectures/sits in library until 4 PM
- returns home
- Friday goes to cinema with friends
- eats in falafel restaurant
Exercise 4

algebra
emir (prince)
saffron
alkali
vizier (minister)
tamarind
alcohol

Exercise 5

سفراء
رؤساء
مُدَرَّاء
زعماء
وكَلّاء
زمَلّاء

Exercise 6

سفيرة/سفيرات (female) ambassador/s
رئيسة/رئيسات (female) president/s; chairwoman/women
مُديرة/مديرات (female) manager/s
زعيمة/زعيمات (female) leader/s
وكيلة/وكيلات (female) agent/s
زميلة/زميلات (female) colleague/s; associate/s

Exercise 7

<table>
<thead>
<tr>
<th>Meaning</th>
<th>General noun</th>
<th>Root letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>ministry</td>
<td>وزارة</td>
<td>وزر</td>
</tr>
<tr>
<td>embassy</td>
<td>سفارة</td>
<td>س ف ر</td>
</tr>
<tr>
<td>emirate</td>
<td>إمارة</td>
<td>ع م ر</td>
</tr>
<tr>
<td>agency</td>
<td>وكالة</td>
<td>وك ل</td>
</tr>
<tr>
<td>leadership</td>
<td>زعامة</td>
<td>ز ع م</td>
</tr>
<tr>
<td>presidency/chairing</td>
<td>رئاسة</td>
<td>ر ع س</td>
</tr>
<tr>
<td>colleagueship</td>
<td>زمالة</td>
<td>ز م ل</td>
</tr>
</tbody>
</table>
Exercise 8

1. أمير الكويت
2. وكلاء الشركة
3. رئيس مصر
4. سفير الصين
5. وزارة الصحة
6. جمعية المُذرباء
7. وزيرة التعليم
8. وزير الصناعة
9. مجلس الوزراء
10. زعماء أفريقيا
11. مؤتمر المهندسين
12. رئيسة الاجتماع

Exercise 9
1. In private cars. 2. Last Thursday. 3. After a cabinet meeting last week. 4. The prime minister. 5. He wants them to know and listen to the people.

Exercise 10

1. أمس خرج السفراء من السفارات وذهبوا إلى القصر الملكي.
2. كل أسبوع يزور الوكلاء مكاتب الشركة ويشربون القهوة مع الرئيس.
3. الأسبوع الماضي ذهب الزعماء إلى المصنع وسمعوا عن السيارة الجديدة.
4. كل صباح تجليس المديرة على مكتبها وتشتهر خطابات.
5. كل يوم يأكل الرجال سمكة في المطعم، وبعد ذلك يشربون زجاجات كولا.
6. منذ يومين جلسَت وزيرة التعليم مع المدرسة.
7. لا يُعرف الوزراء الشارع ولا يسمعون من الشعب.
8. ماذا فعلت الملكة يوم الثلاثاء الماضي وما زالت إلى القصر؟

Exercise 11

<table>
<thead>
<tr>
<th></th>
<th>Health</th>
<th>Education</th>
<th>Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>went to a small school outside the city</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to a cement factory</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>travelled by train</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>usually has lunch on the balcony</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drank tea</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>listened to the teachers</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>usually plays tennis every Thursday</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>ate lunch in a cafeteria</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>put on a yellow plastic hat</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>went to a distant town</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>usually writes letters on the computer</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 12

يوم الخمسة الماضي لم يذهب (didn't go) إلى الوزارة (went) ولكن ركبه (rode) الأوتوبوس وذهب إلى مستشفى صغير (went) في مدينة بعيدة. عادةً يجلس (sits) الوزير مع زوجته في الشرفة ويأكل (eats) الغداء في الشمس كل يوم خميس، ولكن يوم الخمسة الماضي أكل (ate) الغداء مع الممرضات والممرضين في كافيتريا المستشفى.

وزيرة التعليم بالقطار (went) إلى مدرسة صغيرة خارج المدينة (didn't write) يوم الخمسة الماضي. لم تكتب (heard/listened) الوزارة خطابات على الكمبيوتر في مكتبها، بل سمحت (sat) والمدرسين عن حياتهم وعملهم.

وزير الخمسة الماضي أيضاً ليس (put on/wore) ولاستيكة صفراء وذهبي (wore) إلى مصنع أسمنت مع العمال (went) والمهندسين في أوتوبوس المصنع. عادةً يلعب (plays) الوزير التنس كل يوم خميس ولكن يوم الخمسة الماضي لم يلعب (didn't play) التنس، بل (drank) مع العمال في المصنع وشرب (sat) الشاي معهم.

Exercise 13

1 he rode the bus; 2 a distant town; 3 the female and male nurses; 4 outside the town; 5 but rather she heard; 6 about their life and their work; 7 a cement factory; 8 with the workers; 9 a yellow plastic hat; 10 he didn't play tennis

Unit 19

Exercise 1

شهر مارس بعد فبراير وقبل أبريل.
1 مارس

شهر يونيو بعد مايو وقبل يوليو.
2 يونيو

شهر سبتمبر بعد أغسطس وقبل أكتوبر.
3 سبتمبر

شهر أغسطس بعد يوليو وقبل سبتمبر.
4 أغسطس

شهر يناير بعد ديسمبر وقبل فبراير.
5 يناير

شهر مايو بعد أبريل وقبل يونيو.
6 مايو

شهر أكتوبر بعد سبتمبر وقبل نوفمبر.
7 أكتوبر

شهر أبريل بعد مارس وقبل مايو.
8 أبريل
Exercise 2
Try to check your sentences with an Arabic-speaker.

Exercise 3
غداً، فبراير ٢٣م، سيحضر الوزير اجتماعاً مع رئيس الوزراء الساعة الحادية عشرة صباحاً. وبعد ذلك سيستقبل أستاذة من كلية الطب في مكتبي الساعة الخامسة إلا ربعاً.

Exercise 4
Try to check your diary entries and descriptions with an Arabic-speaker.

Exercise 5
Try to check your presentation with an Arabic-speaker or post it in an online language-learning forum for comment.

Exercise 6

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Present</th>
<th>Past</th>
<th>Form</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>to heat</td>
<td>يُسخَن</td>
<td>سَخَنَ</td>
<td>II</td>
<td>سخن</td>
</tr>
<tr>
<td>to meet</td>
<td>يَقابل</td>
<td>قَابلَ</td>
<td>III</td>
<td>قبل</td>
</tr>
<tr>
<td>to teach</td>
<td>يُدَرَس</td>
<td>دَرَسَ</td>
<td>II</td>
<td>درس</td>
</tr>
<tr>
<td>to clean</td>
<td>يُنظف</td>
<td>نَظَفَ</td>
<td>II</td>
<td>نظف</td>
</tr>
<tr>
<td>to try</td>
<td>يَحاول</td>
<td>حَاوَلَ</td>
<td>III</td>
<td>حول</td>
</tr>
<tr>
<td>to use</td>
<td>يَستخدم</td>
<td>مَتَخَرَم</td>
<td>X</td>
<td>خدم</td>
</tr>
<tr>
<td>to mend/fix</td>
<td>يَصحِب</td>
<td>صَلحَ</td>
<td>II</td>
<td>صلح</td>
</tr>
<tr>
<td>to enquire</td>
<td>يَستَعلم</td>
<td>عِلم</td>
<td>X</td>
<td>علم</td>
</tr>
</tbody>
</table>

Exercise 7

<table>
<thead>
<tr>
<th>الشهر</th>
<th>الأفعال</th>
</tr>
</thead>
<tbody>
<tr>
<td>مايو</td>
<td>الدراسة في المدرسة</td>
</tr>
<tr>
<td>يونيو</td>
<td>الامتحانات</td>
</tr>
<tr>
<td>يوليو</td>
<td>البيت الجذ والجذة</td>
</tr>
<tr>
<td>أغسطس</td>
<td>لبنان</td>
</tr>
<tr>
<td>سبتمبر</td>
<td>الدراسة في الجامعة</td>
</tr>
</tbody>
</table>
Exercise 8

I met Zeinah in the library two weeks ago and I asked her about her plans for the future.
Zeinah said: ‘I will study in school until [the month of] May. The month of June is the month of exams. And in the summer I will be busy. In [the month of] July I will travel to the house of my grandfather and my grandmother in the countryside. Then I’ll fly to Beirut in August in order to visit my friend in Lebanon. I’ll return in September to begin the studies in university.’
I asked her, ‘Do you know in which university you’ll study?’
Zeinah said, ‘Actually I don’t know now, but I will know in the last week of August. The university will send an official letter. I hope that the letter is from the University of Oxford or Cambridge!’

Exercise 9

سندرس في المدرسة حتى شهر مايو. شهر يونيو هو شهر الامتحانات. في الصيف ستكون زيّنا مشغولة. في شهر يوليو، ستتسافر، إلى بيت جدّها وجدتها في الريف، ثم ستُطير إلى بيروت في شهر أغسطس لتبزور صديقتها في لبنان. ستُرجع في سبتمبر لتبعداً الدراسة في الجامعة.

Unit 20

Exercise 1

<table>
<thead>
<tr>
<th></th>
<th>Arabic film</th>
<th>American film</th>
<th>French film</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday showing times</td>
<td>1:30 PM</td>
<td></td>
<td>3:00 PM</td>
</tr>
<tr>
<td>Friday showing times</td>
<td>1:30 PM</td>
<td>9:00 PM</td>
<td>6:00 PM</td>
</tr>
<tr>
<td>Saturday showing times</td>
<td>4:45 PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 2

1. الساعة الثانية ظهراً. يوم يناير 14
2. الساعة السادسة والنصف صباحاً. يوم أكتوبر 24
3. الساعة الثامنة مساءً. يوم يوليو 10
4. الساعة الخامسة الليلة. يوم ديسمبر 15
5. الساعة السابعة والثلاثين صباحاً. يوم مارس 6
6. الساعة الحادية عشرة. الليلة. خمس دقائق صباحاً. يوم أبريل 11

Exercise 3

<table>
<thead>
<tr>
<th>Future</th>
<th>Present</th>
<th>Past</th>
<th>Subject</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَأَذْهَبُ</td>
<td>أَذْهَبُ</td>
<td>دَهْبَتْ</td>
<td>أَنَا</td>
<td>to go</td>
</tr>
<tr>
<td>سَتَشْرَبُ</td>
<td>تَشْرَبُ</td>
<td>شَرِبَتْ</td>
<td>هِي</td>
<td>to drink</td>
</tr>
<tr>
<td>سَتَفْضِلُ</td>
<td>تَفْضَّلْ</td>
<td>فَضَّلَتْ</td>
<td>أَنْتَ</td>
<td>to prefer</td>
</tr>
<tr>
<td>سَيَتَحْضِرُ</td>
<td>يَحْضِرُ</td>
<td>حَضَّرَ</td>
<td>هُو</td>
<td>to attend</td>
</tr>
<tr>
<td>سِيِّقَوْلُونَ</td>
<td>يُقُولُونَ</td>
<td>قَالُوا</td>
<td>هُم</td>
<td>to say</td>
</tr>
<tr>
<td>سِيِّقَأَذْهَبُونَ</td>
<td>أَذْهَبُونَ</td>
<td>تَزْوَرُونَ</td>
<td>أَنْتُم</td>
<td>to visit</td>
</tr>
<tr>
<td>سِيِّقَأَتَشْرَبُونَ</td>
<td>تَشْرَبُونَ</td>
<td>تَشْرَبُونَ</td>
<td>أَنْتُم</td>
<td>to clean</td>
</tr>
<tr>
<td>سِيِّقَأَتَفْضِلونَ</td>
<td>تَفْضَّلُونَ</td>
<td>تَفْضَّلُونَ</td>
<td>أَنْتُم</td>
<td>to know</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَحْضِرونَ</td>
<td>يَحْضِرونَ</td>
<td>حَضَّرُونَ</td>
<td>أَنْتُم</td>
<td>to run</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَخْذَذَأَذْهَبُونَ</td>
<td>أَذْهَبُونَ</td>
<td>دَهْبَتْ</td>
<td>نَحْنُ</td>
<td>to travel</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَخْذَذَأَتَشْرَبُونَ</td>
<td>تَشْرَبُونَ</td>
<td>شَرِبَتْ</td>
<td>نَحْنُ</td>
<td>to use</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَخْذَذَأَتَفْضِلونَ</td>
<td>تَفْضَّلُونَ</td>
<td>فَضَّلَتْ</td>
<td>نَحْنُ</td>
<td>to return</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَخْذَذَأَتَتَجْزِيعُ</td>
<td>تَجْزِيعُ</td>
<td>تَجْزِيعُ</td>
<td>نَحْنُ</td>
<td>to play</td>
</tr>
<tr>
<td>سِيِّقَأَتَتَخْذَذَأَتَقَابِل</td>
<td>تَقَابِل</td>
<td>تَقَابِل</td>
<td>نَخْلُ</td>
<td>to meet</td>
</tr>
</tbody>
</table>
Exercise 4

March France/Belgium
April Germany
May England
June America
July America
August Canada
September Mexico

Exercise 5

Try to check your comparisons with an Arabic-speaker or post them in an online language-learning forum for comment.

Exercise 6

١ كل يوم يحضر الوزير اجتماعاً.
٢ كل يوم تذهب زينب إلى البنك.
٣ غدا سنزور المتحف في وسط المدينة.
٤ أمس نظف المطبخ بعد الإفطار.
٥ يوم الخميس القادم سنأخذون القطار إلى المدرسة.
٦ السبت الماضي ذهب أصدقائي إلى المدينة وشربوا القهوة.
٧ السنة الماضي سافرنا إلى الريف ولكننا لم نركب/ما زكيتنا الخيل.
٨ كل أسبوع يستقبل أمير رئيس الوزراء.
٩ الصيف القادم سنسافر إلى لبنان.
١٠ لم يلعبوا/ ما لعبوا كورة الريشة في النادي أمس.
Exercise 7
These are model answers: yours may vary slightly.

1. صلحت المائدة المكسورة.
2. لم أغسل/ما غسلت قميص أحمد. ساغسله غداً.
3. كتبته خطاباً لامي.
4. لم ألعب/ما لعبت التنس في النادي. سألعب غداً.
5. لم أحضر/ما حضرت الاجتماع في البنك. ساحضره غداً.
6. طبخت العشاء.
7. غسلت الأطباق.
8. لم أخرج/ما خرجت مع الكلب إلى النهر. ساخrez مtaجغداً.
9. لم أذهب/ما ذهبت إلى السوق. ساإذهب غداً.
10. زرت جدتي.
The following glossary contains the key words presented in *Mastering Arabic 1*. The glossary is presented in English alphabetical order.

- The meanings given are as used in this book. There may be alternative English or Arabic meanings. For these, you will need to use a dictionary.

- Plurals are given in brackets after the singular.

- The ending 
  at (-at) in brackets after a singular noun means that the word can be made plural using the sound feminine; the ending 
  un/-in (-ün/-în) means that the word can be made plural using the sound masculine (see page 88 to remind yourself of these two plurals).

- Verbs are followed by (v.) after the English. (If a word is not followed by (v.), you can presume that it is not a verb.) Both the past and present tenses are given in Arabic.

Go to the website to download further notes to help you use Arabic dictionaries and online translation sites.
about (a subject, etc.)
above
accountant
actor
actress
actually
address
advertising agency
aeroplane
Africa
after
after that
afternoon
agency
agent
ago (... ago)
all
all right!
almonds
ambassador
America
American
and
and so
apartment
apples
April

 عن
فوق
مُحاسب (ون/ين)
mُمثّل (ون/ين)
mُمثّلة (ات)
في الحقيقة
عنوان (عناوين)
وَكَالَة الإِلْغَان
طائرة (ات)
آفريقيا
بَعْد
بَعْد ذلِك
بَعْد الظَّهر
وَكَالَة (ات)
وَكِيل (وَكِلاء)
مِنْذ…
كَلّ
حُسَّنْا!
لُؤْز
سَفِير (سَفِرَاء)
أمريكا
أمريكيًّا (ون/ين)
و
ف
شَقْه (شَقٍّ)
نُفَاح
أَبِريل
Arab/Arabic (adj.)

Arabic (language)

artefact

as well

ask (v.)

Asia

at (also used for possession)

attempt (v.)

attend (v.)

August

badminton

bag (handbag, case, etc.)

bag (plastic, paper, etc.)

baker

bakery

balcony

ball

balloon

bananas

bank

basket

be (v.)

beautiful

bed

before

before that
begin (v.)
beginning
below
beside
best/better
best wishes (close of letter, etc.)
between
bicycle
big
bill
birthday
biscuits
black (masc./fem.)
blog
blue (masc./fem.)
boat
book
book (v.)
bookshop
bottle
box
boy
bread
breakfast
broken
brother
building (structure)
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>burger</td>
<td>بورجر</td>
</tr>
<tr>
<td>bus</td>
<td>باص (ات) / أتوبيس (ات)</td>
</tr>
<tr>
<td>busy</td>
<td>مشغول</td>
</tr>
<tr>
<td>but</td>
<td>لكن</td>
</tr>
<tr>
<td>C</td>
<td>قمرة (ات)</td>
</tr>
<tr>
<td>cabin (on boat)</td>
<td>مجليس (مجالس) الوزراء</td>
</tr>
<tr>
<td>cabinet (government)</td>
<td>كابينة</td>
</tr>
<tr>
<td>cake</td>
<td>نعا / يدعو</td>
</tr>
<tr>
<td>call (v.)</td>
<td>جمال (جمال)</td>
</tr>
<tr>
<td>camel</td>
<td>ممكن</td>
</tr>
<tr>
<td>can (possible)</td>
<td>شمعة (شموط)</td>
</tr>
<tr>
<td>candle</td>
<td>عاصمة (عاصم)</td>
</tr>
<tr>
<td>capital (city)</td>
<td>سيارة (ات)</td>
</tr>
<tr>
<td>car</td>
<td>نجار (ون/ين)</td>
</tr>
<tr>
<td>carpenter</td>
<td>حمل / يحمل</td>
</tr>
<tr>
<td>carry (v.)</td>
<td>غلبة (غلب)</td>
</tr>
<tr>
<td>carton</td>
<td>حاضر</td>
</tr>
<tr>
<td>certainly!</td>
<td>كرسي (كراسي)</td>
</tr>
<tr>
<td>chair</td>
<td>رئيس (رؤساء)</td>
</tr>
<tr>
<td>chairman</td>
<td>رئاسة (ات)</td>
</tr>
<tr>
<td>chairmanship</td>
<td>رخيص</td>
</tr>
<tr>
<td>cheap</td>
<td>جبنة</td>
</tr>
<tr>
<td>cheese</td>
<td>طبخ (ون/ين)</td>
</tr>
<tr>
<td>chef</td>
<td>الكيمياء</td>
</tr>
<tr>
<td>chemistry</td>
<td>نجافة (ذجاج)</td>
</tr>
<tr>
<td>chicken</td>
<td>الصين</td>
</tr>
</tbody>
</table>
Chinese

chips (fries)

cinema

city

class (lesson)

clean (v.)

clear (sky, water, etc.)

clock

cloud

cloudy

club (sports, etc.)

coffee

coffee beans

cola

cold

colleague

colour

company

complain

concerning

condition

conference

continent

cook (person)

cook (v.)
copper
cotton
country

 countrysid e

course (of a meal)
court (tennis, etc.)
couscous
cup
cupboard

daughter

day
day after tomorrow
day before yesterday
dear (opening of letter) (masc./fem.)
December
degree (temperature, etc.)
delicious
deputy
desert
desk
desserts
different
Dinar
dinner
Dirham
do (v.)
doctor
dog

 ذُوْلَة (دُوْلَة)
ريف (أَرْيَابَات)
 طَبْقَ (أَطْبَاقَ)
ملعَب (مَلَعَب)
كَشَخَس
فنَجَان (فَنجَارِين)
خَزَانَة (ات)

ابنَة (بَنات): بِنَة (بَنات)
يَوْم (أَيَام)
بَعْدَ غَد
أوْلَ آمَس
غَزِيَّة / غَزِيَّتي
ديسمبر
ذِرَّة (ات)
شهِي: لذِيد
نائب (نُوَاب)
صَحِراَء
مكتَب (مكَانِب)
حلوَات
مَخَتَلِف
دينار (دنانير)
غَشَاء
دِرهم (دِراهم)
فَعَل / يَفْعَل
طبيب (أطباء)
كلب (كلاب)
<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>donkey</td>
<td>جمار (حمير)</td>
</tr>
<tr>
<td>door</td>
<td>باب (أبواب)</td>
</tr>
<tr>
<td>drawing</td>
<td>رسم (رسوم)</td>
</tr>
<tr>
<td>drink (v.)</td>
<td>شرب / يشرب</td>
</tr>
<tr>
<td>drum</td>
<td>طبقة (طبول)</td>
</tr>
<tr>
<td>east</td>
<td>شرق</td>
</tr>
<tr>
<td>eat (v.)</td>
<td>أكل / يأكل</td>
</tr>
<tr>
<td>economy</td>
<td>اقتصاد</td>
</tr>
<tr>
<td>education</td>
<td>تعلم</td>
</tr>
<tr>
<td>eggs</td>
<td>بيض</td>
</tr>
<tr>
<td>Egypt</td>
<td>مصر</td>
</tr>
<tr>
<td>Egyptian</td>
<td>مصري (ون/ين)</td>
</tr>
<tr>
<td>eight</td>
<td>ثمانية</td>
</tr>
<tr>
<td>eighteen</td>
<td>ثمانية عشر</td>
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<tr>
<td>eighty</td>
<td>ثمانين</td>
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<tr>
<td>eleven</td>
<td>أحد عشر</td>
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<tr>
<td>embassy</td>
<td>سفارة (ات)</td>
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<td>emir</td>
<td>أمير (أمراء)</td>
</tr>
<tr>
<td>emirate</td>
<td>إمارة (ات)</td>
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<tr>
<td>engineer</td>
<td>مهندس (ون/ين)</td>
</tr>
<tr>
<td>engineering</td>
<td>الهندسة</td>
</tr>
<tr>
<td>England</td>
<td>إنجلترا</td>
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<tr>
<td>English (adj.)</td>
<td>إنجلزي (إنجليز)</td>
</tr>
<tr>
<td>English (language)</td>
<td>الإنجليزية</td>
</tr>
<tr>
<td>enjoyable</td>
<td>مثير</td>
</tr>
<tr>
<td>enquire</td>
<td>استعلم / يستعلم</td>
</tr>
</tbody>
</table>
entrance
evening
every
every day
exam
exhibit (v.)
exhibition
exit
exit (v.)

F
face
factory
faculty (university)
fantastic
fast
father
February
field
fifteen
fifty
figs
film
finally
find (v.)
first
firstly
fish

مَرْجَعٌ (مُعَرَّض)
مَسَاء
كُلُّ
كُلُّ يَوْم
امتحان (ات)
غرَض / يَغُرض
مَعْرَضٌ (مَعَارض)
مَخْرَجٌ (مَخارج)
خَرج / يَخرِج

فَجه (وَجوه)
مضَعُع (مَصانع)
كِلِّية (ات)
رَائع
سريع
أب (آباء)
فِبراير
حَقْقَل (حقول)
خَمسة عَشر
خَمسين
تَين
فِيلمَة (أفلام)
أخيراً
وجد / يَجد
أَوْل
أَوْلَا
سمكة
five
flag
flies
fly (v.)
for
forty
four
fourteen
France
French
Friday
fried
friend
from
fruit
future

G
game
geography
German
Germany
girl
give me
glass (material)
glass (tumbler)
go (v.)
go back (v.)
go out (v.)
gold

good evening

good evening (reply)
good morning

good morning (reply)
goodbye

grandfather (plural also = ancestors)
grandmother

great!
green (masc./fem.)
greeting
grilled
grocer

H

half

hat

have

he

head (of organisation, etc.)

health

hear (v.)

heart

heat

heat (v.)

heavy

hello
help
helper
hen
her
here you are (masc./fem./plural)
his
history
hold (a meeting, etc.) (v.)
holiday
hope (v.)
hospital
hot
hotel
hour
house
how?
how are you?
how many?
how much?
hundred
husband

I
I’d like...

ice-cream
important
in

انا
أريد...
آيس كريم
هام
في
in front of

in the middle of

increase (v.)

industry

inexpensive

investigation

invite (v.)

Iraq

Iraqi

it (masc.)

it (fem.)

Italian

Italy

J

January

Japan

Japanese

job (work)

Jordan

Jordanian

juice

July

June

K

key

kilo

king

أمَّام
في وسط
زَاد / يزيد
صناعة (ات)
زَخيص
تحقيق (ات)
نعا / يدعو
العراق
عراقيَّ (ون/ين)
هو
هي
إيطاليَّ (ون/ين)
إيطاليا
يناير
اليابان
يابانيَّ (ون/ين)
عمل (أعمال)
الأَردن
أردنيَّ (ون/ين)
عصائر
يوليو
يونيو
مفتاح (مفاةيح)
كيلو
ملك (ملوك)
kitchen
know (v.)

L
language
last (final)
laundry/launderette
law (academic study)
lead (v.)
leader
leadership
leather
Lebanese
Lebanon
lecture
left (direction)
lesson
letter (mail)
library
Libya
Libyan
life
light (weight)
like (v.)
like (I'd like)
live (v.)
long
lunch

مطبخ (مطبخ)
عرف / يعرف
لغة (ات)
آخر
مغسلة (مغاسل)
الحقوق
قاد / يقود
زعيم (زعامة)
زعامة (ات)
حيد
لبناني (ون/ين)
لبنان
محاضرة (ات)
يسار
درس (ذروس)
خطاب (ات)
مكتبة (ات)
ليبيا
ليبيسي (ون/ين)
حياة
خفيف
أحب / يحب
أريد
سكن / يسكن
طويل
غيرة
M
macaroni
madam
man
manager
mangoes
many
March
market
masterpiece
matches
mathematics
May
me
meat
medicine (study)
meet (v.)
meeting
mend (v.)
middle
Middle East
mild
milk
million
minister
ministry
minute (time)
moderate

مكرونة
مدام
رجل (رجال)
مدير (مديرا)
منجة
كثير
مارس
سوق (أسواق)
نحتة (نحات)
كِبَرَيت
الرياضيات
مايو
سني
لحم
الطَّب
قابل / قابِل
اجتماع (ات)
صلَح / يُصلَح
وسط
الشرق الأوسط
مغنَّدل
حليب
ملْيون (مليَّين)
وزير (وزراء)
وزارة (ات)
دقِيقة (دقائِق)
مغنَّدل
monastery
Monday
month
more/most
morning
mosque
mother
mountain
museum
music
my

N
name
nation
nationality
necklace
new
newspaper
nine
nineteen
ninety
no
noon
north
November
now
number (numeral)
nurse

نَهْر (أنثى)
يَوْم الْاثْنِين
شَهْر (شُهور)
أَكْثَر
صَبَاح
مَسْجِد (مساجد)
أُمَ (أمْهات)
جَبَل (جبال)
مَتْحَفٌ (متاحف)
موسيقى

إِسْمَ (أسماء)
دُولَة (دول)
جِنْسِيَّة (ات)
قَلاَدَة (قلايد)
جديد
جَرِيَّة (جرائد)
تَشْعِة
بَشْعَةٌ غَرْش
تَشْعَين
لَا
ظُهْر
شمال
نَوْفَمْبَر
آَلَان
رَقْمٌ (أرقام)
مَعْرِضَةٌ (ات)
October
official (adjective)
oil
old (of objects)
old (of people)
Oman
Omani
on
on the left of
on the right of
one
onions
open (v.)
oranges
our
outside (of)

packet
palace
palm tree
party (celebration)
past (the past)
pen
people (the people; the populace)
period (of time)
photographer

أكتوبر
 رسمي
 مكتب (مكاتب)
 زيت (زيوت)
 قديم
 كبير السن
 غمان
 غماني (ون/ين)
 على
 على يسار
 على يمين
 واحد
 يصل
 فتح / يفتح
 برتقال
 سنا
 خارج

غلبة (غلب)
 قصر (قصور)
 نخلة (نخل)
 حفلة (ات)
 الماضي
 قلم (أقلام)
 شعب (شعوب)
 فترات (فترات)
 مصور (ون/ين)
picture/photograph
piece
pigeons
pitch (football, etc.)
pizza
plan
plane
plastic
plate
play (v.)
playing field
please (masc./fem.)
poor
potatoes
Pound (money)
prefer (v.)
prepare (v.)
presidency
president
price
prince
princess
private
profession
professor
pupil (school)
put on (clothes, etc.) (v.)

صورة (صُنُور)
قطعة (قطَع)
خمَام
ملَعَب (مَلَاعِب)
بيتزا
خطَة (خطَط)
طائرة (ات)
 بلاستيكي
طبق (اطباق)
لعب / يلعب
ملَعَب (مَلَاعِب)
من فضلك / من فضلك
فقراء
بطاطس
جنيه (ات)
فضّل / يفضّل
جهز / يجهز
رئاسة
رئيس (رؤساء)
سعر (أسعار)
أمير (أمراء)
أميرة (ات)
خاصٌ
مهنة (مهن)
أساتذة
تلميذ (تلامذة: تلاميذ)
لبس / يلبس
Q quarter

R rain
rainy
rather (but rather)
receive (guests, etc.) (v.)
red (masc./fem.)
religious education
restaurant
return (v.)
rice
rich
ride/take transport (v.)
riding (horses)
right (direction)
ring
river
River Nile
Riyal
roasted (in the oven)
robbery
room
rose
royal
run (v.)
Russia
Russian
S

salad
sandals
sandwich
Saturday
Saudi (country)
Saudi (nationality)
say (v.)
science
school
sea
second (adj.)
sell (v.)
September
service
service (at your service)
seven
seventeen
seventy
shampoo
shape
she
sheikh
shirt
short
shorts
show (v.)
silk

سلطة (ات)
صنادل (صناديل)
سنويتش (ات)
يوم السبت
السعودية
سعودي (ون/ين)
قال / يقول
علم (علوم)
مدرسة (مدارس)
بحر (بحار)
ثاني
باع / بيع
سبتمبر
خدمة (ات)
تحت أمتك
سبعة
سبعة عشر
سبعين
شامبو
شكل (أشكال)
هي
شيخ (شيوخ)
قميص (فنصان)
قصير
شورت (ات)
عرض / يعرض
حرير
silver
since ('since 2013', etc.)
sir
sister
sit down (v.)
sitting room
six
sixteen
sixty
sky
sleep (v.)
small
so
soap
son
south
Spain
Spanish
sport
state (condition)
state (country)
stay (in hotel, etc.) (v.)
street
strong (bodily strength)
strong (emphatic)
student
study (v.)

فضة
منذ
سُنّي
أخوات
جلس / يجلس
غرفة الجلوس
ستة
ستة عشر
ستين
سماء (سموّات)
نام / ينام
صغير
فس..
صابون
إبن (أبناء)
جنوب
أسبانيا
أسباني (ون/ين)
رياضة (ات)
حال (أحوال)
دولة (دُول)
نزل / ينزل
شارع (شوارع)
قوي
شديد
طالب (طلبة: طلاب)
درس / يدرس
Sudan
السودان
Sudanese
سوداني (ون/ين)
sugar
شَكْر
sun
شَمْس
Sunday
يُومَ الْأَحْدَ
sunny
مَشْمس
sunrise
شُروقَ الشَّمْس
supper
غِضَاء
sweet
حَلْوَ
swimming pool
مَشْبَحَ (مِسَابِح)
sword
سَيْفَ (شُيوخ)
Syria
سُوْرِياَ (ون/ين)
Syrian
سُوْرِيَّ (ون/ين)

T

table
مَائِدَةَ (مَوَانِد)
take (v.)
أَخْذُ / يَأَخْذُ
tall
طُول
tea
شَاي
teacher
مَدْرَسَةَ (ون/ين)
telephone
tَلِيْفَةَنَ (ات)
television
نَلِيْفَيْزِيَّ (ات)
temperature
نَرْجَةَ الْحَرَازَة
ten
عَشْرَة
tennis
نِسْ
tent
خَيْمَةَ (خَيَام)
thank you
شَكْرًا
thief
سرقةَ (ات)
their (masc.)
their (fem.)
then
there is/there are
there is not/there are not
these (people)
these (non-humans)
they (masc.)
they (fem.)
they (non-humans)
thief
third (a third)
thirteen
thirty
this (masc.)
this (fem.)
three
throw (v.)
Thursday
time
tin (of beans, etc.)
to/for (in order to/for you, etc.)
to (towards)
today
tomatoes	
tomorrow
toothpaste
total

مجمّع

towards

إلى

tower

بُنْجَ (أَبْنَاءَ)
town

مديّنة (مَدنَ)
toy

لَعْبة (لَعْبَ)

train

قطار (أَطْلَقَ)

travel

سافر / يُسافر

tree

شَجَرَة (شَجَرَ)

trip (journey)

رحلة (أَطْلَقَ)

trousers

سَوْالَ (سَراوِلَ)

truth

حَقِيقَة (حَقِائقَ)

try (attempt) (v.)

حاول / يَحاول

try (sample) (v.)

جَبِب / يَجِبَب

tube

أنبوبية (أنابيب)

Tuesday

يوم الثلاثاء

twelve

إِثْنَا عَشَر

twenty

عشرين

two

إِثْنَان

U

ugly

قبيح

united

مَتَحِد

United Arab Emirates (UAE)

الإمارات الغرَبِيَّة المَتَحِدة

university

جامعة (أَتَ)

until

حتى

use (v.)

إِسْتَخْدَمُ / إِسْتَخْدَمُ

user

مُسْتَخْدَمُ (ون/بَنَ)

usually

عادةً
V
vegetables
visit (n.)
visit (v.)

W
waiter
wake up (v.)
walk (v.)
wash (v.)
washing powder
watch (wrist) (n.)
watch (witness/see) (v.)
water
watermelons
we
weak
wear (v.)
weather
website
Wednesday
week
west
what (+ noun)?
what (+ verb)?
what's your name?
when?
where?
which?
white (masc./fem.)
whole/unbroken
why?
wife
wind (fem.)
window
with
wood
work (n.)
work (v.)
worker
world (the World)
write (v.)

Y
year
yellow (masc./fem.)
Yemen
Yemeni
yes
yesterday
you (masc./fem./plural)
young
your (masc./fem./plural)

Z
zero

English–Arabic glossary
The following index contains the key Arabic themes, vocabulary sets, structures and grammar in *Mastering Arabic 1*, referenced by page number. You can use the index to revisit information for reference at any point in your studies.

Go to the website to download a learning and teaching grid showing the coverage of key topics across the *Mastering Arabic* series.

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