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ARMY LANGUAGE SCHOOL

Presidio of Monterey, California



- РУССКИЙ
- БЪЛГАРСКИ
- СРПСКО-ХРВАТСКИ
- POLSKI
- MAGYAR
- ČESKY
- SHQIPE

- 日本語
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- 한글
- العربية
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SPOKEN SYRIAN

— ARABIC LANGUAGE DEPARTMENT —

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INTRODUCTION

1. This course is designed as a general introduction to Spoken Eastern Arabic. It contains all the essential grammatical materials for learning to speak everyday Arabic, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that IF YOU WANT TO LEARN TO UNDERSTAND A LANGUAGE, YOU MUST HEAR IT SPOKEN, AND IF YOU WANT TO LEARN TO USE IT YOURSELF, YOU MUST PRACTICE SPEAKING IT.

The students for whom this book is written will often have no teacher available. Accordingly, the course has been made as nearly self-teaching as possible. This Manual covers the course completely; you will need no other reference material.

2. The Arabic language in its various dialects is spoken by about 40 million people in the world from North Africa to India. It is the principal language in Morocco, Algeria, Tunis, Libya, Egypt, Palestine, Transjordan, Lebanon, Syria, Iraq, Saudi Arabia, the Yemen, and the remainder of the Arabian peninsula. It is also employed as a commercial or religious language in the Sudan and other parts of Africa, in parts of Iran, Afghanistan, and India, and by thousands of immigrants from the Near East to other parts of the world, notably North and South America.

Variations in language are perfectly natural and are found in every language in the world. As you know, English is not the same throughout the English speaking world. A Scotsman speaks differently from a Midwestern American, a Cockney differently from a Bostonian, and so on, although all are native speakers of English. So do not be surprised if no two Arabic speakers you meet seem to talk exactly the same way. The Arabic of this manual is based on the speech of the people of the cities of Syria, Lebanon, and Palestine. The Arabic spoken in North Africa exclusive of Egypt is presented in the Manual Spoken Western Arabic. The Supplement in this Manual gives information about the Arabic spoken elsewhere.

3. A native speaker and this Manual are used in this course to help you in learning to speak Arabic. The two must be used together. Neither is of any value without the other.

This Manual has been so organized that it can be used to study by yourself or in a group. If you work in a group, and have no regular teacher, choose one of the group to act as LEADER.

4. A native speaker is the only good source of first-hand knowledge of any language. Only a native speaker can tell you whether your pronunciation sounds normal, and whether the sentences you use in your Arabic conversations are actually Arabic.

The method used in this Manual requires the presence of a native speaker of Eastern Arabic at every session of the group. If no native speaker is available, you can use instead the phonograph records that are supplied with the Manual. Even if you have a native speaker at hand, you can still make good use of the phonograph records for extra drill and review. The records can't answer questions, but they can give you the same word or sentence over and over again in exactly the same way.

The native speaker is referred to in this Manual as the Guide. The Guide's job is to act as a model for you to imitate, and to check your pronunciation and usage. He is not responsible for selecting and arranging material to be learned, and he should never try to explain Arabic grammar to you. This is done by the Manual; no other teacher is necessary.

If possible your Guide should speak the kind of Arabic shown in this Manual but if he speaks a somewhat different variety, don't worry about it. So long as he comes from a city or village in Syria, Lebanon, or Palestine, it will probably be just as useful for you to learn his kind of Arabic as that given in this book, and you will be able to use the Manual directly. When the Guide and the Manual differ, follow the Guide. Only by direct imitation will you learn to speak with fluency.

THE GUIDE IS ALWAYS RIGHT. Since there is no standard spoken Arabic and your Guide is a native speaker of Arabic, whatever he says in his own language is correct. If there is a difference between the Guide and the Manual on a point of usage, the reason is not that one or the other must be wrong, but that not all speakers of Eastern Arabic talk in exactly the same way.

This does not mean, however, that the Guide is equipped to explain his language to you or to tell you anything useful about its grammar. No person, regardless of his native language, can analyze and explain the facts of language unless he has made a special study of the subject. For all grammatical explanations you should rely exclusively on this Manual.

In working with a Guide always bear in mind that what he should give you is not remarks ABOUT the language but the LANGUAGE ITSELF.

If your Guide is a Beduin or comes from some other part of the Arabic speaking world so that his Arabic is considerably different from the Arabic of the Manual, you will find it necessary to work from the Supplement.

5. The Manual is divided into five major parts, each containing six Units. The last Unit in each part is a Review. Except for these Reviews, each Unit consists of the following Sections:

- A. Basic Sentences
- B. Pronunciation
- C. Analysis
- D. Exercises
- E. Listening In
- F. Free Conversation
- G. Vocabulary (containing all the new words of the particular Unit).

Each Review unit consists of at least three Sections:

- A. Analysis Summary
- B. Exercises
- C. Free Conversation

In addition, Units 6 and 12 have a Pronunciation Summary, Unit 12 has a Cumulative Vocabulary containing all the words of Units 1 through 12, and Unit 30 has two complete Vocabularies, Arabic-English and English-Arabic, containing all the words of the Manual.

There is also a short grammatical summary at the end of the Manual as well as the Supplement designed to aid in the study of other dialects of Arabic.

6. The Basic Sentences in each Unit are arranged so as to give you a number of new words and a number of new ways of saying things. Normally the new expressions in each sentence are presented separately in a 'build-up' before the sentence itself.

On the printed page the Basic Sentences are arranged in two columns - the Arabic on the right and the English on the left. In translating the separate words and phrases in the build-up before a sentence, the English equivalents follow the Arabic as closely as possible; in translating a complete sentence, the English equivalent often renders the meaning rather freely instead of copying the Arabic word for word.

YOUR FIRST JOB IS TO MEMORIZE THE BASIC SENTENCES. Practice them until you know them cold. Until you can rattle them off without hesitation, until you can understand them instantly and completely when you hear them, you haven't learned them. Without this first step, none of the rest of the work in a Unit will be of any use to you. Above all, never study the Analysis or try to do the Exercises until after you have learned the Basic sentences.

Why memorize the Basic Sentences? -- Because this is the quickest way to build up in your mind a stock of sentence patterns for actual use. Without such a stock you will never get beyond the stage of putting one word painfully after another; with it you can think in whole phrases and sentences the way a native speaker does. Some of the Basic Sentences will come in handy just as they stand; others will probably never turn up in actual conversations. But all of them are useful as examples of common constructions, and all of them contain useful words.

7. The Pronunciation Practices in Units 1 through 11 are intended to help you improve your ability to imitate the Guide. No language has sounds exactly like those of any other. In Arabic you will find some sounds completely different from anything we have in English; and even the sounds that seem familiar to you are just different enough to require practice.

A good pronunciation is important for a number of reasons. If you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way people are used to hearing it. You may get by with a less-than-perfect accent; but if you vary too far from the native speakers' way of talking, people may not be able to understand you at all. Moreover, the closer your own pronunciation comes to that of the native speakers around you, the more easily you will be able to catch what they are saying, and the more quickly you will be able to pick up new words and phrases when you hear them.

8. The Analysis of each Unit summarizes for you in a series of Notes the facts that you have learned in the Basic Sentences. Most of the Notes contain nothing that you could not figure out for yourself on the basis of what you have learned; but they are useful in saving you time and energy. Careful study of the Notes will show you how to use the expressions you have learned in new sentences of your own.

9. The Exercises in each Unit give you a chance to test yourself on the material you have learned. You should work through these Exercises carefully, without looking back at the Basic Sentences or Notes. If you find that you can do them easily and without mistakes, it means that you are ready to go on to the next Section. If the Exercises seem difficult or if you make a good many mistakes, you need more time on that Section before continuing.

10. The Listening In gives you a number of conversations using the vocabulary and the constructions that you have learned up to that point. By listening to these conversations as they are read aloud by the Guide or by the voice on the phonograph records, you will get practice in hearing and understanding Arabic. You may also get ideas from these model conversations for further conversations of your own.

11. The Free Conversation at the end of the Unit represents the central aim of the course. To converse easily in Arabic you must know thoroughly everything that has been introduced in the Unit you are working on. It is not enough to understand the new constructions; you must be able to say the Arabic without hesitating and without having to translate in your mind from English to Arabic. Only constant drilling on a number of memorized sentences will give you the fluency that you need for ordinary everyday conversation.

When you take part in a conversation with the Guide or with other members of your group, try to speak easily and naturally. Don't try to bring in new expressions that have not appeared yet in the Units. Stick to what you have studied and practice it thoroughly. If your conversations during the first few weeks seem pretty simple, remember that you cannot talk about more interesting topics until you have mastered the fundamentals.

12. When you have finished this course, you will have a valuable tool; the ability to talk with people who know Arabic but not English. You must not think, however, that the thirty Units of this Manual have taught you everything there is to know about speaking Arabic. You have been given a good start, and a solid foundation to build on; you should go on from there and learn by observing the usage of native speakers with whom you come in contact.

Whenever you have a chance to speak Arabic be on the look-out for new words. If you hear a word that you don't understand, ask for the meaning in Arabic. Keep adding to your vocabulary; keep polishing your pronunciation; keep practicing constantly.

DO YOU SPEAK ARABIC

Don't start with this until everyone has read the introduction and you are sure you are starting right.

To the Leader: Read the following to the group before starting in with the Guide or records on the Basic Sentences. Be sure everyone understands what is going to be done.

Section A. Basic Sentences

In the list of Basic Sentences, the Arabic material appears in the right-hand column, written in a simplified spelling that will help you to follow the sounds as you hear them spoken and to recall them later on. The English equivalents of the Arabic words and phrases are given in the left-hand column.

If you have a Guide, here is what you should do in studying the Basic Sentences:

1. The Leader reads the English word or phrase.
2. The Guide speaks the Arabic.
3. The whole group repeats what the Guide has said.
4. The Guide speaks the Arabic again.
5. The whole group repeats it again.

Proceed in this way through the whole list of Basic Sentences, with the Leader giving the English equivalent first, the Guide speaking the Arabic twice, and the group as a whole repeating it after him each time.

If you are using the phonograph records, they will give you steps 1, 2, and 4. There is a pause in the record after each Arabic word or sentence, so that the group can repeat it.

Listen carefully to what the Guide says, and while you listen, try to keep in mind the meaning of what he says. When you repeat a word or a sentence after him, imitate him as accurately as you can. Copy the sounds he makes, the ups and downs of his voice, and the pauses he puts into a sentence. Try to make your own voice sound as nearly as you can like an echo of the Guide's. Don't hold back because you are afraid of making mistakes. Everybody makes mistakes at first, and the only way to correct them is to keep on trying. Speak up loud and clear, and always keep the session as lively as possible.

As you listen to the Guide and as you imitate him, keep your eyes on the Arabic spelling in the right-hand column. If you do this, you will soon learn what the letters stand for, and will be able to use the printed material in this book for individual study. However, you must always remember that the spelling is not the language; your job in this course is not to master the spelling, but to learn to recognize and produce the sounds. The best way to learn a language is through the ear, not through the eye. Whenever the spoken sounds that you hear from the Guide seem to disagree with the spelling in this book, follow the sounds and skip the spelling.

As long as you have a Guide or phonograph record for this course do not try to read ahead from the Arabic spelling. It is much better at least in the first twelve Units, to say nothing in Arabic that you have not first heard from a native speaker. Practice the Basic sentences whenever you can with your Guide as a model; hear before you speak; and imitate before you strike out on your own.

NOTE: In the English equivalents in the left-hand column you will sometimes find words enclosed in parentheses (). Such words are explanatory or represent something in the Arabic that needn't be expressed in the English equivalent.

<u>English equivalents</u>	<u>Arabic</u>
your day	nháaraqak
fortunate	sa9íid
1. Good day.	nháaraqak sa9íid .
blessed	mbáaraqak
2. Good day (in reply).	nháaraqak sa9íid wambáaraqak .
3. Hello.	marHaba .
4. Hello (in reply).	marHabtáyn .
how	kiif
your state	Háalak
5. How are you?	kiif Háalak ?
glad	maḥṣúuṭ
praise to God	lHamdílla
6. Fine, thank you.	maḥṣúuṭ, lHamdílla .
you	?ínti
7. How are <u>you</u> ?	kiifak ?ínti ?
we thank	núṣkuṣ
God	?álla
good	mníiH
8. Well, thank you.	núṣkuṣ ?álla mníiH .
you speak	btíHki
Arabic	9áarabi
9. Do you speak Arabic?	btíHki 9áarabi ?
10. A little.	šwáyyi.
11. Do you understand ('did you understand')?	fhimt ? or fhimit ?
12. Yes, I understand ('understood')	na9am, fhimt .

13. No, I don't understand ('didn't understand').

la?, maʕhimit

do

9maal

favor

ma9ruuf

speak

Hki

slowly

9a-mahlak

14. Please speak slowly.

9maal ma9ruuf Hki 9a-mahlak.

repeat

9iid

which

lli

you said it

?ultu

15. Please repeat what you said.

9maal ma9ruuf 9iid lli ?ultu

you say

bit?uul

16. How do you say in Arabic

kiif bit?uul bi 19arabi ?

direct me

dillni

to the hotel

9a-l?utaal

17. Direct me to the hotel.

dillni 9a-l?utaal .

I want ('my wish')

baddi

(I'll) go

ruuH

18. I want to go to the hotel.

baddi-ruuH 9a-l?utaal .

how much

?iddays baddak ?

you want ('your wish')

baddak

19. How much do you want?

?iddays baddak ?

three

tlati

pounds

liiraat

20. Three pounds

tlat liiraat

some, somewhat

sii

much, a lot

ktiir

this, that

haada

21. That's a lot!
I'll give you
two pounds
22. I'll give you two pounds.
23. All right.
what
this
24. What's this?
this (feminine)
cigarette
25. This is a cigarette.
these
26. What are these?
cigarettes
27. These are cigarettes.
28. Do you want a cigarette?
29. Thank you ('obliged').
give me
a light (- match, cigarette
lighter, etc.)
30. Give me a light.
where
there is, there are
a restaurant
31. Where's a restaurant?
a movie (- movie theater)
32. Where's a movie ?
the station
- šii ktiir, háada .
bi9tíik
liirtäyn
bi9tíik liirtäyn .
táyiyib .
šúu
háada
šúu háada ?
háydi
siikáaṛa
háydi siikáaṛa
háwdi
šúu háwdi ?
swaakiir
háwdi swaakiir .
báddak siikáaṛa ?
mamnúun .
9tíini
wál9a
9tíini wál9a
wáyn
fii
mát9am
wáyn fii mát9am ?
siinama
wáyn fii siinama ?
linHátta

33. Where's the station?
the toilet

wáyn limḥáṭṭa ?
báyt lmáyy

34. Where's the toilet?

wáyn báyt lmáyy ?

35. Here.

háwn .

36. There.

hawník .

37. On your right.

9a^yamiínak .

38. On your left.

9a^smaalak .

39. In front of you.

?iddáamak .

40. Straight ahead.

dúgri .

41. Go straight ahead.

ḡúuH dúgri .

42. What do you want?

šúu báddak ?

(I'll) eat

?áakul

43. I want to eat.

báddi ?áakul .

with you, at your place

9índak

fish

sámak

44. Do you have fish?

fíi 9índak sámak ?

bring me

žíbli

rice

rúzz

45. Bring me rice.

žíbli rúzz .

meat

láHmi

bread

xúbz

fruit

fwaaki

coffee

?áhwi

water

ḡáy

potatoes

baṭáaṭa

46. I don't want potatoes.

ma^sbáddi baṭáaṭa .

beer

biiṭa

47. Give me beer.

9ṭiini biiṭa .

48. Goodbye.

bxáatrak.

49. Goodbye (in reply)

ma9,ssalaami.

two

tnáyn

50. How much are two and two?

?iddáyš tñayn w_tñayn ?

four

?arḅ9a

51. Two and two are four.

tñayn w_tñayn ?arḅ9a.

three

tlaáti

five

aámsi

eight

tmáanyi

52. Three and five are eight.

tlaáti u_xámsi tmáanyi.

one

wáaHid

six

sitti

seven

sáb9a

53. One and six are seven.

wáaHid u_sitti sáb9a.

the hour

ssáa9a

54. What time is it?

?iddáyš ssáa9a?

one (feminine, used in telling time)

wiHdi

55. It's one o'clock.

ssáa9a wiHdi.

nine

tis9a

ten

9ás9a

56. It's ten after nine.

ssáa9a tis9a u_9ás9a.

2. Practice on the Basic Sentences

When you are sure that you understand the comments on the Arabic spelling, go through the Basic Sentences of Section A two or three more times, first in unison, then taking turns around the group with the repetitions. While the Guide and the other members of the group are speaking, listen carefully; and as you listen, keep thinking of the sound and the meaning of the Arabic expressions. DURING THIS PRACTICE DO NOT SAY ANY ARABIC WORK OR PHRASE UNLESS YOU HAVE JUST HEARD IT FROM THE GUIDE OR ON THE RECORDS.

3. Review of the Basic Sentences; Covering the English

Turn back to the Basic Sentences and cover the English column. Read the Arabic to yourself, saying the sounds out loud and recalling what they were like in the Guide's pronunciation. See how quickly you can call to mind the meaning of each Arabic expression. If any word or phrase gives you trouble, put a check mark beside it and go on to the end of the list before uncovering the English column to find out what the meanings are. Try the difficult ones again before you look at the English. When you have checked the English equivalent once, go through the list again, but this time skip around so as to come to the Arabic expressions in a different order. Try to reach the point of recognizing the meaning of every Arabic expression instantly.

1. The Arabic spelling in this book.

When Arabs write they do not use Spoken Arabic but quite a different form of Arabic, called Literary Arabic. This is written in a special alphabet usually referred to as the Arabic alphabet. Sometimes -- very rarely -- Arabs do write down their everyday Spoken Arabic, for example in certain humorous magazines or in collections of popular songs. This is also customarily written in the Arabic alphabet. For this reason, and because you may want to study Literary Arabic when you finish the course, the Arabic alphabet is explained in Part 5 of the Manual. But, since the purpose of this course is to teach you to SPEAK AND UNDERSTAND Arabic, not to read and write it, the Arabic alphabet is not used throughout the Manual. Instead, the Arabic words and sentences are written down in the ordinary letters of our own alphabet plus a few additional characters used to represent sounds unfamiliar to English speakers.

It is important for you to bear in mind that this spelling is only an AID TO LISTENING. It will help you to follow the Arabic expressions as you hear them spoken, and to recall afterwards what they sounded like; but it cannot take the place of the actual sounds. The real content of this course -- the part that you should concentrate on above everything else -- is the spoken Arabic that you hear from your Guide or on the phonograph records. Whenever you hear something from your Guide that seems different from what you find written in this book, follow your ear, not your eye.

The Arabic spelling in this book may seem queer to you at first; but you will quickly get used to it, and in a few days you will have no trouble in using it to follow the spoken sounds. Most of the letters are used with values similar to the ones they have in English spelling. The exceptions to this rule will be explained as you go along, and you will have a chance to practice the pronunciation of all the sounds in the language, with your Guide as a model. Until the value of a particular letter has been made clear to you, don't be disturbed if it seems to be used in a peculiar way; simply disregard anything in the spelling that bothers you, and concentrate on the sounds.

2. Arabic accent.

In Arabic as in English some syllables are pronounced more loudly, with greater stress, than others. Such syllables are called stressed syllables and are indicated by a / over the vowel of the stressed syllable, for example "forgét", "lóvely", nháarak, 9arabi. Actually the position of stress is almost automatic in Arabic and you soon will be used to putting it in the right place; after Unit 6 it will be marked only when it is not in its regular, automatic place.

3. Arabic Vowels

In English there are many vowels (think of the different vowels in pat, pet, pit, pot, put, putt, beat, boat, boot, etc.), but in Arabic there are only three basic vowels. These are written in our spelling a, i and u. For example: baddak 'you want', fhimit 'you understood', xubz 'bread'. They are sometimes held longer, and in such cases are called LONG VOWELS and are written double aa, ii, uu. For example: haada 'this', kiif 'how', ruuH 'go'.

The pronunciation of these vowels varies considerably however. For example, the aa in tláati or saa9a sounds about like the "a" in the English word "care" while the aa in liiraat, mbaa9ak, bxaat9ak sounds more like the "a" in "father". The sound of an Arabic vowel depends a great deal on the kind of consonants around it, and in the Pronunciation Sections of the coming Units this variation will be further explained. Meanwhile if you listen carefully and imitate the pronunciation you hear, you will gradually get more used to this variation until it seems perfectly natural to you.

PRONUNCIATION PRACTICE 1

<u>a</u> like "e" in "pet"	<u>baddak</u> <u>samak</u>	'you want' 'fish'
<u>i</u> like "i" in "pit"	<u>?inti</u> <u>fhimt</u> <u>sitti</u>	'you' 'you understood' 'six'
<u>u</u> like "u" in "put"	<u>xubz</u> <u>dugri</u> <u>ruzz</u>	'bread' 'straight' 'rice'

PRONUNCIATION PRACTICE 2

<u>aa</u> like "a" in "care"	<u>tláati</u> <u>tmaanyi</u>	'three' 'eight'
<u>ii</u> like "i" in "machine"	<u>sa9iid</u> <u>ktiir</u>	'fortunate' 'much'
<u>uu</u> like "u" in "flu"	<u>súu</u> <u>ruuH</u>	'what' 'go'

4. Arabic Consonants

In Arabic there are very many consonant sounds. Some are very similar to English sounds, but a few of them are quite different from any English sounds and require a great deal of practice. All the consonants will be discussed in detail several at a time in the Pronunciation Sections of future Units. For the time being here is a check list of the letters used to represent the consonants of Arabic in our spelling.

The following are fairly similar to English sounds:

<u>Arabic letter</u>	<u>Nearest English sound</u>	<u>Example</u>
<u>b</u>	"b" in "bit"	báddak 'you want'
<u>d</u>	"d" in "dip"	dúgrí 'straight'
<u>f</u>	"f" in "fit"	fwaaki 'fruit'
<u>g</u>	"g" in "get"	*gumruk 'customs'
<u>h</u>	"h" in "hit"	haada 'this'
<u>k</u>	"k" in "kit"	kiif 'how'
<u>l</u>	"l" in "lip"	liira 'pound'
<u>m</u>	"m" in "met"	mammúun 'obliged'
<u>n</u>	"n" in "net"	nhaar 'day'
<u>s</u>	"s" in "sip"	sitti 'six'
<u>t</u>	"t" in "tip"	tnayn 'two'
<u>w</u>	"w" in "wit"	wáyn 'where'
<u>y</u>	"y" in "yet"	yamiinak 'your right'
<u>z</u>	"z" in "zip"	rúzz 'rice'
<u>š</u>	"sh" in "ship"	šúu 'what'
<u>ẓ</u>	"s" in "pleasure"	zibli 'bring me'

The following sounds are not very similar to English speech-sounds, although you have probably at one time or another uttered every one of them, and you will soon learn to use them as speech-sounds.

- r trilled - like the sound children use to imitate airplanes
- ʔ like the little catch before each vowel in "uh-oh!"
- H like the sound of panting (this H must not be confused with h; for Arabs they are as different as "p" and "b" are to us.)
- ʁ a kind of growling sound
- x a sound like clearing the throat
- g a sound like gargling

All these will be explained thoroughly in coming Units.

You may have noticed that there are also consonant letters with hooks under them. In Arabic consonants often come in pairs: one "light" and one "heavy". The heavy consonants are shown in our spelling by a hook under the letter, and light consonants are shown by ordinary, unhooked letters. The heavy (hooked letter) sounds are lower in pitch than the corresponding light sounds and usually have a characteristic 'hollow' sound made by raising the back of the tongue. They are described more fully in Unit 2. The following are the most common heavy consonants: ṭ, ḍ, ṣ, ḏ, ḥ, ẓ, ẓ̣.

Finally, notice that double consonants are really double, that is, are held longer than single consonants. For example, the double tt in sitti is pronounced like the English double 't' in "sit-tight" not like the single 't' in (spelled double) "sitting".

Words in the Practices marked with an asterisk (*) have not been presented in the Basic Sentences for you to learn. In such cases practice the pronunciation, but don't worry about remembering the meaning until the word appears in the Basic Sentences as an item to be memorized.

Section C. Analysis

1.1 In this unit you have learned a number of "formulas" used in Arabic, for example: *nháarak sa9iid*, *nháarak sa9iid w mbaarak*, *kiif Haalak*, *nuşkur ?alla*, *IHamdilla*, *bxaarak*, *ma9 ssalaami*. Similarly we have formulas in English used as greetings and polite expressions such as: "how do you do", "you're welcome", etc. which don't have much meaning but are used more or less automatically in certain situations. Such formulas are very common in Arabic, more common than they are in English, and it is important for you to learn them. For example, in English we have only a few formulas of gratitude: "thank you", "thank you very much", "thanks pal", "that's very good of you", etc. The use of these depends more on the social relationship of the speaker and hearer than on the nature of the action for which gratitude is being expressed. In Arabic on the other hand there are many formulas of this kind -- one used when the action has been performed by the hand, one if the action consists of offering part of one's possession, and so on.

Also, there is very often a regular, stereotyped formula of response to a given formula. For example, when one says *nháarak sa9iid* the answer is almost always *nháarak sa9iid mbaarak* or sometimes just *mbaarak*. Or, when one says *marHaba* the other usually either says *marHaba* or *marHabtáyn*. Or, *ma9 ssalaami* is the almost inevitable response to *bxaarak*.

New formulas will appear in every unit: learn them, learn when to use them, and use them whenever you get a chance.

1.2 Study the following sentences with their English equivalents:

<i>šúu háada ?</i>	What <u>is</u> this?
<i>háwdi swaakiir .</i>	These <u>are</u> cigarettes.
<i>kiif Haalak ?</i>	How <u>is</u> your state?
<i>šii ktíir, háada .</i>	That <u>is</u> a little too much.
<i>wáyn limHáţţa ?</i>	Where <u>is</u> the station?
<i>tnáyn w tnáyn ?árb9a .</i>	$2+2 \neq 4$

In Arabic there usually is no equivalent for English "am", "is", "are". If you want to say "This is good", or "The station is in front of you", you simply say "This -- good" or "The station -- in front of you":

<i>háada mníiH .</i>	This is good.
<i>limHáţţa ?iddáamak .</i>	The station is in front of you.

1.3 Study carefully these words together with their English equivalents:

<u>nhpaarak</u>	<u>your</u> day
<u>Haalak</u>	<u>your</u> state
<u>kiifak</u>	how are <u>you</u>
<u>báddak</u>	<u>your</u> wish
<u>yamiinak</u>	<u>your</u> right
<u>šmaalak</u>	<u>your</u> left
<u>9indak</u>	with <u>you</u> , at <u>your</u> place
<u>?iddaamak</u>	in front of <u>you</u>
<u>bi9tiik</u>	I'll give <u>you</u>
<u>báddi</u>	<u>my</u> wish
<u>dillni</u>	direct <u>me</u>
<u>9tiini</u>	give <u>me</u>

You can see from these words that -ak or -k at the end of a word often means 'your' or 'you' and that -i or -ni at the end of a word often means 'my' or 'me'. Here are five more sentences showing these endings on other words:

baddi <u>u</u> uH 9a <u>š</u> maali .	I want to go to my left.
šuu háada ?idda <u>ami</u> ?	What's this in front of me?
ma <u>fii</u> 9indi ba <u>ta</u> ata .	I don't have any potatoes.
háwdi swaak <u>i</u> iri .	There are my cigarettes.
baddi <u>dill</u> ak 9a <u>u</u> taal m <u>ni</u> iH .	I want to direct you to a good hotel.

1.4 Notice the forms for "and" in the following expressions:

tnayn w <u>tn</u> ayn ?ar <u>b</u> 9a .	2 + 2 = 4
waa <u>Hid</u> u <u>s</u> itti s <u>ab</u> 9a .	1 + 6 = 7
?ar <u>b</u> 9a u <u>x</u> amsi t <u>is</u> 9a .	4 + 5 = 9
tnayn w <u>tma</u> anyi 9a <u>š</u> ra .	2 + 8 = 10
x <u>ubz</u> w <u>f</u> waaki	bread and fruit
f <u>wa</u> aki u <u>x</u> ubz	fruit and bread

Note 1.4 The sounds represented by "u" and "w" in Arabic are very similar, and from time to time it happens that an Arabic word has "u" in one form and "w" in another. The word for 'and' is an example of this.

Sometimes it is u, sometimes w. When the following word begins with two consonants it is w, when it begins with one consonant it is u. Thus tnaayn, tmaanyi, fwaaki begin with two consonants; on the other hand xamsi, sitti, xubz begin with a single consonant.

1.5 Notice the Arabic for "the" in the following expressions;

<u>l</u> Hamdílla	The praise to God
<u>l</u> ?utaal	the hotel
<u>l</u> mHátta	the station
ba'yt <u>l</u> máyy	the toilet
<u>ss</u> alaami	the peace, safety
<u>ss</u> aa9a	the hour

Arabic has two ways of saying "the" -- either putting l- at the beginning of a word or doubling the first consonant of a word. The use of these two ways depends on the consonant that begins the word. For example, if it is s you double it: saa9a; ssaa9a; but if it is m you use l-: lmáyy; lmáyy.

1.6 Numbers. In the Basic Sentences you learned that the Arabic word for "three" is tlaati but that if you want to say "three pounds" you say tlat liiraat. Arabic numbers from "three" to "ten" have one form when they are said by themselves and another when they are counting. Here is the complete list:

<u>alone</u>	<u>with a noun</u>
tlaati	tlat liiraat
?arba9a	?arba9 liiraat
xamsi	xams liiraat
sitti	sitt liiraat
sab9a	sab9 liiraat
tmaanyi	tmin liiraat
tis9a	tis9 liiraat
9asra	9asr liiraat

There are other ways in which the numbers you have learned differ in use from the corresponding English numbers. For example, the Arabic for 'one' usually follows its noun instead of preceding it like the other numbers. Also, it has two forms, a masculine (waaHid) and a feminine (wiHdi), and you have to know when to use which form. You will learn more about this in later units. Here are two examples:

máṭṭam waaHid one restaurant

liiṣa wiHdi one pound

In special cases, however, the word for "one" comes first, and then you always use waaHid. For example:

ḡṭiini waaHid ?ahwi . Give me one coffee.

For saying "two" of anything Arabic does not usually use tnayn but instead adds an ending -ayn to the noun. For example:

liiṣa (wiHdi)	one pound	siikaáṣa (wiHdi)	one cigarette
liirtáyn	two pounds	siikaartáyn	two cigarettes
tlát liiṣáat	three pounds	tlát swaakiir	three cigarettes

Section D. Exercises

1. Questions and Answers. Here are some questions which you are able to answer in Arabic. Read each question aloud, be sure you understand it, and then answer it briefly in Arabic. Take turns asking one another the questions. Do not try to invent elaborate answers; just use the phrases and sentences you have learned in the Basic Sentences. Go over the questions until you are able to answer each one promptly and relevantly in several ways.

1. btíHki 9arabi ?
2. wáyn limHáttá ?
3. kíif Háalak ?
4. ?iddáyš báddak ?
5. šúu báddak ?
6. wáyn sswaakíir ?
7. ?iddáyš ssáa9a ?
8. wáyn báyt lmayy ?
9. ?iddáyš tnáyn w tnáyn ?
10. šúu háada ?

2. Arithmetic. Read each question aloud, be sure you understand it, and then answer it in a complete Arabic sentence. For example:

?iddáyš tnáyn w tnáyn ? Answer. tnáyn w tnáyn ?ar9a .

Take turns asking one another:

1. ?iddáyš xámsi w tnáyn ?
2. ?iddáyš sítti w tlaati ?
3. ?iddáyš tlaati u xámsi ?
4. ?iddáyš tí9a u wáaHid ?
5. ?iddáyš ?ar9a líi9aat u xáms líi9aat ?
6. ?iddáyš sá9a w tlaati ?
7. ?iddáyš ?ar9a u ?ar9a ?
8. ?iddáyš tlát líi9aat u líirtáyn ?
9. ?iddáyš tnáyn u sítti ?
10. ?iddáyš tlaati w tnáyn u wáaHid ?

3. Yes or No. Read each question aloud, be sure you understand it, and then answer first affirmatively and then negatively, using complete, natural Arabic sentences. For example:

fii 9índak sámak ? ná9am, fii . lá?, ma fii .

báddak baṭáaṭa ? ná9am, báddi . lá?, ma báddi .

Take turns asking one another.

1. báddak láHmi ?
2. fii 9índak rúzz ?
3. báddak siikáaṭa ?
4. fhimt ?
5. fii máṭ9am háwn ?
6. báddak ?áhwí ?
7. báddak xúbz ?
8. fii ?utáal mníiH hawníik ?
9. fii 9índak bíiṭa ?
10. btiHki 9áṭabi ?

4. Telling Time. Say the following times in Arabic. You only know the numbers to ten so you are somewhat limited in telling time, but practice with one another on the times you can say.

1. 3:10
2. 9:00
3. 1:05
4. 2:07
5. 6:00
6. 7:03
7. 8:10
8. 5:05
9. 3:08

Section E. Listening In

Go through the following conversations with your group. The Guide or the speaker on the phonograph records will read them to you, with a pause after each sentence to give you time to repeat it after him. Speak up loud and clear, and imitate the Guide's pronunciation as closely as you can.

The first time through, keep your book closed and see how much you can understand through the ear alone. The second time through, open your book and follow the printed version with your eye as you listen. Go through each conversation as often as you need to in order to understand it all.

The conversations in the Listening In contain no new words and no sentence types that you have not already learned. If you have memorized the Basic Sentences, you will have no trouble in understanding what you hear. The leader will discuss the meaning of the conversations with you, and the Guide, as usual, will tell you whether your pronunciation satisfies him.

1. Richard Jones tries his Arabic with Hanna Khouri.

Jones: nháarak sa9iid .

Khouri: nháarak sa9iid wmbáarak .

Jones: kiif Háalak ?

Khouri: maḥṣúuṭ lHamdilla . kiifak ?inti ?

Jones: núskur ?alla, mniiH .

Khouri: báddak siikáara ?

Jones: ma fhimt . šuu siikáara ?

Khouri: háydi siikáara .

Jones: mamnúun .

Khouri: báddak wál9a ?

Jones: 9maal ma9ruuf 9ṭiini wál9a .

Khouri: háydi wál9a u hawdi sít swaakiir .

Jones: lá?, 9ṭiini ?arḥ9 swaakiir .

Khouri: bi9ṭiik xamsi .

Jones: mamnúun ktiir.

Khouri: báddak šiṭutaal ?

Jones: 9maal ma9ruuf díllni 9aṭutaal mniiH .

Khouri: ruuH dúgri . fii ?iddaamak ?utaal 9ayamiinak .

Jones: ma fhimt wayn .

Khouri: ?iddaamak limHáṭṭa u 9ašmaalak ssiinama .

Jones: ṭayyib .

Khouri: u 9ayamiinak l?utaal .

Jones: fhimt.

Khouri: núskur ?alla .

Jones: wayn fii maṭ9am ?

Khouri: hawn fii maṭṭam .

Jones: wayn hawn ?

Khouri: ?iddaamak .

Jones: mamnuun .

2. Jones goes to the restaurant.

Jones: marHaba .

Waiter: marHabtayn .

Jones: šuu fii 9indak ?

Waiter: šuu baddak ?

Jones: baddi ?aakul .

Waiter: fii samak uruzz ulaHmi ubaṭaṭa .

Jones: ma fii biira ?

Waiter: kiif ma fii ?

Jones: zibli biira uṣayy .

Waiter: haydi biira uṣayy .

Jones: u zibli ruzz ubaṭaṭa uxubz w fwaaki .

Waiter: baddak laHmi ?

Jones: la?, ma baddi .

Waiter: u?ahwi ?

Jones: 9ṭiini waahid ?ahwi .

Waiter: ṭayyib .

Jones: ?iddays ssaa9a ?

Waiter: ssaa9a 9aṣṣa .

Jones: ssaa9a wiHdi baddi ruuH 9a?utaal .

Waiter: ṭayyib, ruuH .

Jones: wayn fii bayt ṣayy hawn ?

Waiter: bayt lmayy dūgri 9ašmaalak .

Jones: ?iddays baddak ?

Waiter: baddi tmin liiqaat .

Jones: 9amahlak šwayyi. ma fhimit .

Waiter: ?inti btiHki 9arabi u ma fhimt ?

Jones: 9maal ma 9ruuf 9iid lli?ultu w Hki 9a mahlak .

Waiter: baddi tmin liiqaat .

Jones: tmaanyi ?

Waiter: na 9am tmaanyi .

Jones: siiktiir, haada . bi 9tiik sab 9a .

Waiter: sab 9 liiqaat ?

Jones: na 9am .

Waiter: 9tiini u ruuH .

Jones: bxaatrak .

Waiter: ma 9ssalaami .

This section is the pay-off; it is the goal toward which you have been working all through the rest of the Unit; a chance to use the material in a real situation. If you have done all the work in the Unit up to this point, you should have no difficulty in rattling off the sentences you have learned.

First act out the Listening In, with different members of the group taking the parts of Richard Jones, Hanna Khouri, and the waiter. Run through each conversation several times, with different actors, until everybody in the group has played all the parts.

Now go on to conversations of your own, modeled on the Listening In but changed as much as you like. The Leader will assign parts, and ask various members of the group to carry on the conversations in pairs or threes. Put some spirit and imagination into your performance; try to make each conversation as lively and lifelike as possible, and to rattle off the Arabic as naturally as you can.

The following conversation outlines are only suggestions. If you have better ideas, by all means follow them. But remember that it is more valuable for you to speak fluently over a narrow range of topics than to hem and haw trying to say things you haven't learned yet. Never mind if your conversations in the first few Units sound a little monotonous. The only way to arrive at the stage where you can talk about more interesting matters is to practice the simple things first.

Conversation 1. Asking for information.

A sees B on the street; they exchange greetings.
A asks the way to a restaurant, a hotel, or a movie theater.
B says it is to the right or left or straight ahead.
A doesn't understand and asks B to repeat.
B repeats the information, speaking more slowly.
A says he understood, and thanks B
They say goodbye.

Conversation 2. At the restaurant.

C enters a restaurant and tells D (the waiter) that he is hungry.
D asks him what he wants.
C asks for meat.
D says there isn't any, but he's got some fish.
C asks for fish.
C also wants some vegetables.
D asks if he wants some beer.
C says no, he wants coffee.
After his meal, C asks for cigarettes.
C asks how much he owes.
D tells him.

Conversation 3. On the street.

1.22

E has just come to town. He goes up to F and greets him.

E asks where there is a hotel.

F gives him directions.

E asks him to speak slowly.

F does so, giving the same information in other words (if possible).

E asks if the (building) isn't a hotel.

F says no, this is a movie theater.

E says he's hungry.

F says there's a restaurant over there.

E says he didn't understand.

F repeats.

E thanks him.

They say goodbye.

sáb9a	seven (sáb9...)	xámsi	five (xáms...)
sámak	fish	xúbz	bread
sa9íid	happy	yamiínak	your right
siikaáya	cigarette	žibli	bring me
siikaáya ^{ta} yn	two cigarettes	9a	to, at, on (9a- ^l ?utaal, 9a-máhlak, 9a-yamiínak, etc.)
swaakiir	cigarettes		
siinama	movies (movie theater)		
sitti	six (sitt...)	9arabi	Arabic
ssaa9a	the hour	9ášya	ten (9ášya...)
ssalaami	the peace, safety	9iid	repeat
ma9-ssalaami	goodbye	9indak	at your place ("you have")
swaakiir	see siikaáya	9maal	do, make
šii, šii	some, somewhat, at all	9šini	give me
šmaalak	your left		
šuu	what		
šwayyi	a little		
tis9a	nine (tis9...)		
tlaati	three (tlat...)		
tmaanyi	eight (tmin...)		
tnayn	two		
šayyib	good, all right		
waaHid	one		
wiHdi	one (feminine)		
wal9a	a light (for smoking)		
wayn	where		
wiHdi	see waaHid		

Section G. Vocabulary

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

?áakul	I eat	kiif	how
?áhwi	coffee	kiifak	how are you
?alla	God	ktiir	much, a lot
?arḅ9a	four (?arḅ9...)	l-	the (lHamdilla, limHátṭa, l?utáal)
?iddáamak	in front of you		
?iddáayṣ	how much	la?	no
?inti	you	laHmi	meat
baddi	I want	liira	pound
baddak	you want	liiraat	pounds
bataata	potatoes	liirtayn	two pounds
bayt mayy	toilet	ma, ma	not
biira	beer	mayy	water
btihki	you speak	mabṣuut	glad, fine
dillni	direct me	mahlak	your slowness
fii	there is, there are	9a mahlak	slowly
fhimt or fhimit	I understood, you understood	marHaba	hello
fwaaki	fruit	marHabtayn	twice hello
haada	this (masculine)	mat9am	restaurant
hawdi	these	ma9	with
hawn	these	ma9 ssalaami	goodbye
hawniik	there	ma9 ruuf	favor
haydi	this (feminine)	9maal ma9 ruuf	please
Haalak	your state	nhaarak	your day
Hki	speak	nuskuṣ	we thank
		ruuH	go
		ruzz	rice

GETTING AROUND

To the leader: This Unit is constructed almost exactly like the first one. If there is any question in your mind at any point what the proper procedure is, refer back to the corresponding part of Unit 1 and reread the directions given there. Refresh your memory of the points made in the Introduction too, so that you won't overlook small but important points.

Section A. Basic Sentences

Go through the material just as you did in Unit 1. The Leader will read the English equivalents aloud; the Guide will speak the Arabic twice, pausing each time long enough to allow the group to repeat if after him in unison. Then the Leader will read the next English equivalent, and the same cycle will be repeated. Be sure to listen carefully to the Guide and to imitate him as accurately as you can. Keep your eyes on the Arabic spelling; but as you listen to the Arabic and as you repeat it, keep thinking constantly of what the Arabic expression means.

The group Leader should see to it that everything runs off smoothly and that everyone follow directions. He should keep the work moving at a lively pace, with every man speaking up loud and clear; and he should make sure that the Guide keeps a close check on the students' pronunciation. It is up to the Guide, with the Leader's help, to accept or reject each man's imitation: to accept it if it sounds to him like real Arabic, to reject it if anything in the student's pronunciation sounds foreign or queer to him. Whenever the Guide rejects a student's imitation, he should say the Arabic expression again so that the student may have another chance to mimic the sound of it.

<u>English equivalents</u>	<u>Arabic</u>
she came	ʔiʔit
the bus	lbúuʔta
Here comes the bus! ('The bus has come')	ʔiʔit lbúuʔta
let us	xalliina
we go up	niʔla9
in her	fiia
it seems	byiʔhaʔ
the tram	ttraam
delayed, late	mʔaxxaʔ
Let's get on it; it looks as if the tram's late.	xalliina niʔla9 fiia . byiʔhaʔ ttraam mʔaxxaʔ .
crowded (fem.)	ma9ʔúuʔa
No, the bus is crowded.	lá? . lbúuʔta ma9ʔúuʔa .

we wait	nistanna
second, another	taani
Let's wait for another tram.	xalliina nistanna traam taani
give us	9tiina
paper, ticket	war?a
Give us two tickets.	9tiina war?tayn .
class	darzi
first (fem.)	tuula
or	yamma
second (fem.)	taanyi
First or second class?	darzi tuula yamma darzi taanyi ?
value	Ha??
their value	Ha??un
How much are they?	?iddays Ha??un ?
piastres	?ruus
Ten piastres.	9a?r ?ruus .
we want	badna
we go down	ninzil
Bab Idris	baab driis
We want to get off at Bab Idris	badna ninzil 9a baab driis .
when	limmin
we arrive	mnuu?al
notify us	xabbirna
Let us know when we get there.	limmin mnuu?al xabbirna .
line	xatt
leads, takes	biwaddi
Where does this line go?	halxatt lwayn biwaddi ?
To Furn Esh-shibbak.	9a firn ššibbak .

I go down.
 Wait, I want to get off here.
 Taxi!
 well, yes
 please (plural)
 Please get in.
 we go
 the Burz
 We want to go to the Burz.
 How much do you want?
 Four pounds.
 What's that? It's too much.
 by God
 gentleman
 it is not
 It's not at all too much, sir.
 half
 plenty
 Two and a half pounds is plenty.
 go up (plural)
 All right, get on for three pounds.
 you want (plural)
 I stop for you (plural)
 Where do you want me to stop?
 seeing
 building
 red (feminine)
 ahead of you
 Do you see that red building ahead of you?

?inzil
 9amahlak, baddi ?inzil hawn .
 takei .
 na9am
 tfaddlu
 na9am, tfaddlu .
 nruuH
 lbirz
 badna nruuH 9albirz .
 ?iddays baddak ?
 ?arba9 liifaat .
 suu hayda ? siiktiir
 walla
 xawaaža
 mi
 walla ya xawaaža mi ktiir .
 nişş
 bizzyaadi
 liirtayn u nişş bizzyaadi .
 tla9u
 tayyib, tla9u bitlat liifaat .
 badkun
 wa??iflkun
 wayn badkun wa??iflkun ?
 saayif
 binaayi
 Hamra
 baalak
 saayif halbinaayi lHamra baalak

beyond
from her
branch, turn

xalf
mina
mafra?

A little in back of it there's a turn on your right.

xalf mina swayy fii mafra?
9ayaminak .

turn
first
gate
iron

bruum
?awwil
buwwaab
Hadiid

Turn in and stop at the first iron gate on your left.

bruum uwa??iflana 9a?awwil
buwwaabit Hadiid 9a smalak .

with you
change

ma9ak
sarfi

Do you have change for five pounds?

ma9ak sarfit xams liigaat ?

Let's see.

taasuuf .

Here! (handing him the note)

tfaddal

we
staying (plural)
two hours
approximately

niHna
baa?yiin
saa9tayn
ti?riiban

We'll be staying here about two and a half hours.

niHna baa?yiin hawn saa9tayn
u niig ti?riiban .

you like
you return
you take

bitHibb
tirza9
taaxud

Would you like to come back and pick us up at 5:30?

bitHibb tirza9 taaxidna ssaa9a
xamsi u niig ?

if
you're late
from, than

?iza
t?axxart
9an

we take
 except you
 If you're later than 5:30, we'll take
 somebody else.
 to you
 on me
 I'll be
 before
 time
 minutes
 I promise you I'll be here
 for you ten minutes ahead
 of time

mnaaxud
 gayrak
 ?i'za t?axxart 9an ssaa'9a
 xamsi u'ni'ss mnaaxud gayrak
 ?ilak
 9layyi
 bkuun
 ?abl
 wa?t or
 d?aayi
 ?ilak 9layyi bkuun 9indkun
 ?abl lwa?t b9a'sr d?aayi?

INSERT

I
 also
 I do too.

?ana
 kmaan
 u?ana kmaan .

1. Trills (r, r)

The Arabic "r" is not made the same way as our English "r". In English we curl back our tongue and hold it there for the "r". In Arabic you make a trill with the tip of your tongue. You have undoubtedly heard this trilling sound, and have probably made it yourself. It is the sound many telephone operators use in saying "thur-rée" and that children often use to imitate the sound of motors. Sometimes the tip of the tongue makes one flap, often it makes two or three flaps in rapid succession. This sound is not at all difficult to learn, but it requires constant attention to remember always to make this "r" in Arabic instead of using the "r" you use in your English.

Here are some examples of Arabic "r":

PRONUNCIATION PRACTICE ONE			
ktiir	'much'	nruuH	'we go'
swakiir	'cigarettes'	liira	'pound'
mbaarak	'blessed'	biira	'beer'
ruzz	'rice'	furn	'oven'

As you know, there are both light and heavy "r's" in Arabic. For the time being, just listen to the Guide or phonograph record and imitate carefully, noticing that "r" is usually next to "u" and "r" next to "i" and that both occur next to "a".

2. The glottal stop (?)

This sound occurs in both English and Arabic -- in English it is a rare sound that occurs only in a few words or in saying certain sequences of words very carefully; in Arabic it is a full fledged consonant that occurs in very many words. We have it in English for example in the expression of mild dismay "uh-oh!" -- once before the "uh" and again before the "oh", so that if we write the sound with a '?' we should write "?uh=?oh!" Or, as equivalent to "No, No! You mustn't do that", we sometimes say to a child "?ah=?ah" (ah "a" in "cat"). We often use it in speaking carefully where one word ends with a vowel and the next one begins with a vowel, e.g. "Florida ?oranges", "India ?office" or in a phrase like "an ?ice man" as contrasted with "a nice man". In Arabic ? occurs at the beginning, middle or end of words, single and double.

Here are examples:

PRONUNCIATION PRACTICE TWO

ʔaakul	'I eat'	ʔruuʃ	'piastres'
laʔ	'no'	zʔaaʔ	'alley'
Haʔʔun	'their value'	waʔʔtəyn	'two tickets'
mʔaxxaxʔ	'delayed, late'	bitʔuul	'you say'
dʔaayiʔ	'minutes'		

The 'sound is called "glottal stop"-- "stop" because the air is completely stopped (as with the stops t, d, k, g, b) and "glottal" because the closure takes place in the glottis. Notice again that there are both light and heavy glottal stops in Arabic. This will be discussed in more detail in Unit 10.

3. Double consonants

In English double consonants are not common. Often we write double consonants when we say single ones, e.g. "penney", "hammer", "bedding", etc.

Here are some examples of real double consonants in English:

penknife •(double "n") cf. penny (single "n")

ham-market (double "m") cf. hammer (single "m")

mid-day (double "d") cf. bedding (single "d")

Here are examples of Arabic double consonants. Only the Arabic words are on the record.

PRONUNCIATION PRACTICE THREE

Arabic words	Meaning	Consonant	Similar English Examples
1. ʃibbaak naʔbbih	'window' 'arouse'	bb	grab-bag cab-builder
2. baʔdaak ʔiddaʔyʃ	'you want' 'how much'	dd	bed-deck mid-day
3. nistaʔna *minnu	'we wait' 'from him'	nn	pen-knife thinness
4. Haʔʔun	'their value'	ʔʔ	---

Section C Analysis

Note 2.1 Masculine or feminine. You have learned two Arabic words for "this": háada (or háyda) and háydi. Every noun in Arabic is either masculine or feminine, and the word "this" is háada (háyda) when it refers to a masculine noun and háydi when it refers to a feminine noun. For example, mát9am 'restaurant' is masculine and "this" referring to mát9am is háada (háyda); siigaara 'cigarette' is feminine and "this" referring to siigaara is háydi. Most masculine nouns end in a consonant (e.g. mát9am, xíbz, ?utáyl, Háal); most feminine nouns end in -a or -i (e.g. siigaara, mHáat9a, láHmi, šarfi, biira).

The terms "masculine" and "feminine" are used because nouns denoting male beings are usually masculine and nouns denoting female beings are usually feminine. However, the fact that a noun is masculine has very little to do with the sex of the object it denotes. In English we may refer to a noun by using "he", "she", or "it"; in Arabic you must learn with each noun whether it is masculine or feminine so that you can use the right words in referring to it. For further details see Note 2.7.

Note 2.2 "The" As indicated in Note 1.5 the Arabic equivalent of "the" is either l- prefixed to a noun or the doubling of the first consonant of a noun. In the Basic Sentences of this Unit there are additional examples:

lbúušt9a, lxátt9, lwa?t, ttáani, zzyáadi.

If a noun begins with one of the following consonants, that consonant is doubled for "the":

t	d	n	s	z	š	ž	l	r
ṭ	ḍ		ṣ	ẓ			ḷ	ṛ

Here are further examples:

<u>táani</u>	'second'	<u>ttáani</u>	'the second'
<u>ṭayyib</u>	'good'	<u>ṭṭayyib</u>	'the good'
<u>dárži</u>	'step'	<u>ddárži</u>	'the step'
<u>níšš</u>	'half'	<u>nníšš</u>	'the half'
<u>sámak</u>	'fish'	<u>ssámak</u>	'the fish'
<u>šarfi</u>	'change'	<u>ššarfi</u>	'the change'
<u>zyáadi</u>	'extra'	<u>zzyáadi</u>	'the extra'
<u>šibbáak</u>	'window'	<u>ššibbáak</u>	'the window'

láHmi	'meat'	llaHmi	'the meat'
rízz	'nice'	rrízz	'the nice'

If a noun begins with some other consonant (b f m w y k g x ġ H 9 h ?), l- is prefixed for 'the'. Here are further examples:

báyt	'house'	lbáyt	'the house'
fírn	'oven'	lfírn	'the oven'
mafra?	'branch'	lmafra?	'the branch'
wá?t	'time'	lwá?t	'the time'
xawáažá	'gentleman'	lxawáažá	'the gentleman'
ġáyr	'other'	lġáyr	'the other'
Há??	'right'	lHá??	'the right'
9arabi	'Arabic'	l9arabii	'the Arabic'
?ahwi	'coffee'	l?ahwi	'the coffee'

The word limHáṭṭa of Unit 1 is mHáṭṭa 'station' li 'the'. Whenever a noun begins with TWO consonants (of which the first is not one of the consonants that double) 'the' is li-. Here are further examples:

?rúuš	'piastres'	li?rúuš	'the piastres'
m?áxxaṭ	'late'	lim?áxxaṭ	'the late'
fwaaki	'fruit'	lifwaaki	'the fruit'

But notice as in a word like ttraan 'the train', that if the first of the two consonants is one that is doubled when alone, it is doubled here too. Further examples:

nhaar	'day'	mnhaar	'the day'
šwayyi	'little'	mšwayyi	'the little'
d?aayi	'minutes'	md?aayi?	'the minutes'

Note 2.3 "This" Study the following sentences taken from the Basic Sentences of Units 1 and 2.

1.25	háydi siigáara.	This is a cigarette.
1.21	háyda šii,ktiir.	That's a lot.

2.11	ha _l lxátt _l wáyn biwáddi ?	Where does this line go?
2.24	šáayif halbinaayi lHámra lli ?báalak?	Do you see that red building?

Notice that of these three equivalents for English 'this' the first two (háyda, háydi) occur independently, and the third (ha_l) is always prefixed to a noun. Thus:

háyda mátt ₉ am mniíH.	This is a good restaurant.
ha _l lmátt ₉ am mniíH.	This restaurant is good.
háydi siigáartí.	This is my cigarette.
Ma _b Híbb ha _l ssiigáara.	I don't like this cigarette.

Notice also that háyda and háydi refer to masculine and feminine nouns respectively, but that ha l- is used with either kind of noun (e.g. ha_llxátt, ha lbinaayi). The l- of ha l- is the Arabic (the) described in Note 2.2 and so is a doubling of the first consonant of the noun under the conditions described in Note 2.2.

Note 2.4 In Note 1.3 the endings -i, -ni, 'my, me' and -ak, -k 'your, you' were discussed. The following words taken from the Basic Sentences of this Unit show two more endings of this kind:

xalliina	let <u>us</u>	baddkun	your (pl) wish
9tiina	give <u>us</u>	wa??íflkun	I stop for <u>you</u> (pl)
báddna	<u>our</u> wish		
xabbirna	notify <u>us</u>		
wa??iflna	stop for <u>us</u>		
taaxidna	you take <u>us</u>		

The ending -na means 'our, us'; the ending -kun means 'your, you' when referring to more than one person. Here are more examples of all these endings:

báddi	my wish - I want	swaagiiri	my cigarettes
báddak	you wish - you want	swaagíirak	your cigarettes
báddna	our wish - we want	swaagiirna	our cigarettes
báddkun	you (pl) wish - you (pl) want	swaagiikun	your (pl) cigarettes
9a _l šmaali	on my left	9a _l yamiini	on my right
9a _l šmaalak	on your left	9a _l yamiinak	on your right

9a _{ss} maalna	on our left	9a _{yami} inna	on our right
9a _{ma} alkun	on your (pl) left	9a _{yami} inkun	on your (pl) right
?iddaami	in front of me		
?iddaamak	in front of you		
?iddaamna	in front of us		
?iddaamkun	in front of you (pl)		
9indi	at my place, in my possession	ma9i	with me
9indak	at your place, in your possession	ma9ak	with you
9inna	at our place, in our possession	ma9na	with us
9indkun	at your (pl) place, in your (pl) possession	ma9kun	with you (pl)
xabbirni	notify me	n _{suuf} fak	we see you
xabbirna	notify us	n _{suuf} fkun	we see you (pl)
9tiini	give me	dillak	I direct you
9tiina	give us	dillkun	I direct you (pl)
taaxidni	you'll take me	wa??iflak	I stop for you
taaxidna	you'll take us	wa??iflkun	I stop for you (pl)
waffifli	stop for me		
wa??iflna	stop for us		
dillni	direct me		
dillna	direct us		

Note that with nouns (bádd, swaagiir, šmaal, yamiin, ?baal, ?iddaam) and prepositions (9ind, ma9) the ending for "my, me" is -l, but that with verbs (xabbir, dill, n_{suuf}, etc.) the ending is -ni. This is the only ending of this kind which has different forms for nouns and verbs; all the others, such as -ak, -na, -kun (and the others you will learn) are the same for both.

Note 2.5 Study the following verb forms which occurred in the Basic Sentences of Units 1 and 2:

<u>ni</u> ṭla9	we	<u>ti</u> rza9	you return	<u>?i</u> nzil	I go down
nista _{na}	we wait	<u>ta</u> axud	you take	-wa??if	I stop
ninzil	we go down			-ruuh	I go
nr _{uh}	we go			?aakul	I eat
n _{suuf}	we see				

In these forms prefixes correspond to English "I", "you", and "we". We will refer to forms of this kind as forms of the PREFIX TENSE. The prefix for "we" is ni - or n-, the prefix for "you" is ti - or t-, and the prefix for "I" is ?i -, ?-, or nothing. The remainder of the word we will call the STEM. In general, the longer forms of the prefixes (ni-, ti-, ?i-) are

used when the verb begins with two or more consonants (-nzil, -tla9, etc.); otherwise the shorter forms (n-, t-, ?- or nothing). Here are the forms of the prefix tense of the verbs of Units 1 and 2:

"I"	"you"	"we"	meaning
?iHki	tiHki	niHki	Speak
?inzil	tinzil	ninzil	go down, get off
?irza9	tirza9	nirza9	return, go back
?itla9	titla9	nitla9	go up, get on, go out
?i9ti	ti9ti	ni9ti	give
?uul	t?uul	n?uul	say, tell
dill	ddill*	ndill	direct
Hibb	tHibb	nHibb	like, love
Kuun	tkuun	nkun	be
ruuH	truuH	nruuH	go
suuf	tsuuf	nsuuf	see
wa??if	twá??if	nwá??if	stop, stand
waddi	twáddi	nwáddi	lead, take, send
xábbir	txábbir	nxábbir	notify
xálli	txálli	nxálli	let, have, leave
9iid	t9iid	n9iid	repeat
?aakul	taakul	naakul	eat
?aaxud	taaxud	naaxud	take
?uusaḷ	tuusaḷ	nuusaḷ	arrive, ready

*Note that t- plus dill is ddill, which is easier to say than tdill.

Note 2.6 The b- verb prefix. Study the following verb forms which have also occurred in the Basic Sentences of Units 1 and 2.

<u>mn</u> uusaḷ	we arrive	biHibb	you like	bkuun	I'll be
<u>mn</u> aaxud	we take	<u>bt</u> iHki	you speak	<u>bi</u> 9tiik	I'll give you

Sometimes b-, bi-, m-, or mi- is prefixed to the forms of the prefix tense described in Note 2.5. These are all alternants of the same prefix, which will be called the B- PREFIX. The larger forms (bi-, mi-) occur before a stem beginning with two consonants and the shorter forms (b-, m-) otherwise. The form m(i)- occurs only before the n(i)- "we" prefix; everywhere else b(i)- appears. Note that when b(i)- is added to a form beginning with the ?(i)- prefix, the ? of the prefix drops out (e.g. ?aakul, baakul). The following list gives the forms listed in Note 2.5 with the b-prefix added:

"I"	"you"	"we"
biHki	btHki	mnHki
binzil	btinzil	mninzil
birza9	btirza9	mnirza9

bítla9	btítla9	mnítla9
bi9ti	bti9ti	mmi9ti
b?úul	bit?úul	min?úul
bdíll	biddíll	mindíll
bHíbb	bitHíbb	minHíbb
bkúum	bitkúum	minkúum
brúuH	bitrúuH	minrúuH
bšúuf	bitsúuf	minsúuf
bwá??if	bitwá??if	minwá??if
bwáddi	bitwáddi	minwáddi
bxábbir	bitxábbir	minxábbir
bxálli	bitxálli	minxálli
b9iid	bit9iid	min9iid
baakul	btaakul	mnaakul
baaxud	btaaxud	mnaaxud
búuṣaḷ	btuuṣaḷ	mnuuṣaḷ

The following sentences, taken from the Basic Sentences of Units 1 and 2, give examples of the use of the forms of the prefix tense with and without the b= prefix.

2.2 xallína níṭla9 fíia.

2.4 xallína nistánna tráan ttaani.

2.9 báddna nínzil 9a_baab driis.

2.16 báddna nṣúuH 9a_lbirž.

2.31 bitHíbb tírža9 taaxídna...?

1.43 báddi ?áakul.

2.28 ta_šúuf.

1.9 btiHki 9aṣabi ?

1.22 bi9ṭiik liirtáyn.

2.31 bitHíbb tírža9 taaxídna..?

2.33 ...bkúum 9índkun ?ábl lwá?t...

2.32 ...mnaaxud ḡáyrak.

2.10 límmin mnuuṣaḷ xabbírna.

In these sentences the simple forms of the Prefix Tense without the b=

prefix are DEPENDENT on a preceding word (e.g. báddí, xalliina, biḥḥíbb) or are used with the prefix ta. Thus the forms of the Prefix Tense are very often to be translated by "to ___" in English. Arabic says "you like you go" or "let me I stay" where English says "you like to go" or "let me stay".

On the other hand the form with the b- prefix in these sentences are INDEPENDENT. For example "we go" or "we'll go" by itself is minrúuḥ, but "we go" in combinations like "we want we go" or "let us we go" is nrúuḥ.

Here are further examples of forms of the Prefix Tense with or without the b- prefix. Go over them until you are not only sure of the meaning of the Arabic and understand it but can also give the Arabic sentences for the English without hesitation:

- | | |
|---|--|
| 1. ʔiddáys báddna nistánna? | How long shall we wait? |
| 2. bi9ṭiikun 9ásʔ liiráat. | I'll give you (pl) ten pounds. |
| 3. wáyn báddak tinzil? | Where do you want to get off? |
| 4. minkúun 9indkun ʔsáa9a wíḥdi u níʔʔ? | We'll be at your place at one thirty. |
| 5. báddak tʔrúuḥ má9i: | Do you want to go with me? |
| 6. báddak túuʔaʔ ʔábl lwáʔt? | Do you want to get there ahead of time? |
| 7. ma ʔii má9na ʔáʔfit xáms liiráat. | We don't have change for five pounds. |
| 8. biṭla9 ʔábl lwáʔt b9ásʔ dʔáayi? | I'll go up two hours ahead of time. |
| 9. ta níḥki 9áʔabi. | Let's speak Arabic. |
| 10. báddna níʔza9 ssáa9a tís9a. | We want to come back at nine o'clock. |
| 11. ma ʔii táksi nrúuḥ ʔiia? | Isn't there a taxi we can go in? |
| 12. biḥḥíbb tirza9 táakul má9na? | Would you like to come back and eat with us? |
| 13. birza9 má9kun. | I'll go back with you. |
| 14. xalliina nsúufak. | Let us see you. |
| 15. bi9ṭiik Haʔʔun. | I'll give you the money to pay for them. |
| 16. ʔúu báddak táakul? | What do you want to eat? |

17. ?iiza t?axxárt 9an_lxámsi báaxud
gáyrak. If you're later than five I'll
take someone else.
18. xabbirna ssaa9a sítti. Notify us at six o'clock.
19. ssaa9a ?iddáyš btírza9 taaxidni? What time will you come back and
pick me up?
20. minwa??if 9a_?áwwil buwwaabi We'll stop at the first gate on
9a_yamiinna. our right.

Note 2.7 In Note 1.6 noun forms like liira, liirtáyn, liiraát were dis-
cussed. There are many nouns of this type in Arabic. They will be called
FEMININE T- NOUNS. By itself such a noun ends in -i or -a but when a
suffix is added or when the noun is in close connection with a following
noun the -i or -a appears as -(i)t. The plural usually ends in -aat. Here
are further examples:

<u>singular</u>	<u>"my"</u>	<u>"two"</u>	<u>plural</u>	<u>meaning</u>
saa9a	saa9ti	saa9táyn	saa9aat	hour, clock, watch
wal9a	wal9ti	wal9táyn	wal9aat	light, flame
bnaayi	bnaayti	bnaaytáyn	bnaayaat	building
búušta	búuštiti	búuštítáyn	búuštíaat	bus, mail

As you know some Feminine T-nouns have other plurals (e.g. siigaara -
swaagiir). Here are examples:

d?iia	(d?iiti)	d?iitáyn	d?aii?	minute
siigaara	siigaarti	siigaartáyn	swaagiir	cigarette
wafa	wafiti	wafitáyn	war?aat <u>or</u> uraa?	leaf, paper, ticket
darzi	darzti	darztáyn	darz?aat <u>or</u> draaz	stop, class

Some have plurals in -aat with slight changes in the form of the word, for
example:

buwwaabi	buwwaabti	buwwaabtáyn	buwwabaat	gate
xawaaža	xawaažti	xawaažtáyn	xawaažaat	gentleman
taksi		taksitáyn	taksiyaat	taxi

In the Vocabularies of this and following Units a Feminine T-Noun will be
marked Ft; if the plural, or any other form, is at all irregular the noun
will be marked Ft* as the irregular forms will usually be given. Most
feminine nouns are Feminine T-Nouns it will be marked F. If it behaves like
a Feminine T-Noun but it is masculines it will be marked Mt. or Mt*. All
other nouns are masculine and will be left unmarked. Here are further ex-
amples of the use of Feminine T-Nouns. Go over the sentences and their
English equivalents very carefully and make sure you understand the Arabic

and can give it without hesitation when asked the English.

- 1. xalliina niwanna d'ii?taayn. Let's wait a couple of minutes.
- 2. tfa'qalu t'la9u ya,xawa'aaat. Please get in, gentlemen.
- 3. btxalliini ?aa'ud wa'fa ? Will you let me take a ticket?
- 4. tfa'qal ha'wi xa'ms u'raa?. Here are five tickets.
- 5. bti'la9 9a'sy dar'aaat 9a,yamiinak
u,dar'atayn 9a,shaaalak btuu'qa, l9indu. You go up ten steps on the left
and two steps on the right and
you're at his place.
- 6. 9indkun bnaay'aaat 9a,baab driis? Do you have any buildings at Bat
Idris?
- 7. - 9inna bnaay'tayn. We have two buildings.
- 8. wayn saa'9it Hanna? Where's John's watch?
- 9. ma9 saa'9aatna. With our watches.
- 10. 9inna buw'waabtayn bbaytna. We have two gates in our house.
- 11. 9'iini aiiga'ara min swaagiirak. Give me one of your cigarettes.
- 12. ma,bhibb ?akwit Hanna. I don't like John's coffee.

Friend: má9am, hawniik bitwá??if taksiyaat.

bitHíbb nrúuH 9a lmát9am ?ábl ma nrúuH 9a l?utáy?l?

Jones: báddi swaagiir ?ábl ma?áakul.

Friend: Ha??ak. fii swaagiir 9ind lxawááza lli ?baalak.

Jones: u 9indu wál9a ?

Friend: limmin mnúusał lilwál9a ?ilak 9láyyi bi9tíik tlaati.

Jones: ?áyiyib .

2. Jones in a restaurant.

Jones: báddi ?áakul . šúu fii 9índak?

Waiter: tfáddal, lmát9am ?ilak ya xawááza .

Jones: mamnúun ktíir, řúuH žíbli bil?áwwil wáaHid ?ahwi .

Waiter: l?áhwi bitkúun 9índak bxáms díaayi? .

Jones: 9maal ma9řúuf díllni 9a báy?t lmáy?y .

Waiter: řúuH min háwn díğri u břúum 9a yamíinak

Jones: mamnúum.

Waiter: šúu bitHíbb žíblak ta taakul?

Jones: rízz u laHmi u xíbz .

Waiter: ma báddak sámak u bařáařa u bíiřa ?

Jones: ma bHíbb ssámak .

9tíini šwáy?it bařáařa w fwáaki wtnayn bíiřa .

Waiter: bi l?utáy?l ssámak miš ?áyiyib . háwn mníiH.

Jones: bti9tí rízz kmaán ?

Waiter: bi9tíik rízz ?íza bitHíbb .

* * * * *

Jones: 9maal ma9řúuf, řúuH žíbli swaagiir u wál9a .

Waiter: 9tíini Há?fun.

Jones: ma9ak şárfit 9ásř liiraát ?

Waiter: la?, ma ma9i .

Jones: tayyib, žibli táksi tařúuH fíla 9ařfírn ššibbáak.

Waiter: wáyn fíi táksi ?

Jones: hawníik ?baalak ?abl lmafra? .

Waiter: háydi mHátřit lbúuşřa.

Jones: lá?, xálf mína šwayyi ?iddám ssiinama.

Waiter: ssáa9a ?iddáyř báddak trúuH ?

Jones: ssáa9a tlaati u.niřř . ?iddáyř báddak ?

Waiter: tlát liiraát u.niřř u.liira.u.niřř xáms liiraát, u.liirtayn
u.niřř xáms liiraát u.niřř .

Section E. Listening In

1. Richard Jones meets a friend.

Jones: maḥHaba .

Friend: maḥHabtayn .

Jones: kiifak ?

Friend: mabḥuṭ, kiifak ?inti ?

Jones: lḥamdilla, mniíH .

Friend: byiḥḥaḥ btíkki 9aḥabi mniíH .

Jones: miš ktiír, šwáyy .

Friend: báddak ?utáyl ?

Jones: báddi biláwwil ḥúuH 9aḥbirž .

?ižit lbúusta . xallína niṭla9 fiia .

Friend: ma9ḥúu?a ktiír .

Jones: byiḥḥaḥ ttraán m?axxaḥ .

Friend: maḥfií traán 9aḥbirž minḥáwn .

halxáṭṭ biwáddi 9aḥfirn ššibbáak.

Jones: kiif bádna nḥúuH ?

Friend: xallína nistánna búuṣṭit ttaáni .

Jones: ?iddáyš báddna nistánna ?

Friend: xáms d?áayi?, sábs d?áayi?, 9ášr d?áayi?, miš ma9ḥúuf .

Jones: maḥfií táksi nḥúuH fiia ?

Friend: fií táksi uḥfií búuṣṭa .

Jones: wáyn ttáksi ?

Friend: šáayif halbináayi lli ?báalak ?

Jones: xálf lmafra? lli 9aḥyamíínak ?

Friend: šáayif ?áwwil buwwáabit Hadíid Hámpa ?

Jones: ná9am .

Friend: xálf mína šwáyy .

Jones: háwn ?ábl lmHáŕŕa ?

Section G. Vocabulary

ʔabl before	-lkun for you (<u>pl</u>)
ʔáwwil (<u>fem</u> ʔuula) first	-lna for us
ʔilak to you, yours	mʔáxxaʔ delayed, late
ʔizit she came	máfraʔ intersection, branch, turn
ʔruuš piastres	ma9žúuʔ crowded
ʔuula <u>see</u> ʔawwil	mína from her
bayyʔyiin (<u>pl</u>) staying	-na us, our
baab gate, door	niHna we
baab driis (<u>place name</u>)	nistánna we wait
bináayi Ft building	nişş half
búuşta Ft mail, post office, bus	şáayif seeing, having seen
dárži Ft* (<u>pl reg</u> or <u>draaz</u> , <u>daraž</u>) stop, class	tʔaxxárt I'm late, you're late
dʔiíʔa Ft* (<u>pl</u> dʔáayiʔ) minute	ta, until, so that, let's
fii there is, there are	taani (<u>fem same</u> or <u>taányi</u>) second, other, next
fíia in it (<u>fem</u>)	táksi Ft* (<u>pl</u> taksiyaat) taxi
Haʔʔ price, value, right	tfáqdaļ please
Hadíid iron	tfáqdaļu please (<u>pl</u>)
Hámra (<u>fem</u>) red	tráan train, tram
iHíbb like, love	waʔt time
ikaun be	wálla by God, indeed, certainly
iʔúuH go, leave	wáʔʔa Ft* (<u>pl reg</u> or <u>uʔaaʔ</u>) leaf piece of paper, ticket
işuuf see	xálf beyond, in back of
iwáddi lead, take, send	xátt line
iwaʔʔif stop, stand	xawaaža Mt gentleman

ixalli let, leave

-kun you (pl), your (pl)

-le to, for

-lak for you

yitla9 go up, get on, go out

yizha9 seem, appear

zyaadi Ft extra quantity

bi,zyaadi plenty, more than enough

9an from, than, about

9layyi on me

yaaxud take

yinzil go down, get off

yirza9 go back, return

MEETING PEOPLE

Section A. Basic Sentences

evening	mása
well-being, goodness	xáyr
1. Good evening.	mása lxáyr .
may he make fortunate	yís9id
your evening	masáak
2. Good evening (in reply).	yís9id masáak .
your health	ǵíHhtak
3. How are you?	kiif ǵíHhtak ?
fine	9aal
may he keep you safe	isállmak
4. Fine, thank you.	9aal, ?aǵa isállmak .
Fuad	fufaád
permit me	smaHli
I make you know	9arrfak
mister	místir
5. Fuad, may I introduce you to Mr. Smith.	ya fufaád, smaHli 9arrfak 9a místir smiṭ .
we've been honored	tsarráfna
your acquaintance	ma9ríftak
6. I'm happy to meet you.	tsarráfna bma9ríftak .
honor	šaraf
to me	?ili
7. The honor is mine.	ššaraf ?ili.
states	wilaayaat
united (fem)	mittiHdi

8. Mr. Smith is from the United States. *místir smít mn lwilaayaat lmittiídi.*
 coming *záayi*
 he visits *izúur*
 our country *bláadna*
9. He's here to visit our country. *záayi ta yzúur bláadna .*
 you have been *şárlak*
10. How long have you been here? *?iddays' şárlak hawn ?*
 week *zim9a*
11. I've been here a week and a half. *şarli zim9a wnişş .*
 which *?ayya or ?ay*
 steamship *baabúur*
 you came *ziit*
12. What boat did you come on? *9a ?ayya baabúur ziit?*
13. I came on the Marine Carp. *ziit 9a lmarín káarp.*
 God willing *nsálla*
 she was *kaanit*
 voyage *saf;a*
14. I hope you had a good trip? *nsálla kaanit safrtak mníiHa?*
 thank you *şukran*
15. Very good, thank you. *mníiHa ktiir, şukran .*
 your presence *Hađrtak*
 state *wilaayi*
16. What state are you from? *min ?ayya wilaayi Hađrtak ?*
17. From California. *min kalifúunya .*
 oh *yii*
 my brother *xayyi*

you know him

bta9rfu

18. Oh, my brother's in California.
Do you know him?

yii, xayyi bkalifuurnya.
bta9rfu?

city

mdiini

present

mawzuud

19. What city's your brother in?

b?ayya mdiini mawzuud xayyak ?

20. In San Francisco.

bsanfransiisku .

he does

byi9mil

21. What does your brother do?

suu byi9mil xayyak ?

I think

biftikir or biftkir

that he

?innu

business man

tadzir

22. I think he's a business man.

biftikir ?innu taazir.

his name

?isma

23. What's his name?

suu ?isma ?

24. His name is Khalil Maalouf.

?ismu xaliil ma9luuf.

I believe

bi9ti?id or bi9t?id

I know him

ba9rfu

he

kuwwi

cloth

?maas

25. I believe I know him. Is he
cloth dealer?

bi9ti?id ba9rfu. kuwwi taazir
?maas?

yes

?ay

you know for me

bta9rifli

about him

9anma

26. Yes, what can you tell me about

?ay, suu bta9rifli 9anma?

conditions

Hwaal

27. He's well off. Hwaálu maííHa.
 woman máya
 his wife máyta
 children ulaad
28. Do you know his wife and children? btaá9rif máyta, ulaádu ?
 all kíll
 I know them ba9rifun
29. I know all of them. ba9rifun kíllun.
 family 9áyli
30. I know all his family. baá9rif kíll 9áyltu .
 please dáxlak
31. How are his children? dáxlak, kíif ulaádu?
 good (plural) maáaH
32. They're all fine. kíllun maáaH.
 he works byíštígíí? or byíštígíí
 his son ?íibna
 large, old kbíir
33. What work does his oldest son do? šúu byíštígíí ?íibna líkbíir ?
 carpenter nížžáař
 after him baá9du
 student tilmíiz
34. He's a carpenter, and his other son nížžáař . u. ?íibna ttáani baá9du
 is still a student. tilmíiz .
 their age 9úmrun
 it became 9áař
35. How old are they by now? ?iddáyš 9áař 9úmrun ?
 twenty 9iřríin

- | | |
|--|--|
| year | síni |
| small, young | zǵiír |
| 36. The old one is twenty-five years old and the young one eighteen. | likbiír 9umru xamsi, w 9isriin
síni w zǵiír tmanṭa9š. |
| they help | bisaa9du |
| their father | báyyun |
| they are | bikuuna |
| busy | mašǵuuliin |
| 37. Do they help their father when they're not busy? | bisaa9du báyyun šii waʔt lli
ma bikuuna mašǵuuliin? |
| everything | kíllši |
| he asks for | byiṭṭub |
| from them | mimun |
| 38. They do everything he asks of them. | byi9nlu kíllši byiṭṭub mimun. |
| may he keep for him | ixalliilu |
| them | yaahun |
| 39. May God keep them for him. | ʔalla ixalliilu yaahun . |
| 40. And may he keep you. | w ixalliik nšalla . |
| we've become happy | nbšatna |
| your seeing | šawftak |
| 41. I'm glad to have met you. | nbšatna ktíir bšawftak . |
| as much | ʔadd |
| you have made happy | bšatṭ |
| 42. Not as glad as you've made me. | míš ʔadd ma bšatṭna níHna . |
| honor us | šarrifna |
| 43. Please stop in and see us. | tfaddal, šarrifna 9a lbáyt . |

my power	žáhdí
44. I'll do my best.	bi9mil kíll žáhdí .
may you reach morning	tíṣbaH
45. Good night.	tíṣbaH 9aḵxayr .
46. Good night (in reply).	uḵinti bxayr .
47. Goodbye ('God be with you').	ʔálla ikáun má9ak .
may he keep you	yíHfaḵak
48. Goodbye (in reply, 'God keep you').	ʔálla yíHfaḵak .

Section B. Pronunciation

1. Pharyngeal spirants (H, 9)

The two consonant sounds represented in our spelling by H and 9 are among the most characteristic sounds of Arabic. When you are listening to people speaking a foreign language and you have these sounds, you can be practically certain the language they are speaking is Arabic. Both sounds occur with great frequency in the language, and you must pronounce these sounds well if you want to speak Arabic so that you will be understood.

The H is like a very strong "h"; it sounds like a sigh uttered with great force, or, even better like the sound of a panting dog. Don't be afraid of the amount of energy and air it takes to say H; it just does, and you cannot pronounce it acceptably without using a lot more energy and air than you use for an English "h". It differs from our "h" also in that the muscles of the top part of the throat (the "pharynx") are tightened. If you put your fingers lightly on your throat while saying H properly, you can feel this tightness of the muscles.

Here are some examples of Arabic H:

PRONUNCIATION PRACTICE ONE

Haál	'state, condition'
Ha'??	'right, value'
ḡúuH	'I go'
Haḡa	'red (feminine)'
laHmi	'meat'

Ḥamḍilla 'praise to God'

The Arabic sound represented in our spelling by ḥ is similar to the H sound in that the pharyngeal muscles are tightened. The ḥ sound takes considerable effort to master, but careful imitation and intensive practice will make it second nature for you. The first trouble for an English speaker learning the ḥ is hearing and recognizing it. Often an English speaker does not hear a consonant at all in a word like saḥīd or 9aḥṣa. Have your Guide say the example in the Pronunciation Practice again and again until you hear and recognize the ḥ in every word. Remember that it is not a vowel like our "ah", and it is not an accidental growl that got into the word; it is a full-fledged and very common consonant of Spoken Arabic.

The sound is made by tightening the muscles of the pharynx; the sound of retching you make before vomiting is also made by tightening the pharyngeal muscles. The two sounds are therefore very similar, and you can try to make a sort of retching noise as a first approximation to the ḥ. Another way to learn to produce this sound is to sing the lowest note you can and then try to sing two tones lower; the resulting growl is very much the same as the ḥ sound. The best way to learn it, however, is to listen carefully until you hear and recognize it instantly in words, and then imitate as carefully as you can, trying to sound exactly like the Guide or the voice on the records.

PRONUNCIATION PRACTICE TWO

9īid	'repeat'	nā9am	'yes'
9īndak	'with you'	māṭ9am	'restaurant'
9aḥabi	'Arabic'	ma9ḥūuf	'favor'
9aḥṣa	'ten'	sāa9a	'hour'
9ṭīini	'give me'	yī9ni	'that is'

Both these sounds are called "pharyngeal spirants" -- 'spirant' because the air passage is narrowed but not stopped, "pharyngeal" because the narrowing is in the pharynx.

3. Three-consonant sequences

In English we often have three, or even four or five, consonants in a row in a single word, e.g. "desks", "straight", "sharkskin". In Arabic there are often two consonants in a row, e.g. ninzil, bādna, máhḥlak, but very rarely three and practically never more than three.

An English word may begin with a vowel, or with one, two, three or more consonants (e.g. "apt", "rapt", "trapped", "strapped"). Arabic words usually begin with a single consonant, occasionally two consonants, practically never more than three (e.g. táanyi, tmáanyi).

When an Arabic word begins with two consonants, Arab speakers often put a very short "helping vowel" in front, e.g. ⁱtmaanyī ⁱssaa9a. This is especially common when the preceding word ends in a consonant, too, e.g. ⁱiddays̄ issaa9a. The frequency of occurrence of this helping vowel varies from place to place, but in one form or another it occurs wherever Arabic is spoken. Listen to the words in the Practice and imitate your Guide or the voice on the record. In this Pronunciation Practice the position of the helping vowel is shown by i, but this is not usually given in the Basic Sentences or elsewhere in the Units.

PRONUNCIATION PRACTICE THREE

ⁱiddays̄ issaa9a ?

What time is it?

baddak itlaati ?

Do you want three?

furn issibbaak .

Furn ash-Shibbak (place name).

miiH iktiir .

Very good.

w.ibtiiHki 9arabi ?

And you speak Arabic?

Section C Analysis

Note 3.1 Prefix Tense. In Unit 2 you learned three of the prefixes of the Prefix Tense. You meet another one in this Unit. Here are examples of "he" forms which have appeared in the Basic Sentences of Units 2 and 3.

yi9mil (ya9mil)	he does, he makes
byi9mil (bya9mil)	he does, he makes
ikuun	may he be
bikuun	he will be
yis9id (yis9ud)	may he make fortunate
byizha9	it seems
isallmak	may he keep you safe
biwaddi	it leads

The prefix for "he" is yi- or i- just as the prefix for "you" is ti- or t- and for "we" is ni- or n-. The b- prefix is added to this yi- (i-) forms just as to the other forms of the prefix tense. In Units 3-6 the verbs in the Vocabulary will be given in the Prefix Tense "he" form. Here are the forms for most of the verbs you have learned in Units 1, 2, and 3. For convenience of reference, the number of the Unit (1, 2, or 3) in which the verb first appears is given in parenthesis after the verb:

ya9rif	bya9rif	(3)	know
yiHfa9	byiHfa9	(3)	keep, preserve
yiHki	byiHki	(1)	speak
yinzil (-al)	byinzil (-al)	(2)	go down, get off
yirza9	byirza9	(2)	go back, return
yismaH	byismaH	(3)	permit, excuse
yistanna	byistanna	(2)	wait for
yis9id (-ud)	byis9id (-ud)	(3)	make fortunate
yisbaH	byisbaH	(3)	be in the morning
yiskur	byiskur	(1)	thank
yitla9	byitla9	(2)	go up, get on, get out

yiṭlub	byiṭlub	(3)	ask for, request
yiṣmil (ya-)	byiṣmil (bya-)	(3)	do, make
yiḥar	byiḥar	(2)	seem, appear
yaakul	byaakul	(1)	eat
yaaxud	byaaxud	(2)	take
yúuṣaḷ	byúuṣaḷ	(2)	arrive
iṭuul	biṭuul	(1)	say, tell
idíll	bidíll	(1)	direct
iHíbb	biHíbb	(2)	like, love
ikuun	bikuun	(2)	be
iṭúuH	biṭúuH	(2)	go
isaaḡid	bisaaḡid	(3)	help
isállim	bisállim	(3)	keep safe
iṣúuf	biṣúuf	(2)	see
iwáddi	biwáddi	(2)	take, lead
iwaṭṭif	biwaṭṭif	(2)	stop
ixábbir	bixábbir	(2)	notify
ixállí	bixállí	(2)	let, leave, keep
ixúur	bixúur	(3)	visit
iḥiib	biḥiib	(1)	bring
iḡarrif	biḡarrif	(3)	introduce, cause to know

Note 3.2 The Following pair of forms appeared in the Basic Sentences of this Unit:

byiṣmil he does, makes, byiṣmilu they do, make

The "they" form of the Prefix Tense consists of the "he" form plus the plural ending -u. This plural ending is added to forms having the t(i)- or yi-(i-) prefix. For example:

btismaH you (sg) excuse btismaHu you (pl) excuse

byí [́] maH	he excuses	byí [́] maHu	they excuse
bti [́] 9mil	you (sg) do	bti [́] 9mlu	you (pl) do
byi [́] 9mil	he does	byi [́] 9maul	they do
bti [́] ɬlub	you (sg) request	bti [́] ɬlbu <u>er</u>	
		bti [́] ɬlubu	you (pl) request
byitlub	he requests	byi [́] ɬlbu <u>er</u>	
		byi [́] ɬlubu	they request

The vowel before the last consonant in the Prefix Tense is called the STEM VOWEL. Notice that when the stem vowel is -a- (e.g. byí[́]maH) the -a- remains when the -u is added. When the stem vowel is -i- (e.g. byi[́]9mil) it is dropped when the -u is added (byi[́]9mlu). When the stem vowel is -u- (e.g. byitlub) the -u- may remain or be dropped when -u is added (byi[́]ɬlbu er or byi[́]ɬlubu). Here are the "you (pl)" and "they" forms of most of the verbs you have learned:

(1) Stem vowel -a- (which remains):

tír [́] za9u	yír [́] za9u	return
tí [́] maHu	yí [́] maHu	excuse
tí [́] ɬbaHu	yí [́] ɬbaHu	be in the morning
tí [́] ɬla9u	yí [́] ɬla9u	go up
tí [́] ɬhaɾu	yí [́] ɬhaɾu	appear
tí [́] uɬaɬu	yí [́] uɬaɬu	arrive

(2) Stem vowel -i- (which is dropped)

tá [́] 9rfu	ya [́] 9rfu	know
tín [́] zlu	yín [́] zlu	go down
ti [́] 9mlu	yi [́] 9mlu	do
tsá [́] a9du	isá [́] a9du	help
tsá [́] llmu	isá [́] llmu	keep safe
twá [́] ??fu	iwá [́] ??fu	stop
txá [́] bbu	ixá [́] bbu	notify
t9á [́] rrfu	i9á [́] rrfu	introduce

(3) Stem vowel -u- (may remain or be dropped).

tíšk(u)ḡu	yíšk(u)ru	thank
tíḡl(u)bu	yíḡl(u)bu	request
taáklu	yaáklu	eat
táaxdu	yaaxdu	take

(4) Other verbs:

tíúulu	biúulu	say
dáíllu	idíllu	direct
tHíbbu	iHíbbu	love
tkúuru	ikúuru	be
tḡuHu	ipúHu	go
tšúufu	išúufu	see
dzúuḡu	izúuḡu	visit
džíibu	izíibu	bring

Note 3.3 Preminal suffixes In Units 1 and 2 you learned the suffixes -i, -ni; -ak, -k; -na; -kun. In this Unit you meet two more such endings. Study the following examples which have appeared in Basic Sentences;

bta9rfu	do you know <u>him</u> ?
?ísmu	<u>his</u> name
9ánru	about <u>him</u>
Hwaálu	<u>his</u> conditions
maḡtu	<u>his</u> wife
ulaádu	<u>his</u> children
?íbrnu	<u>his</u> son
ba9dy	<u>he</u> still
9úuḡu	<u>his</u> age
ixalliílu	may he keep for <u>him</u>

<u>killun</u>	all of <u>them</u>
ba9rif <u>un</u>	I know <u>them</u>
9um <u>run</u>	<u>their</u> age
ba <u>yyun</u>	<u>their</u> father
<u>miman</u>	from <u>them</u>

The endings -u "his, him" and -un "their, them" are used in the same way as the other suffixes of this kind you have learned.

Note 3.4 Suffix alternants. Certain of the suffixes -i, -ak, etc., have alternant forms which are used under certain conditions. For example, the "you" suffix, as you know, has two forms: -ak, and -k. Study the following examples to see when each form is used:

Haal	:	Haalak	masa	:	masak
b <u>suuf</u>	:	b <u>suufak</u>	ixalli	:	ixallik
ba9rif	:	ba9rifak	bi9ti	:	bi9tik

When a word ends in a consonant (Haal, bsuuf, ba9rif) the -ak form of the "you" suffix is used (Haalak, bsuufak, ba9rifak). When the word ends in a vowel (masa, ixalli, bi9ti) the vowel is doubled and the -k form of the suffix is used (masak, ixallik, bi9tik). Other suffixes have alternant forms; be on the look-out for them and try to figure out the conditions under which the various alternants are used.

Note 3.5 In Unit 2 you learned that, in general, the b- prefix is added to the forms of the Prefix Tense when they are used independently. There is, however, one independent use of the Prefix Tense in which the b- prefix is not used.

Here are examples taken from the Basic Sentences of Units

1 - 3:

yis9ud masak.	May he make your evening fortunate.
?alla isallmak.	May God keep you safe.
?alla ixalliilu yaahum.	God keep them for him.
w,ixalli lli,9indak.	And may he keep yours.
?alla ikium ma9ak.	God be with you.
ti9baH 9a,xayr.	May you reach morning well.

niškur řállā.

(we) thank God!

The simple forms of the Prefix Tense are used independently with the meaning "may something happen"; "let something happen". This use is very common in the third person ("he", "they") and very common in formulas, but you will also find it in other persons and in non-formulaic expressions.

Note 3.6 Ten more Feminine T- nouns appear in the Basic Sentences of this Unit. Five of them are completely regular Ft nouns, the others are Ft: with various plural types. Here are the complete forms:

Hādřa	Hādřti	(Hādřtayn)	Hādřaat	"presence"
sařra	sařrti	sařrtayn	sařraat (or sařraat)	voyage
řiHĤa	řiHĤti	řiHĤtayn	řiHĤaat	health
řawfi	řawfti	řawftayn	řawfaat	sight
wilaayi	wilaayti	wilaaytayn	wilayaat	state, promise
mařa	mařti	-----	nišwaa	woman, wife
mařri	mařriřti	mařriřtayn	māřariř	acquaintance
mdiini	mdiinti	mdiintayn	midun	city
řini	(řinti)	řintayn	řniin or řanawaat	year
řim9a	(řim9ti)	řim9tayn	řima9 or řma9	week

Notice that the second vowel of wilaayi is shortened in the plural wilayaat. This is a regular, automatic change (xawazaat, etc.) which will be discussed in a later Unit. After this Unit the forms of the new Feminine T-nouns will be given in the Vocabulary only.

Note 3.7 Formulas. In Units 1-3 you have met a considerable number of greeting formulas. For asking about someone's health you have learned: kiifak, kiif Ĥaalak kiif řiHĤtak These are pretty much interchangeable, and other similar formulas are also common, e.g. kiif ĤĤaal?, kiif řřiHĤa?, kiif ĤiHwaaal?, etc. When meeting, Arabic speakers often repeat these questions several times. Like English "How do you do?", they often function simply as greetings rather than actual inquiries about health. The reply usually consists of a formula referring to God (ĤĤamilla, niškur řállā, řállā isállmak) with or without a word for "good, well, fine" (mařřuř, řaal,

mmiíH), Occasionally the word for "good" is used alone. The following are typical exchanges:

kiif Háalak? nšállā mabšúwt?

_____ lHándilla, kiifkan?

kiif šíHhtak?

_____ níškur ?állā

kiifak?

_____ mmiíH, lHándilla.

kiif ššíHha?

_____ 9aal. kiifak ?inti?

Many formulas in Arabic are DYADIC i.e. when a certain formula is used, a certain other formula is almost always used in reply. A formula which is regularly used to reply to a given formula in this way will be called its RESPONSE. Sometimes a formula may be used as its own response; this is very often the case with greetings. Here is a list of paired formulas you have met:

(1) ?állā ikúyn má9ak. This is a "nice" formula of farewell; used, e.g. to a friend, to someone who has a long way to go to get home, to someone toward whom the speaker has a somewhat paternal attitude. Without the ikúyn, the formula ?állā má9ak is used as a greeting at any time of day, usually to someone who is working, e.g. a maid, a clerk, etc., but not to someone engaged in heavy manual labor. In either case the response is: ?állā yiHfa9ak.

(2) nha99ak sa9iid. This is used as a greeting at any time during the day, but not at night. Slightly formal. The response is either mbaarak by itself or the full nha99ak sa9iid w mba99ak.

(3) ma9Haba. This is used as an informal greeting at any time. The response is either: ma9Haba back again, or, more commonly, ma9Habtáyn; occasionally the plural ma9aaHib is used as a response.

(4) mása lxáyr. This corresponds very closely to English "good evening". The usual response is: mása lxáyr, but various other responses are used, such as yís9ud masaák.

(5) tišbaH 9a,xáyr. This corresponds to English "good night", i.e. it is used at night when the person addressed is presumed to be on the way to bed. The response is: u,šinti bxáyr; sometimes additional words are added which elaborate on the xáyr, e.g. u,šinti bkill xáyr, u,šinti balf (21,000) xáyr, etc.

(6) ?álla ixállilu yáahun. This exact expression is one form of the formula used in referring to someone's children or relatives. It may vary depending on exactly whose child or children are meant. In any case the response is: wixállil li9índak or wixállil ulaadak; if the person to whom the response is directed has no children, the response is wixállilik.

Some formulas in Arabic come in threes and will be called TRIADIC i.e. of three formulas x, y, and z, if a person says x, the other person replies with y, and the first person may say z or nothing at all; if, however, someone says y without anyone saying x first, then the other person replies with z. An example of triadic formulas is the following:

bxáatrak, - ma9ssaláami, - ?álla isállmak.

The person who is leaving says bxáatrak. The person who is staying replied ma9ssaláami. The first speaker may then say ?álla isállmak or nothing at all. If, on the other hand, the man who is staying speaks first, he says ma9ssaláami and the other person answers ?álla isállmak.

Section E. Listening In

Conversation 1. Yûsif, a Lebanese youth newly arrived from America converses with his friend Fuâd.

yûsif: mâsa lxây, ya, fuâad.

fuâad: yis9ud masaak.

kiif şşihha? nşalla mmiha?

y: ?alla isallmak, mmiha ktîr, lhâmdilla.

f: ?iddâyş ?ilak žiit min, ?amaarka?

y: šli, zim9a.

f: ssâfya kâanit mmiha?

y: mîš ktîr.

f: šuu žaayi ta9mil?

y: bâddi šuuf báyvi u, kill 19ayli.

f: xáyvi mawžúud bmdîinit sanfransisku.

?isna xaliil, btá9rfu?

y: ?aa, bá9rfu húwwi u, mártu u, uláadu.

f: šuu byi9mil?

y: Hwáalu mmiha. ?ilu xâns sniin tažžir ?mâaş.

f: dáxlak kiif uláadu?

y: killux mnâah.

?ibnu likbâir nižžaař w, ttâani tilmîiz.

f: ?aymtiin bâddu yirža9 lhâwn

ta, šuuf ha, lblaad w, ixalliina nšúufu ?

y: šuu bâddu yirža9 ya9mil hâwn?

ma, biftikir ?innu byirža9

f: linn bitruuH 19indu hawniiki Hkiilu 9anna.

y: ?ilak 9layyi biHkiilu killši miiH.

f: šukran ya xawaaša yuusif.

?iddáys bitkúum háwn?

y: šii, tlát žina9.

f: šarrifna 9a lbáyt.

y: mammúun, bá9mil žáhdi šúufak.

Conversation 2. Yúsif and Fuád later in the same conversation.

y: 9indak siigaara? ma fii ma9i.

f: tfađđal. fii 9indak wal9a?

y: ?aa, fii. tfađđal.

sawaagiir min háwn?

f: ná9am. byi9mlu swaagiir miiHa háwn.

y: má9ak Ha?? háydi miiHa ktiir.

?ašša ixalliik. btismaHli?

t?axxart 9a márti.

f: ?ašša ikúun má9ak.

tšarrafna w nbšatna ktiir bšawftak.

y: ?ašša yiHfažak.

ššaraf ?ili ?ana.

nšašša bxalli xayyak yirža9 izúurak.

f. bkúun mammúunak kill 9úuži.

y: tišbaH 9a xayr.

f: u, ?inti bkill xayr u šiHha.

Section G Vocabulary

?áá	yes	našgúul	busy
?áyya	which	nawzúud	present
?íbn	son	ma9lúuf	<u>personal name</u>
?ím	that	má9rfi Ft*	(pl m9aarif) acquaint- tance
?ísn	name	ndiini Ft*	(pl nidun) city
?máas	cloth	nístir	Mister
baabúur (pl bwaabiír) (steam) ship		nittiHid	united
báyy	father	nmáaH	(pl of mmiiH) good
ba9d	after, still	nbšatna	we became happy
bláad F	country	nizžaař	carpenter
dáxlak	please	nšalla	God willing, I hope
fu?áad	<u>personal name</u>	sáfra Ft	voyage, trip
húwwi	he	síni Ft*	(pl sniin) year
Hađra Ft	"presence"	šáař	it happened, became
Hwáal	(pl of Haal) conditions	šárlak	it happened to you
isáa9id	help	šíHHa Ft	health
isállin	keep safe	šáraf	honor
išárrif	honor	šukřan	thank you
izúuř	visit	táažir	business man
i9árrif	cause to know, introduce	tilniiz	student
kaanit	she was	tsarrařna	we're honored
kbíir	(pl kbáar) large, old (of persons)	uláad	children
kíll	all	wiláayi Ft	state
kíll ší	everything	xaliil	<u>personal name</u>

ma'ra Ft*	woman, wife	xáyr	well-being, good
na'sa	evening	xáyy	brother
		yáa	<u>sign of object</u>
yiftikír	(yiftkir) think	yi9tí?id	(yi9t?id) believe
yiHfaž	keep, preserve	zǵiír	(pl zaaar) small, young (of persons)
yii	<u>exclamation of surprise: oh</u>	žáayi	coming
yisnaH	excuse, permit	žáhd	effort, power
yis9id (-ud)	make fortunate	žiiit	I came, you came
yišbaH	reach morning, become in the morning	žim9a Ft*	(pl zima9 or zmaa9) week
yištǵil	(yištǵil) work	9aal	fine, excellent
yiřlub	(yúřlub) ask for	9áyli Ft*	(pl 9iyal or 9aylaat) family
yi9mil	(yá9mil) do, make	9isriin	twenty
		9umř	age, always, never

Section A Basic Sentences

girl	bínt
she sits, stays	btíʔud
maid	ʂáaaʔa
1. Do you know a girl I could get for a maid?	btaʔrífli šii bínt btíʔud ʂáanʔa ?
2. How old do you want her to be?	ʔiddáyš báddak ikúun ʔúmʔa ?
between	báyn
3. Between fifteen and twenty.	báyn lxaṣṣṭáʔš w 19íšríin.
it concerns, is important	bihímm
taught (fem)	mitʔállmi
4. Is it important for her to be educated?	bihímmak tkúun mitʔállmi ?
English	ʔinglíizi
5. I want her to speak a little English.	bihímmmi tíHki šwáyyit ʔinglíizi.
6. What do you want her to do?	šúu báddak yáaha táʔmil' ?
maids	ʂinnáaʔ
7. Everything maids do.	kíllší btáʔmil ʂinnáaʔ.
she cooks	tíʔbux
8. Do you want her to know how to cook, too?	báddak yáaha táʔrif tíʔbux ?
necessary	láazim
she washes	tǵássil
she irons	tíkwi
she cleans	tnáqqif
9. She has to know how to cook, wash, iron, and clean house.	láazim táʔrif tíʔbux w tǵássil u tíkwi w tnaqqif lbáyt.

therefore

?ízan or fa?ízan

it is necessary

byílzam

larger, older

?ákbař

this way, so

háyk

10. Then you'll need a woman older than that.

?ízan byílzamak márá ?ákbař min háyk.

I speak to you

?iHkiílak

sound, true

řaHiiH

11. To tell you the truth I don't care about her age.

ta_?iHkiílak řřaHiiH ma_bihimni 9úmřa.

under

táHt

hand

?iid

like her

mítla

12. I have one ('under my hand') you couldn't beat.

táHt ?iidi fii wíHdi ma_fii mítla.

see for me

řífli

news item, report

xábar

give back return

rídd

13. See her for me and let me know about it.

řífli yáaha u_rídd 9láyyi xábař.

I tell you

?íllak

now

hálla?

she

híiyi

she is satisfied

btírřa

cheap

rxíiř

14. I'll tell you now, she won't work for nothing.

ta_?íllak min_hálla? híiyi ma_btírřa bi_rrxíiř.

- | | |
|---|---|
| it means | yi9ni |
| 15. Well, about how much will she want? | yi9ni ?iddáyš bádda ti?ríiban ? |
| certain | m?ákkad |
| expensive | ǵáali |
| 16. She'll certainly ask a lot. | m?ákkad btíṭlub ǵáali. |
| afterwards | ba9dáyn |
| 17. See her and then we'll talk. | šúufa u_ba9dáyn mniHki. |
| result | natiizi |
| 18. All right, when shall I see you to tell you the result? | táyrib, ?aymtiin bšúufak ta_?íllak nnatíizi ? |
| it depends | btitwá??af |
| she | híiyi |
| 19. It depends on when you can see <u>her</u> . | btitwá??af 9a_?aymtiin fiik tšúufa híiyi |
| most likely | bi_l?áǵlab |
| the day, today | lyáwm |
| tomorrow | búkṛa |
| 20. Most likely I'll see her today or tomorrow. | bi_l?áǵlab bšúufa lyáwm yamma búkṛa. |
| (the) noon | ḡḡihṛ |
| office | máktab |
| 21. Then the day after tomorrow in the morning I'll see you in my office. | ?ízan bá9d búkṛa ?ábl ḡḡihṛ bšúufak 9índi bi_lmáktab. |

* * * *

- | | |
|--|----------------------------|
| I spoke to you | Hkiitíllak |
| about her | 9ána |
| 22. This is the girl I spoke to you about. | háydi lli_Hkiitíllak 9ána. |

- | | |
|---|---|
| Sit (please) | ?9ídu |
| 23. Please have a seat. | tfáqdaļu, ?9ídu. |
| 24. What's your name? | šúu ?ísmik ? |
| 25. My name's Nabíiha. | ?ísmi nabíiha. |
| you were (fem) | kínti |
| you work (fem) | tistígli |
| who | míin |
| 26. Who were you working for before? | 9índ míin kínti tištígli ?ábl ? |
| time | mářra |
| I leave | bítřuk |
| 27. This will be the first time I
leave home. | háydi ?áwwil mářra bítřuk báyti. |
| foreign, Western | fránži |
| 28. Do you know how to cook Western
style? | btá9rfi tířbxí fránži ? |
| 29. A little bit, not much. | šwáyyi, mís ktíir. |
| you learned (fem) | t9allámti |
| 30. Where did you learn that little bit? | wáyn t9allámti ha ššwáyyi ? |
| mother | ?ímm |
| sitting (fem) | ?aa9di |
| people | náas |
| French | frinsáawi |
| 31. From my mother; she was a servant
in a French household. | min ?ímmi. káanit ?aa9di 9índ náas
frinsawíiy. |
| you straighten | tsáawi |
| beds | fírš |
| you wipe (fem) | tmásshí or tímśaHi |

Section B. Pronunciation

1. The velar spirants (x, ġ)

The consonant sounds represented in our spelling by x and ġ are not very similar to any English sounds. As briefly described in the Pronunciation Section of Unit 1, they sound like clearing the throat and gargling, respectively. To make them you raise the back part of the tongue as though you were going to make a k (as in "kit") or g (as in "get"), but instead of stopping off the air stream completely as for k and g, you just narrow the passage and let the air through. In other words k is a stop and x is the corresponding spirant; similarly ġ is a stop and g is the corresponding spirant. As with other speech sounds the best way to learn is to listen to the Guide and mimic him, practicing until you sound just like him. If you are listening to records, the x will sound more like the h than it is in actual speech so that you must be very careful to keep the two sounds quite distinct. Here are some examples of x:

PRONUNCIATION PRACTICE ONE

xíbz	bread	mʔáxxaṣ	delayed, late
xáṭṭ	line	táaxud	you take
xámsi	fine	xáyr	well-being

The ġ sound is not very common in Arabic. So far you have met only three words with ġ. Here are a few examples of words with g.

PRONUNCIATION PRACTICE TWO

*ġáda	lunch	díġri	straight
*ġálat	error	zġíir	small
*ġáayib	absent	šúġl	work

2. The diphthongs (ay, aw)

The sounds represented by ay and aw in our spelling vary considerably from place to place in the Arab world. In general the ay is very much like our "ay" in "bay" and the aw is like our "ow" in "low". Here are examples. For the speaker on the record ay starts about like the "a" in "had" and ends something like the "ey" in "they". His aw is between the "ow" in "low" and the "ow" in "now".

PRONUNCIATION PRACTICE THREE

báyt	house	háwn	here
xáyr	well-being	yáwm	day
?iddáys	how much	*mawt	death

Notice, however, that when the y or w is doubled and followed by a vowel, the preceding a has its customary value. Be careful in such cases to hold the y or w for its full length. Here are examples:

PRONUNCIATION PRACTICE FOUR

ṭáyyib	good	?áwwil	first
kwáyyis	good	báyyun	their father

Section C. Analysis

Note 4.1 In Units 1, 2, and 3 you learned the endings -i, -ni; -ak, -k; -u; -na; -kun; -un, hun. In this Unit you learn the remaining endings of this kind. Study the following forms which occurred in the Basic Sentences of this Unit:

gúmra	<u>her</u> age	bśúufa	I'll see <u>her</u>
mína	from <u>her</u>	žíiba	bring <u>her</u>
bádda	<u>she</u> wants	9ána	about <u>her</u>
sínna	<u>her</u> age	fíia	in <u>it</u> (fem)
mitla	like <u>her</u>	zmaana	<u>her</u> time
nirđiia	we satisfy <u>her</u>		

The suffix for "her" is -a. Now study the following forms which also occurred in the Basic Sentences of this Unit:

?ísmik	<u>your</u> (fem) name
báddik	<u>you</u> (fem) want
malbúusik	<u>your</u> (fem) clothing

The suffix for "you", "your" when speaking to a girl or woman is -ik. You now know all the suffixes. Here are several examples:

báddi	I want	?iddáami	in front of me
báddak	you want	?iddáamak	in front of you
báddik'	you (fem) want	?iddáamik	in front of you (fem)
báddu	he wants	?iddáamu	in front of him
bádda	she wants	?iddáama	in front of her
báddna	we want	?iddáamna	in front of us
báddkun	you (pl) want	?iddáamkun	in front of you (pl)
báddun	they want	?iddáamun	in front of them

Note 4.2 Suffix alternants. As mentioned in Note 3, some of the pronominal suffixes have alternant forms. Study the following examples:

masáayi	my evening	9láyyi	on me
masáak	your evening	9láyk	on you
masáaki	your (fem) evening	9láyki	on you (fem)

You have learned that the "you" suffix is -ak after a consonant and -k after a vowel. In these examples you see that the -k alternant is also used after -y. Likewise the "my" and "your" (fem) suffixes have one alternant (-i, -ik) after a consonant, and another alternant (-yi, -ki) after a vowel or -y. Notice that the vowel is always doubled before the ending is added. This is true in general: a word ending in a vowel doubles the vowel when any suffix is added. Here are further examples:

- (1) bi9tíik liirtáyn I'll give you two pounds.
 bi9tíiki liirtáyn I'll give you (fem) two pounds.
 bi9tíikun liirtáyn I'll give you (pl) two pounds.
- (2) mása lxáyr. Good evening!
 --yís9ud masáaki Good evening (in reply, to a woman)
- (3) bxalliik tṙúuH I'll let you go.
 bxalliiki tṙúuHi I'll let you (fem) go.

Note 4.3 In previous Units you learned most of the prefixes of the Prefix Tense. In this Unit you learn the last one. Study these forms which appeared in the Basic Sentences:

bti'9ud	she sits, stays
tkúun	she will be
tíHki	she speaks
tí9mil	she does
tíṭbux	she cooks

The prefix for "she" is ti- or t-. As you know, the prefixes for "you" (masculine) is also ti- or t-. This means that the second person masculine singular form and the third person feminine singular form of the Prefix Tense are always IDENTICAL.

The following second person feminine singular forms appeared in the Basic Sentences:

tištígli	you (fem) work
btá9rfi	you (fem) know
tíṭbxi	you (fem) cook
tráttbi	you (fem) arrange
tnáemi	you (fem) sleep

The "you" forms of the Prefix Tense used when speaking to a girl or woman have the "you" masculine prefix t(i-) plus a feminine ending -i added to the word. Note that the stem vowel in such forms behaves the same way it does in the plural forms described in Note 3., i.e. -a- remains, -i- is dropped and -u- may either remain or be dropped. Here are the "he", "she", and "you" (fem) forms of the new verbs in this Unit. You will have no trouble making the corresponding forms of other verbs you know.

<u>he</u>	<u>she</u>	<u>you (fem)</u>	<u>meaning</u>
yíʔud	tíʔud	tíʔ(u)di	sit, stay
yífri?	tífri?	tífr?i	differ
yíkwi	tíkwi	tíkwi	iron, press
yílzam	tílzam	tílzami	be needed, necessary for
yímsaH	tímsaH	tímsaHi	wipe
yíṛḡa	tíṛḡa	tíṛḡi	be satisfied
yíštǵil	tíštǵil	tíštǵli	work
yítṛuk	títṛuk	títṛ(u)ki	leave
yitwáʔʔaf	titwáʔʔaf	titwáʔʔfi	depend
yit9állam	tit9állam	tit9állmi	learn
yíṭbux	tíṭbux	tíṭbxi	cook
yí9ni(ya-)	ti9ni	tí9ni	mean
igássil	tǵássil	tǵássli	wash
ihímm	thímm	thímmi	be important
imássiH	tmássiH	tmássiHi	wipe

inaásib	tnáasib	tnáasbi	suit
ináqqif	tnáqqtr	tnáqqfi	clean
irídd	trídd	tríddi	return, give back
iráttib	tráttib	tráttbi	arrange

Note 4.4 Study the -l- suffixes in the following forms which have appeared in Units 1-4.

wa??íflkun	I stop (for you)
bta9rífli	you know (for me)
ixallíilu	may he keep (for him)
byílzamak	it is necessary for you
?íllak	I say to you

The suffix -l- is added to verb forms and has the meaning "to, for." The pronominal suffixes -i, -ak, -ik, etc., are then added to the -l-. Note that although this is a verb, the "me" ending is not -ni. The -l- suffix is added to any verb form. You have had many examples of the -l- suffix on verb forms not of the Prefix Tense. For example:

<u>verb form</u>	<u>verb form -l-</u>	<u>meaning</u>
žíib	zíbli	bring me
şáar	şárlak	it happened to you
şúuf	şífli	see for me
wá??if	wa??íflna	stop (for us)

Notice that in the first three of these forms as well as in ?íllak listed above a long (double) vowel before the last consonant of the verb form is shortened when the -l- suffix is added. There are a few verb forms after which the -l- suffix has the form -ill- (as in Hkiitillak); these will be discussed in a later Unit. Here are further examples of verb forms with the -l- suffix. Study them carefully until you are sure you can repeat the sentences without hesitation and until you understand the form with the -l- suffix.

- 1) ?aymtíin bitşífli lbínt ? When will you see the girl for me?
- 2) btismáHli ? láazim řúuH. Will you excuse me? I must go.
- 3) Hkiitílla şşahíiH. I told her the truth.

Note 4.5 Adjectives. Certain nouns in Arabic behave in a special way and will be called ADJECTIVES. They correspond roughly in meaning to English adjectives: words like "good", "old", "cheap", "happy", etc. Study the following Basic Sentences:

1.7 kiifak ?ínti ?

1.8 níškuy ?álla mmíiH.

3.14 nšálla káanit sáfrtak mmíiHa.

3.15 šúkḡan, mmíiHa ktiir.

3.27 Hwáalu mmíiHa.

3.31 dáxlak kíif uláadu ?

3.32 kíllun mmáaH.

Notice that adjectives have a special feminine form which is used when the adjective refers to a feminine noun or pronoun (e.g. sáfḡa) or to a plural noun denoting inanimate things (e.g. Hwáal). They also have a plural form used when the adjective refers to a plural noun or pronoun denoting animate beings (e.g. uláad, kíllun.)

The feminine form consists of the masculine form plus the Feminine -T ending. Here are examples of masculine and feminine forms of adjectives you have learned so far:

<u>Masculine</u>	<u>Feminine</u>	<u>Meaning</u>
bašiiḡ	bašiiḡa	simple, slight
kbiir	kbiiri	large, great, old
ktiir	ktiiri	much, many, frequent
mmíiH	mmíiHa	good, well
rxiiḡ	rxiiḡa	cheap
saḡiid	saḡiidi	happy, fortunate
ḡaHiiH	ḡaHiiHa	sound, strong, true
zḡiir	zḡiiri	small, young
šáayif	šáayfi	seeing

ʔaa9id	ʔaa9di	sitting
báaʔi	báaʔyi	staying, remaining
ǵáali	ǵályi	expensive
táani	táanyi	second, other
žáayi	žáayi	coming
mabšúuṭ	mabšúuṭa	happy, well
mamnúun	mamnúuni	grateful
mašǵúul	mašǵúuli	busy
mawžúud	mawžúudi	present
ma9žúu	ma9žúuʔa	crowded
mʔáxxaṭ	mʔáxxra	delayed, late
mʔakkad	mʔákkdi	certain
mmáasib	mmáasbi	suitable
mittiHid	mittiHdi	united
ʔinglíizi	ʔinglíiziyyi	English
fránži	franžiiyyi	foreign (Occidental)
frinśaawi	frinsawiiyyi	French

Notice that those with -i- before the last consonant of the word in the masculine (šáayif, ʔaa9id, mmáasib, mittiHid) drop that -i- when the Feminine -T ending is added (šáayfi, ʔaa9di, mmáasbi, mittiHdi), just as the stem vowel -i- of verbs is dropped when a vowel ending is added. Notice carefully the other changes that take place in the feminine forms; you will meet many adjectives similar to those listed above.

There are several adjectives with irregular feminines; of these you have learned ʔawwil, ʔúula "first". Finally, there are several adjectives that have only one form which is used no matter what kind of noun or pronoun the adjective refers to; of these you have learned 9áal "fine". Adjectives which have only one form are called INVARIABLE and will be marked (inv) in the Vocabularies.

As you have learned, the plural form of $m\acute{m}i\acute{i}H$ is $m\acute{m}a\acute{a}H$. Other adjectives of the same type as $m\acute{m}i\acute{i}H$, that is with $-ii-$ between the second and third consonants, regularly have this kind of plural, with $-aa-$ between the second and third consonants. For example: $kb\acute{a}a\acute{r}$, $z\acute{g}\acute{a}a\acute{r}$, $rx\acute{a}a\acute{s}$, etc. Adjectives of this kind will be marked Adj. in the Vocabularies, indicating they are adjectives having this regular plural form.

Most other adjectives have the plural ending $-iin$ you met in $m\acute{a}\check{s}-\check{g}uuliin$ and $baa\check{y}i\acute{i}n$. Adjectives having this plural will also be marked Adj. in the vocabularies, but you can tell them from the ones like $m\acute{m}i\acute{i}H$ because those all have the characteristic $-ii-$ while these do not.

Here are further examples of adjectives:

- | | |
|---|--|
| 1) $by\acute{i}\check{z}ha\acute{r}$ $ib\acute{u}\acute{u}\check{s}ta$ $m\check{a}\acute{x}x\check{r}\acute{a}$. | It seems the bus is late. |
| 2) $\acute{s}\acute{u}\acute{u}$ $\acute{z}aay\acute{i}n$ $t\acute{a}9mlu$ $h\acute{a}wn$? | What are you (pl) here (come) to do? |
| 3) $k\acute{i}ll$ $w\acute{a}aHid$ $m\acute{a}\check{s}\check{g}\acute{u}ul$ $ly\acute{a}wm$. | Everyone is busy today. |
| 4) $s\acute{i}Htu$ $m\acute{m}i\acute{i}Ha$. | He's well (his health is good). |
| 5) $\acute{r}\acute{a}a$, $ba9r\acute{i}fa$, $b\acute{a}ss$, $z\acute{g}\acute{i}iri$. | Yes, I know her, but she's (too) young. |
| 6) $k\acute{i}llun$ $maw\check{z}uudiin$. | They're all here (present). |
| 7) $lw\acute{a}r\check{a}$ $k\acute{a}anit$ $rx\acute{i}i\check{s}a$ $kt\acute{i}ir$. | The ticket was very cheap. |
| 8) $lm\acute{a}\check{t}9am$ $ma9\check{z}\acute{u}\acute{u}$? | The restaurant is crowded. |
| 9) $ul\acute{a}ad$ $x\acute{a}yyu$ $kb\acute{a}a\acute{r}$. | His nephews (brother's boys) are old. |
| 10) $n\acute{i}Hna$ $m\acute{i}\check{s}$ $m\check{a}kk\acute{d}i\acute{i}n$. | We aren't certain. |
| 11) $h\acute{a}yda$ $x\acute{i}bz$ $fr\acute{a}nzi$, $b\acute{a}ddi$ $x\acute{i}bz$ $9\acute{a}r\acute{a}bi$. | This is European bread; I want Arabic bread. |
| 12) $s\acute{a}a9ti$ $m\check{a}\acute{x}x\check{r}\acute{a}$. | My watch is slow. |

Note 4.6 Study the following sentence:

- 4.35 $k\acute{a}m$ $y\acute{a}wm$ $f\acute{i}r\check{s}a$ $b\acute{a}ddik$ $bi\check{z}\check{z}\acute{i}m9a$? How many days off do you want a week?

Notice that the word $k\acute{a}m$ means "how many" but, unlike English, the following noun is singular. The English speaker says "how many days"; the Arabic speaker says "how many day." Here are further examples:

- 1) kám xáyy 9índu ? How many brothers does he have?
- 2) kám wáŕ?a báddak ? How many tickets do you want?
- 3) kám wáaHid fíi bi,lmát9aŕ. How many people ("ones") are there in the restaurant?
- 4) kám sáa9a btíštíǵli bi,nnháaŕ ? How many hours a day do you work?
- 5) kám d?íi?a 9ínna ? How many minutes do we have?

Section D. Exercises

1. Subscription sentences. Vary the prefixes and suffixes enclosed in parentheses in the following Arabic sentences so as to yield further Arabic sentences. Make up at least ten sentences. Say each new sentence aloud, write it down, and give the English equivalent. Take turns asking one another the meaning of the Arabic sentences you invent.

1. ?iddáyš bádd(ak) ikiuun 9úmṛ(a) ?
2. šúu bádd(ak) yáa(ha) (tá)9mil ?
3. bádd(ak) yáa(ha) (tá)9rif (tí)ṭbux ?
4. b(tá)9rf(i) (t)saáwi lfírš w(t)mássh(i) libḷáat ?
5. b(yá)9ml(u) kíllši b(yí)ṭlub mín(un).

2. Transformation sentences. The verbs of the following sentences are all in the third person. Read each sentence aloud and give the English equivalent, then change the third person forms first to second person masculine, then to second person feminine forms and make the necessary adjustments in the rest of the sentences.

1. bisáawi fárštu kíll yáwm ?
2. šúu báddu yit9állam hawníik ?
3. ?aymtiin bišúufni taṣyi9ṭiini nnatíiži ?
4. báddu iṣúuH ma9 xáyyu ?
5. ?íza byínzil l9índi bšúufu.
6. láazim yíṭla9 lhawníik taṣyšúuf báyyu.
7. maḷbyá9rif yíṭbux 9áṛabi.
8. ?iža tayzúuṣ liblaad ?
9. byiHki 9áṛabi ?áktar mína.
10. láazim yibṣum bhaḷmáfṣa?.

Section F. Free Conversation

1. Interview a prospective maid. Inquire about her age, experience, and competence for the job. Discuss the terms of employment; hours, days off, pay, etc.
2. Interview a man applying for a job in a hotel. Make the necessary inquiries about his abilities, etc. Ask him about his family - whereabouts, number of children, their ages and occupations. Settle the question of pay and hours.
3. Give a set of instructions for the day to a newly hired maid. Tell her when you want to eat, what kind of cooking you like, what cleaning should be done at various times during the day, etc.
4. As an American consul investigating the receipt of pension checks by the mother of an Arabic speaking American war veteran, find out from the woman all relevant information about her family and status.
5. Interview a woman who is hired as a charwoman in an American office in the Arab world. Explain the job to her, check on her qualifications and make arrangements for the work to begin.

Section G. Vocabulary

ʔaa9id	sitting, staying	ʔaǵlab	predominant
bi,lʔaǵlab (or 9a,lʔaǵlab)	most likely	ʔaKbaṛ	large, greater older
ʔíid F	hand	inaám	sleep
ʔímm F	mother	inaásib	suit
ʔinglíizi	English	inaǰǰif	clean
ʔiṛáadi Ft	wish, will	iráttib	arrange
ʔisbúu9	week	iríidd	return, give back
ʔizan (or faʔízan)	therefore	isaáwi	straighten, equal, fix
baṛṛa	outside	kám (or kim)	how many
baṛṛaat	outside of	laázim	
baṣíitṭ	simple, slight	mʔákkad	certain

báyn	between	máktab	office
ba9dáyn	afterwards, later, then	malbuus	clothing, uniform
bínt F	girl, daughter	máḡḡa Ft	time
bláaṭ	paving	masʔli Ft (pl msáaʔil)	question
búkḡa	tomorrow	míin	who, whom
ba9d búkḡa	day after tomorrow	mítl	like
ḡihḡ	noon	mmáasib	suitable, fit
fársi Ft* (pl firsʔ)	bed	náas	people
fírḡa Ft	vacation, leave	natíizi Ft* (pl)	result
frínsaawi	French	rxiiṣ	cheap
fránzi	Western, European, foreign	ṣáan9a ft* (pl ṣinnáa9)	maid
ḡáali	expensive	ṣaHiiH	sound, strong, true
hálla?	now	táHt	under
háyk	like this, so	waláw	of course! what do you think
híiyi	she	xábaḡ	report, news item
iḡáasil	wish	yáwm	day
ihímm	concern, be of importance	yíʔ9ud	sit stay
imássiH	wipe	yífri?	differ
yíkwi	iron, press	yitruk	leave
yílzam	be necessary, needed	yitwáʔʔaf	depend
yímsaH	wipe	yit9állam	learn
yírḡa	be satisfied	yítḡux	cook
yitlásaʔi	find, meet	yí9ni	mean
yítḡuk	leave		

SHOPPING

Section A. Basic Sentences

morning	ṣabáaH
1. Good morning, Abu Affif.	ṣabáaH lxáyr ya, bu, 9afiif.
light	núur
eyes	9yúun
2. Good morning, my friend ("eyes of Abu Afiif").	ṣabáaH nnúur ya, 9yúun bu, 9afiif.
3. Welcome.	?áhla u, sáhla.
energy	hím̄mi
4. How are things today?	kiif hím̄mtak lyáwm ?
5. They're fine, thank you.	lhím̄mi mníiHa, lHám̄dilla.
you command	btí?muṣ
6. What can I do for you?	šúu btí?muṣ ?
vegetables	xidṣa
fresh	ṭáaṣa
7. Are these vegetables fresh?	ha, lxidṣa ṭáaṣa ?
I put	bHíṭṭ
shop	dikkaani
except	?ílla
8. I only put fresh things in my shop.	ma, bHíṭṭ bdikkaanti ?ílla kíllši ṭáaṣa.
from where	mnáyn
you buy	btíštri
9. Where do you buy your vegetables?	mnáyn btíštri xidṣtak ?
better	?áHsin <u>or</u> ?áHsan
place	mHáll

- she sells bitbii9
10. At the best places that sell vegetables. min ?áHsin mHalláat oitbii9 xiḡra.
- price sí9r
- prices ?as9áar
11. What are the prices of vegetables today? šúu ?as9áar lxíḡra lyáwm ?
- kilo kiilu
- string beans lúubyi
- vegetable marrow kúusa
- seventy sab9iin
- piastre ?irš
12. String beans are half a pound a kilo and marrow is seventy-five piastres. kiilu llúubyi bníšš liiḡra wi lkúusa bxámsi u sab9iin ?irš.
- eggplant batnžáan
- tomatoes banadúuḡa
13. Do you have eggplant and potatoes? 9índak batnžáan u banadúuḡa ?
14. We have everything. killšši mawžúud.
15. Which one do you want? min ?ayyáahun báddak ?
- pick out ná??i
- up, on top fáw?
16. Pick out some good ones from up there for me. na??iili šwáyyi min fáw? ikúunu mmáaH.
- weigh ziin
17. Weigh me two kilos of eggplants, three of marrow, and one of tomatoes. zinli tnáyn kiilu batnžáan . wi tláati kúusa u kiilu banadúuḡa.
- things ḡḡáaḡ

18. Do you have something to put the things in?
 basket
 heavy
19. I have this basket but it's (too) heavy.
 take
 light
20. All right, leave it here and take something light.
 bag
21. Take this bag.
 I send
22. Tomorrow I'll send the maid to you to buy fruit.
 you want
23. What fruit do you want?
 ("What is the fruit that you want?")
 I order
24. So I can order it for you today.
 melon
 bananas
25. I want five kilos of melon, four of bananas, and two of apples.
 you pay
26. Do you want to pay for them now?
 register
27. No, charge them.
- má9ak šíi ta,tHítt fíi li9páa9 ?
 sálli
 t?íil
 má9i ha,ssálli báss t?íili.
 xúud
 xafiif
 9áy9ib xallíia háwn u,xúud šíi xafiif.
 kíis
 xúud ha,lkíis.
 ?ib9at
 búkra báddi ?ib9at ššáan9a l9índak ta,tíštri fwáaki.
 bitríid
 šúu lifwáaki lbitríida ?
 wašši
 ta,waššiilak 9láya mn lyáwm.
 ba99íix
 máwz
 báddi xámsi kíilu ba99íix u,?arb9a máwz wi,tnáyn tiffáaH.
 tídfa9
 báddak tídfa9 Há?9un hálla? ?
 ?áyyid
 lá?, ?áyyidun.

- | | |
|---|--|
| 28. Eleven. | Hqá9ś |
| Twelve | ṭná9ś |
| Thirteen | tlaṭá9ś |
| Fourteen | ?arb9ṭá9ś |
| Fifteen | xamṣṭá9ś |
| Sixteen | sittá9ś |
| Seventeen | sab9ṭá9ś |
| Eighteen | tminṭá9ś |
| Nineteen | tis9ṭá9ś |
| Twenty | 9iśriin |
| Thirty | tlaatiin |
| Forty | ?arb9iin |
| Fifty | xamsiin |
| Sixty | sittiin |
| Seventy | sab9iin |
| Eighty | tmaanyiin <u>or</u> tmaaniin |
| Ninety | tis9iin |
| Uncle (father's brother) | 9ámm |
| 29. Hello (uncle)! | máṭHaba ya9ámm. |
| uqiya (--200 g) | ?u?iiyi |
| stuffing | miHśi <u>or</u> máHśi |
| 30. I want an uqiya of meat for stuffing. | báddi ?u?iiyit láHmi lilmiHśi. |
| shank strips | mawzáat |
| soup | śáwrba |
| 31. Can you give me an uqiya and a half of soup meat? | fiik ti9ṭiini ?u?iiyi u niṣṣ mawzáat liśśáwrba ? |

Section B. Pronunciation

1. Light and heavy consonants (t, a, s, l, r; ṭ, ḍ, ḍ, ḷ, ṛ, etc.)

As you have learned, in Arabic most consonants come in pairs, light and heavy. The heavy (hooked letter) sounds, as you remember, are lowering in pitch and usually have a characteristic "hollow" sound. The nearest parallel in English is the pair of sounds spelled "l". For example, the l of "Bill" is quite different from the l of "Billy". The l sound of "Bill" is similar to the Arabic heavy l (e.g. ʔáḷḷa "God") and the l sound of "Billy" is similar to the Arabic light l (e.g. sálli "basket"). Try to say the two English l sounds by themselves. Notice that the l of "Bill" sounds a little as though you were saying a "oo" or "w" at the same time; this is characteristic of most heavy consonants in Arabic. It is the result of raising the back part of the tongue while you are making the consonant sound: while the tip of your tongue is making the necessary stoppage or narrowing of the air passage to produce the consonant, the back of the tongue rises too, adding this "u-coloring" to the sound produced. This action of the tongue and the resulting timbre of the voice often carries over into the vowel preceding or following a heavy consonant and modifies the sound of the vowel as well.

Here are pairs of words with light and heavy consonants; only t, d, s, r, and l examples are listed here; other light-heavy pairs are discussed in Unit 10.

PRONUNCIATION PRACTICE ONE

*tíin	figs	taalit	third
*ṭíin	clay	ṭáali9	going up
*ráaži9	returning	*žáari	running
*ṙaažio	repeat	*žaaři	my neighbor
*saám	<u>personal name</u>	*tisbaH	you swim
*ṣaám	frosted	tiṣbaH	you reach morning
*dáab	melted	*nbíid	wine
*ḍaa9	got lost	*bíiḍ	white (pl)
*dáll	directed	*bállas	began
*ḍall	stayed	*ʔáḷḷa	God

Note 5.1 Roots. Study the following groups of words you have learned:

- | | | | |
|--------------------|--------------------|---------------------|-------------------|
| A. <u>isállmak</u> | B. <u>9árrfak</u> | C. <u>tšárrafna</u> | D. <u>mabšúut</u> |
| <u>saláami</u> | <u>byá9rif</u> | <u>ššáraf</u> | <u>nbšátna</u> |
| | <u>má9rfi</u> | <u>šárrifna</u> | |
| E. <u>tʔaxxárt</u> | F. <u>xabbirna</u> | | |
| <u>mʔaxxar</u> | <u>xábar</u> | | |

Arabic words, as you have learned, often have prefixes and suffixes. The rest of the word, the STEM, may also be analyzed. The words in each group above have three consonants in common, e.g., 9, r, f in 9árrfak, byá9rif, má9rfi. Notice also that all the words in each group have a certain meaning in common. Thus, all the words whose stem contains 9, r, f have something to do with "knowing": 9árrfak "I cause you to know", byá9rif "he knows", má9rfi "knowledge, acquaintance". This structure is characteristic of Arabic words. Most words in the language have a nucleus of this kind, usually consisting of three consonants, which has a fairly definite meaning. Such a nucleus will be called a ROOT and will be abbreviated $\sqrt{\quad}$. Here are the roots and their meanings for the groups above:

- | | |
|--|-----------------------|
| A. \sqrt{slm} surrender, peace, safety | E. $\sqrt{ʔxr}$ delay |
| B. $\sqrt{9rf}$ knowing | F. $\sqrt{xbʔ}$ news |
| C. $\sqrt{špf}$ honor | |
| D. $\sqrt{bšt}$ happiness | |

Note 5.2 Separate Personal Pronouns. You have learned the personal pronoun endings -i, -ak, -u, etc. From time to time you have also learned personal pronouns which are used separately as full words. Study the following expressions which have occurred in the Basic Sentences of Units 1-5.

- | | |
|---|--|
| 2.13 <u>uʔána</u> kamaán. | <u>I</u> do too. |
| 2.30 níḥna baaʔyiin háwn ... | <u>We</u> 're staying here ... |
| 3.46 <u>uʔinti</u> bxáyr. | And to <u>you</u> (response to formula). |
| 3.25 <u>húwwi</u> táažir ʔmáaš ? | Is he a cloth dealer? |
| 4.40 <u>ʔána</u> maʔbtífri? má9i. | It makes no difference to <u>me</u> . |
| 1.7 <u>kiifak</u> <u>ʔinti</u> ? | How are <u>you</u> ? |
| 5.34 <u>ʔintu</u> lʔamarkáan bitḥibbu láḥm báʔar. | <u>You</u> Americans like beef. |

5.35 níHna háwn minfáđđil láHm ġáanim. We here prefer lamb.

Here is the complete list:

?ána	I	níHna	we
?ínti <u>or</u> ?ínt <u>or</u> ?ínta		?íntu	you (pl)
?ínti	you (fem)	hinni	they
húwwi	he		
hiyyi	she		

Notice that in some areas there are separate words for "you" masculine and "you" feminine, while in other areas ?ínti is used for both.

Notice that these separate personal pronouns are used in two different ways. They are used independently as in the first four sentences above and they are used to emphasize a personal pronoun ending a prefix of the Prefix Tense as in the remaining sentences. Here are further examples of both uses.

1. ?ána nižžáar. I'm a carpenter.
2. húwwi mawžúud hálla? ? Is he here now?
3. hinni mmáyn ? Where are they from?
4. šúu bádġun ?íntu ? What do you (pl) want?
5. hiyyi ?áađdi 9índun. She's staying with them.

Note 5.3. Study the following sentences paying special attention to the form of the underlined nouns.

- 5.34 ?íntu l?amarkáan bitHíbbu laHm
lba?ar. You Americans like beef.
- 5.21 báđdi ?u?íiyit láHmi li, lmiHši. I want an uquja of meat for stuffing.
- 5.20 xúud kiis wára?. Take a paper bag.
- 2.5 9tíina war?táyn. Give us two tickets.

Notice that láHm and wára? denote "meat" (in general) and "paper" (in general) respectively and that the corresponding Feminine-T nouns laHmi and wára? denote "(a specific quantity of) meat" and "(a single piece of) paper".

In English every noun is either singular or plural (e.g., book: books, man: men) and any given noun has at most these two forms, although a few nouns are only plural (e.g., scissors, oats) and a very few are only singular. Some singular nouns have two plurals (e.g. brother: brothers: brethren).

In Arabic the situation is quite different. There are various types of singular - plural combinations. Here are some you have met with:

- | | |
|-------------------------------------|---|
| (1) Háal:Hwáal | masculine singular with corresponding plural. |
| (2) sáa9a:saa9áat | regular Ft and plural |
| (3) d?íi?a:d?áayi? | Ft* with irregular plural |
| (4) sállli:sláal <u>or</u> sálllaat | Ft* with alternative plural forms. |
| (5) mníiH:mníiHa:mnáaH | Adj. with corresponding fem. and pl. |
| (6) wá9a?:wá9?a:wá9?áat,
u9áa? | masculine singular with collective meaning and
Feminine-T <u>noun singular and plural.</u> |

Nouns of this last type are called COLLECTIVES and will be entered in the Vocabularies under the masculine singular form marked (coll). Irregular plurals of the Feminine-T noun will be given.

A much rarer type is the feminine collective, marked F(coll):

- (7) kúusa:kuusáayi:kuusaayáat where kúusa denotes vegetable marrow in general and the Ft noun kuusáayi denotes an individual

Here are further examples of (coll) nouns:

bá?af "cattle": ba?9a "cow": ba?9áat "cows"

batnžaan "eggplant" (in general): batnžáani "eggplant":
batnžaanáat "eggplants"

baṭṭíix "melons" (in general): baṭṭíixa "a melon": baṭṭíixaát "melons"

dá9až "stairs": dárž "step": daržaat, d9áaž "steps"

mawz "bananas" (in general): máwzi "banana": mawzáat "bananas"

safa9 "travelling": sa9ra "trip": sa9ráat "trips"

tiffáaH "apples" (in general): tiffáaHa "apple": tiffaaHáat "apples"

Here is another example of a F(coll) noun:

banadúuṛa "tomatoes (in general): banaduṛáayi "tomato": banaduṛaayáat
"tomatoes"

Here are sample sentences containing collectives:

- | | |
|---|---|
| 1) bitHíbbi lbaṭṭíix ? | Do you (fem) like melons? |
| 2) maḥfii 9inna wáṛa?. | We have no paper. |
| 3) byáaklu láHm bá?ar ktíir. | They eat beef a lot. |
| 4) haḥlbaṭṭíixa miš ṭáyybi. | This melon is no good. |
| 5) kam wáṛ?a bitríid ? | How many tickets do you want? |
| 6) bti9ṭíini xáms mawzáat bníṣṣ líira ? | Will you give me five bananas for half a pound? |
| 7) lwáṛa? ḡáali háwn. | Paper is expensive here. |
| 8) fii dáṛaž baṛṛáat lbáyt. | There are steps outside the house. |
| 9) kám dárži fii ? | How many steps are there? |
| 10) maḥbyáaklu tiffaaHáatu. | They don't eat his apples. |

Note 5.4 Command forms. Study the following command forms of verbs which have occurred in the Basic Sentences of Units 1-5:

9íid	repeat	xabbírna	notify us
díllni	direct me	rídd	give back
šarṛífna	honor us	Híṭṭ	put
xallíina	let us, leave us	?ayyídun	charge them
wa??íflna	stop for us	na??íili	choose for me
šúufa	see her		

When the stem of the verb (e.g. -nzil, -9ṭi, -wa??if, etc., see Note 2.5) begins with a single consonant followed by a vowel the command form of the verb consists of the stem itself with no prefixes or suffixes. Here are further examples:

díll	direct!	9íid	repeat!
Híṭṭ	put!	žíib	bring!

Híbb	love!	zín	weigh!
rídd	give back!	šíil	remove!
śúuf	see!	náam	sleep
ʔúul	say!	śáʔʔif	honor!
ʔúuH	go!	wáʔʔif	stop!
bíi9	sell!	xábbir	notify!
ʔáyyid	register!	sáawi	straighten!
xállí	let!	9áʔʔif	introduce!
wáddi	take!	mássiH	wipe!
sáa9id	help	sállim	keep safe! greet!
ǵássil	wash!	náǵǵif	clean!

Now study these forms which you met in Unit 1:

Hkí' speak!

9ʔíini give me!

likewise when the stem consists of two consonants plus vowel (e.g. -Hki, -9ʔi, -kwi, -ʔda) the command form is identical with the stem.

Now study the following forms:

bʔúum turn!

9máal or 9míul do make!

The command form of verbs of this kind varies considerably depending on the place the speaker comes from. One very common type has a long (double) vowel between the second and third consonants. Some areas use -aa- in all verbs of this kind, some areas have -aa- in some and -uu- in others, and other areas have -ii- or other vowels in this position.

The forms tʔáǵǵalu ʔ9ídu appeared in the Basic Sentences of this Unit. The suffixes -i and -u for feminine and plural respectively are added to command forms just as they are to the second person form of the Prefix Tense. These suffixes are added to the regular stem of the verb. Here are examples of verbs you know:

rídd	ríddi	ríddu	give back
?úul	?úuli	?úulu	say
nzáal	nzíli	nzílu	go down, get off
ṭláa9	ṭlá9i	ṭlá9u	go up, get on
wá??if	wá??fi	wá??fu	stop
mássiH	mássiHi	mássiHu	wipe
naḡḡif	naḡḡfi	naḡḡfu	clean
?9uud	?9íidi	?9íidu	sit

Here are sample sentences containing command forms.

- 1) rúuHi 9aḡḡdikkaáni. Go (fem) to the store.
- 2) ?úulu ṣṣaHíiH. Tell (pl) the truth.
- 3) sáawu fárštaj ?ábl maṭrúuH. Make your bed before you go.
- 4) tfáḡḡḡaḷ yaḡxawáaža ?9úud. Please be seated, sir.
- 5) rúuH žíbli swagiír. Go get me cigarettes.
- 6) nzílu má9na. Go down with us.
- 7) mássiHi libláat ?ábl maṭ?írza9. Wipe the floor before I come back.
- 8) 9máal ma9rúuf zíin mniíH. Please weigh right!

Section G. Vocabulary

?ahla: ?áhla u_sáhla	welcome	kiis	bag
?áHsin <u>or</u> ?áHsan	better, best	kuusa	vegetable marrow
?amarkáan	Americans	laHm (<u>coll</u>)	meat
?arḅ9ṭá9š	fourteen	luubyi	string beans
?intu	you (pl)	máwz (<u>coll</u>)	bananas
?írḅ9a <u>or</u> ?árḅ9a	Wednesday	mHáll (<u>pl</u> mHallaát)	place
?u?íyyi Ft* (<u>pl</u> waa?)	uqiya (200 g)	miHš̄i	stuffed dish
ba?ar (<u>coll</u>)	cows, cattle	núuḅ	light
banadúuḅa	tomatoes	sábt	Saturday
batnžáan (<u>coll</u>)	eggplant	sab9iin	seventy
baṭṭiix (<u>coll</u>)	melon	sab9ṭá9š	seventeen
žánim	sheep	sáhla <u>see</u> ?áhla	
žḡráaḅ	things	sáll̄i Ft* (<u>pl</u> sláal <u>or</u> salláat)	basket
himmi Ft* (<u>pl</u> rare: himam)	energy	sittiin	sixty
Hádd	Sunday	sittá9š	sixteen
Hḡá9š	eleven	sí9r (<u>pl</u> ?as9áar)	price
i?áyyid	register, charge to someone's account	ḡabúaH	morning
ibií9	sell	šá?fi Ft* (<u>pl</u> ší?af <u>or</u> ša?fáat)	piece
ifaḡḡil	prefer	šáwḅba <u>or</u> šuuḅba	soup
iHíṭṭ	put	t?iíl <u>Adj.</u>	heavy
iná??i	choose	tiffáaH (<u>coll</u>)	apples
		tikḡam	at your service, yes, sir

iriid	want	tis9íin	ninety
išíil	remove, set aside	tis9tá9š	nineteen
iwašši	order	tláata	Tuesday
iziin	weigh	tminṭá9š	eighteen
kiilu (<u>pl rare</u> : kiiluwáat)	kilogram	tmaan(y)íin	eighty
tnáyn	Monday	ṭáaza (<u>inv.</u>)	fresh
ṭná9š	twelve	xafíif Adj.	light
xamíis	Thursday	xamsíin	fifty
xamṭá9š	fifteen	xíḡa Ft	vegetables
xúud	take	yíb9at	send
yídfa9	pay	yíštri	buy
žim9a Ft	Friday		

Section F. Cumulative Vocabulary Units 1-6

This vocabulary contains all the Arabic words, as well as all the prefixes and suffixes, found in Units 1-6. Verbs are entered under the third person masculine singular of the Prefix Tense. Unless otherwise indicated, pronominal suffix or object noun after the Arabic verb corresponds to pronoun or noun object in English without preposition and the -l- suffix means "for", e.g. naḍḍif lbayt "clean the room"; naḍḍifli lbayt "clean the room for me". In a number of cases, noun plurals have been given which have not appeared in Units 1-5. These are for your convenient reference, and it is not intended that you memorize them from this list. The following abbreviations are used:

adj adjective, i.e. a noun having feminine and plural forms of one of the following three types:

- (1) mašǧúul, mašǧúuli, mašǧuulíin "busy"
- (2) ġáaly, ġáali or ġáali, ġaalyíin "expensive"
- (3) mníiH, mníiHa, mnáaH "good"

alt alternant

coll collective

F feminine; Ft Feminine-t noun, Ft* Feminine-t noun with some irregularity of form.

fla formula

inv invariable, having no change of form

M masculine; Mt Masculine-t noun

pl plural

R response; ech R echoic response

sg singular

suff the pronominal suffixes (-i and -ni, -ak, -ik, etc.)

- after an item indicates it is a prefix (e.g. bi-);
before an item indicates it is a suffix (e.g. -na)

~ same as main entry

√ root

?arḅ9a (Ft*)	four
?arḅ9ṭá9s	fourteen
?arḅ9íin	forty
?áwwil or ?áwwal (F ?úula)	first
?áyya or ?áyy	which, which one
?ayyaáahun	which one of them
?íbn (no pl: see wálad)	son
?iddáam	in front (of)
?iddáys or ?addáys	how much, how long
?iid (F) (pl ?iidáyn or ?ayaádi)	hand
?íl (noun prefix: l- or li-; verb suffix -l- or -ill-)	to, for
ššáraf ?íli.	The honor is mine.
?ílak 9láyyi	I tell you, I promise you
byúuṣaḷ lhawmaík.	He'll get (to) there.
Hkiitállak	I spoke to you.
?ímm (F) (pl ?immáat)	mother
?ingliizi	English
?ínn	that
biḡti?id ?ínnu táázir	I think (that) he's a businessman.
?ínt or ?ínte or ?ínti (M sg)	you
?ínti (F sg)	you
?íntu (pl)	you
?iráadi (Ft; no pl)	wish will
?irḅ9a (see ?arḅ9a)	
?ísm (pl ?asáami)	name
?ízan or fa?ízan	then, therefore
?ížit (see yiži)	she came

ʔmáas

ʔrúus (see ʔírs)

ʔúula (see ʔáwwil)

-ak (after vowel -k) you, your (M sg)b- (alt bi-, m-, mi-,) (verb prefix; see note 3.8)b- (alt bi- before two consonants) in, bybáʔar (coll; sg báʔra Ft "cow") cattle

láHm báʔar beef

baáʔi (ptc) remaining, staying

baáb (pl bwaab) doorbaáb driis (place name) Bâb Idrísbaabúur (pl bwaabíir) boat, steamship

bádd- desire, want

banadúura (F coll; sg banaduʔaayi Ft) tomatoesbaʔra (Ft no pl) outside

barraat- outside (of)

baʔiit (adj; no pl) simple, slight, elementarybatnžáan (coll) eggplantsbaʔáaʔa (F inv) potatoesbaʔtiix (coll) watermelons

báyn between

báyt (pl byúut) house

báyt máyy toilet

báyy (pl bayyaat) father

bá9d after

ba9dáyn afterwards, later, then

bá9d ma after (with verb)

REVIEW

This Unit will furnish you with a thorough review of the work you have done so far, and enable you to test your understanding of the material you have studied. If you can work out all the problems in this Unit without getting stuck, and if your answers are mostly correct, you may assume that you have really mastered the first five Units. But if you have trouble, or if your answers turn out mostly wrong, you need more practice on the Units of Part One before going on to new material.

In this Unit, whenever you are called on to do any talking in Arabic, pay close attention to your pronunciation. Let the Guide act as critic of everything you say; if you have no Guide, the group as a whole should correct each man's mistakes. Go back to the phonograph records for authority whenever you are in doubt.

Section A. True-False Test

The purpose of this test is not to give you a grade on your work, but to let you see for yourself how well you can understand Arabic when you have no spelling to follow with your eye.

Each member of the group should take a sheet of paper and write down along the side the numbers from 1 through 32. Then the Guide or the speaker on the phonograph records will say thirty-two statements in Arabic. Each statement will be spoken twice, with a pause after it; and each statement will be identified by its number. When you hear a statement, decide whether it is usually true or usually false. Don't go into particular cases, but simply decide whether it is ORDINARILY true or false. If it is true, write down a capital T after the number corresponding to the statement; if it is false, write down a capital F. If you understand the Arabic, you will have no trouble in deciding which letter to write.

After the first statement, the Leader will stop the Guide, or lift the needle from the phonograph record, and ask whether everyone understands what he is supposed to do. From that point on to the end of the test, there should be no interruptions.

After you have finished the test, the Leader will go through it with you and give you the answers. If you got 25 or more of the answers right, you have done well. If you got less than 25, you need more practice in listening to spoken Arabic.

Section D. Exercises1. Word Review

These two exercises will give you a chance to test your understanding of the words you have learned. You should prepare each exercise by yourself, reading over the instructions and working out the answers alone. When all members of the group have done this, the group should assemble under the Leader's direction to check up on the results. The Leader will take up one question at a time, and call on various members of the group to give their answers. As each man calls out his answer, the others should compare it with their own results, and should supply whatever corrections or criticisms are necessary. If there is any doubt about the answer to a particular problem, the Guide can act as judge, or the Leader can look it up in the Guide's Manual.

(a) Here are twelve groups of words. In each group, there is one word whose meaning does not fit in with the meaning of the other four. First decide which word should be crossed out in each group. Then make up a simple Arabic sentence in which the other four words can be used interchangeably. For instance, if the four words that belong together are máwz, tiffáaH, baṭṭíix, and tiin, you can make up the sentence nnáas hawníiki byáaklu máwz (or tiffáaH, or baṭṭíix or tiin) ktiir.

This will give you forty-eight sentences in all; practice them to yourself out loud, and be ready to rattle them off when the Leader calls on you.

- | | | |
|----------------|-----------------|--------------------|
| 1. (a) mHáṭṭa | 2. (a) nižžáaṛ | 3. (a) sámak |
| (b) sáa9a | (b) tilmíiz | (b) láHmi |
| (c) ʔutáal | (c) búuṣṭa | (c) báab |
| (d) siinama | (d) táažir | (d) rízz |
| (e) máṭ9am | (e) ṣáan9a | (e) banadúuṛa |
| 4. (a) ʔiddáam | 5. (a) binayáat | 6. (a) kíifak ? |
| (b) xálf | (b) uláad | (b) kíif ṣíHHtak ? |
| (c) táHt | (c) náas | (c) kíif xíḍṛtak ? |
| (d) fáwʔ | (d) xawažáat | (d) kíif Háalak ? |
| (e) mníiH | (e) bnáat | (e) kíif hímmtak ? |

- | | | |
|---------------|-----------------|-----------------|
| 7. (a) niHna | 8. (a) búkra | 9. (a) mása |
| (b) byúusal | (b) kbíir | (b) yáwm |
| (c) hiyyi | (c) zǧíir | (c) nhaár |
| (d) ?ínti | (d) t?íil | (d) ṣabáaH |
| (e) ?ána | (e) xafiif | (e) saláami |
| 10. (a) báyyi | 11. (a) byírža9 | 12. (a) mašǧúul |
| (b) šwáyyi | (b) biřúuH | (b) ma9žúu? |
| (c) mářti | (c) byitřuk | (c) m?áxxař |
| (d) xáyyi | (d) bíiřa | (d) mnaásib |
| (e) ?ibni | (e) byiži | (e) wářa? |

(b) Here are two groups of words fifteen in each group. For every word in Group 1, there is a word in Group 2 that has an exactly opposite meaning. First match up the opposites. When you have done this, make up a sentence in Arabic for each pair of opposite words, in such a way that either of the two words could be used in the sentence. For instance, if the opposite words are ?iddáam and xálf, you can make up the sentence fii síinama mníiHa ?iddaam (or xálf) limHářřa. This will give you thirty sentences in all; practice them to yourself out loud, and be ready to rattle them off when the Leader calls on you.

GROUP I

- | | |
|--------------|-------------|
| (a) ǧáali | (i) šmaál |
| (b) t?íil | (j) háwn |
| (c) ?ábl | (k) byínzil |
| (d) ktíir | (l) báyy |
| (e) fáw? | (m) kbíir |
| (f) 9ařabi | (n) xúud |
| (g) ?iddáam | |
| (h) byištíri | |

GROUP II

- | | |
|-------------|--------------|
| (a) bá9d | (i) rxiiř |
| (b) hawníik | (j) 9ří |
| (c) bibíi9 | (k) ?imm |
| (d) zǧíir | (l) byitřla9 |
| (e) xafiif | (m) táHt |
| (f) šwáyyi | (n) byáakul |
| (g) yamiin | |
| (h) fráňzi | |

3. Transformation sentences. Following the usual procedure, change the sentences of group I from "he" to "they"; sentences of group II to you (fem) and you (pl); group III "we" to "I".

GROUP I

- (1) láazim yaakul ?abl ma yitruk lbáyt.
- (2) báddu yíštǵil bbáytu.
- (3) ma bya9rif yikwi mniiH.
- (4) bibii9 swaagiir bdikkaantu.
- (5) žáayi ta yzúuf libláad.
- (6) bixálli uláadu háwn.
- (7) bya9mil kállši bíṭlub mínnu.
- (8) byaakul ?aktaṛ min ?ibnu.
- (9) oáa?i háwn ta yšúuf liǵraad.
- (10) húwwi mašǵúul bilmáktab.

GROUP II

- (1) btiHki frinsaáwi mniiH.
- (2) btiṭlub mínna ktiir.
- (3) wa??if ?abl ma btúuṣaḷ lhawniiki.
- (4) šifli yaáha u ridd 9láyyi xábar.
- (5) lwayn báddak tṛúuH ?
- (6) bitHíbb tištíri lfwaaki baṛṛaat limdiini ?
- (7) kiifak u kiif uláadak ?
- (8) 9múul ma9ṛúuf ṭláa9 lfaw?.
- (9) báddak t?illi kállši ?
- (10) xabbírni ?abl ma tṛúuH.

GROUP III

- (1) mištríri xidrítna min 9índu.
- (2) ?íza ma_minHíbbu mnaáxud ġáyrú.
- (3) xallíina nírža9 19índun.
- (4) mindíllun kíllun 9a_l?utáyl.
- (5) mnaáxdak má9na ?íza bitríid.
- (6) žíblna yáaha ta_nšúufa.
- (7) mna9mil kíll žíhdna.
- (8) báddna nzúuru ba9dáyn.
- (9) níHna minfáđđil láHm lbá?ar.
- (10) ?íza ma_fhímtna mn9íid kíllši.

4. Substitution Sentences

(1) láazim	náakul šwáyy	ʔabl ma	níṭla9. nṣuuH 9assiinama.
	nsáawi lfírs		níṭruk lbáyt.
	nmássiH libḷáat		

(2) báddi	suuf	a ʔabl ḍḍíhṣ bil	máktab.
bHíbb		u	mími
bríid		ak	mHaṭṭa
		ik	mat9am
		kun	ʔutáyl
		un	

5. Number Review (a) Read off the following numbers in Arabic, first going horizontally left to right, then vertically top to bottom, or other ways until you can rattle off the numbers with no hesitation.

64	21	37	58	16	2	49	73	95	80
57	13	5	92	41	69	86	20	74	38
35	62	56	24	97	10	71	48	89	3
12	77	68	83	25	39	50	1	46	94
40	55	22	17	64	98	4	36	31	79
8	96	43	75	32	84	27	59	60	11
91	88	64	30	54	26	42	14	7	52
83	49	70	69	9	33	15	54	28	47
29	100	19	41	78	51	33	8	99	66
76	34	91	6	0	47	68	65	18	23

(b) Practice counting from 2 to 100 by two's and from 1 to 99 by two's, then from 5 to 100 and from 100 to 5 by two's, and so on, until you have no hesitation using these numbers for counting.

(c) Read the following additions in Arabic:

1. $13 + 7 = 20$

2. $5 + 5 = 10$

3. $3 + 6 = 9$

4. $14 + 4 = 18$

5. $21 + 5 = 26$

6. $9 + 6 = 15$

7. $1 + 2 + 3 = 6$

8. $7 + 7 + 2 = 16$

9. $8 + 12 = 20$

10. $30 + 50 = 80$

(d) Read the following questions and answer them:

1. $3 + 5 = ?$

2. $2 + 7 = ?$

3. $6 + 4 = ?$

4. $20 + 30 = ?$

5. $60 + 30 = ?$

6. $45 + 45 = ?$

7. $8 + 9 = ?$

8. $25 + 25 = ?$

9. $80 + 15 = ?$

10. $10 + 15 = ?$

6. Questions and Answers.

(1) ?iddáyš 9úmř xáyyak likbiir ?

(2) wáyn byištiǵlu uláadu ?

- (3) mnáyn btištíri lfwaaki ?
- (4) ?iddáys šárłak bilbláad ?
- (5) ?áyya sáa9a btúuřalu l9índu ?
- (6) wáyn báddak tínzil ?
- (7) ?aymtiin báddna nřúuH ?
- (8) šúu báddun yaaklu ?
- (9) wáyn t9allámti tířbxi ?
- (10) b?áyya mđiini mawžúud báyyak ?
- (11) kám wář?a bitriid ?
- (12) mđin byištřil má9ak ?
- (13) šúu ?ism halmHáll ?
- (14) mđin bidíllni 9al?utáyl ?
- (15) wáyn ?áHsin mář9am bilmdđiini ?
- (16) kám sáa9a bitkuún háwn ?
- (17) ?iddáys šár 9úřfun ?
- (18) šúu byá9mil ?ibnu ttáni ?
- (19) ?aymtiin fiik tšúufa ?
- (20) 9índ mđin bitHíbb tíštřil ?
- (21) šúu bibíi9u hawníiki ?
- (22) ?áyya sáa9a byirřa9 taaxídna ?
- (23) wáyn báddkun táaklu ?
- (24) min ?áyya wiláayi ?immak ?
- (25) mđin byarífun ?

7. Formulas. Practice the following formulas aloud and be sure you know when each one is used. Then be prepared to give an appropriate response without hesitation.

- (1) ?álla ixalliilu yáahun.
- (2) tfáddaḷ. (offering food)
- (3) tiṣbaH 9axáyr.
- (4) bxáatṣrak.
- (5) ṣabáaH lxáyr.
- (6) nháarak sa9íid
- (7) kíif ṣíHhtak ?
- (8) ma9 ssaláami.
- (9) ?álla ikúun má9ak.
- (10) mása lxáyr.
- (11) mamnúun.
- (12) kíif Háalak ?
- (13) máṣHaba.
- (14) tšarráfna.
- (15) ?ahlaw, sahla.

2. Sentence Review

Go through the following lists of English sentences by yourself and turn them into Arabic. Don't try to translate the English word for word; instead, make up Arabic sentences that will mean the same thing. DON'T WRITE ANYTHING DOWN, but practice your Arabic sentences out loud until you know them cold. Be ready to speak them without hesitation when the Leader calls on you.

After the members of the group have prepared equivalents of the first fifty sentences, the group should assemble under the Leader's direction for a check-up. The leader will read out one English sentence at a time (not necessarily in the order in which they are printed) and will call on various members of the group to give the Arabic versions. As each man calls out his answer, the others should compare it with their own results, and should supply whatever corrections and criticisms are necessary. For some of these sentences, there are several possible Arabic equivalents, all equally good. The Guide will act as judge, or the Leader can look up the answers in the Guide's Manual.

When the group has worked through the first list of fifty sentences, follow the same procedure with the second list. Prepare your Arabic sentences alone, and check up on yourself when the group gets together.

List 1

1. Please speak slowly.
2. How much are two and two?
3. I'll give you two pounds.
4. It's one o'clock.
5. What are these?
6. Where's the toilet?
7. Go straight ahead.

8. I don't want potatoes.
9. Do you have fish?
10. Please repeat what you said.
11. Wait, I want to get off here.
12. When do you (pl) want me to stop?
13. It's not at all too much, sir.
14. Do you have change for five pounds?
15. A little in back of it there's a turn on your right.
16. I promise you, I'll be here for you ten minutes ahead of time.
17. Let's get on it (fem), it looks as though the train's late.
18. Would you like to come back and pick me up at 5:30?
19. We'll be staying here about two and a half hours.
20. Let me introduce you to Mr. Smith.
21. I hope you had a nice trip.
22. What does his oldest do?
23. He's a carpenter, and his second one is still a student.
24. How old are they?
25. What city is your brother in?
26. I know all of them.
27. I've enjoyed meeting you.
28. What state are you from?
29. How long have you been here?
30. To tell you the truth, I don't care about her age.
31. Do you want her to know how to cook, too?
32. Do you (fem) want to sleep in the house or out?
33. How many days a week do you (fem) want off?

34. This is the girl I spoke to you about.
35. It makes no difference to me - do what suits you.
36. It depends on when you can see her.
37. Well, about how much will she want?
38. All right, when shall I see you to tell you the result?
39. She'll certainly ask a lot.
40. All right, leave it (fem) here and take something light.
41. I only put fresh things in my shop.
42. We prefer lamb here.
43. Do you want to pay for them now?
44. Tomorrow I'll send the maid to you to buy fruit.
45. Please put a few bones with them.
46. Pick out some good ones for me from on top.
47. Where do you buy your vegetables?
48. I want 200 grams of meat for stuffing.
49. Do you have something to put the things in?

LIST II

1. He wants a light (for his cigarette).
2. This restaurant is very good.
3. I don't speak Arabic well.
4. Direct him to the station.
5. I want to go to the movies.
6. The bread is in front of you.
7. We want to eat there.
8. I didn't understand what you said.

9. The hotel is on your left.
10. I don't have a cigarette.
11. The train is crowded.
12. They cost fifteen piastres.
13. Where does this line go?
14. Do you see the building there?
15. I want to go back to the hotel.
16. Let me know when I get there.
17. Give me five tickets.
18. Where does he want to get off?
19. Let's wait for the next bus.
20. Stop at the red gate on your right.
21. I've been here 2 years.
22. We think he's a cloth dealer.
23. He doesn't want to help his father.
24. He does everything we ask of him.
25. Let's take him with us.
26. He wants to introduce me to his oldest son.
27. My brother will notify you (pl) when he gets there.
28. I came on the best boat.
29. The children are busy in the afternoon.
30. It seems they want to visit your country.
31. When shall we see him to tell him the result?
32. These are the children I spoke to him about.
33. You (fem) have to learn French.
34. She makes the beds before she leaves the house.

35. Who was she working for before?
36. Can you direct me to his office?
37. It depends on when we can eat.
38. I hope they'll be easily (= cheaply) satisfied.
39. Then he'll need a maid older than that.
40. Do you (fem) know how to wash and iron?
41. Let me order the vegetables today.
42. Put (fem) the things in your basket.
43. Apples are expensive in his shop.
44. They don't eat meat on Friday.
45. Weigh us out three kilos of tomatoes.
46. Give us two uqiya of meat for stuffing.
47. The people in the city prefer beef.
48. Charge everything, I'll pay you the day after tomorrow.
49. Pick out a nice eggplant for me.
50. I buy my meat from the best place in the city.

	-122-	
bá9d búkra		day after tomorrow
bíiřa (Ft <u>no pl</u>)		beer
bináayi (Ft; <u>pl</u> binayáat)		building
bínt (F; <u>pl</u> banáat <u>or</u> bnayyáat)		girl, daughter
bláad (F)		country
bláat		paving, floor (of stone or tile)
búkra <u>or</u> bíkra		tomorrow
bá9d búkra		day after tomorrow
búuřta (Ft)		bus, mail
d?íi?a (Ft*; <u>pl</u> d?áayi?)		minute
dápař (coll; <u>sg</u> dárři Ft*; <u>pl</u> darřáat <u>or</u> dpař) :		stairs, steps
dáxlak (fla)		please (when requesting information)
díhř		noon
fárři (Ft*; <u>pl</u> farřáat <u>or</u> fírř) bed		
fhímt		I understood, you understood
fi-		in, by
fii		in it, there is, there are
fiia		in it (feminine)
?aymtiin fiik tšuufa ?		When can you see her?
fířřa (Ft; <u>no pl</u>)		vacation, leave, time off
fránři (adj)		Western, European, Occidental
frinsáawi		French
fu?áad (<u>name</u>)		Fuad
fwaaki (pl)		fruit
řaali (adj)		expensive, dear
řanim <u>or</u> řanam (coll <u>inv</u>)		sheep
láHm řanim		lamb (meat)

-ha (after a-; otherwise -a)

her

hálla? (inv)

now

háyda or háada (F háydi, pl háwdi or haydóol) this, that

ha_l- this, that (wish following noun)

háwn

here

hawníik

there

háyk

this way, so

miš háyk ?

n'est-ce pas?

hímmi (Ft pl rare: hímmam)

energy

hínni

they

híyyi

she

húwwi

he

-hun (after a-; otherwise -un) their, them

Hádd or ?áHád (pl Hduúd or ?Háad) Sunday

Há?? (pl H?úu?)

right, value

?íddáyš Há??un.

How much are they?

má9ak Há??.

You're right.

Há??ak.

You're right.

Háal (pl Hwáal)

condition, state

kiif Háalak ? (fla)

How are you?

Hwáalu mníiHa.

He's well off.

Hadíid (coll; sg Ft Hadíidi "piece of iron" pl Hdáayid) iron

Háđra (Ft)

presence, excellence (as title)

Háđrtak

you (formal)

Hámra (adj F)

red

-i (F verb suffix)

-i (after verbs or certain other words...-ni) me, my

iʔáyyid	enter (in a book), charge (to one's account)
ibií9	sell (+ suff = "to" someone; -l- "for" someone)
idíll	direct (+ suff = "to" someone; -l- "for" someone)
idíll	direct (+ suff = someone; 9a, "to")
ifaqqil	prefer
iǧássil	wash
ihímm	concern, be of importance to
iHíbb	like, love
iHítt	put
-ik (after vowels put -ki)	you, your (F ag)
iláaʔi	find, meet
imássiH	wipe, scrub
ináʔʔi	choose, pick out
ináam	sleep
ináasib	suit
ináqqif	clean
irídd	return, give back (+ suff = something; -l- "to" someone)
iríid	want, wish
iʔúuH	go
isáawi	straighten, equal
isaáwi lfírš	make the beds
isáa9id	help
isállim	save, greet
išáʔʔif	honor
išiil	remove, take away, set aside
išúuf	see

iwá??if	stop
iwáddi	lead, take
iwaşşı	order (something)
ixállı	let, leave
xallıına niŋla9.	Let's go up.
ʔálla ixallıılu yáahun.	God keep them for him.
	(R: wixallıık nşálla)
iziin	weigh
izúur	visit
ižiib	bring
bižiibli ʔáhwi	He brings me the coffee.
i9aŋŋif	cause to know, introduce (- suff = someone; 9a "to" someone)
i9ıid	repeat
káanit	she was
kám <u>or</u> kım	how many several, a few
	(followed by singular)
kbıir (<u>adj</u> ; <u>pl</u> kbáar)	large, great, old (of living beings)
kıif (<u>inv</u>)	how
kıifak ?	How are you?
kıif ma_fıı ?	How could it be that there wouldn't be any?
kıis (<u>pl</u> kyáas)	bag
kıll	all, every
kıll yáwm	every day
kıll lyáwm	all day
kıllun	all of them
kıllsí <u>or</u> kıll sıı	everything
ktiir (<u>adj pl</u> ktáar "groups of many")	much, a lot, many, very

kúusa (F <u>coll</u> ; <u>sg</u> kuusáayi, <u>pl</u> kuusaayaát)	vegetable marrow
l- (<u>see</u> ?íl-)	to, for
l- (<u>see</u> Note 2.2)	the
lá? (<u>also</u> láa)	no
láazim (<u>adj</u>)	necessary
laHm (<u>coll</u>)	meat (sg means "specific quantity"; pl used only special senses)
láHm bá?ar	beef
laHm ġánim	lamb
líiṛa (Ft)	pound (monetary unit)
lúbyi <u>or</u> lúbí <u>or</u> lúbuya (F inv)	string beans
m?ákkad (<u>adj</u>)	certain
m?áxxar (<u>adj</u>)	late
ma	not, that
ma fíi	there isn't any
?ábl ma	before (with verb)
bá9d ma	after (with verb)
máfra? (<u>pl</u> mféari?)	junction, branch, intersection, turn
mabšúuṭ (<u>adj</u>)	happy, well
máhl	slowness, ease
9a máHlak, 9a máhlu, <u>etc.</u>	at your (his, <u>etc.</u>) ease = slowly
máHši (<u>see</u> míHši)	
máktab (<u>pl</u> mkáatib)	office, desk
malbúus	clothing
mamnúun (<u>adj</u>)	grateful = thank you
maṛa (Ft*; <u>pl</u> nisweán)	women, wife
maṛHaba (Ft*; <u>pl</u> maṛáaHib; fla)	hello

(greeting; R maḥHabtáyn or, less commonly, ~ or pl)

maḥḥra (Ft*; <u>pl</u> maḥḥráat <u>or</u> maḥḥraḥ)	time
maḥḥra taanyi	again
masʔli (Ft*; <u>pl</u> msáaʔil)	question, matter for discussion
masa (M)	evening
masa lxayr (fla)	good evening (greeting; R: <u>or</u> yísʔud masáak)
mašǵúul (<u>adj</u>)	busy
maṭṭam (<u>pl</u> maṭṭaam)	restaurant
maʔwz (<u>coll</u>)	bananas
mawzúud (<u>adj</u>)	present, "in"
maʔ	with
maʔ-saláami (<u>see</u> salaami)	
maʔak Háʔʔ	you're right
maʔak wálʔa ?	Do you have a light (on you)?
maʔlúuf (<u>pers name</u>)	Maaloof
maʔrfi (Ft*; <u>pl</u> maʔaarif)	acquaintance
maʔrúuf (<u>adj</u>)	known
maʔrúuf (<u>pl</u> maʔaariif)	favor
maʔžúu? (<u>adj</u>)	crowded
maʔyy (Ft*)	water
maʔiini (Ft* <u>pl</u> maʔidun <u>or</u> maʔudun <u>or</u> maʔaayin)	city
maʔáll (<u>pl</u> maʔalláat)	place
maʔHsi <u>or</u> maʔHsi (<u>adj</u>)	stuffed
maʔHsi <u>or</u> maʔHsi (<u>pl</u> maʔHási)	stuffed dish
maʔiin	who, whom
ʔind maʔiin	at which place

min (before two consonants mmi,)	from, than
mnáyn (min +wáyn)	from where
místir	Mister
mítl	like
mittíHid (<u>adj</u>)	united
lwilayáat lmittíHdi	United States
mnaásib (<u>adj</u>)	suitable, convenient
mnáyn (see min)	from where
mmíiH (<u>adj</u>)	good
n- (<u>alt ni-</u> ; see Note 2.5)	we
-na	us, our
naás (<u>pl</u> ; <u>second pl</u> naasáat "groups of people")	people
natiíži (Ft*; <u>pl</u> nataáyíž)	result
nbşáţna	we became happy, we had a good time
nhaár (<u>pl</u> nhaaráat)	day = day time
nháarak sa9íid (fla)	good day (greeting; R: (nháarak sa9íid) wi,mbáarak
-ni (see -i)	me
níHna (<u>inv</u>)	we
níšş (<u>pl</u> nşáaş or nşúuş)	half
nížzáar (<u>pl</u> nížžaaríin)	carpenter
nşálla	God willing, I hope
núur	light
rízz	rice
rxiiş (<u>adj</u>)	cheap
sáa9a (Ft)	hour, clock, watch
?iddáyş ssáa9a?	What time is it?
ssáa9a wíHdi	It's one o'clock

sáb9a (Ft*)	seven
sábt (<u>pl</u> sbúuti)	Saturday
sab9íin	seventy
sab9tá9s	seventeen
súfaṛ (<u>coll</u>)	travelling
sáhla (<u>see</u> ?áhla)	
salaámi (Ft*)	peace, safety
ma9ssalaámi (fla)	goodbye (said by one who stays, Rto: bxáatṛak; R: ?álla isállmak)
sállli (Ft*; <u>pl</u> sláal <u>or</u> salláat)	basket
sámak (<u>coll</u>)	fish
sagiid (<u>adj</u> ; <u>pl</u> rare)	fortunate, happy (<u>see</u> nháar)
siigáara (<u>pl</u> swaagiir <u>or</u> sagáayir)	cigarette
síinama (Ft)	movie-theater
síni (Ft*; <u>pl</u> sníin <u>or</u> sanawáat)	year
sittáyš	sixteen
sítti (Ft*)	six
sittiin	sixty
si9r (<u>pl</u> ?as9áaṛ)	price
šaan9a (Ft*; <u>pl</u> šinnaa9)	maid
šaaṛ	happened, became
?iddáyš šárlak háwn ? How long have you been here (how long has it happened to you to be here?)	
?iddáyš šaaṛ 9úmṛun ? How old have they become?	
šabáaH (<u>pl</u> šabaaHáat)	morning
šabáaH lxáyr (fla)	good morning (greeting; R: or
šabáaH nnúur, yis9ud	šabáaHak, etc.)
šaHíiH (<u>adj</u>)	sound, healthy, true

síHha (Ft)	health ⁻¹³⁰⁻
šIHhtáyn (fla)	may you enjoy your food (Rto: tfađđa)
šá?fi (Ft*; <u>pl</u> ší?af <u>or</u> ša?faat)	piece
šáayif (<u>adj</u>)	seeing
šáraf	honor
šawřba <u>or</u> šuurba (Ft)	soup
šii	thing, (at end of sentence or clause sign of question)
killší <u>or</u> kill šíi	everything
šiiktiir	pretty much
šmáal	left, north
šúkřan	thank you
šúu	what
šwáyyi	what
šwáyyi (Ft)	a little
t- (<u>alt</u> ti-; <u>see Note 2.5</u>)	you, she
t?axxárt	You're late.
t?íil (<u>adj</u>)	heavy
ta	in order to, so that, let's (followed by Prefix Tense)
táani (<u>adj</u>)	second, other, next
mářřa táanyi	again
táažir (<u>pl</u> tizzáar)	business man, dealer
táHt (<u>inv</u>)	under
táksi (Ft* <u>pl</u> taksiyaat)	taxi
tfađđal (fla)	please (when offering something - if food R; šIHhtayn)
tiffaaH (<u>coll</u>)	apples

tikram (<u>fla</u>)	at your service, you're welcome
tilmíiz (<u>pl</u> tlaamíiz)	student
tís9a (Ft*)	nine
tis9íin	ninety
tis9tá9š	nineteen
tláata (Ft)	Tuesday
tláati (Ft*)	three
tlaati <u>or</u> tlaata	Tuesday
tmaaniin	eighty
tmányi <u>or</u> tmaani	eight
tminta9š	eighteen
tnáyn	two, Monday
traan	train, street car
tsarrafná (fla)	we're honored
ṭáaṣa (<u>inv</u>)	fresh
ṭáyyib (<u>adj</u>)	good, all right
ṭná9š	twelve
-u (<u>pl verb suffix</u>)	
-u (after vowel: zero)	his, him
ulaad (<u>see</u> ?ibn <u>and</u> wálad)	children
uráa? (<u>see</u> wáṣa?)	
wá?t (<u>pl</u> ?aw?áat)	time
wáaHid (F: wiHái)	one
wálad (<u>pl</u> uláad)	son
wál9a (Ft)	light (e.g. for cigarette)
waláw	of course, naturally, what do you think?
wállá	by God = indeed, absolutely

wára? (<u>coll</u> ; <u>pl</u> uṛáa? <u>or</u> wáṛ?áat)	paper, (sg "piece of paper, ticket)
wáyn	where
wíHdi (<u>see</u> waaHid)	one
wiláayi (Ft)	state
xábaṛ (<u>pl</u> ?axbáaṛ)	news
xafiif (<u>adj</u>)	light
xálf	beyond, in back
xálf min	in back of
xaliil (<u>pers name</u>)	khalil
xamiis	Thursday
xamsi (Ft*)	five
xamsiin	fifty
xamstá9s	fifteen
xáṭṭ (<u>pl</u> xṭuuṭ)	line
xáyr	well being
ṣabáaH lxáyr (fla)	good morning (for R see ṣabáaH)
mása lxáyr (fla)	good afternoon (for R see mása)
tiṣbaH 9a,xáyr (fla)	good night (R: u,?ínti bxáyr)
xáyy (<u>pl</u> ?ixwi Ft)	brother
xawáaža (Mt)	gentleman
xídṛa (Ft*)	vegetables
yáa-	sign of object
yáaxud	take
yamiin	right
yáwm (<u>pl</u> ?iyyáam)	day
yá9mil <u>or</u> yí9mil	do, make
yá9ni <u>or</u> yí9ni	mean, (as non-committal comment "well")

yá9rif	know
yi- (<u>alt 1-</u> ; <u>see Note 3.1</u>)	he, they
yíʔud	sit, stay
yíb9at	send (-l- "to")
yídfa9	pay for (suff things; -l- persons)
yífri? <u>or</u> yífri?	differ (ma9 "with")
yíHfaz	keep, preserve
ʔálla yíHfazak (fla)	God preserve you (Rto: ʔálla (ikúun) má9ak)
yíkwi	iron
yílzam	be necessary (suff <u>or</u> -l- "for")
yímsaH	wipe, dust off
yínzil <u>or</u> yínzal	go down
yírda	become satisfied
yírza9	go back
yístanna	wait for
yís9ud <u>or</u> yís9id	make fortunate, bless
yís9ud maśaak (Rto maśa lxáyr)	
yís9ud şabáaHak (Rto şabáaHak (Rto şabáaH lxáyr)	
yíşkur	thank
yíştri	buy
yítřuk	leave
yitwá??af	depend
yit9állam	learn
yířbux	cook
yířla9	go up
yířhař	appear, seem
yízi	come

yí9ṭi or ya9ṭi (suff either thing or person; if both then suff person and yáa- thing)

zyáadi (Ft) extra, more than enough

žím9a (Ft*; pl žíma9 or žmáa9) week

9a_u (alt before suffix: 9lay-) on, at, to

9láyyi ýamma 9láyk ? On me or on You? (= who pays?)

díllni 9a_u1?utáyl direct me to the hotel.

9a_uyamiínak on your right

btitwá??af 9a_u... it depends on

9a_{dm}

9ámm (pl 9múumi) uncle (father's brother)

9an from, about

Hkiitíllak 9ána I told you about her

9ářabi (adj) Arabic

9ásřa (Ft*) ten

9ind at the place of, near, in the possession of

9índi kíllší I have everything

9ind lmása toward evening

btúřal 19índu you'll get to his place

KEEPING COOL

- | | |
|--|--|
| weather | táʔs |
| sweet | Hílu |
| 1. How nice the weather is today. | šúu ha ttáʔs lHílu yáwm. |
| spring | řabíi9 |
| 2. This is spring weather. | háyda táʔs řabíi9. |
| school | mádrasi |
| why | láyš |
| 3. You seem to be late for school today, why? | byířhař mʔáxxař, 9a lmádrsi lyáwm láyš ? |
| past | máađi |
| I went up | řlí9t |
| mountain | žábal |
| 4. Last week I went up to the mountain. | žím9it lmáađyi řlí9t 9a žžábal. |
| he was | káan |
| 5. How was the weather in the mountains? | kíif káan táʔs bi žžábal ? |
| cold, coldness | bárd |
| 6. It wasn't too cold. | ma káan fíi bárd ktiir. |
| 7. The weather's nice in Beirut in the spring. | bbayrúut Hílu ttáʔs bi řřabíi9. |
| it assembles | byíšbih <u>or</u> byíšbah |
| 8. It's like California weather. | byíšbih táʔs kalifúurňa. |
| but | láakin |
| Summer | řáyf |
| 9. But summer is hotter here than there. | láakin řřáyf háwn ʔášwab min hwaniik. |

17. You're right, but there's nothing like Beirut in the winter. ma'ak Ha?? bass ma'fii mitl bayruut biššiti.
18. Where did you spend the summer last year? wayn šayyafu sint lmaadyi ?
- place maṭraH
- special xšuuši
19. We didn't go any place special for the summer. ma-šayyafna bmaṭraH xšuuši.
- we went riHna
- toward sawb
- north smaal
- month šahr
- time zamáan
20. We went up north for a month. riHna sawb ššmaal šahr zamáan.
- we went back rzi'na
- we went down nzilna
- summer place mašyaf
- south žnuub
21. We came back down to summer resorts in the South. rzi'na nzilna 9a-šayyif žžnuub.
- you (pl) passed mra'tu
- Aley 9aalay
22. Did you stop at Aley? mra'tu 9a-9aalay ?
- they stayed ḡallu
23. Yes, my mother and father stayed there with my uncle. na'gam, ?immi u-bayyi ḡallu hawniik ma9 9ammi.
24. And I came with my wife. u-?ana žiit ma9 marṭi.
- changed ngayyaṣ

25. It looks as though the weather has changed.

šaaŷíflak ttáʔs mǵáyyar.

he went up

ṭíli9

26. What a wind has come up!

šuu ha,ḷháwa ṭíli9.

he came

?íza

clouds

ǵáym

27. Where did all these clouds come from?

mnáyn ?íza ha,ḷǵáym killu ?

going to

raH

(she) rains

bitsátti

28. I think it's going to rain.

biftíkir raH bitsátti.

come

tá9a

room

?úuḍa

29. Come on, let's go to the room.

tá9a ta,ḷnrúuH 9a,ḷ?úuḍa.

Note 7.1. Comparatives. Study the following forms which have appeared in the Basic Sentences of Units 1-7:

ʔákbař	large, older
ʔářwab	warmer, hotter
ʔánřaf	drier
ʔáktař	more
ʔáHsan	(or ʔáHsin) better
ʔáǧlab	more likely

This is the regular Arabic equivalent of English adjective forms in "-er". Such forms will be called **COMPARATIVES**. A comparative consists of a root (e.g. \sqrt{kbr} , $\sqrt{řwb}$, $\sqrt{nřf}$, etc.) plus ʔa- prefixed and -a- inserted between the second and third consonant of the root. This could be abbreviated ʔaccac where each c indicates a place for one consonant of the root.

A set of vowels of this kind which interlocks with a root and has a special grammatical meaning (e.g. "comparative") will be called a **PATTERN**.

Here is a list of comparatives:

<u>Comparative</u>	<u>Meaning</u>	<u>Noun of same root</u>	<u>Meaning</u>
ʔábrađ	colder, cooler	bárd	coldness
ʔáǧlab	more likely		
ʔákbař	larger, older	kbiir	large, old
ʔáktař	more	ktiir	a lot, much
ʔánřaf	drier	náařif	dry
ʔárxař	cheaper	rxiiř	cheap
ʔářwab	hotter	řáwb	heat
ʔátʔal	heavier	tʔiil	heavy
ʔázǧař	smaller, younger	zǧiir	small, young

Notice that there is usually a corresponding adjective (or even several adjectives of the same root, but sometimes the only corresponding form is non-adjectival noun of the same root (e.g. šáwb). In other words, an Arabic comparative is not a comparative of a particular adjective as in English, but is the comparative for a particular root.

Note 7.2 Suffix Tense. Study the underlined verb forms in the following Basic Sentences of this and preceding Units:

- 7.5 kif kaan ttáʔs bi,žžábal. How was the weather in the mountains?
- 7.26 šúu ha,łháwa tili9. What a wind has come up.
- 7.27 mǎayn ?íza ha,łgáym kǐllu ? Where did all these clouds come from?
- 3.14 nsálla káanit sáfrtak mǐiHa. I hope you had a good trip.
- 4.32 káanit ?áa9di she was staying
- 2.1 ?ižit lbúušta. Here comes the bus!
- 7.23 ná9am, ?immi u,báyyi dállu hawniiki Yes, my mother and father stayed there.
- 7.13 řřúubi wi,ššáwb qaaya?uuni.... The humidity and heat were oppressive.
- 1.11 fhimt? Do you understand?
- 1.15 9maál ma9ruuf 9iid lli ?iltu. Please repeat what you said.
- 2.32 ?íza t?axxart 9an ssaa9a xamsi u,níšš ... If you're later than five-thirty....
- 3.12 9a,?áyya baabúur žiit ? What boat did you come on?
- 4.27 9ind mǐin kinti tištiǵli ?ábl ? Who were you (fem) working for before?
- 4.31 wayn t9allámti ? Where did you (fem) learn it?
- 9.18 wayn řayváftu sint lmáa9yi ? Where did you spend the summer last year?
- 7.22 mra?tu 9a,9aaláy ? Did you stop at Aley?
- 1.12 ná9am, fhimt. Yes, I understand.
- 3.13 žiit 9a,łmarin káařp. I came on the Marine Carp.

- 7.12 sínt lmáádyi ḡaḡḡáyt háwni... Last year I stayed here ...
- 4.22 háydi lbínt lli Hkiitíllak ḡána. This is the girl I spoke to you about.
- 3.6 tšarrafna bmaḡrífak. I'm honored to meet you.
- 3.41 nbšatna ktiir bšawftak. I'm glad to have met you.
- 7.19 mašayyafna bmátraH xšúuši. We didn't go any place special for the summer.
- 7.20 riHna sáwb ššmáal ... We went up north ...
- 7.21 rziḡna nzílna ḡaḡmšáayif žžnúub. We came back down to summer resorts in the south.

In addition to the forms of the Prefix Tense, there is one other set of verb forms in Arabic, characterized by suffixes (-it, -u, -t, etc.), which will be called the SUFFIX TENSE.

Here are sample third person forms:

káan	he was	káanit	she was	ḡaḡḡu	they stayed
ḡíliḡ	he went up	ḡížit	he came	ḡaáyaḡu	they oppressed
ḡíza	he came				

The third person singular masculine, the "he" form, consists of the stem (root plus pattern) with no prefixes or suffixes. This is the simplest form of the verb, and from this Unit on verbs will be entered in the Vocabularies under this form. The suffix -it is added to the masculine form for the feminine singular, and the -u plural ending already familiar from the Prefix Tense is added for the plural. Notice that if the masculine ends in iḡ (e.g. ḡíliḡ) the i is dropped before adding the -it or -u. Here are further examples of third person forms of the Suffix Tense:

ḡíliḡ	he went up	ḡílḡit	she went up	ḡílḡu	they went up
nízil	he went down	nízlit	she went down	nízlu	they went down
fíhim	he understood	fíhmit	she understood	fíhmu	they understood
ḡírif	he knew	ḡírfit	she knew	ḡírfu	they knew
káan	he was	káanir	she was	káanu	they were
šáaf	he saw	šáafit	she saw	šáafu	they saw
žáab	he brought	žáabit	she brought	žáabu	they brought

naám	he slept	naámit	she slept	naámu	they slept
dáll	he directed	dállit	she directed	dállu	they directed
Hább	he loved	Hábbit	she loved	Hábbu	they loved
ḡáaya?	he oppressed	ḡáaya?it	she oppressed	ḡáaya?u	they oppressed
sáa9ad	he helped	sáa9adit	she helped	sáa9adu	they helped
?íza	he came	?ížit	she came	?ížu	they came

Here are sample second person forms:

fhimt	you understood	kínti	you (fem) were
?ílt	you said	t9allámti	you (fem) learned
t?axxárt	you became delayed	ṣayyáftu	you (pl) spent the summer
žiit	you came	mrá?tu	you (pl) passed

The second person suffix is -t, to which are added the feminine ending -i or the plural ending -u, both familiar to us in the forms of the Prefix Tense. Notice that the stem of the second person is not always the same as the stem of the third person, e.g. káan: kánti, ?íza: žiit.

Here are further examples of second person forms:

fhimt	you understood	fhimti	you (fem) understood	fhimtu	you (pl) understood
ṭli9t	you went up	ṭli9ti	you (fem) went up	ṭli9tu	you (pl) went up
nzílt	you went down	nzílti	you (fem) went down	nzíltu	you (pl) went down
kínt	you were	kánti	you (fem) were	kántu	you (pl) were
?ílt	you said	?ílti	you (fem) said	?íltu	you (pl) said
šíft	you saw	šífti	you (fem) saw	šíftu	you (pl) saw
žiit	you came	žiiti	you (fem) came	žiitu	you (pl) came
mrá?t	you passed	mrá?ti	you (fem) passed	mrá?tu	you (pl) passed
ṣayyáft	you summered	ṣayyáfti	you (fem) summered	ṣayyáftu	you (pl) summered
naḡḡáft	you cleaned	naḡḡáfti	you (fem) cleaned	naḡḡáftu	you (pl) cleaned

Here are sample first person forms:

fhím̄t	I understood	tšarrafna	we were honored
ḡaḡḡáyt	I stayed	nbšáṭna	we were happy
žíit	I came	šayyáfna	we summered
		riHna	we went
		rži9na	we returned
		nzi1na	we went down

The first person singular suffix is -t. This means that the first singular and second masculine singular (the "I" and "you" (masc forms) of the Suffix Tense are always identical. The first person plural suffix is -na. Notice that this suffix is identical with the first person plural pronominal ending -na "us, our", and is the only instance of similarity between these two different sets of suffixes. The stem of the first person forms is always the same as the stem of the second person forms, i.e. if there are more than one stem in the Suffix Tense of a verb, there are only two - one for the third person (kaan, -it, -u) and one for the second and first (kin-t, -ti, -tu, -t, -na).

Here are further examples of first person forms:

nzi1t	I went down	nzi1na	we went down
fhím̄t	I understood	fhím̄na	we understood
rži9t	I returned	rži9na	we returned
riHt	I went	riHna	we went
žíbt	I brought	žíbna	we brought
ḡaḡḡáyt	I stayed	ḡaḡḡáyna	we stayed
Habbáyt	I loved	Habbáyna	we loved
šayyáft	I summered	šayyáfna	we summered
ḡassált	I washed	ḡassálna	we washed

All these suffixes are the same for all verbs. There is some variation, however, in the stem structure of verbs, and this will gradually be explained in succeeding Units.

Here are full lists of Suffix Tense forms for several types of verbs:

nízil	šáaf	dáll	?íza
nízlit	šáafit	dállit	?ížit
nízlu	šáafu	dállu	?ížu
nzílt	šíft	dalláyt	žíit
nzílti	šífti	dalláyti	žíiti
nzíltu	šíftu	dalláytu	žíitu
nzílt	šíft	dalláyt	žíit
nzílna	šífna	dalláyna	žíina

SECTION G. VOCABULARY

ʔadaʔ yiʔdir	be able
ʔaliil (<u>adj</u>)	few, sparse
ʔansaʔ	drier
ʔiʔa yiʔi	come
ʔuuḍa (Ft* <u>pl</u> ʔuwad)	room
bakkiir	early
bard	cold, coldness
ḍaayaʔ idaayiʔ (also daayaʔ, idaayiʔ)	annoy, embarrass, oppress
ḍallḍ idallḍ	stay, keep on (doing something)
hawa(M)	air, breeze, wind
Hilu (<u>adj</u> ; F Hilwi, <u>pl</u> Hilwiin)	sweet, nice
kaan ikuun	be
laakin	but
laysʔ	why
lawʔinn- <u>or</u> lawinn- <u>or</u> lawwinn-	if (I, it, she, etc.) were
maadi (<u>adj</u>)	past, last
madrsi (Ft* <u>pl</u> mdaaris)	school
maʔaʔ yimruʔ	pass, stop at
maʔyaf (<u>pl</u> msaayif)	summer resort
matʔaH (<u>pl</u> mtaariH)	place
mḡayyaʔ (<u>adj</u>)	changed, different
naaʔif (<u>adj</u>)	dry
nizil, yinzal, yinzil	go down
ʔabii9	spring
ʔaaH iʔuuH	go

raH	going to (followed by Prefix Tense with or without the b-prefix)
rʔuubi (Ft)	moisture, humidity
sabaH yisbaH	swim
sawb	toward
ʕayf	summer
ʕahr (?iʕhar)	month
ʕams (F; pl ʕmuus)	sun
ʕattit yitsatti	rain
ʕiti (M)	winter
ʕmaal	north
taʕs (pl tʕuus "rituals")	weather, ritual
ta9a (F ta9i; pl ta9u)	come
ʔili9 yitla9	go up
xariif	fall, autumn
xʕuusi (adj)	special, private
yisbah, yisbih	resemble
yizhar	seem, appear
zabal (pl zbaal)	mountain
zihha (Ft)	side, direction
znuub	South
yaalay	Aley (town in Lebanon)

- | | |
|---|--|
| polish | lammi9 |
| Ali | 9áli |
| 9. Do a good job on the shoes, Ali. | lammi9li şşibbaat miiH ya9áli. |
| oil | zayt |
| 10. Shall I put hair tonic or just water? | bHiţţillak zayt şá9r yamma báss máyy ? |
| comb | maşşit |
| 11. Comb it for me dry. | maşşitli yaa 9a,nnáaşif. |
| separation, difference | fír? |
| side | žánb |
| 12. And make the part on the side. | u9milli lfír? 9a,žžánb. |
| 13. I think I have time to shave. | biftikir 9índi wá?t ta,íHlu?. |
| knife, straight razor | míus |
| your | táb9ak |
| sharp | Hádd |
| 14. Is your razor sharp? | lmíus táb9ak Hádd ? |
| blade (of safety razor) | şáfra |
| 15. I'll shave you with a safety razor if you want. | biHlí?lak bi,şşáfra ?íza btríid. |
| I brush you | farsíilak |
| professor | ?istaáz |
| 16. Shall I brush you off, sir? | báddak farsíilak ya,?istaáz ? |
| 17. May it be to your comfort, sir. | na9íiman, ya,xawaáža. |
| 18. And to yours. | yín9am 9layk. |
| wood (for fuel) | Háţb |
| water heater | ?azaán |
| 19. Put wood in the heater, would you? | bi,Hyaatik Hiţţi Háţb bi,l?azaán. |

- | | |
|--|--|
| kindle (fem) | šá99li |
| bath | Himmaám |
| 20. And light (the heater for)
a bath. | u,šá99li lHimmaám. |
| you take a bath | titHámmam |
| 21. When do you want to take a bath? | ?aymtiin báddak titHámmam ? |
| possible | múmkín |
| 22. Now, if possible. | hálla?, ?íza múmkín. |
| hot | síxn |
| 23. Don't put too much wood on;
I don't like the water too hot. | ma,tHiṭṭi Háṭb ktiir. ma,bHíbb lmáyý
síxni ktiir. |
| I prepare | Háḍḍiṛ |
| clothes | tyááb |
| towel | mańśfi |
| 24. All right, and I'll get out your
clothes and the towel for you. | ṭáyýib, ta,Háḍḍiṛlak tyáábak
wi,lmáńśfi. |
| (piece of) soap | ṣaabúuni |
| fibre bath sponge | líifi |
| there they are | yaHHinn |
| cabinet | xzaáni |
| 25. And the soap and sponge are in
the cabinet. | wi,ṣsaabuúni wi,lliifi HHinn
bi lxzaáni. |
| suit | ṭa?mi |
| brown | bínni |
| shirt | ?amiíṣ |
| white (fem) | báyḍa |
| ready, present | Háḍḍiṛ |
| 26. Are my brown suit and white shirt
ready? | ṭa?mi lbínni wi,l?amiíṣ lbáyḍa
Haaḍriin šíi ? |

- laundryman káwwa
27. I just brought them back from the laundry. hálla? žibtun min 9ind lkáwwa.
- socks kalsáat
28. And your socks are ready too. u kalsáatak Haađriin kamaán.
- you forget tinsa
- you close tsákkir
- faucet Hanafiyyi
- you appear tíđhar
29. Don't forget to turn off the faucet when you come out. ma tinsa tsákkir lHanafiyyi bass tíđhar.
- dry (verb) náššif
- sweeter ?áHla
- you catch tíl?at
30. Dry yourself well so you don't catch cold. náššif Háalak mniiH ?áHla ma tíl?at bárd.
- you fear (fem) txáafi
- hope rážwi
- heart ?álb
31. Don't worry about me, darling, (Don't be afraid for me, "hope of my heart"). ma txáafi 9láyyi ya rážwit ?álb.
32. I'm ready Adel. ?ána Haađra ya 9aádil.
- coat kabbúut
- hat birnáyta
33. Bring me my coat and hat and let's go. žiibiili lkabbúut wi lbirnáyta. u la nrúuH.
- sweetheart Habiib
34. May it be to your comfort, dear. na 9iiman ya Habiibi.

Section B. Pronunciation

1. Stress. Up to this time the stress in Arabic words has been marked by a over the vowel of loudest stress in each word. To some extent you have undoubtedly developed a "feel" for the position of this stress. Stress on a certain syllable of a word seems "natural". This reflects the fact that the position of the chief stress in Arabic words is almost completely automatic. Here are examples:

PRACTICE ONE

maḥḥabta'yn

katábt

ḡassált

ḡaaláy

wilayaát

waláw

biḥḥabíi9

šaafúu

bišúuf

wiláayi

btitwá??af

?íbnu

šáafu

sini

ḡassalit

máHaba

mákana

kátabit

Counting from the end, the chief stress on most words is on the first long (double) vowel or vowel followed by two consonants. Notice that -ay or -aw at the end of a word counts as a long vowel. If there is no such vowel (long or followed by two consonants) in the word, the chief stress is on the first syllable of the word. Since the position of the stress in most Arabic words is like this, it will not be indicated in the Aids to Listening from this Unit on.

In words which do not have the chief stress in this automatic position, the stress will be marked as before. Examples:

PRACTICE TWO

byiftikír	"he thinks"
mansfíta	"her towel"
saafítun	"she saw them"

2. Short u. Arabic has, as you know, three short (single) vowels: a, i, u. In the particular dialect presented in Units 1-10, approximately that of Beirut, the short u is much less common than the other two vowels. It occurs most frequently in the syllable AFTER the chief stress of the word.

Examples:

PRACTICE THREE

byaaxud	he takes
mínun	from them
biHlu?	I shave
mnaakul	we sat
btiṭbux	she cooks

The short u almost never occurs stressed. Whenever you would expect a short u, as a regular feature of a certain pattern, you will find a short í instead.

Examples:

PRACTICE FOUR

byaaxidna	he takes us
biHlí?lak	I shave (for) you
šifli	see for me

In the Arabic of some other areas in the Syrian Arabic region, the short u occurs just as freely as the a and i, not only in such words as those given in Practice Four (byaaxudna, šifli, etc.), but also in many words that are simply listed with short i in these Units (e.g. xibz, xubz; nişş; nuşş). Words which have this variation are given in the Cumulative Vocabulary of Unit 12 with a dotted u, which indicates that in areas like Beirut the vowel is i, but that in certain other areas like parts of North Lebanon, the vowel is u.

Section C. Analysis

Note 8.1 Verbs. All Arabic verbs have Prefix and Suffix Tense and Command forms and they all have the same prefixes and suffixes. As you have seen, however, Arabic verbs show considerable variation in the structure of the stem. There are two general types of Arabic Verbs: (1) Verbs of which the stem consists simply of root plus pattern (ṭili9, yiṭla9; šaaf, išuuf; dall, idill; etc.). These will be called SIMPLE VERBS. (2) Verbs of which the stem consists of root plus pattern plus some other feature, such as doubling the second consonant (naḍḍaf, inaḍḍif), long aa between the first and second consonant (saa9ad, isaa9id), -t- infix between the first and second consonant (štaḡal, yistḡil), etc. These will be called AUGMENTED VERBS.

Simple verbs have two possible patterns in the Suffix Tense, with stem vowel a or i (ṭalab, fihim). Augmented verbs have only one pattern in the Suffix Tense, with stem vowel a (sakar, saa9ad, stagal).

Simple verbs have three possible patterns in the Prefix Tense, i.e. stem vowel a, i, or u (yismaH, ya9mil, yiṭlub). Augmented verbs have only one pattern in the Prefix Tense, with stem vowel i (isakkir, isaa9id, yišgil).

Simple verbs have three possible patterns in the Prefix Tense, i.e. stem vowel a, i, or u (yismaH, ya9mil, yiṭlub; inaam, ižīib, išuuf). Augmented verbs have stem vowel isaa9id, yišgil in the Prefix Tense. Augmented verbs which have the t- prefix have stem vowel a (yit9allam, titwa??af, yit?axxar, etc.)

In other words, for augmented verbs you have to learn only one form and you will know all the other forms. With a simple verb you have to learn two forms so that you know the stem vowel of the Suffix Tense and the stem vowel of the Prefix Tense. From now on only the third person singular masculine form of the Suffix Tense will be given in Vocabularies for augmented verbs; for simple verbs this form will be given and in parentheses after it will be the stem vowel of the Prefix Tense. Here are sample entries:

naššaf	dry (naššaf "he dried"; inaššif "he dries")
t9allam	learn (t9allam "he learned"; yit9allam "he learns")
fataH (a)	open (fataH "he opened"; yiftaH "he opens")
ṭalab (u)	ask for (ṭalab "he asked for"; yiṭlub "he asks for")
nizil (i,a)	go down (nizil "he went down"; yinzil, yinzal "he goes down")

Note 8.2 Active participles. Study the underlined forms in the Basic Sentences of Units 1-8 given below:

2.24	šaa ^š yif ha ^h lbinaayi ...?	Do you see <u>that</u> building?
2.30	niHna <u>baa^hʔyiin</u> hawn ...	We're staying here ...

- 3.9 žaayi ta yzuuḡ blaadna. He's here to visit our country.
- 4.9 laazim taḡrif tiḡbux ... She has to know how to cook.
- 4.32 ... kaanit ?aaḡdi ḡind naas ... She was staying with French people.
frinsaawiyyi.
- 7.4 žimḡit lmaadyi ḡliḡt ḡa žžabal. Last week I went up to the mountains.
- 7.10 bi žžabal lhawa naašif. In the mountains the air is dry.
- 7.26 ta?mi lbinni wi l?amiiš lbayaḡa Are my brown suit and the white shirt
Haadriin šii ? ready?
- 7.32 ?ana Haadra ya ḡaadil. I'm ready, Adel.

Each of these words has long a between the first and second consonants and i after the second consonant, has the regular feminine and plural forms of an adjective (Ft ending and -iin), and is associated with a simple verb having the same root. Words of this kind will be called ACTIVE PARTICIPLES. The active participle of a simple verb is an adjective having the same root as the verb and having the pattern CaaCic. Its meaning is closer to that of English verb forms in -ing than to anything else, but the active participle of Arabic does not correspond exactly to any English form.

As mentioned in Note 7.1, most Arabic roots consist of three consonants. Some however seem to have a vowel in them. A root may have a vowel as its second component as in the root of verbs like naam, žaab, šaaf. Such roots will be referred to as CVC roots. The active participle of a simple verb which has a CVC root ALWAYS HAS Y AS ITS SECOND CONSONANT. Thus, the active participles of naam, žaab, šaaf are naayim, žaayib, šaayif. Likewise an f root may have a vowel as its third component as in the roots of verbs like Hiki and ḡaḡa. Such roots will be called CCV roots. The active participle of a simple verb which has a CCV root ALWAYS HAS Y AS ITS THIRD CONSONANT. Thus, the active participles of Hiki and ḡaḡa are Haaki (Haakiy, Haakiyin) and ḡaaḡi (ḡaaḡyi, ḡaaḡyin). Here are further examples of active participles:

1. naazliin ḡa bayruut žimḡt žžaayi ? Are you going down to Beirut next week?
2. la? ḡaalḡiin ḡa žžabal. No, we're going up to the mountains.
3. Haatiḡ ?iidu b?iid xayyu u šišḡlun . He's gone partners with his brother
ḡaal. and they're doing fine.
4. ma tiHki. ssitt naaymi. Don't talk. The lady's asleep.
5. ?ana baa?i hawn ha žžimḡa. I'm staying here this week.
6. waḡḡa baayiḡ kill xidḡtu. He's sold all his vegetables.

7. kam salli ?aaxid ma9ak ? How many baskets are you taking along?
8. ?aaxid bint Hil~~ka~~ ktiir. He's married (has taken) to a very nice girl.

Notice that the active participle may refer either to the immediate present and near future (sentence 7) or to an action which has taken place in the past and the effect of which has continued to the present (sentence 8). These are two basic uses of the active participle. Notice also that in many cases an active participle corresponds to an English adjective (naayim = "sleeping", "asleep"; naašif = "drying, having dried" "dry"; ǧaali = "expensive").

Note 8.3 The morpheme -l- "to, for" is used in various ways and has several alternants. The use of ?il- as an independent stem and l(i)- as a noun prefix was described in Note 5.5. The use of -l- as a verb suffix was discussed in Note 4.4: this use will be summarized in this note. Study the following three groups of examples taken from the Basic Sentences of this and preceding Units.

(1) -l- suffix

- 8.5 xaffifli yaaha. Lighten it for me.
- 8.33 ẓiibiili lkabbuut w1 lbirnayta... Bring me my hat and coat.
- 8.12 u,9milli lfir? 9ažanb. And put the part on the side for me.
- 8.15 biHli?lak bi,ššafra ?iza bitriid. I'll shave you with a safety razor if you want.
- 8.16 baddak farsiiilak ya,?istaaz ? Do you want me to brush you off, sir?
- 7.25 šaayiflak tta?s maayyař. It looks as though the weather's changed.

(2) -l- suffix with shortening of vowel

- 3.10 ?iddays šařlak hawn ? (šař - lak) How long have you been here?
- 5.17 zinli tnayn kiilu batnžaan... Weigh out two kilos of eggplants...
(ziin - li)
- 8.8 9muul ma9ruuf ?illu lil booyaži... Please tell the bootblack...
(?uul - lu)

(3) -ill- suffix

- 8.4 ?iššilli ša9ri u ba9dayn bšuuf. Cut my hair and then I'll see.
- 8.10 bhiřřillak zayt ša9r yamma bass Shall I put on hair tonic for you
mayy. or just water.

4.22 haydi lbint lli Hkiitillak 9ana. This is the girl I spoke to you about.

The suffix -l- "for" may be added to any verb form. This includes the command form (BS 8.12) and the active participle (BS 7.25). If the verb form to which it is added ends in VVC, i.e. a long vowel followed by a consonant, the long vowel is shortened (BS 3.10, 5.17). If the long vowel is uu (BS 8.8), the shortened vowel is -i-, not -u-, as explained in the Pronunciation Section of this Unit. Finally, the suffix has the alternant -ill- if (1) the verb form ends in a double consonant (BS 8.4, 8.10) or (2) the verb form ends in the -t "I", "you" suffix of the Suffix Tense (BS 4.22).

Note 8.4 m-nouns. In addition to the various characteristic noun patterns there are several prefixes which occur in nouns; of these probably the most common is mV- (usually ma-, sometimes mi- or mu-). Study the following nouns which have appeared in Units 1-8:

maktab	office, desk	√ktb	writing
maşyaf	summer resort	√şyf	summer
maṭṭam	restaurant	√ṭm	tasting, food
mafraʔ	intersection	√frʔ	divide, separate, differ
madr̥si	school	√dr̥s	study
manšfi	towel, napkin	√nšf	dry
masʔli	question, matter for discussion	√sʔl	asking
maḡrfi	acquaintance	√ḡrf	knowing

These nouns are examples of two very common types of m-nouns. The first consists of root plus the pattern (including the prefix; maCCaC) and such a noun usually denotes the place where the action denoted by the root takes place. Thus, maktab "a place where you write, a desk, an office"; maşyaf "a place where you spend the summer"; maṭṭam "a place where you eat food". Other examples with roots you know:

maḡmal	factory	√ḡml	do, make
masbaḤ	swimming pool	√sbḤ	swim
maṭḡax	kitchen	√ṭḡx	cooking

The second type consist of root plus the pattern maCCC plus the Ft ending. The meaning of these nouns varies considerably. Sometimes a noun of this type denotes a place (madr̥si), sometimes the tool or implement by which the action of the root takes place (manšfi), sometimes the action of the root itself (masʔli, maḡrfi). Here is another example with a root you know:

maşbḡa	laundry (cf. teinturerie)	√şbḡ	dyeing, painting
--------	------------------------------	------	------------------

The plural of both these noun types has the pattern mCaaCic, or maCaaCiC, although occasionally a regular plural as -aat is also used for the Ft nouns. Thus: mkaatib, mşaayif, mdaaris, mnaaşif.

SECTION E. LISTENING IN

Conversation 1. Meeting Abdullah on the road.

- F. nhaarak sa9iid ya 9abdalāa.
- A. ?ahla w sahra ya fu?aad. tfaḍḍal šarḥifna.
- F. la? waḷḷa baddi řuuH 9a ssuu? u ?ištři šwayyit ḡraaḍ.
- A. tta?s mniiH lyawm u ma biftikir řaH bitšatti.
- F. wayn řaani9tak ?
- A. ḡallit bi lbayt laazim tḡassil u tikwi, mbaariH naḡḡafit l?arḍ.
- F. daxlak kiif ?as9aar lxiḍra ? bi?uulu lbatnžaan ḡaali ktiir.
- A. 9ind kamaan lxiḍra rxiiša wi lllaHmi mniiHa.
- F. lyawm žžim9a ma baakul laHmi laakin lHadd maḡti badda řa9mil kuusa miHši.
- A. sabb žžaayi ?iza kaan fii šawb hawn badna niṭla9 9a žžabal.
- F. niHna mniftikir nḡall hawn wi nřuuH nisbaH.
- A. ?immi u bayyi žaayiin izuuřuuna bitHibb tšarḥifna ?inti u maḡtak ?
- F. mna9mil kill žihdna minHibb nšuufun u mit9arrař 9layun.
- A. ?aḷḷa ikuun ma9ak.
- F. ?aḷḷa yiHfažak w ixalliik nšaḷḷa.

Conversation 2. A shopkeeper and his friend Mahmud.

- M. řřabii9 ha ssini Hilu ktiir.
- D. řřabii9 bitřaabluř mafii ?aHla minnu. kill nnaaa bit?uul hayk.
baddkun tšayyofu bmaṭřaH xřuuai ha řřayf ?
- M. n?aḷḷa řaad řaH niṭla9 9a bšarri wi nmaḡḡi šahrayn. maḡti bitHibb
mšaayif ššmaal.
- D. wayn řaayih halla? ?
tta?s řřuubi laazim tHiṭṭ biřnayṭa ?aHla ma taaxud bard.
- M. kill žim9tayn b?iřř ša9ri u bištři šwayyit ḡraaḍ.

- D. ?ana biHlu? bbayti 9indi muus tayyib.
- M. u,?ana biHlu? bilbayt kamaan laakin bfađđil ?iHlu? biššafra.
bass ruuH l9ind lHillaa? b?illu l9ali yišbiğli şibbaaŕi.
- D. ?ana ba9rfu l9ali. huuwi booyaži 9aal.
bi,lxariif byirža9 9a,baytu bžihhaat žžnuub.
fii xawaaza ?ingliizi ?iža lhawn ha,žžim9 bta9rfu ?
- M. laa hayda ?amarkaani u,?aa9id hawniik bbayt slaymaan.
- D. kill yawm 9a,bukra byinzal l9indi 9a,ddikkaan wi,byiŕtri xiđra.
- M. huwwi ?istaaz bi,lmadrsi u,byižhař ?innu mit9allim.
smaHli ŕaař laazim ?irža9 9a,lbayt. t?axxarna.
- D. ma9,ssalaami.

Note 8.5 Formulas. The formula bi,Hyaatak or wi,Hyaatak "by your life" is used either (1) with a friendly request, roughly equivalent to English "come on and do ..." or "how about doing ..." or (2) with an offer of service, equivalent to English "please", "you must". Examples of the first usage are found in Basic Sentences 8.2 and 8.19. Here is an example of the second use:

- A. tfađđal. Please, go ahead. (telling someone to go ahead of him, e.g. through a door).
- B. ma,biŕiir. No, you go first. ("It can't happen.")
- A. bi,Hyaatak ya,fu?aad. Go on, Fuad, please.

The formula na9iiman is used in addressing someone who has just been refreshed in some way (other than by food). The most usual situations are: after a haircut, shave, or bath, or after waking up from sleep. In the Basic Sentences of this Unit 8.17 was said by the barber to his customer when he finished with him; sentence 8.34 was said by the wife to her husband when he emerged from his bath. Notice that this formula (dyadic), expecting a response, but that in the interchange between wife and husband the response was omitted. (?aŕa) yin9im 9layk is the response to $\sqrt{n}9m$. Thus, for example it is possible to reply to na9am with this response, although it serves most frequently as response to na9iiman.

Notice that ?istaaz means "professor" but is also frequently used as a term of address, often by a shopkeeper or tradesman to a customer, usually to a fairly well-to-do gentleman, Arab or European, dressed in Western clothes.

Section G. Vocabulary

?aHla	sweeter, nicer.	Himmaam (pl Himmamaat)	bath
?aHla - verb	so that	kabbuut (pl kbaabiit)	coat = overcoat
?alb (pl ?luub)	heart	kahraba (M)	electricity
?amiis̄ (F; pl ?imsaan)	Shirt	kalsaat (pl; sg rare: (kalsi Ft)	
?aṣṣ (i)	cut	kawwa (no pl)	laundryman
?aṣṣaan (no pl)	water heater	la?at (a)	catch
bayḍa (adj F)	white	lamma9	make gleam, polish
binni (adj)	coffee-colored, brown	liifi (Ft* pl liyaf)	fiber bath sponge
birṇayṭa (Ft* pl bṛaanit̄)	hat	m?aṣṣ (pl rare: m?aṣṣaat)	scissors
booyaṣi (pl booyaṣiyyi)	bootblack	makana (Ft)	machine
ḍahaṛ (a)	come out, appear	manṣfi (Ft* mnaaṣif)	towel, napkin
farṣa (ifarṣi)	brush	maṣṣat	comb
fir? (pl fruu?a)	separation, difference, part (in hair)	muus)pl mwaas)	knife, straight razor
Haḍdir (adj)	ready	naṣṣaf	dry
Habiib (pl Hbaayib)	sweetheart, dear	na9iiman (fla)	may it be to your comfort
Hadd (adj)	sharp	R: (?aḷḷa) yin9im 9layk	
Haḍḍar	make ready, prepare	nisi (a)	forget
Hala? (u)	shave (-l-)	ra?bi (Ft* pl r?aab)	neck
Hanafiyyi (Ft)	faucet, tap	raṣwi (Ft)	hope
Haṭab (coll)	wood for fuel	raṣwit ?albi	(my) darling
Hayaat (Ft*)	life	sakkar	close, turn off
bi Hyaatak or wi Hyaatak	please, indeed (see Note 8.5)	sixn (adj)	hot (of things)

šaabuun (<u>coll</u>)	soap	9ali (<u>pers name</u>)	Ali
šabaḡ (i)	paint, dye, polish (shoes)		
šibbaaṭ (<u>pl</u> sbaabiit)	pair of shoes		
šafra (Ft)	(safety)razor blade		
ša9r (<u>coll</u>)	hair		
ša99al	kindle, light		
taʔm (also taʔm: <u>pl</u> tʔuumi, tʔuumi)	suit of clothes		
taba9	belong to		
tHamam	take a bath		
tyaab (<u>pl</u> : <u>sg rare</u> : tawb)	clothes		
xaaf (a)	be afraid (min "of", 9a "for")		
xaayif minnu	afraid of him		
xaayif 9lay	afraid for him, worried about him		
xaffaf	lighten, lessen		
xzaani (Ft* <u>pl</u> xzaayin or xzaanaat)	cabinet, closet		
yaH	here is		
yaHḤu (wwi)	here he is		
yaHḤi (yyi)	here she is		
yaHHinn(i)	here they are		
zayt (<u>pl</u> zaytaat <u>or</u> zyut)	oil		
žanb (<u>pl</u>)	side		
žibraan (<u>pers name</u>)	Gibran		

9. And I cough a little u bis9ul šwayyi.
 I decided ?arrart
 doctor or physician Hakiim
 he tests yifHaş
10. I decided to come to the doctor's ?arrart ?iži l9ind lHakiim yifHasni.
 and get examined.
 important or serious mhimm
11. It certainly isn't anything m?akkad ma fii šii mhimm
 serious.
 doctor daktuur
 tailor xayyaat
12. In any case Dr. Taylor is a 9a kill Hall daktuur xayyaat daktuur
 good doctor. miiH.
 he takes care byi9tini
13. And he'll take good care of you. u huwwi byi9tini fiik miiH.
14. I hope so. bit?ammal hayk.
 clinic 9iyaadi
15. What brings you to this clinic? šuu žaayabak ?inti 9a ha l9iyaadi ?
16. There's nothing the matter with ma bini šii, nişkuř ?alla.
 me. Thank God!
 I ask ?is?al
17. I'm here to ask the doctor žaayi ta ?is?al lHakiim 9an xayyi.
 about my brother.
 night layli
 he woke up faa?
18. Last night he woke up with a laylit lmaadyi faa? 9a waža9 bižandu
 pain in his right side. lyamiin.
 hospital mistašfa
19. The doctor sent him right to ddaktuur waddaa diğri 9a lmistašfa.
 the hospital.

appendix

zaydi

20. He's afraid he has appendicitis (the appendix).

huwwi xaayif la,ykuun ma9u zzaydi.

operation

9amaliyyi

21. So they'll operate on him.

?izan byi9mluulu 9amaliyyi.

22. I hope he comes through all right.

nšalla 9a,salaami.

23. Good morning, doctor.

nhaaṛak sa9iid ya,Hakiim.

24. Good morning. Come in, please.

nhaaṛkum sa9iid wi,mbaarak. tfaḍḍal fuut.

25. Everything's all right I hope. Tell me what the trouble is.

xayr nšalla. ?illi šuu baak.

it hurts

byuuža9

26. I've had a cold for two weeks and my head aches.

?ili zim9tayn mraššaH.u,byuuža9ni ḡassi.

27. I'd like you to examine me.

baadi yaak tifHaṣniḡ.

stretch

midd

tongue

lsaan

28. Put out your tongue.

midd lsaanak.

take off

šlaaH

29. Take off your clothes and I'll see.

šlaaH tyaabak ta,šuuf.

30. Lie down. Take a breath.

tla??aH. xuud nafas.

turn

?luub

back

ḡahḡ

31. Turn over on your back.

?luub 9a,ḡahḡak.

breathe

tnaffas

get up

?uum

32. Breathe again. Get up.

tnaffas maḡḡa taanyi. ?uum.

33. What's the result, doctor?

šuu nnatiiži, ya,ḡaktuur ?

grippe

bu_rrikab

34. You have the grippe Abdul Majid. ma9ak bu_rrikab ya_9abd lmažiid.
35. Go home and put on a hot water bottle. řuuH 9a_lbayt u_Hiřř kiis mayy sixni.

prescription

řuuřatta

36. I'll give you a prescription. bi9řiik řuuřatta.

pill

Habbi

37. Take two pills before you go to bed. xuud Habbtayn ?abl ma_tnaam.
38. Thank you, doctor. Goodbye. mitsakkir ya_daktuuř bxaatřak.
39. Goodbye. ma9 ssalaami.

Section B. Pronunciation

1. Short vowels next to H, 9. Just as long aa is affected by a neighboring H or 9 (as discussed in Pronunciation 7.1), you have undoubtedly noticed that the quality of short vowels is also affected.

Short a next to H or 9 sounds something like the "a" in "hat".

PRONUNCIATION PRACTICE ONE

9amm	uncle
tɪt9ab	you get tired
t9allamt	you learned
9an	from
Habb	loved
ʒa9r	hair
baHr	ocean
byismaH	permits
bta9mil	you make

Short i next to H or 9 sounds something like the "e" in "bet".

PRONUNCIATION PRACTICE TWO

9isr	difficulty
Hibb	love
si9r	price
byiHki	speaks byi9tini tends
9imil	made
9ind	at the place of

Notice, however, that when, in addition to the H or 9, there is a heavy consonant nearby, the sound of the a and i is slightly different. The a is almost like the "o" of "lot" and the i is something like the "u" of "but".

PRONUNCIATION PRACTICE THREE

maṭṭam	restaurant
ṣiḤḤa	health
*ṣa9b	difficult
*ḍi9t	I got lost
ṭli9t	I went up

2. Interchange of w and u. In certain cases u is found where you might expect a w. Specifically, if you would expect the combination wC at the beginning of a word or Cw at the end of a word or the combination CwC in the middle of a word, you find u instead of w. For example:

	<u>expected</u>	<u>actual</u>	<u>meaning</u>
√wr? - CCaaC plural pattern	(wraa?)	uraa?	papers
√wld - " " "	(wlaad)	ulaad	children
√Hlw - CiCC adjective "	(Hilw)	Hilu	sweet
√rwh - maCCC-T m-noun "	(maṭṭwHa)	maṭṭuHa	fan
√wṣl - CCiC -t verb "	(wṣilt)	uṣilt	I arrived

The same interchange takes place with y and i, that yC at the beginning of a word is iC, Cy at the end of a word is Ci, and CyC in the middle of a word is CiC. The most frequent example of this is the y- prefix of the Prefix Tense, and in the Active Participle of CCV verbs.

y - ṣuuf	=	<u>expected</u> (yṣuuf)	<u>actual</u> iṣuuf	<u>meaning</u> sees
y - wa??if	=	(ywa??if)	iwa??if	stops
√HkV - CaaCiC	=	(Haaky)	Haaki	speaking

Notice that i or u at the beginning of a word standing for a y or w HAS NO GLOTTAL STOP before it. Words of this kind are the only words in Arabic that begin with a vowel.

Section C. Analysis

Note 9.1 As you have learned, Arabic verbs all have the same prefixes and suffixes. They differ only in the structure of the stem. In simple verbs there are two kinds of variation in the stem. First the stem vowels vary. The stem vowel of the Suffix and Prefix Tenses must be learned for each simple verb. The other kind of variation depends on the structure of the root. For example, all verbs with CVC roots share certain peculiarities, all verbs with roots of which the second and third consonant are alike have certain peculiarities, and so on. You already know the prefixes and suffixes. As soon as you master the variation depending on root-structure, which will be discussed in Units 9-11 you will understand the whole verb system of Arabic. Then when you learn the stem vowels of a new verb, you will automatically know all the forms of the verb. Thus, the Arabic verb system is more regular than the English verb system (think of take, took; sing, sang; can, could; bring, brought; etc.)

(1) CVC verbs. All verbs with CVC roots have CaaC in the Suffix Tense as the third person stem and CiC for the first and second person stem.

naam	naamit	naamu	nimt	nimti	nimtu	ninna
šaal	šaalit	šaalu	šilt	šilti	šiltu	silna
kaan	kaanit	kaanu	kint	kinti	kintu	kinna

All verbs with CVC roots have the stem CVVC in the Prefix Tense. The particular vowel must be learned with each verb.

naam	tnaam	inaam	tnaam	nnaam
	tnaami	inaamu		
	tnaamu			
šiiil	tšiiil	išiiil	tšiiil	nšiiil
	tšiiili	išiiilu		
	tšiiilu			
kuun	tkuun	ikuun	tkuun	nkuun
	tkuuni	ikuunu		
	tkuunu			

Here is a list of all the simple verbs with CVC roots that you have learned in Units 1-9, listed according to their Prefix Tense stem.

A		I		U	
naam	sleep	bii9	sell	?uul	say
xaaf	be afraid	diir	turn	?uum	get up
		fii?	wake up	fuu?	wake up
				kuun	be

ṣiir	become	ṣuuH	go
ṣiil	remove		
ziin	weigh	ṣuuf	see
ṣiib	bring	zuuṣ	visit
ḡiid	repeat		

Notice that faa? "wake up" has either fii? or fuu? in the Prefix Tense.

(2) CC2C2 verbs. All verbs with roots of which the second and third consonants are alike (i.e. CC2C2) have in the Suffix Tense, CaCC as the third person stem and CaCCay- as the first and second person stem.

madd	maddit	maddu
maddayt	maddayt	maddayna
	maddayti	
	maddaytu	

All verbs with CC2C2 roots have the stem CVCC in the Prefix Tense. Only a very few verbs have the stem CACC; almost all of them have the stem CiCC.

In areas which have stressed short u many of these verbs have CuCC stems.

Here is a list of all the CC2C2 verbs you have learned in Units 1-9, arranged according to the stem vowel.

A	I
ḡall	ṣiṣṣ
stay, keep on	cut
	dill
	direct
	himm
	concern
	Hibb
	love, like
	Hiṣṣ
	put
	midd
	stretch out
	ridd
	give back

Note 9.2. Study the following plural forms which have been presented in Units 1-9:

A.	sāms	sun	šmaas	C.	bayt	house	byuut
	walad	son	ulaad		ḡahḡ	back	ḡhuuḡ
	žabal	mountain	žbaal		Ha??	right	H,uu?
	darž	step	draaž		Hadd	Sunday	Hduud
	maḡḡa	time	mḡaaḡ		šams	sun	šmuus
	ra?bi	neck	r?aab		ta?s	ritual	t?uus
	salli	basket	slaal		zayt	oil	zyuut
	war?a	ticket	uḡaa?		Habbi	pill	Hbuub
	žim9a	week	žmaa9		?irš	piastre	?ruuš
	nišš	half	nšaaš		nišš	half	nšuuš
	Haal	state	Hwaal	D.	sabt	Saturday	sbuuti
	kiis	bag	kyaas		ta?m	suit	t?uumi
	muus	knife	mwaas		fir?	part	Fruu?a
B.	xabar	news	?axbaar				
	wažaa9	pain	?awžaa9				
	si9r	price	?as9aaḡ				

One of the most common noun plural patterns in Arabic is CCVVC, that is a long vowel between the second and third consonants. The vowel is most often aa, somewhat less often uu, and very rarely ii. Examples are given under A and C above. The CCVVC pattern is also a basis for other plural patterns, that is, many plural patterns have a long vowel (most often aa) between the second and third consonants and some other feature or features in addition such as a Ft ending (see the examples under D above) or a ?a-prefix (see examples under B). In fact, plural patterns with a long vowel between the second and third consonants (with or without some additional feature) make up the majority of Arabic plurals. Think for example of plurals like CCaaCiC (see Note 7.) or dakaatra (pl of daktuur), and so on.

The plural pattern CCVVC without any additional feature usually is associated with one of the following singular patterns: CVCC, CVCVC, CVCC plus Ft ending. This could be symbolized CVC(V)C(-t). See the examples under A and C above.

Section E. Listening In

Conversation 1. At Abdallah's barber shop.

nhaarak sa9iid ya9abdalā.

nhaarak sa9iid wiimbaarak. lwayn raayiH ?

waḷḷa miftikir ?inzal l9ind lHakiim ṣarḷi žim9a byiHkamni waža9 raas.

slaamtak ya?aniis, ?iltillak minzamaan ddiir baalak lHaalak uḷtirtaaH.

maḷbistiḡil ktiir. xayyi ?aa9id biddikkaan bisaa9id maḷḷti.

bitHibb ḡuuH ma9ak 9aḷl9iyaadi ?

mannuunak ktiir. bass 9indak naas mistanniin i?iṣṣu ṣa9run.

ḡayyib 9muul lliinaasbak u9ḡiini natiizi bass tirža9.

bxaatḡarak ya9abdalā.

9aḷsalaami. nṣaḷḷa ya?aniis.

Conversation 2. At the doctor's.

ṣabaah lxayr yaḷdaktuur.

xayr nsaḷḷa ya?aniis.

biḷHyaatak yaḷdaktuur. Baddi yaak tifHaḡni.
ṣarḷi žim9a maḷbi?dir naam mnḷwaza9.

xalliini ?ifHaṣak.

ṣlaaH tyaabak wiḷtla??aH 9aḷḡaharak.

tnaffas. maḡḡa taanyi. ?uum.

ṣuu bini yaḷdaktuur?

mas?aHak baṣiita.

xuud haḷrrusatta uḷnaam bakkiir kill layli.

kint xaayif ikuun ma9i zzaydi.

uḷminṣaan hayk maṣḡuul baali.

byuuža9ak raasak. uḷzanbak lyamiin maḷbidaay?ak.

?izan maḷbyilzamak 9amaliyyi wala bitḡuuH.

9aḷlmistasfa.

ṣuu laazim ?i9mil bass ?uuṣaḷ 9aḷlbayt ?

?illa lmartak tHiṭṭillak kiis mayy sixni.
uḅaḅdayn kuul šii xafiif ?aHla maḅyiHkamak 9isr haḅm.

šuu mismiHli ?aakul ?

kuul xiqra, šawḅba, rizz. bass maṭtaakal laHmi.

ṭayyib yaḅHakiim raH ?i9mil mitl ma ?iltilli.

uḅiza šarḅak šii min. xabbifni uḅana bḅuuH bzuuḅak 9aḅbayt.

biḅyaatak sallimli 9aḅmart ddaktuur uḅlulaad.

uḅinti sallim 9aḅḅayli.

bxaatḅak yaḅHakiimma.

ma9 ssalaami yaḅ?aniis.

Section G. Vocabulary

?aam (u)	get up, rise, stand up	Habb (<u>coll:</u> <u>pl</u> Hbuub <u>or</u> Habbaat)	small round object (such as grain, pill, etc.)
?alab (u)	turn over	Hikim (a)	happen to
?arrar	decide	byiHkammi waza9 raasi	I have a headache
ba-/bi-	the matter with (se Note 9.4)	lakaan	then, so
baal	attention, mind	layl (<u>coll:</u> <u>pl</u> laylaat <u>or</u> lyaali)	night
diir baalak	be careful, pay attention	lsaan (<u>pl</u> lsaanaat)	tongue
ba9d	some	madd (i)	stretch out extend
ba9d l?aw?aat	sometimes	ma ^v ziid	glorious
ba9d lmarraat	sometimes	9abd lma ^v ziid (<u>pers name</u>)	slave of the Glorious One
bu_rrikab (<u>see</u> rikbi)			
daar (i)	turn	mhimm (<u>adj</u>)	serious, important
daar lbaal	pay attention, be careful	mirtaaH (<u>adj</u>)	resting, comfortable
daktuur (<u>pl</u> dakaatra)	doctor	mista ^v sfa (M <u>pl</u> mistasfayaat)	hospital
dawa (<u>pl</u> ?iduyi)	drug, medicine	mra ^v ssaH	having a cold, candidate for public office
dah ^r (<u>pl</u> dhuur)	back	mriid (<u>adj</u>)	sick
faa? (i, u)	wake up	nafas (<u>pl</u> ?anfaas)	breath
faHaş (a)	test, examine	rikbi (Ft* <u>pl</u> rikbaat, rikah, rkaab)	neck
haqm	digestion	bu rrikab	grippe
9isr haqm	indigestion	rusatta (Ft)	prescription
hay?a (Ft)	appearance	sa?al (a)	ask
hay?tak	you look	şayal (u)	cough
Hakiim (<u>pl</u> Hikma)	learned man, doctor	salaH (a)	take off (clothes)

ti9ib (a)	get tired	9amaliyyi (Ft)	operation
tla??aH	lie down	9isr	difficulty
tnaffas	breathe	9isr hadm	indigestion
waža9 (pl ?awžaa9)	pain	9iyaadi (Ft)	clinic
waža9 (a)	hurt	9tana	tend, take care of (fi-)
xiyyaaṭ (pl xiyyaaṭiin)	tailor	9umaṭ (<u>pers name</u>)	Omar
zaydi (Ft)	appendix		
9abd	slave		
9abd lmažiid (<u>pers name</u>)	slave of the Glorious One.		

Note 9.6 Formulas. A few new formulas appear in this Unit, most of them having to do with the general subject of health.

(1) xayr nsalla means, in effect, "I hope it's good news." Here it is said by a doctor to a person who has come to see him. It is used, for example, when someone receives a letter or phone call and is said either by the person himself or by another person on the scene.

(2) The word salaami or slaami, which you learned in Unit 1 in the expression ma9 ssalami "goodbye", is used in a variety of formulas. Here are a few:

n'salla 9a salaami or 9a slaami n'salla means "I hope it turns out all right" and is said when you hear of some difficulty or danger someone is going to face -- usually in connection with his health.

Hamdilla 9a salaami means "I'm glad it turned out all right." It is said when someone has come through some difficulty or danger successfully, most often when someone recovers from sickness or returns from a dangerous, or simply a long voyage.

slaamtak "to your health" is said to a sick person, sometimes in the course of conversation, sometimes as a farewell.

For all these formulas containing salaami ($\sqrt{\text{slm}}$) the response ?alla isallmak (echoic to $\sqrt{\text{slm}}$) is appropriate.

(3) Another equivalent of English "thank you" appeared in the Basic Sentences: mitsakkir. Notice it contains the root which you have found in šakar (u) "thank" and in šukran "in gratitude = thank you". The word mitsakkir is not as common as some of the other equivalents of "thank you" you have learned, but it is becoming more popular, especially among Moslems.

(4) The regular way of saying "come in" when somebody knocks or rings or is passing by is tfaddaļ fuut.

The Post Office

mailman	buuṣṭaži
1. What time does the mailman come?	?ayya saa9a byiži lbuuṣṭaži?
usually	9aadatan
distributes	biwazzi9
mail	buuṣṭa <u>or</u> bariid
2. He usually distributes the mail at 9 a.m.	9aadatan biwazzi9 libuuṣṭa ssaa9a tis9a 9a bukra.
3. Here he comes!	yaHHu žaayi.
letter	maktuub
4. Any letter for me?	?ili šii maktuub?
registered	msawgar
5. Yes, there's a registered letter for you.	na9am ?ilak maktuub msawgar.
sign	mđi
hand (verb)	sallim
6. You'll have to sign here before I can give it to you. (Sign here so I can hand it over to you.)	mđi hawn ta_sallmak yaa.
without a stamp	mtakkas
7. But it came (to you) without a stamp; give me (us) twenty piastres.	bass zaayiik mtakkas. 9tiina 9isriin ?irš.
hands	dayyaat
8. Thank you, Selini.	sallim dayyaatak ya_saliim.
9. You're welcome, sir.	tikram ya_xawaaza.
draft	Hwaali
financial	maali

10. Where do I send a money order?
third
window
wayn fiini ?ib9at Hwaali maaliyyi?
taalit
šibbaak
11. The third window on your left.
Africa
taalit šibbaak 9a šmaalak
?afrii?ya
12. I want to send a money order to my brother in Africa.
value
baddi ?ib9at Hwaali lxayyi b?afrii?ya.
?iimi
13. How much is it for?
?iddays? ?iimita?
14. Fifty pounds.
fill
money (plural)
xamsiin liira.
9abbi
misriyyaat
15. Fill out this form and bring the money.
receipt
9abbi halwar?a u,žiib lmisriyyaat.
waşl
16. Here's the receipt, sir.
stamps
letters
hayda lwaşl ya xawaaza.
wafa? buul
mkaatiib
17. Give me two pounds worth of postage stamps (stamps of letters).
fiscal stamps
9tiini bliirtayn wafa? buul
lilmkaatiib.
buul ?amiiri
18. And a pound and a half's worth of fiscal stamps.
airplane
wi,blira,wniŝŝ buul ?amiiri.
tiyyaafa
19. I want this letter sent (send for me this letter) to America by plane.
putting (fem)
waddiili halmaktuub biŝŝtiyyaafa 9a,?amaarka.
Haatŝa

address	9inwaan
exact, correct	mažbuut
20. Have you put the address on correctly?	Haaṭṭa 19inwaan maḗbuuṭ?
mark, teach	9allim
envelope	mḡallaf
atmospheric	ḗawwi
21. Of course, and mark the envelope airmail for me.	waláw, u9allimli limḡallaf bariid ḗawwi.
packages	bi?aḗ <u>or</u> bakaat
22. Is this where you send packages? (Do they send packages from here?)	min hawn byib9atu lbi?aḗ?
fifth	xaamis
window	ṭaa?a
23. No, go to the fifth window.	laa, ruuH 9aṭṭaa?a lxaamsi.
Damascus	ššaaam
24. I want to send this package to Damascus.	baddi ?ib9at halbi?ḗi 9aṭṭaaam.
25. How much does it cost:	?iddays bitkallif?
ordinary, usual, custom	9aadi
26. Do you want to send it ordinary mail?	baddak tib9ata bbuuṣṭa 9aadi?
27. The first kilo for ten piastres.	?awwil kiilu b9ašr ?ruuš.
extra	zyaadi <u>or</u> zaayid
28. And six peastres for every additional kilo.	uḡkill kiilu biḗzaayid bsitt ?ruuš?
gathered, total	mažmuu9

29. How much is it all together?
rents (from someone)
box
?iddays' lmažmuu9.
yista?žir
sanduu? or sanduu?
30. I want to rent a post office box
a year.
rent, pay
baddi ?ista?žir sanduu? buusta
9a sini.
?ižra
31. What's the charge for it per year?
?iddays' ?ižrtu bi,ssini.
32. Twelve and a half pounds.
key
tña9šr liiřa, wunišš.
miftaaH
33. And I want two keys with it.
telegram
urgent, rapid
ministry
foreign affairs
u,baddi ma9u miftaaHayn.
talğraaf
mista9žil
wizaara
xaaržiyiyi
34. I want to send a telegram "urgent"
to the Dept. of State in Washington.
baddi ?ib9at talğraaf mista9žil
lwizaarfit lxaaržiyiyi bwašntan.
35. There are twenty-five words.
fii xamsi u,9išriin kilmi.
36. How much will that, be?
fold
double
?iddays' byitla9 9lay?
taa?
duubl
37. "Urgent" will cost you double.
shift
embassy
mista9zil bikallfak taa? duubl.
Hawwil
safaara
38. Charge it to the American
Embassy.
Hawwila 9a,ssafaara l'amarkiyiyi.

Section C. Analysis

Note 10.1 Ordinal numbers. Study the following underlined examples of ordinal numbers which have occurred in the Basic Sentences of this and previous Units:

2. darži ?uula yamma darži taanyi ? First or second class?
2. ...wa??if 9a ?awwil buwwaabit Hadiid... Stop at the first iron gate.
4. haydi ?awwil marra bitruk lbayt. This is the first time I'm leaving home.
- 10.11 taalit šibbaak 9a šmaalak. The third window on your left.
- 10.27 ?awwil kiilu b9ašr ?ruuš. The first kilo for ten piastres.
- 10.23 laa, ruuH 9a ttaa'a lxaamsi. No, go to the fifth window.

The Arabic word for "first" is ?awwil (F ?uula) and the ordinal numbers from "second" to "tenth" have the same root as the corresponding cardinal numbers you have learned plus the pattern CaaCiC, which is also the pattern of the active participle of simple verbs (see Note 7.) Here are the forms:

<u>M</u>	<u>F</u>	<u>Pl</u>	
?awwil	?uula	?uwal	first
taani	taayni (taani)	taan(y)iin	second
taalit	taalti	taaltiin	third
raabi9	raab9a	raab9iin	fourth
xaamis	xaamsi	xaamsiin	fifth
saadis	saadsi	saadsiin	sixth
saabi9	saab9a	saab9iin	seventh
taamin	taamni	taamniin	eighth
taasi9	taas9a	taas9iin	ninth
9aašir	9aašra	9aašriin	9aašriin

Notice that the root for "six" stt has the alternant √sds in the word saadis 'sixth'. There are very few examples of such root alternation in Arabic; in general, roots are extremely stable. Notice also that 9aašra 'tenth' (F) is similar to 9ašra 'ten'.

There are no ordinal numbers in colloquial use for numbers above twenty, and the ordinals from "eleventh" to "nineteenth" will be discussed in a later Unit.

As you can see from the sample sentences given above, the ordinal numbers do not behave exactly like other adjectives. They differ in three ways from most other adjectives: (1) They usually come BEFORE their noun. (2) When they are before the noun they always appear in the MASCULINE form, no matter whether the noun is masculine or feminine. (3) When they are before the noun they NEVER HAVE THE 1- 'THE' PREFIX.

When they come after the noun they behave just like other adjectives.

One other group of adjectives behave very much like the ordinal numbers: the COMPARATIVES (see Note 7.1). These also usually come before the noun and when they do they behave exactly like the ordinal numbers. When they come after the noun they also behave like any other adjective ("the" prefix, etc.) except that they have NO FEMININE FORMS AT ALL in the colloquial language. Here are further examples of ordinal numbers and comparatives:

- (1) rašid lʔawwil bilmadr̄si. Rashid is first in school.
- (2) Hasan ʔaaʔid ʔaabiʔ waaHid mn lyamiin. Hassan is seated fourth (one) from the right.
- (3) nabiiha ʔaHla bint bilmadr̄si. Nabiha is the nicest (sweetest) girl in the school.
- (4) wašntan ʔandaf mdiini bilwilaayaat lmittiHdi. Washington is the cleanest city in the United States.
- (5) salim ʔaaʔid bilbayt ttaasiʔ 9a ššmaal. Salim is staying at the ninth house on the left.
- (6) mahmuud ʔakbaʔ biktiir min xayyu saami. Mahmud is much older than his brother Sami.
- (7) kill xaamis yawm biššahr byiʔtuuna ʔižritna. They give us our pay the fifth of every month.
- (8) kill taani sabt minʔiṣṣ šaʔrna. We have our haircut every other Saturday.
- (9) ttaʔs ʔabʔad bižžabal. The weather is colder in the mountains.
- (10) ʔ9uud 9a taani kirsi waʔaayi. Sit on the second chair in back of me.

Note 10.2 Study the following words which have occurred in Basic Sentences:

mabṣuutṣ made happy, happy, well
 maṣquul made busy, busy
 maktub written, thing written, letter
 mamun made grateful, grateful, thank you
 malbuus worn, thing worn, clothing
 mawṣuud found, present
 maṣquuf known, thing known, favor
 maṣzuu? crowded
 maṣbuutṣ made exact, exact, correct
 maṣmuuṣ collected, thing collected, total

The active participle of simple verbs was discussed in Note 7. The adjectives listed above have the pattern (including prefix) maCCuuC. Adjectives of this pattern associated with a simple verb of the same root will be called PASSIVE PARTICIPLES. They correspond in meaning to English past participles (eaten, done, seen, etc.). In general you may form a passive participle on the basis of any simple CCC verb which may take an object.

The passive participle of a CVC verb has the pattern maCyuuC (e.g. mabyuuṣ 'sold'), that is, the second consonant of the root is always y (cf. the active participle baayiṣ 'selling' etc.). The passive participles of CVC verbs are, however, not much used and you may not form them freely, so it is better merely to listen for and learn them individually the relatively few that are in use. The passive participle of a CCV verb has the pattern miCCi (miCCy cf. Pron. Sect. Unit 9) that is, the third consonant of the root is y. These passive participles of CCV verbs are also rare. For example: miHṣi 'stuffed'

Like many other adjectives (e.g. the ordinal numbers discussed in the preceding note) these passive participles have a feminine (Ft) form, and a plural form in -iin. Thus:

huwwi mabṣuutṣ. hiyyi mabṣuutṣa. hinni mabṣuutṣiin.

Sometimes these passive participles are used as full-fledged nouns. Examples are maktub 'letter', maṣmuuṣ 'total', malbuus 'clothing'. In this case they have other plural forms. The plural of a noun of pattern maCCuuC is either mCaaCiiC (some people say maCaCiiC) or maCCuuCaat. Examples:

maktuub	'letter'	mkaatiib	(makatiib)	'letters'
malbuus	'clothing'	malbuusaat	'array of clothing, e.g. in department store'	

The plural of such nouns is giving in the Cumulative Vocabulary at the end of the Unit 12. Here are several additional examples of passive participles and maCCuuC nouns:

maftuuH	opened, open
mašruub	'drunk'; as noun 'a drink (alcoholic) (pl mašruubaat)
ma9muul	'made'; as noun 'a kind of Arabic sweet' (coll; sg ma9muuli, pl ma9muulaat)

Note 10.3 You have not learned many CCV verbs; here are examples of the ones you have had in Basic Sentences of Units 1-10.

- 1.9 btiHki 9arabi ? Do you speak Arabic?
- 1.14 9maal ma9ruuf Hki 9a mahlak. Please speak slowly.
- 1.22 bi9tiik liirtayn. I'll give you two pounds.
- 1.30 9tiini wal9a. Give me a light.
- 2.9 laazim ta9rif ... tikwi... She must know how to iron...
- 2.14 haydi ma tir9a bi rrxii9. She won't be satisfied cheaply.
- a. haydi lbint lli Hkiitillak 9ana. This is the girl I spoke to you about.
- 5.30 baddi u?iyyit laHni lilniH9i. I want an uqiya of meat for stuffing.
- 8.29 ma tinsa tsakkir lHanafiyyi... Don't forget to turn off the faucet...
- 10.6 mdi hawn ta sallnak yaa. Sign here and I'll give it to you.

There are two stem vowel possibilities for the Prefix Tense of CCV verbs (a, i). Here are the full forms:

?insa	tinsa	yinsa	tinsa	?iHki	tiHki	yiHki	tiHki
	tinsi	yinsu			tiHki	yiHku	
	tinsu				tiHku		

Notice that the -i and -u suffixes REPLACE the final vowel of the stem instead of being added to it.

There are two stem vowel possibilities in the Suffix Tense of CCV verbs

(a,i). Here are the full forms:

9aṭa	9aṭit	(or 9aṭyit)	9aṭu	(or 9aṭu)
9aṭayt	9aṭayt	9aṭayna		
	9aṭayti			
	9aṭaytu			
nisi	nisit	(or nisyit)	nisu	(or nisyu)
nsiit	nsiit	nsiina		
	nsiiti			
	nsiitu			

Since there are two stem vowel possibilities for each tense, there are four theoretical possibilities. All four types occur. So far there have been no examples of a -a; here are examples of the other three types:

a-i: 9aṭa, yi9ṭi; maḍa, yinḍi.

i-a: nisi, yinsa; riḍi, yirḍa.

i-i: Hiki, yiHki; kiwi, yikwi.

In the dialect presented in Units 1-10 the most frequent type of CCV verb is i-i, the least frequent a-a.

Note 10.4 Summary of simple verb stems. All the simple verbs you have learned in Units 1-10 are listed below arranged according to the stem vowels they have. In simple verbs there are two possible stem vowels in the Suffix Tense and three possible stem vowels in the Prefix Tense, and you must learn the two stem vowels (Suffix Tense and Prefix Tense) with each verb. There are theoretically six possibilities (a-a, a-i, a-u, i-i, i-u). One of the six does not occur: i-u. This means that whenever you find a verb with u as the stem vowel of the Prefix Tense you know that the stem vowel of the Suffix Tense is a. In addition the following limitations hold:

- (1) CC₂C₂ verbs are usually a-i, very rarely a-a.
- (2) CVC verbs are usually a-i or a-u, very rarely a-a.
- (3) CCV verbs are a-a (rare), a-i, i-a, or i-i (most common),

In other areas of the Syrian Arabic speaking region there are many CC₂C₂ verbs with a-u.

A. a-a

CCC:	ba9at	yib9at	send
	dafa9	yidfa9	pay
	ḍahaṭ	yidhaṭ	come out, appear

	faHaş	yifHaş	test, examine
	Hafaş	yiHfaş	keep, memorize
	la?aţ	yil?aţ	catch
	masaH	yimsaH	wipe
	sa?al	yis?al	ask
	sabaH	yisbaH	swim
	şalaH	yişlaH	take off (clothes)
	waʒa9	yuuʒa9	hurt, ache
	ʒahaş	yiʒhaş	appear, seem
CC ₂ C ₂ :	dałł	idałł	stay, remain, keep on
CVC:	naam	inaam	sloop
B. a-i			
CCC:	?alab	yi?lib	turn over
	fara?	yifri?	differ, part (hair)
	şabaĝ	yisbiĝ	dye, shine (shoes)
CC ₂ C ₂ :	?aşş	i?işş	cut
	dall	idill	direct
	Habb	iHibb	love, like
	Haţţ	iHitţ	put
	madd	imidd	stretch out
	radd	iridd	give back
CVC:	baa9	ibii9	sell
	daar	idiir	turn
	faa?	ifii?	wake up
	raad	iriid	wish
	şaar	işiir	become, happen, start

	šaal	išiił	remove, set aside
	zaan	iziin	weigh
	9aad	l9iid	repeat
CCV:	kawa	yikwi	iron
	mađa	yimđi	sign
	9aťa	yi9ťi <u>or</u> ya9ťi	give

C. a-u

CCC:	?akal	yaakul	eat
	?alab	yi?lub	turn over
	?axad	yaaxud	take
	?a9ad	yi?9ud	sit, stay
	bařam	yibřum	turn, go around
	fařa?	yifřu?	differ, part (hair)
	Hakam	yiHkam	rule
	Hala?	yiHlu?	shave
	la?atř	yil?utř	catch
	mařa?	yimřu?	pass
	šakar	yiškur	thank
	tarak	yitřuk	leave
	řabax	yitřbux	cook
	řalab	yitřlub	ask for, request
CVC:	?aal	i?uul	say, tell
	?aam	i?uum	rise, get up
	řaaH	iruuh	go
	šaař	išuuf	see

zaar₃ izuur₃ visit

D. i-a

CCC:	Hikim	yiHkam	happen to (of sickness)
	lizim	yilzam	be needed, be necessary
	nizil	yinzal	go down, get off
	riži9	yirža9	go back, return
	ti9ib	yit9ab	get tired
	ṭili9	yitla9	go up, go out, get on
	wiṣil	yuusaḷ	arrive, get (to a place)
CCV:	nisi	yinsa	forget
	riḍi	yirḍa	become satisfied

E. i-i

CCC:	?idir	yi?dir	be able
	nizil	yinzil	go down, get off
	9imil	yi9mil <u>or</u>	do, make
		ya9mil	
	9irif	ya9rif	know
CCV:	Hiki	yiHki	speak
	kiwi	yikwi	iron, press

Note 10. The preposition 9a is of frequent occurrence and has a fairly wide range of meaning. Study the following expressions containing 9a which have been arranged in groups on the basis of meaning.

A. 9a₃ jayya babuur₃ žiit ? What boat did you come on?

?luub 9a₃ ḍahrak. Turn over on your back.

žuu fii 9a₃ ḷfaršī ? What's on the bed?

B. diIlIni 9a₃ ḷ?utaal. Direct me to the hotel.

haddi ruuH 9a₃ssiinama. I want to go to the movies.

?aymtiin btuusaļ 9abayruut ? When will you get to Beirut ?

C. tfaddaļ šarrifna 9albayt. Come to see us. (Honor us at the house)

badna ninzil 9abaab driis. We want to get off at Idris.

9ayamiinak. On your right.

l?aytu 9a_lmHaṭṭa. I met him at the station.

D. faa? 9a_waža9 bžanbu lyamiin. He woke up with a pain in his right side.

Hki 9a_mahlak. Speak slowly.

tiṣbaH 9a_xayr. Good night (reach morning in well-being).

..makana 9a_ḷkahraba. ... electric machine (machine on electricity)

massitli yaa 9a_nnaasif. Comb it for me dry (on the dry).

9a_ḷkill Haal... In any case...

9a_buḷḷa in the morning

E. 9a miin ha ššigl ? Whose work is this (who has to do this work, not who has done this work)

malbuusik 9layyi yamma 9layki ? Who will be responsible for clothing, you or I?

?ilak 9layyi. I assure you (yours on my responsibility)

F. smaHli 9arrfak 9a_mistir smiθ. Let me introduce you to Mr. Smith.

ta_waṣṣilak 9laya. So I can order it for you.

mra?tu 9a_9aalay ? Did you stop at Aley ? (cf. 9a?tu b9aalay 'did you pass through Aley?')

t?axxart 9a_marti. I'm late for my wife.

xaaf 9layyi. He worried about me ('feared for me'; cf. xaaf minni 'was afraid of me')

The expressions under A illustrate what may be called the "basic" meaning of 9a; 'on, on top of.' The preposition 9a is the normal equivalent of English "on" in such expressions as "on the table", "on the roof", "on the floor", "on the mountain", etc.

The expressions under B illustrate the 'to' meaning of 9a. The preposition 9a is used more or less interchangeably with l- in the meaning 'to, up to'

when implying motion toward the place. Some speakers tend to prefer 9a, some l- and in a few cases (e.g. l9indu 'to his place') one or the other is used exclusively. 9a or l- then is the normal equivalent of English "to" in such expressions as "he's going to New York", "she came home (to the house) late today", "give me two tickets to Washington", etc.

The expressions under C illustrate the 'at' meaning of 9a. Very much as in English where "in the school" has a less precise equivalent "at the school". Arabic b- 'in' has a less precise equivalent 9a 'at'. Thus in some of the sentences of C the preposition b- could be used in place of 9a, although with a slightly different meaning, for example, l?aytu bilmHatta. 'I met him in the station'. In some cases, however, the vaguer 9a is necessary, for example baddi ?inzal 9a baab driis. 'I want to get off at (not "in") Bob Idris'.

The expressions under D are illustrations of what might be called the "special phrases" meaning of 9a. In these phrases 9a has the meaning 'with, accompanied by, in the manner of'. Expressions of this kind must simply be learned as they occur. Sometimes b- is possible instead of 9a in phrases of this kind.

The expressions under E are illustrations of the meaning "for, responsibility of" and is used only with reference to persons. It is the regular equivalent of English 'for, on, up to' in expressions like "it's up to him", "the dinner's on me", "that's too heavy for you".

Finally the preposition 9a is used with a number of verbs where the English equivalent gives little or no clue. Examples of this use are given under F.

?afrii?ya (F) Africa

?amiiri (adj) princely

buul ?amiiri fiscal stamps

?iimi (Ft* pl ?iyam or reg) value

?izra (Ft no pl) rent, wages

bakaat (pl -aat) packages

bariid mail (literary term)

bi?až (coll) packages

buul

waḡa? buul postage stamps

bull ?amiiri fiscal stamps

buuṣṭa (Ft) mail

buuṣṭažī (pl buuṣṭažīyyi) mailman

dayyaat (pl of ?iid) hands (used in formulas)

duubl deuble

ṭaa? duubl twice as much

Haṭiṭ putting

H(a)waali (Ft) draft, money order

Hawwal shift, charge to the account of (9a)

maali financial

maḡa (i) sign

maktuub (pl mkaatiib, makatiib) letter

maṣaari (pl miṣriyyaat) money

maḡbuuṭ exact, correct

mažmuu9 total

mḡallaf (pl -aat) envelope

miftaah (pl mfaatiiH, mafatiiH) key
mista9zil in a hurry, urgent
msawgar insured, registered
mtakkas postage due
safaara (Ft) embassy
sallam hand over, greet (ea), keep safe
sanduu? (pl snaadii?, sanadii?) box, trunk, cash register (also with s)
sta?zar (yista?zir) rent (from someone)
ssaam (F) Damascus
sibbaak (pl sbaabiik, sababiik) window
taalit (adj) third
talgraaf (pl -aat) telegram
taa? -fold
taa? duubl twice as much, twofold
taa? tlaati three times as much, threefold
taa?a (pl reg or twaa?) window (e.g. ticket window, etc.)
tiyyaara (Ft) airplane
wasl (pl usuuli Ft) receipt
wazza9 distribute
wizaara (Ft) ministry, cabinet
xaamis (adj) fifth
xaarziyyi (Ft no pl) foreign affairs
zyaadi (Ft no pl) extra, in addition
zawwi (adj) atmospheric
bariid zawwi airmail (literary expression)
Seadatan usually

9aadi (adj) usual, ordinary, customary

9abba (i9abbi) fill, fill out

9allam teach, mark

9inwaan (pl 9naawiin, 9anawiin) address

A TRIP TO DAMASCUS

- | | |
|--|---|
| 1. Hello, Omar Kemal. | maḥaba ya kamaal. |
| apparent | mbayyin |
| carrying | Haamil |
| bag, suitcase | šanta |
| 2. You look as though you're in a hurry,
carrying a suitcase. | šuu mbayyin mista9žil u Haamil
šanta. |
| 3. Where are you going? | lwayn řaayih ? |
| traveling, leaving | msaafir |
| Damascus | ššaam |
| 4. Well, I'm on my way to Damascus. | waḷḷa msaafir 9a ššaam. |
| 5. Everything's OK, I hope.
Anything doing? | xayr nšaḷḷa, fii šii ? |
| 6. No, but I have a little work. | la? bass fii 9indi šwayyit šigl. |
| we hit | mmiḍrub |
| bird | 9ašfuwř |
| individual | fard |
| stone | Hažar |
| 7. And I said (to myself) "I'll kill
two birds with one stone". | u řilt mmiḍrub 9ašfuřayn bfard
Hažar. |
| goods | bđaa9a |
| storehouse, large shop | maxzan |
| 8. And I'll bring back some goods for
the shop. | u minšii šwayyit bđaa9a lilmaxzar |
| we visit, call on | minšii?? |
| friends | šHaab |
| 9. And I'll drop in on my friends there
while I'm at it ('in the two days') | u minšii?? 9a šHaabna hawniik
bhalyawmayn. |

10. How long are you going to stay in Damascus?

make long

?iddayš řaH ti?9ud biššaam ?

řawwil

11. I'm not going to stay long.

ma řaH řawwil ktiir.

12. I'm only going to stay two or three days.

řaH ?i?9idli šii yawmayn tlaati bass.

by God, please

bařa

13. If you see Abn Khalil would you give him my regards.

bařa ?iza šiftilli bu xaliil sallimli 9lay.

14. O.K. ('It, the regards, has arrived')

wiřil.

we longed for

šta?na

absence

gaybi

15. And tell him we've missed him. Why has he stayed away from us so long?

u?illu šta?naalu. lays řawwal lgaybi 9layna ?

pleasure trip

mišwaar

16. Get him to take a trip over in this direction.

xallii ya9millu šii mišwaar 9a, hažžihaat.

you need

btiHtaaz

17. All right. Do you need anything for the family from Damascus?

řayyib. btiHtaaz šii lil9ayli mniššaam ?

weight, difficulty

ti?li

18. No, but if it isn't too much trouble for you, bring us some sweets.

la? bass ?iza ma fii ti?li 9layk žiblna šwayyit Hilu.

baklava

ba?laawa

kannafi

knaafi

19. Sure. Do you want baklava or kannafi?

tikram. baddak ba?laawa yamma knaafi ?

20. No, how about a box of Damascus sweets?

la? bass šii 9ilbit Halwayaat ššaam.

21. Right. Goodbye, Makhayel.

our Lord

may he make easy

9a ʔaasi. bxaatʔrak ya mxaayil.

rabbna

isahhil

22. Goodbye. Have a nice trip.

effendi, sir

ma9 ssalaami. rabbna ysahhil.

ʔafandi

23. Where do you want to stop sir?

Marji Square

get someone someplace

Omayyad

wayn bitriid tinzal ya ʔafandi?

lmarʔi

waʔsil

ʔumayya

24. At Marji Square. Take me to the Omayyad (Hotel) please.

9a lmarʔi. waʔsilni 9a ʔumayya 9maal ma9ruuf.

25. Yes, sir.

ʔamrak ya ʔafandi.

26. But the Omayyad is pretty crowded these days.

bass ʔumayya ma9ʔuu? ktiir bhalʔayyaam.

difficult

ʔa9b

27. And it's hard to find space in it.

u ʔa9b tlaaʔi mHall fii.

28. Why don't you go to the Central?

lay ma bitruuH 9a ʔʔantʔaal?

he opened

fataH

new

ʔdiid

29. I don't know it. Opened recently.

ma ba9rfu. ʔuu, fataH ʔdiid?

30. Yes, it's only been opened a couple of months.

ʔaywa, ʔarlu faatiH kam ʔahr bass.

31. Is it far from here?

b9iid min hawn?

limit, next to

Hadd

garage

garaaʔ

32. No, it is next to the garage on the left.

laa, Hadd lgaraaʔ 9a ʔsmaal.

put down

nazzil

you feel small

tiḡḡar

33. Get the bag down if you don't mind.

nazzil ššanta wala tiḡḡar.

call

ndaah

he carries

yiHmul

34. And call me a boy to carry it for me.

wiḡdahli šii walad yiHmilli yaaha.

we smell

nšimm .

opinion

raʔi

35. How about having some fun (we smell the air) Agn Khalil?

badna nšimm lhawa yaḡbuḡzaliil. šuu raʔyak ?

idea

fikra

the Ghonta

lḡuuta

36. Good idea. We'll take a walk (drive) to the Ghonta.

fikra mniiHa mnaḡmillna mišwaar ḡalḡuuta.

37. O. K., agreed.

ḡayyib, ttafaʔna.

by the way

ḡaḡfawʔa

38. By the way, Abn, George asked me to send you his regards.

ḡaḡfawʔa kallafni bu žirži waḡḡillak salaamu.

39. Thank you. (ʔGod keep your life and hisʔ).

ʔalla ysallim ḡumrak uḡumru.

he was strong

šadd

I invite you

ʔiḡzmak

40. And he insisted I invite you to Beirut.

uḡšadd ʔiḡzmak ḡa bayruut.

we'll be free

nifḡa

41. We'll be glad to as soon as we get a little more time.

mnitšarraf, nsaḡḡa limmin mnifḡalna šayy.

31. Let's finish the evening at the Seaside Cafe.

xalliina nkammil ssahra bilmansiyi.

party, ceremony

Hafli

32. We're having such a good time (making a good party).

9aamliin Hafli mmiiHa.

prepared

mist9add

good time

baṣṭ

fun

kayf

33. I'm all set for a night of good time and fun.

?ana mist9add llaylit baṣṭ u,kayf.

I make win

brabbiH

favor

ḡmiili

meal

9alfi

34. I don't mean to pat myself on the back, but the meal tonight was second to none.

miṣ 9amm brabbiH ḡmiili laakin hal9alfi llayli ma ?ila taani.

agreeing

mwaafi?

35. I agree. (to the proprietor:) goodbye.

?ana mwaafi? halla? bxaṭṭrak ya ?ista.

elite, aristocrats

zawaat

36. Come again (repeat it) gentlemen.

9iiduuha, ya,zawaat.

Note 11. Formulas. The Basic Sentences of this Unit contain several interesting formulas.

(1) rabbna isahhil. 'May our Lord make it easy'. This is said to someone going on a trip. You have learned a number of ?alla formulas; there are also quite a few rabbna formulas of which you will learn more in later Units.

(2) 'At your service' formulas are fairly numerous. These are used with varying nuances, by a servant being told to do something, by a business man accepting an order, by a friend agreeing to do a favor. The most common are:

tikram. 'you will be heeded'. Very Lebanese. Sometimes tikram 9aynak 'your eye will be heeded'.

9a 9aasi. 'on my head'. Usually explained as meaning 'I promise to pay for it with my head if I don't do what you're asking'. Frequent between friends.

?amrak. 'your command'. Usually used by someone being paid for his services, or jokingly between friends.

Haadir. 'ready'. Palestinian.

(3) Arabic has several formulas used reassuringly in the sense 'don't take offense at what I'm asking you to do. One such formula wala ti99a9 appeared in this Unit. When the traveler asked the driver of the taxi to get his suitcase down from the roof, he used wala ti99a9 implying that it was not exactly part of the driver's job to carry suitcases for him.

(4) ?alla ysallim 9umrak is an expanded form of ?alla ysallmak is used. It is especially common in situations like the one in the Basic Sentences where the speakers wished to thank more than one person. (Abn Khalil is directing the response to the original sender of the greetings Makhayel and to the conveyor of the greetings Kemal). Thus either ?alla isallmak w isallmu or ?alla isallim 9umrak u 9umru is possible.

(5) Notice that when a person is asked to convey someone else's greetings to a third person he customarily answers the request (sallimli 9a...) by saying wi9il 'it (the greeting) has arrived' - 'consider that the greeting is as good as transmitted now'. Occasionally the expanded form wi9il salaamak is used.

Section D. Listening In

Omar: šuu fii ma9ak biššanta ?

Makhayel: ma9i šwayyt bđaa9a.

O: mmayn žibta ?

M: mmi ššaam.

O: kint biššaam ?

M: na9am, halla? ušilt.

O: lHamdilla 9assalaami. ?iddayš dallyt hawniik ?

M: yawmayn bass. ma 9awwalt ktiir.

kint miftikir 9awwil ?akta9 min hayk

laakin marti ba9titli tali9raaf

?inmu ?ibni salim miš maš9uuf.

wirži9t digri.

O: salaamtu. nšalla bašiita.

M: walla ma ba9rif.

ba9dni ma wšilt 9albajt taš9uuf šuu baa.

ubaali maš9uul 9alay.

O: nšalla maafii ?illa lxayr.

halla? bass ?ifda bim9u? 9laykun wibši?? 9lay.

laazim taaxduu l9ind ddaktuur ?awaam.

M: m?akkad bitkawn marti žaabitlu ddaktuur b9aybti.

O: ?ayya daktuur bidžiibu 9aadatan.

M: ddaktuur ?artunyaan driis.

O: lay ma bitsuuf ddaktuur xayyaat?

M: hayda lli bižžaam9a l?amirkiyyi ?

smi9t ?inmu 9aali ktiir u daayman maš9uul.

O: laa. ddaktuur xiyyaat şaaHibna.

u?iza bitriid saa9dak ?ana Haaqir ruuH ma9ak.

walaw ya şayx şşHHa ?abl kill şii.

şuu 9milt bişşaaam ?

şiftillna Hada mmi şşHaab ?

M: walla ma kaan 9indi wa?t.

kint baddi ruuH 9alşuuta ma9 buxaliil uma?dirt.

kint maşguul ktiir.

ulaw ma?ižaani ttaliğraaf kint dallayt hawniik yawmayn tlaati zyaadi.

byilzamli mişwaar taani žim9tžžaay.

O: matinsa t?illi ?abl matruuH.

tii 9indi kam ġarađ baddi kallfak dżibli yaahum ma9ak.

M: tikram bxaatjak.

O: waş şala ami. salaamtu nşalla.

Section G. Vocabulary

ʔafandī (pl ʔafandiyyi) sir, effendi

ʔumayya Omayyad

bḏaaḡa (Ft no pl) goods, merchandise

biʔlaawa (Ft no pl) baklava, a kind of sweet

ḏarab (u) hit, beat

fard (pl - aat) individual, one of a set

fataḥ (a) open

fawʔa (Ft no pl)

9a fawʔa by the way

fidi (a) become empty, become free(not busy)

fikra (Ft ʔafkaar) idea, thought, intention

garaaʔ (pl garaʔaat) garage .

ḡaybi (Ft) absence

lḡuuta (Ft no pl) the Ghouta, the oasis of Damascus

Hadd (pl Hduud) limit, boundary, next to, up to

Ḥamal (u) carry

knaafi (Ft no pl) kannafi, a kind of sweet

lmarʔi Marji Square, the main square of Damascus

maxzan (pl mxaaziin) storehouse, store (more pretentious than dikkaani)

mbayyin apparent

miṣwaar (pl msaawiir) pleasure trip, walk, drive

nadah (a) call, summon

nazzal get (something) down

raʔi (pl ʔaraaʔ) opinion

rabb (pl ʔarbaab) lord

sahhal make easy

rabbna ysahhil (fla) said to a person leaving on a trip

ṣaaḥib (pl ṣḥaab) friend

ṣa9b (adj) difficult, hard

ṣa?? (i) drop in on, visit (9a)

ṣadd (i) be firm, strong; tighten

ṣamm (i) smell

ṣamm lhawa go out for recreation

ṣanta (Ft* pl reg or ṣinat) suitcase, briefcase

ṣtaa? (yistaa?) long for, miss

ṣta?naalak we've missed you

ti?li (Ft no pl) weight, difficulty, trouble (bother)

ṭawwal lengthen, spend a long time

waṣṣal get (something somewhere), take

ziḡir (a) be small, feel small

ḏiid (adj) new

9aṣfuur (pl 9ṣaafiir) bird

9azam (i) invite

9ilbi (Ft* pl reg or 9ilab) box

Note 11.1 Participles of derivative verbs. You have learned (Note 8.2) that the active participle of a primary verb has the pattern CaaCiC, and (Note 10.2) that the passive participle of a primary verb has the pattern maCCuuC. Study carefully the following participles of derivative verbs; all of them have appeared in the Basic Sentences of Units 1-11:

<u>Participle</u>		<u>Verb</u>
mbayyin	showing, apparent	*bayyan show
mnaasib	suiting, convenient	naasab suit
mnaafir	travelling	naafar travel
<hr/>		
mʔaxxaʔ	delayed, late	*ʔaxxaʔ delay
mǵayyaʔ	changed, different	*ǵayyaʔ change
msawgaʔ	registered, insured	*sawgaʔ register, insure

Participles of derivative verbs all have an m- prefix (like passive participles of primary verbs). The active or agent participle of a derivative verb has stem vowel -i- (mbayyin, mnaafir); the passive participle of a derivative verb has stem vowel -a- (mǵayyaʔ, msawgaʔ). Here are further examples of participles of derivative verbs. Go over these sentences very carefully and make sure you understand the constructions.

(1) laazim tkuun mǵassil wi mHaqdir Haalak bakkiir.

You will have to have washed and gotten yourself ready early.

(2) suu mʔarrir ta9mil ssini lāaay.

What have you decided to do next year?

(3) tfaḍḍal. layš mwaʔʔif 9albaab ?

Come in. Why stand at the door?

(4) ššawb miš mlaayiʔni bhalʔiyyaan.

The heat isn't bothering me today.

(5) tḥaʔm ba9du miš mnaššaf.

The suit isn't dry ('dried') yet.

(6) layš ḍḍaww miš msa99al ?

Why isn't the light lit?

(7) ṣaarṣ msaā9idni ktiir bħalmasʔli.

He's gotten to be quite a help to me in this business.

(8) lmiṣriyyaat mħawwalī 9awizaart lxaarṣiyyi.

The funds are charged to the account of the Foreign Minister.

(9) laazim tkuun lfarṣi msaawaayi ssaa9a tis9a.

The bed must be made (= have been made) by nine o'clock.

(10) ṣaarṣit ssaa9a tis9a uba9dak miṣ msaawi lfarṣi.

It's nine o'clock and you haven't made the bed yet.

Note 11.2 Study the following sentences.

7.28 biṭṭikir ṣaḥ ṭṣatti.

I think it's going to rain.

11.10 ʔiddaysṣ ṣaḥ tiʔ9ud biṣṣaamʔ

How long are you going to stay in Damascus?

11.11 ma ṣaḥ ṭawwil ktiir.

I'm not going to stay long.

11.12 ṣaḥ ʔiʔ9idli ṣii yawmayn tlaati bass.

I'm only going to stay about two or three days.

The word ṣaḥ (connected with ṣaaḥ 'go') occurs with the Prefix Tense in the meaning 'be going to', 'be about to'. The Prefix Tense form following a ṣaḥ is usually without the b- prefix, although occasionally the b- prefix is used with no change of meaning. The negative of ṣaḥ in expressions of this kind is either ma or miṣ. Here are further examples of sentences containing ṣaḥ.

(1) ṣaḥ ʔa9milli miṣwaarṣ 9aṭṭraablus.

I'm going to take a trip to Tripoli.

(2) ʔalli ʔinmu ṣaḥ iṣuuḥ 9a.l9yaadi.

He told me he's going to go to the clinic.

(3) ma ṣaḥ nṣayyif b9aalay.

We're not going to Aley for the summer.

(4) şbiğtillu şibbaaṭu bass miş řaH 9iida.

I shined his shoes for him but I'm not going to do it again.

(5) řayntiin řaH tsaafir 9aššaaam?

When are you going to take a trip to Damascus?

(6) mařaH tistiğil bilbuuṣṭa.

She's not going to work at the Post Office.

(7) wayn řaH taaklu lyawn ?

Where are you (pl) going to eat today?

REVIEW

Like Unit 6, this Unit is intended to furnish you with a review of the work done so far and a means of testing yourself on the material covered. Follow the same procedure you did in Unit 6.

Section A. True-False Test

There are twenty-eight true-false statements. If you get 22 or more of them right you are doing well enough. If you don't you need more study and practice in Spoken Arabic.

Section D. Exercises1. Word Review

Use these words the same way you used the Word Review of Unit 6.

- | | | |
|-------------|-------------|-------------|
| (1) ṣayf | (1) řaas | (1) maššat |
| (2) xariif | (2) zayt | (2) řassal |
| (3) řaabi9 | (3) řahr | (3) Hařab |
| (4) řiti | (4) ra?bi | (4) farša |
| (1) řa9r | (1) ta?s | (1) sixn |
| (2) řiid | (2) řamiř | (2) baarid |
| (3) řalb | (3) kabbuut | (3) řaari9 |
| (4) si9r | (4) řibbaat | (4) naařif |
| (1) wařl | (1) 9ayn | (1) řaHmař |
| (2) maktuub | (2) lsaan | (2) bimmi |
| (3) Hawaali | (3) rikbi | (3) tyaab |
| (4) mařbuuř | (4) zyaadi | (4) řabyař |
| (1) hawa | (1) mayy | (1) manřfi |
| (2) řuudi | (2) zayt | (2) m?ařř |
| (3) řams | (3) řahwi | (3) minři?? |
| (4) řaym | (4) liifi | (4) makana |

2. Sentence Review

Go over these sentences the way you went over the Sentence Review part of Unit 6.

List 1

1. How was the weather in the mountains?
2. If it were a little drier it would be fine.
3. At least you can swim in the summer.
4. I think it's going to rain.
5. You're right but there's nothing like Beirut in the winter.
6. The air's dry in the mountains.
7. It wasn't too cold.
8. But summer here is hotter than there.
9. Last year I stayed here all summer.
10. We went up North for a month's time.
11. When do you want to take your bath?
12. Please tell the bootblack to shine my shoes.
13. Is my brown suit and white shirt ready?
14. Dry yourself well so you don't catch cold.
15. Put wood in the heater would you?
16. I think I have time to shave.
17. And the soap and sponge are in the cabinet.
18. Don't forget to turn the faucet off when you come out.
19. Is your razor sharp?
20. Shall I brush you off sir?
21. You don't look well. What's the matter with you?
22. I've come to ask the doctor about my brother.
23. Breathes again. Stand up.

24. He's afraid he has appendicitis.
25. Take two pills before going to sleep.
26. I've had a cold for two weeks and my head aches.
27. You have to take care of yourself and not tire yourself out too much.
28. And what brings you to this clinic?
29. Last night he woke up with a pain in his right side.
30. Take off your clothes and I'll see.
31. Yes, there's a registered letter for you.
32. Fill out this form and bring the money.
33. Give me two pounds worth of postage stamps.
34. I want to rent a post office box for a year.
35. Of course, and mark the envelope "air mail" for me.
36. I want to send this package to Damascus.
37. And six piastres for every additional kilo.
38. The third window on your left.
39. He usually distributes the mail at 9 a.m.
40. Sign here for me to give it to you.
41. You look as though you're in a hurry, carrying a suitcase.
42. And I said, "We'll kill two birds with one stone.
43. How long are you going to stay in Damascus?
44. If you see Bu Khalil give him my regards.
45. And it's hard to find a place in it.
46. Is it far from here?
47. And call me a boy to carry it for me.
48. Get the bag down if you don't mind.
49. How about having some fun, Bu Khalil?

50. All right, agreed!

3. Comparatives. Read off the following adjectives, be sure you understand them, give the comparative for each, and make up a sentence containing the comparative.

- | | |
|-------------|------------|
| (1) b9iid | (7) ktiir |
| (2) kbiir | (8) ġaali |
| (3) naašif | (9) mriid |
| (4) bakkiir | (10) rxiiq |
| (5) Hilu | (11) mniH |
| (6) qa9b | (12) t?iil |

4. Plurals. Read off the following nouns (including adjectives), be sure you understand them, give the plural for each and make up a sentence for each noun, first using the singular and then, making the necessary changes in the rest of the sentence, the plural.

- | | |
|--------------|-------------|
| (1) maktuub | (7) muus |
| (2) ?iyyaara | (8) buuyaži |
| (3) sanduu? | (9) žim9a |
| (4) qaan9a | (10) maktab |
| (5) ?amiis | (11) 9ilbi |
| (6) buuštari | (12) ma?9am |

DINING OUT

- | | |
|---|--|
| 1. Hello, Mahmud. | sa9iidi ya_maHmuud. |
| we eat dinner | nit9ašša |
| together | sawa |
| 2. How about having dinner together tonight? | šuu ra?yak nit9ašša sawa llayli? |
| excellent | mimtaaz |
| 3. Excellent idea. | fikra mimtaazi. |
| broiled | mišwi |
| salad | šlaaṭa <u>or</u> šalaṭa |
| 4. I feel like some kebab and salad. | 9a_baali laHm mišwi wi_šlaaṭa. |
| 5. Where do you think we can go? | wayn btiftkir mni?dir nḡuuH ? |
| accustomed | m9awwad |
| moonlight | ?amaṣ |
| 6. I'm used to eating by moonlight. | ?ana m9awwad 9aakul 9ind ?amaṣ. |
| view | manṣaṣ |
| food | ?akl |
| appetizer | bišahhi |
| 7. The view is beautiful by the sea and the food is good. | limnaaṣir Hilwi ktiir 9a_lbaHr wi l?akl bišahhi. |
| hungry | žii9aan <u>or</u> žuu9aan |
| 8. No kidding, I'm very hungry. | waḷḷa la_Hkiilak ddiḡri ?ana zii9aan ktiir. |
| belly | baṭn |
| (sign of present) | 9amm |
| rolls | bikarkir |
| 9. And my stomach is growling. | u_baṭni 9amm bikarkir. |
| master, chef | ?iṣṭa |

appetizers	maaza
taste	zaw?
10. Hello. First of all bring us some appetizers.	maʔHaba ya, ʔiʃta ʔawwil ʃii ʒiblna taska 9la zawʔak.
11. What appetizers do they serve (put) here?	daxlak ʃuu biHiʔtu maaza hawn?
dish, plate	ʃaHn
tabouli	tabbuuli
parsley	baʔduunis
sesame oil	ʔHiini
chick peas	Himmaʃ
whipped and seasoned	mtabbal
12. They serve a bowl of tabouli and parsley with sesame oil and whipped chickpeas.	biHiʔtu ʃaHn tabbuuli u baʔduunis biʔʔHiini u Himmaʃ mtabbal.
without	bala
cutting	ʔata9
conversation	Hadiis
cracked wheat	birʒul
13. Excuse me for interrupting (without cutting from your conversation) but where do they buy their cracked wheat?	bala ʔata9 min Hadiisak mmayn byiʃtru lbirʒlaat ?
groceries (butter, flour, etc.)	smaani
mother's brother	xaal
14. At (from) my uncle's shop.	min mHall smaani taba9 xaali.
I continue, complete	bkammil
15. Let me finish (saying) what else they serve.	wi bkammil ʃuu biHiʔtu kamaan.
mixt	na9na9

seed

bizr

salted

mmallaH

16. They serve potato salad with mint, and some salted seeds.

biHiṭṭu ṣḷaaṭit baṭaaṭa ma9 na9na9 u ṣḷaaṭit bzuuṛaat mmallaHiin.

waiter

garsuum

tray

ṣaniyyi

17. There's the waiter bringing the tray. yaHHu lgarsuum ṣaayib ṣṣaniyyi.

truth

Haʔiiʔa

delicious

laziiz

18. Everything is really delicious.

de- waḷḷa lHaʔiiʔa killṣi laziiz.

arak glass

kaas

happiness (wedding)

faḥHa

we get drunk

mniskaḥ

19. Here's to getting drunk at your wedding, Mahmud.

kaasak ya,maHmaud. nṣalla bfaḥHtak mniskaḥ.

successors

9aʔba

20. And to the marriage of your children!

u 9aʔbaal miin 9indak.

boy

ṣabi

21. Let's have dinner now. Waiter! (come, boy)!

xalliina nit9aṣṣa halla? ta9a ya,ṣabi.

chickens

dḷaaḷ

fried

miʔli

22. Bring me an order of chicken and fried potatoes.

ḷibli waaHiḍ dḷaaḷ u baṭaaṭa miʔliyyi.

peas

bazalla

increase

kattir

sauce

ṣalṣa

23. I want peas and rice, and put on a lot of sauce.

?ana baddi bazalla u rizz u kattir ʒaʒa.

okra

baamyi

grapes

ʒinab

24. All right, if you don't have it, bring me okra and a dish of stuffed grape leaves.

ʒayyib ?iza ma ʒindkum ʒibli baamyi u sahn miHsi waya? ʒinab.

lemons

Haamiḍ

vinegar

xall

25. We need lemons, Masaood, and a little vinegar if it's no trouble.

laazinna Haamiḍ ya masʒuud u ʒwayyit xall ?iza ma fii tiffi.

service

xidmi

26. We're at your service, sir.

niHna bxiḍmtak ya siidna.

indebted

madyuum

invitation, party

ʒaziimi

27. I'm very much indebted to you for the evening (this invitation).

waḷḷa ?ana madyumlak ktiir bhaḷʒaziimi.

brother (alternate form)

?axu

28. It's nothing to what you deserve. (our brother)

ma fii ʒii min ?iḍmtak ya ?axuuna.

29. Let's have a little fruit.

xalliina naaxud ʒwayyit fwaaki.

pears

nʒaaʒ

figs

tiin

cup

finʒaan

tea

ʒayy

30. Bring us a few pears and figs and two cups of tea.

ʒiblna ʒwayyit nʒaaʒ u tiin u finʒaanayn ʒayy.

social evening

saḥra

seaside cafe

manʒiyyi

RENTING A HOUSE

- | | |
|---|---|
| hello (on the phone) | ?aalu <u>or</u> haloo |
| 1. Hello. Good morning Jamil. | ?aalu. şabaaH 1xayr ʒamiil ?afandi. |
| 2. Good morning. What can I do for you? | sabaaH nnuur. ?amr ? |
| friend | şadii? |
| 3. I have an American friend who just came to the country. | fii 9indi şadii? ?amirkaani ?iʒa ʒdiid 9a,lblood. |
| legation | mufawwaḡiyyi |
| 4. He works at the legation. | byiştigil bilmufawwaḡiyyi. |
| arrange (for someone) | dabbir |
| he lives | yiskun |
| 5. And he asked me to get him a house to live in. | ukallafni dabbirlu bayt ta,yiskun fii. |
| 6. Does he have a family? | 9indu 9ayli ? |
| last, end of | ?aaxir |
| 7. Yes, but his family is arriving at the end of the month by boat. | ?aywa, bass 9ayltu btuuşal b'aaş ʒşahr bilbabuur. |
| precede | şaba? |
| 8. He came on ahead (he preceded it - the family) by plane. | huwwi şaba?a ?iʒa biṭṭiyyaşa. |
| furnished | mafruus |
| 9. Does he want the house to be furnished? | baddu ibayt ikuun mafruus ? |
| near | ?ariib |
| 10. Yes, and near the Legation. | ?aywa wikuun ?ariib 9a,lmufawwaḡiyyi. |
| room | ?uuda |
| 11. How many rooms do you want? | kam ?uuda bitriid ? |
| sleeping | manaami |

21. When you find a house I'll go to see it with you.

bass tlaa?i lbayt mni?i ?ana wyaak nsuufu sawa.

22. Good luck! So long.

9a_xayr nsa?la. bxaatrak.

rent

?azaar

23. How much is the rent Jamie?

?iddays? l?a?aar ya_?amii? ?afandi?

he disagrees, differs

yixtilif

24. We're not going to disagree. As much as you say, sir.

ma raH nixtilif. ?add ma btifma? Haq?tak.

25. No. How much do the owners ask?

la? ?addays? ?alabu ?Haabu.

26. Oh, they've left it up to you.

wa?la tarakuuha lhimmtak.

27. What do you say?

?suu bit?uul ?inti ?

deceived, cheated

ma?gluub

he's treated unjustly

yinqilim

28. I don't want you to be cheated and I don't want them to be treated badly.

?ana ma baddi ?inti tkuun ma?gluub wala hinni yinqilma.

29. All right, what do you think would be suitable for both?

?ayyib, ?suu btiftkir mmaasib li?tnayn.

30. Two thousand five hundred would be fine for both sides.

?alfayn u_xams miyyi 9aal l?ihtayn.

taxes

Hraasi

be obligated

byithkaffal

expenditures

ma?ruuf

31. They'll pay the taxes but you'll have to take care of the water and electricity.

hinni byidfa9u liHraasi bass ?intu btithkaffalu bmasruuf lmayy wilkahraba.

32. The house really seems very nice.

?Ha?ii?a lbayt mmiH mbayyin 9lay.

33. But maybe two thousand five hundred is a little steep.

bass yimkin ?alfayn uxams miyyi ktiir ?wayy.

34. All right. What will you pay, sir?

?ayyib, ?suu btidfa9 ?inti ya_xawaafa

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Spoken Arabic Intensive Course

Supplementary Sentences

1. maʔdiru ʔuuH ma9un mbaariH.
2. ʕattit kill ʕim9t lmaadyi.
3. law nint bakkiir mbaariH kint ʔimt bakkiir lyawm.
4. ʔfiit (or ʔafayt) lkahraba ssaa9a ʔn9ʕ
5. kint ʔi9ʔii mit liiʔa bʕahr.
6. dfa9t lʔaʕaʔ akkiir ʕahr lmaadi.
7. ʔtakart byiʕbahni ʕwayy.
8. daʔasna frinsaawi yawmayn bʕim9a.
9. ʕʕan9a kiwyit taʔmak.
10. ʕift ʔaaʕid ʔaali9 9a ʕʕabal ʔ
11. ballaʕti tiʔbxi bakkiir.
12. ʕawwaʔtu bass ʕʕuʔa miʕ mmiHa.
13. farsʕayt lbiʔnayʔa ʔabl ma ʔli9t.
14. ʕtaʔa xamsi kiilu b9aʕʕ liirʔat.
15. ʔriit lʕariidi bass ma saddaʔt kill lʔaxbaaʔ. (or ʕaddaʔt)
16. ʕaaʔi 9aamil ʕnayni Hilwi.
17. ʕabaʕit ʕa9ʔa ʔaHmaʔ.
18. zittillu ʔiʕrtu.
19. ʕtaʔa bayt u ʕadlu ʕnayni.
20. layʕ sakkart lbaabi
21. nsiina nʕiib lʔwaaki. (or ta nʕiib)
22. mafihim ʕuu ʔiltillu. (or lli ʔiltillu yaa)
23. 9rift hayk.

24. taklit u tarkit.
25. byiḡhaḡ ma byifnamak.
26. ḡliḡt 9a žžabal ta šuwf limdiini.
27. ba9d žimḡtayn mmi?dir nisbaH bi lbaHr.
28. xaffif nnaḡ šwayyi.
29. ma xaafit minna.
30. niHna maarfiin 9a ddikkaan. baddak šii ?
31. faššayt ššuura mbaariH mn žžariidi.
32. limn kint bbayruut ḡaḡlayt 9ind fariid.
33. ša99al lbaabuur.
34. šayyafna bi lfiids sint lmaḡyi.
35. ma Hala?t mbaariH.
36. maḡḡayna fiḡšitna bib9albak.
37. maššait ša9rak bi lHimmaam.
38. liaxbaḡ mn lyaunaan 9amm biddaayi?ni. (or biḡḡaayi?ni)
39. Haḡḡirli liakl.
40. šabaḡli šibbaaši bxams ?ruuš.

Supplementary Sentences

1. xaffaft ša9rak mbaariH ?
2. hayda šii t?iil xaffifli yaa.
3. ?arrarit t?uuH 9assiinama.
4. šuu ?arrart ta9mil.
5. xabbarnaa ssaa9a tnayn.
6. xabbartu limmin lbuuṣṭa wiṣṭa wiṣṭit.
7. ša99alit l?aḡaan ?abl maṭarḡit lbayt.
8. ba9ḡ l?aḡaat biša99lu l?aḡaan bakkiir.
9. ḡassalit ttyaab ?abl maṭabxit.
10. ḡassalti kalsaati 9aḡbukḡa.
11. bitḡassil tyaabi kill yawm žžim9a.
12. massaHt ššbaabiik lyawm 9aḡbukḡa.
13. massHi liblaaṭ mniH.
14. 9aḡḡafni 9aḡḡawaaža 9a?l.
15. baddi 9aḡḡfak 9aḡl9ayli.
16. 9aḡḡafti l?istaaz 9a xayyik?
17. bmaššit ša9ri kill yawm ?abl ma ?itruk lbayt.
18. maššit ša9rak mniH ya?ibni.
19. sakkir lbaab bass t?uut.
20. nisyyit tsakkir lHanafiyyi.
21. lays ma naḡ dafti ?uuṭṭi laywm?
22. naḡḡafu lbayt yawm ssabt.
23. šaḡḡfuma 9albayt žimṣt lmaadyi.
24. šarraftuuna.
25. wayn ḡaH tḡayyif ssini ?

26. minfađđil nğayyif 9a, lbaHr.
27. ma t9allamma ktiir bilmadrsi.
28. mmit9allam 9arabi xamst iyyaam bižžim9a.
29. t?axxart 9aššigl iyawm.
30. lays t?axxař mbeariH ?
31. mat9arrařt 9lay.
32. baddi ?it9arrař 9laya.
33. kin mařra byitHammanu bižžim9a ?
34. byit Hamman kill yawm sabb.
35. ?ica byiži mmitšarrař bma9riftu.
36. tšarrařna.
37. tla?iaHu ba9ddđihr.
38. tla?iaH 9alfarši.
39. tnařsi mařra taanyi.
40. ma bi?dir ?itnařfas bhal?uwa.
41. na??aytilla killši muiH.
42. na?ayna sitt ?inšan.
43. waddwuni 9almař9am.
44. waddiilu salaami.
45. halxařř biwaddi 9a lmistašfa.
46. ma bta9rif ?inna mađđayna šahr lmaadi ma9u.
47. raH mađđi šahravn bi ššabal.
48. Hađđartiili lHinnaM ?
49. Hađđaritlma batnšan ma9 kuusa.
50. faHařna lmakana u mal?ayna bihašii.

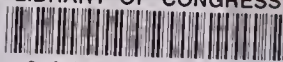
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