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an introduction to  
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Arabic

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*Beginner's*

**ARABIC**

*Script*

**John Mace**

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### **Books on Arabic by the same author**

*Arabic Today*, a student, business and professional course in spoken and written Arabic, Edinburgh University Press 1996, ISBN 0 7486 0616 5

*Arabic Grammar*, A Reference Guide, Edinburgh University Press 1998, ISBN 0 7486 1079 0

*Teach Yourself Arabic Verbs and Essential Grammar*, Hodder & Stoughton 1999, ISBN 0 340 73008 0



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# INTRODUCTION

## Reading and writing Arabic

Arabic writing seems daunting at first sight, but it doesn't have to be.

This book attempts to take the mystique out of it. You learn the alphabet in stages, practising each new letter or combination of letters many times before moving on to the next; at the same time you fit the letters into useful words and phrases seen everywhere in any Arab environment.

This book is actual; you learn to read and write today's Arabic. And you learn through practice, from the start.

That said, nobody can promise that when you have finished this book you'll be able to read a newspaper article, or write a report. That requires a knowledge of Arabic grammar going beyond our immediate scope. But you will be able to read and understand important signs and directions - even better, you will know what sort of words to expect. You will also be able to read and understand many newspaper headlines, and to write everything you can read.

## The Arabic language

Arabic is a world language. It is the official language, or one of the official languages, of nineteen countries spread across Saharan Africa and most of the Middle East. It is also one of the official languages of the United Nations. Arab culture has a high reputation, and is studied at countless universities in the western world.

Words in Arabic are built on a 'root' of three (occasionally four) consonants, which contain the basic idea underlying all the words made from the root. An example is the root consisting of the three consonants **k t b**, which has the basic idea of *writing*. From this root Arabic makes:

- the verb **katab** *to write*
- the noun **kātib** for *writer*
- **maktūb** for *written* or for *letter*
- **kitāba** for the action of *writing*
- **maktab** for *office*, or the place where one writes
- **kitāb** for *book*
- **maktaba** for *library* or *bookshop*, and so on.

The words may have bits added on, or may change internally, but you still find the three root consonants, all present and always in the same order, throughout all the derivatives.

This is of enormous help. It means that if you know one Arabic word of a particular root, you can make an intelligent guess at the meaning of a previously unknown word showing that root.

Spoken Arabic varies from place to place. It is not normally written down (there is not even an agreed way to spell it), and it is never used for formal or official written communication.

But written Arabic is the same throughout the Arab world. The Cairo newspaper *al-'ahrām* (*The Pyramids*) is read with ease in Casablanca, at the other end of North Africa. This is the Arabic found on all signs, notices, advertisements and so on, and it has a standard pronunciation. This is the form of Arabic which we are about to explore.

## The Arabic alphabet

First, some essential principles on which the Arabic alphabet is based. Refer back here if you are in doubt later:

- The writing runs from right to left ← ←.
- There are no capital letters.
- Short vowels (the sounds **a** as in English *man*, **i** as in English *pin*, and **u** as in English *put*) are mostly not written; we usually have to infer them from the context.
- Printed Arabic is originally an imitation of handwriting. Most of the letters (called 'joined letters') are joined to the letter following them in the same word. A few letters ('disjoined letters') are never joined to the letter following them.

All this sounds complicated. It is not. Don't attempt to remember it now; it will become familiar as you read and write.

## How to use this book

This is a participative book. You have to do a great deal of reading and writing. You learn, and remember, by doing.

Arm yourself at the outset with a solid exercise book with lined paper. Do all your writing in this exercise book. You should also write out your vocabulary somewhere permanent, whether in the back of this exercise

book, or in a different one. Writing is a powerful aid to memory.

### **Units 1 to 6: Alphabet**

Follow the text, practising writing each new letter or group of letters as instructed. Pay attention to the notes on handwriting; there are certain important differences between handwriting and print. In the 'Read and write' parts of each unit, you see both. Imitate the handwriting for preference: you can write like printing if you wish, but it looks unnatural, and is slower. Read your writing back. Read and write everything several times.

The letters are taught in an order which helps you to build up quickly a battery of words which you can write. Any pitfalls are pointed out on the way. From letters you will move to words. Also in these units, your progress is monitored with a series of exercises at each stage; then at the end of the unit you have tests, which are more difficult than the exercises as they offer only the barest of help, and are more formal.

Don't move on to a new unit until you are at least reasonably confident about the last one - and that includes having performed well in the tests, for which you can check your answers in the key.

While following these units, don't force yourself to learn words by heart. Some will stick in your mind anyway - so much the better. The important thing is that you can by now put the letters together correctly, and decipher the written combinations which you see.

In Unit 6 you also learn to read and write the Arabic numerals.

### **Units 7 to 13: Words and Structures**

In these units you learn to identify the different types of word, how to manipulate them, and how to link them in common and useful expressions and sentences. You will begin to read notices, signs, headlines. Units 9 to 13 start with new vocabulary, usually divided into 'essential' vocabulary, which you need to learn now because of its importance, and 'reference' vocabulary which is used for exercises and tests, but which you need not learn at this stage; examine it, and refer to it as you work through the unit. You will retain much of it through practice. In these units you will also learn related word-patterns which are a helpful feature of Arabic. These units also have exercises and tests.

**Unit 14**

This unit gives you some important geographical vocabulary for the Arab world, and a map.

**Unit 15**

Go carefully through the general reading test in this unit, checking your performance with the key and going back into the book where necessary.

**Key to Tests**

This is self-explanatory.

**Vocabularies**

The preamble to this section explains how to use these.

**Index**

The Index lists alphabetically all the technical topics covered (e.g. Construct, Noun, Participle), showing where each is found.

**Pocket Card**

This is found at the end of the book, and its use is explained there.

# 1

## In this unit you will learn

- six common letters, with their pronunciation,
- when and how to join these letters,
- something about the 'stress' of a word,
- words which you can read and write, using the six letters.

## General

Before starting this unit, be sure to read the Introduction; the section entitled 'The Arabic alphabet' is important for understanding the terms used below.

## Letters

1

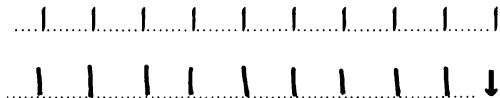


The first and commonest letter of the alphabet is **ا**, called **alif**. It represents:

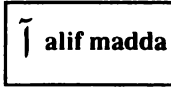
- at the beginning of a word: any of the *short* vowel sounds **a-**, **u-**, **i-** (like *a* in English *ant*, *u* in English *put*, and *i* in English *ink*, respectively).
- in the middle of a word, a *long* vowel sound **-ā-**. Imagine pronouncing *man*, in English, but drawing the vowel out: *ma-a-an*.
- at the end of a few words: short **-a**.

**ا** **alif** is a so-called 'disjoined' letter, that is, it is never joined to the following letter.

**alif** rests on the line of writing, but is 'tall' like a European *l*. Write this letter several times, starting at the right of the page: ..... ← ←

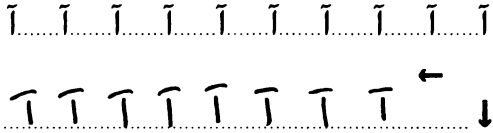


2

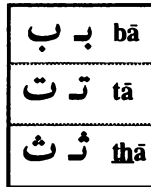


alif with a stroke over it represents long ā (see paragraph 1 above) at the beginning of the word. This variant of alif is called **alif madda**.

Write this letter several times; first the downstroke, then the head: ← ←



3



ب

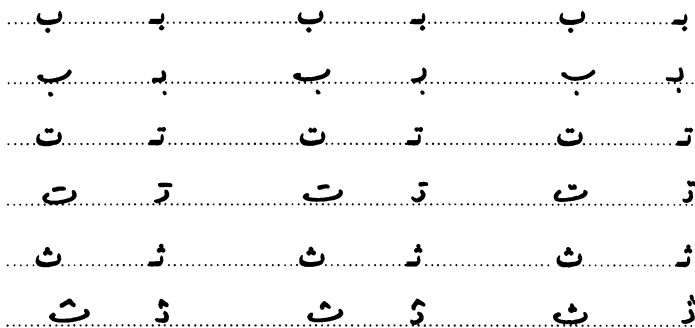
The sounds **b**, **t** and **th** (soft, like *th* in *think*; the transcription is underlined to show that it is a single sound) are written respectively with the letters called **bā**, **tā** and **thā** (see paragraph 1 for the pronunciation of ā). These letters are all 'shallow', i.e. they all rest on the line of writing, and are not 'tall' like alif.

These are 'joined' letters, that is, they are joined to any letter following them in the same word. Each letter has two possible forms: the short form is used at the beginning or in the middle of a word, and the longer form (the 'full' form) when the letter stands at the end of the word, or alone.

You will note that the three letters are identical but for the dots. These are an integral part of the letter, just as they are in English *i* or *j*. The dot(s) lie over or under the beginning of the short form, and over or under the middle of the long form. In all dotted letters the stroke is written first (← right to left), then the dot or dots.

These are the printed and typed forms. In normal handwriting, two dots usually become a dash –, and three dots something like a circumflex accent ^. Write a line of each letter, first with the dots as in print, then as in normal handwriting.

Start at the right: ..... ←←



We can now write a few words. **ا** is always written downwards except in its middle form, i.e. when joined to a previous letter; then it is written upwards. Remember that it is never joined to the following letter, that is, to its left. Remember also, as was said in the Introduction, that short middle and short final vowels are not normally written. Note the difference in height between **alif** (tall) and **bā-tā-thā** (shallow).

**Read and write** (starting at the right, remember): ←

..... أب أب **ab** father\*      ..... آب آب **āb** August  
 ..... اثاث اثاث **athāth** furniture      ..... باب باب **bāb** door\*  
 ..... ثابت ثابت **thābit** firm, solid

\* There is no word for *a* or *an* in Arabic, so for example **أب** **ab** means either *father* or *a father*, and **باب** **bāb** either *door* or *a door*.

**Short vowel rule:** Short vowels (**a, i, u**) in the middle or at the end of a word are not normally written. In a few words final **alif** is written for short **-a**.

#### 4 Stress

Think of the English word *production*; its middle vowel *u* is pronounced more strongly than the rest of the word. We say the *u* is *stressed*.

In books teaching English as a foreign language, the stress is sometimes

marked with an accent (*producción*). We shall use this device in transcription in the first five units of this book: you see this in **atháth** and **thábit** above.

**Exercise 1** Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) أب **ab** father      (b) آب      (c) اثاث      (d) باب

**atháth, āb, bāb; door, furniture, August.**


**Exercise 2** In Exercise 1, mark the **á**lifs which are pronounced long, **ā**.

**Exercise 3** Write the word باب **bāb** door. Why is the first **bā** written differently from the last one? And why isn't the whole word joined up?

The answers to these exercises follow paragraph 6 below.

5

ن ن nūn
---------

We write the sound **n** with the joined letter **nūn** (**n** as in English, long **ū** like **u** in English *truth*). This letter has a short form used at the beginning or in the middle of a word, and a full form used at the end of the word, or when the letter stands alone. The dot is an integral part of the letter. The short form differs from **bā** (paragraph 3 above) only in the position of the dot, while the full form starts just above the line of writing and swoops below it and up again. We can call it a 'deep' shape. In handwriting, the dot of full-form **nūn** often takes the form of a hook on the curve itself: 

Write several examples of **nūn**, first as in print, i.e. with a dot on the full form; then with a hook on that form as in normal handwriting:.....←←

ن ..... ن ..... ن ..... ن ..... ن .....  
 ن ..... ن ..... ن ..... ن ..... ن .....

Now **read and write** more words with the five letters we know (from the right):.....←←

..... ابن **ibn** son

..... بنت **bint** daughter, girl



..... أنا ána I

..... أنت أنت ánta you

..... بنات banát daughters

..... نبات nabát vegetation

Always *write* your words, don't draw or trace them. Don't grip the pen tightly, and think ahead about what you are writing, so that you anticipate which form of the coming letters you are going to use.

6

ي ي yā

The 'joined' letter yā represents:

- at the beginning of a word: the consonant y- (like English y in *year*).
- in the middle of a word: either the consonant -y- (see above), or the long vowel -ī- (like *i* in English *machine*), or the vowel-combination -ay- (like *ay* in English *day*).
- at the end of a word: the long vowel -ī (see above).

The letter yā is *never* pronounced like the vowel-sound y in English *my*.

Like the **bā-tā-thā** group which we learned earlier, this letter has a shallow short form used at the beginning or in the middle of a word, and a full form at the end of the word, or when the letter stands alone. The short form is identical to tā except that its two dots are below; its full form has a deep shape and is quite different, swooping below the line and up again. Write yā several times, first with dots and then in the handwritten form, with a dash:.....←←

..... ي ي ي ي ي ي  
 ..... ي ي ي ي ي ي

More words. **Read and write** (remember that initial yā must be y-, middle yā can be -y-, -ī- or -ay-, while final yā is -ī):

..... بيت بيت bayt house

..... بيتين بيتين baytāyn two houses

اثنين اثنتين *ithnāyn two* بنايات *bināyāt buildings*

بنتين بنتين *bintāyn two daughters/girls*

In their short forms, the letters ب ت ث ذ ز are called 'toothed letters' - the form ب is a 'tooth'.

When full-form ي is preceded by one or more toothed letters, there are special handwritten shapes, which you should always use even if they are not present in print:

tooth + final ي: م ي سي      teeth + final ي: م ي سي

**Read and write:**

أبي *ábī my father* ..... بناتي *banāti my daughters*

ياباني *yābāni Japanese* ..... بنتي *bintī my daughter*

ابني *ibnī my son* ..... بيتي *bāyti my house*

(Remember to pronounce the stress on the vowel marked with an accent: *ábī*.)

**Exercise 4** Match each of the following words with its sound and its meaning. The first one is done for you:

(a) بيت *bayt house*    (b) بنتي    (c) بنايات    (d) ابني  
*bināyāt, bintī, ibnī; buildings, my son, my daughter.*

**Exercise 5** Write all the Arabic words you know which (a) begin with | or |, or (b) end in ي, or (c) have ن in them. Expressions with the additional meaning *my* or *two* do not count.

The answers to these exercises are given after this paragraph.

You will recall that ... يā at the beginning of the word gives the sound y-. We also know that initial ... | álif represents a short initial vowel. Note now that any word beginning with a *long* vowel or a vowel-combination in pronunciation must be introduced in writing by álif, which itself then has no sound. So initial ī- or ay- is written ... | (the álif

being silent). **Read and write:**

... أين أين أين *áyna where*

**Initial long vowel rule:** Any long vowel or vowel-combination beginning a word must be introduced by *á*lif in writing; the *á*lif itself is then not pronounced.

### Answers to Exercises

**Exercise 1** (b) آب *āb August*; (c) اثاث *athāth furniture*; (d) باب *bāb door*.

**Exercise 2** The words are آب, اثاث and باب. The other *á*lifs are short, pronounced a.

**Exercise 3** The letter ب *bā* has the long form at the end of the word, and the short form at the beginning or in the middle. And the word isn't joined up completely because it has to break after *á*lif which is never joined to the next letter, i.e. it is a *disjoined* letter.

**Exercise 4** (b) بنتي *bintī my daughter* (c) بنايات *bināyāt buildings*  
(d) ابني *ibnī my son*.

**Exercise 5** The total list studied so far (in order of appearance) is:

(a) آب اب اثاث ابن انت انا اثنين اين  
(b) ياباني  
(c) بنت ابن انت انا نبات بنات اثنين ياباني اين

If you got more than 12 out of the whole 18, you did well. If you scored below 9, it would be a good idea to re-read the unit and note what you missed.

### Tests

1 Write the letters as a word. For example, (a) بيت *bī* is بي ت :

(a) بي ت (b) بي ت ي ن (c) اب ن ي  
(d) اثاث ي (e) ن بات

2 Read aloud your handwritten answers to Test 1. For example, (a) is **bayt**.

3 Read aloud. For example, (a) is **banāt**:

يا باني (c)

اثنين (b)

بنات (a)

ابني (e)

اين (d)

4 Write. For example, (a) is ابني :

(a) **ibnī**

(b) **bintayn**

(c) **bināyātī**

(d) **bābayn**

(e) **ayna**

(f) **athāthī**

5 Read the words. What is the sound of each **ا** in each example? Explain why. For example, in (a) ابن **ibn** it is **i**, because here **ا** stands for the short vowel **i**:

آب (c)

باب (b)

ابن (a)

اثنين (e)

نبات (d)

## Review

In this unit we studied six letters (plus one variant), five of them extremely common. You learned

- that **á**lif at the beginning of a word either stands for a *short* vowel (a, i, u) or introduces a *long* vowel **ī** or a *vowel-combination* ay,
- that **á**lif **má**dda always represents long **ā**,
- the important difference between short and long vowels,
- that short vowels (a, i, u) in the middle or at the end of a word are not usually written, though final **á**lif sometimes expresses short -a,
- the important difference between 'joined' and 'disjoined' letters,
- the difference between 'tall', 'shallow' and 'deep' written shapes,
- all the 'toothed' letters, including how to write final **yā** after a tooth and after teeth.

You have practised reading and writing joined letters (ي, ن, ث, ت, ب) in full and short forms, also taking account of tall, shallow and deep shapes.

You have read and written 22 different words out of many more which are now within your grasp.

There is a lot in this first unit; that is because with any fewer than these six letters you would get fewer than ten words, and who wants that? You have made your first encounter with this writing system which is totally different from that of any European language; don't be surprised or discouraged if it looks tough. Go back and read through the unit again, and pick up anything that baffled you the first time. Don't look for immediate perfection. Keep going; things will get clearer, and you will gain confidence, as we advance.

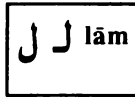
# 2

## In this unit you will learn

- three more letters, also very common, with their pronunciation,
- words which you can read and write, using these letters,
- how to write doubled letters,
- how to express *the*.

## Letters

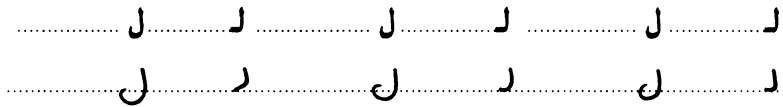
1



The letter called **lām** represents the sound *l*. Pronounce it *light*, as in English *leaf*, not *dark* as in *wall*. **lām** looks like a European handwritten *l* written in the opposite direction. **lām** is a joined\* letter; the short and full forms are used exactly like those of any other joined letter, e.g. **ب** *bā* which we already know. However, both forms of **lām** are tall\*, while the full form is also deep\*, with a swoop.

\* Look again at Unit 1 for the meaning of these terms, if you are unsure.

Write this letter several times: short form tall, full form both tall and deep:



You might think that **á**lif and the short form of **lām** get confused; in practice this is not so. **á**lif is disjoined, **lām** is joined, and there is never confusion. Look, for example, at **thá**lith 'third' below. Read and write:

ثالث **thá**lith *third* ..... لي لي *lī to me, for me*  
 لبناني لبناي *lubnānī Lebanese* ..... لبنان لبنا *lubnān Lebanon*  
 ابل ابل *íbil camels*

The combination **lām** + **á**lif has special forms. In print and type, the **á**lif is sloped and joins the **lām** at the latter's middle. In handwriting, we *break* the joint, and may either slope the **á**lif or leave it upright. In both

cases, the **álif** is written *downwards*. Look at the following forms:

	<i>handwriting</i>	<i>print and type</i>
<i>not following a joined letter</i>		لا
<i>following a joined letter</i>		لا

Imitate one of the handwritten forms in each case.

**Read and write** (choose which form you prefer):

..... ثلاث ثلاث **thaláth** *three* ..... آلات آلات **álát** *tools*  
 ..... لا لا **la** *no*

You will never see the form (U) in correctly written Arabic, whether in handwriting or print.

The break in the connection of **lām-álif** in handwriting does not mean that the **lām** has suddenly become a disjoined letter; it is merely a peculiarity of handwritten style.

2

م م **mīm**

The sound **m** (as in English *me*) is written with the letter called **mīm**. This letter is joined. Its two forms are used exactly as are the two forms of the other joined letters. Its short form is shallow, while the full form is deep with a straight downward tail. The 'bead' of both forms rests on the line of writing.

When **mim** is not joined to a preceding letter (i.e. to its right), its bead can be written clockwise or anticlockwise. Write this letter several times:

..... م م م م م م ..... م م م م م م

**Read and write** (the bead can go either way round):

..... من من **min** *from* ..... امام امام **amām** *in front of*

But when joined to a preceding letter, the **mim** is approached from the

top, and written *anticlockwise* ⤿. This gives us special combinations after certain letters, which may or may not be used in print, but which are *always* used in handwriting. Write the handwritten forms:

	<i>handwriting</i>	<i>print and type</i>
tooth + mīm	تم	تامة
teeth + mīm	تمم	تامة
lām + mīm	لم	لاملة
mīm + mīm	مم	ماممة

Now *read and write*:

..... تمام تامم tamām *perfect* ..... نامل نامل naml *ants*  
 ..... الماني الماني almānī *German* ..... انتم انتم ántum *you*

**Exercise 1** Match these words with their sound and their meaning given in the list below. The first one is done for you:

(a) الماني almānī *German* (b) تمام (c) ثالث (d) ثلاث  
 thālāth, thalāth, tamām; *perfect, third, three.*

**Exercise 2** Complete the word with the right form of *lām-álif*:

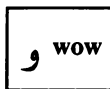
no ... (c) آ... (b) ث... (a)

**Exercise 3** The consul has got the nationalities mixed. Sort them out:

الماني (a) ياباني (b) لبناني (c) ليبي (d)  
*Japanese, Lebanese, Libyan, German; almānī, líbī, yābānī, lubnānī*  
 (One of these words is new, but you can handle it.)

The answers to these exercises follow paragraph 5 below.

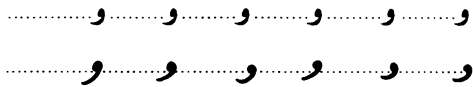
3



The letter called **wow** is deep and disjoined (you know what that means now). It has only one form, with a half-swoop downwards and along only, not up. Write it several times, starting with the ring written



clockwise ↻ and resting on the line of writing:



The letter **wow** represents the following sounds:

- at the beginning of a word: the consonant **w-** (like *w* in English *weak*).
- in the middle of a word: either the consonant **-w-** (see above), or the long vowel **-ū-** (like *u* in English *truth*), or the vowel-combinations **-ou-** (as in English *soul\**) or **-ow-** (as in English *now*).
- at the end of a word: the long vowel **-ū** (see above) or, in a few words, **-ow** (see above).

The letter **wow** is *never* pronounced like *u* in English *union*.

\* The pronunciation **ou** is not officially correct; the vowel-combination should sound **ow**. But in certain words even educated Arabs read it aloud as **ou** except in very formal circumstances. We shall show it as it sounds in ordinary reading aloud.

Look back to Unit 1, paragraph 6, the description of **yā**, very similar to the description given above for **wow**. Both letters are used to represent a consonant, or a long vowel, or a vowel-combination, in corresponding positions.

**Read and write** (remember that initial **wow** must be **w-**, middle **wow** can be **-w-**, **-ū-**, **-ou-** or **-ow-**, and final **wow** is **-ū-** or, less often, **-ow-**):

ثانوي ثانوي	thānawī secondary	و.....و	wa and
يوم يوم	yūm day	لون لون	loun colour
يوليو يوليو	yūliyū July	يونيو يونيو	yūniyū June
ممنون ممنون	mamnūn grateful	بيوت بيوت	buyūt houses
مايو مايو	māyū May	تمويل تمويل	tamwīl financing

Also back in Unit 1, paragraph 6, we recorded the fact that any word beginning with a *long* vowel or a vowel-combination in pronunciation

must be introduced in writing by *álif*, which itself then has no sound. This applies to the sounds *ū-*, *ou-* and *ow-* beginning a word: all these sounds in this situation are written ...*او* (the *alif* being silent).

*Read and write:*

.....*او* *ow or*

#### 4 Doubled Letters

When we have two identical letters separated by a vowel (long or short), then we write both letters: in the word *منون* *grateful* (shown above) we have two examples: (*m* + *short vowel* + *m*) and (*n* + *long vowel* + *n*). Whether the vowel is short and unwritten or long and written makes no difference; there is a vowel, and the two identical letters are shown.

But when we have a *doubled letter*, i.e. two identical letters with *no* intervening vowel, we write only one letter. *Read and write:*

.....*مثل* *mumáthhil* *representative* *اول* *áwwal* *first*

**Doubled Letter Rule.** *Letters which are sounded double (i.e. with no intervening vowel) are written single.*

Although we write the doubled letter single, it is most important to *pronounce* it doubled, i.e. *hold* it for longer than normal. Imagine saying *butter* as *but-ter*. The two words shown above then sound as if they were transcribed *áw-wal* and *mumáth-thil*. This is the correct pronunciation.

Think of the double *-nn-* in *innumerable*. If you know Italian, you have no problem; think of the double *-tt-* in *città*.

There is a way of showing doubled letters in script. It is the sign called

” **shádda**

This sign, which is not a letter of the alphabet, can be written above any letter to show that it is doubled. I say ‘can be’ as it is often left out; but since **shádda** is so useful we shall use it for the rest of this book. You should always write it where appropriate.

*Read and write*, distinguishing single letters from doubled:

لَمَّا lamma when      لِمَنْ li-man whose  
 مُمَثِّلٌ mumáththil representative      مِثْلٌ mithl like  
 تَلَالٌ tilál hills      تَلٌّ tall hill

**Exercise 4** Put **shadda** wherever appropriate, and pronounce the word. The first one is done:

مُمَثِّلٌ (a)      مُمَوَّلٌ (b)      مُمَوَّلٌ (c)      مُمَوَّلٌ (d)

Give the meaning of each word. The first is *representative*.

The answers to this exercise follow paragraph 5 below.

## 5 Definite Article - *The*

The important word *the* is called the *definite article*, or more simply the *article*. We use it before a *noun* (i.e. a word denoting a person, place, thing or idea). In Arabic, it takes the form **الـ** *al-*, which is always attached to the word which it 'defines', i.e. makes definite. We show it with a hyphen; you should pronounce the whole thing as one word.●

*Read and write:*

الْبَيْتُ al-bayt the house  
 الْبَنَاتُ al-banát the daughters

The article is used in Arabic more often than is *the* in English; it is especially common with geographical terms, and with words used in a general or universal meaning.

*Read and write* these examples:

الْيَابَانَ al-yābān ('the') Japan  
 الْمَوْتَ al-mowt ('the') death (i.e. in general)

**al-** is its normal pronunciation. But when the defined word begins with a sound pronounced with the tip or near-tip of the tongue, the **l** merges with (the technical term is 'assimilates to') that sound, producing a

doubled sound. The spelling stays the same. Look carefully first at the spelling and pronunciation of the following expressions, then **read and write** them. We show the doubled letter with **shádda**:

..... التَّلَّ	التَّلَّ	at-tall (not al-...) the hill
..... التَّلَال	التَّلَال	at-tilál the hills
..... النَّيْل	النَّيْل	an-níl the Nile
..... الثَّالِث	الثَّالِث	ath-thálich the third one
..... اللُّون	اللُّون*	al-loun the colour
..... اللَّبْنَانِي	اللَّبْنَانِي*	al-lubnāni the Lebanese (person)

There are fourteen letters which have this effect on the l of the article. So far we have learned four of them: ت, ث, ن and ل. The fourteen letters concerned are called by the Arabs 'sun letters'. We shall point out the remaining ten sun letters as we meet them. The important thing to remember is that in such words we pronounce as double the first letter of the defined word, dropping the l of the article in pronunciation but not in spelling.

\* Two letters l written together, even though there is no intervening vowel. This is an exception to the rule about doubled letters.

You will also have noticed that the article ..ال never affects the stress of the word, and never takes the stress itself.

One final note: the ..ال of الماني German is not the article; it is part of the word itself. We learn in Unit 3 how to add the article to a word like this.

**Exercise 5** Make each word definite with the article. Write your answer, then match it with the transcription and the meaning. The first one is done:

(a) بيت → البيت al-bayt the house (b) ممثل (c) تمويل (d) نبات  
an-nabát, at-tamwíl, al-mumá thil |; (the) financing,  
the representative, the vegetation.

**Exercise 6** In your answers to Exercise 5, underline the articles whose *l* assimilates to a sun letter at the beginning of the defined word.

**Exercise 7** Why are *ا, ب, ي, م* and *و* so-called 'moon' letters, i.e. not sun letters? (Pronounce them, and you will see - or rather, feel - why.)

The answers to these exercises are immediately below.

### Answers to Exercises

**Exercise 1** (b) تام tamām *perfect* (c) ثالث thālith *third*

(d) ثلاث thalāth *three*

**Exercise 2** (a) ثلاث (b) آلات (c) لا

**Exercise 3** (a) الماني almānī *German* (b) ياباني yābānī *Japanese*

(c) لبناني lubnānī *Lebanese* (d) ليبي lībī *Libyan*

**Exercise 4** (a) ممثل mumāththil *representative* (b) تمويل tamwīl *financing*, (c) أول áwwal *first*, (d) ممنون mamnūn *grateful*

**Exercise 5** (b) الممثل al-mumāththil *the representative* (b) التمويل at-tamwīl *(the) financing* (d) النبات an-nabāt *the vegetation*

**Exercise 6** (c) التمويل (d) النبات

**Exercise 7** Because they are not pronounced with the tip or near-tip of the tongue.

### Tests

1 Write the letters as a word. For example, (a) ال ن ي ل is النيل :

(a) ال ن ي ل (b) ال ت م و ي ل (c) ا و و ل

(d) ال م ا ن ي (e) م م ن و ن

2 Read aloud your handwritten answers to Test 1. For example, (a) is an-nīl.

3 Read aloud. For example, (a) is lubnānī:

(c) الثالث

(b) أول

(a) لبناني

(e) النمل

(d) ممنون

- 4 Write. For example, (a) is اللببي :
- (a) al-líbī (b) mumaththiláyñ (c) at-tamwíl  
 (d) an-níláyñ\* (e) ow (f) al-yābānī  
 (\* i.e. two, the Blue and the White. They meet at Khartoum.)
- 5 In the following list, the words ابن\البنات\اب form a group as they all denote family relationships. Assemble the other logical groups, and say why their words belong together:
- ابن، الماني، الثالث، البنات، يونيو، البيوت، اب، اول،  
 ياباني، لبناني، يوليو، البنات، اثنين، ثلاث، اب، لببي،  
 مايو.

### Review

In this Unit we studied three common letters and one special sign called shádda. You learned also

- how to read and write the special forms of lām-álif,
- how to join the letter mīm,
- how to write doubled letters,
- how to express the article *the*, and how to pronounce it,

You have had more practice with tall, shallow and deep shapes.

Hopefully you have also become a little more fluent in reading and writing, and you probably now find writing 'the other way round' less strange.

# 3

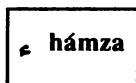
## In this unit you will learn

- a very important non-alphabetical sign,
- more about the article *the*,
- three more letters, plus one variant, with their pronunciation,
- more words,
- how to make 'feminine' words.

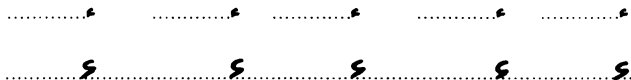
### *hámza*

1 Listen to someone say emphatically: 'absolutely awful'. You will hear a catch of the breath before each of the *a*'s. We could represent it with an apostrophe: '*absolutely* 'awful.

This is called a 'glottal stop', the glottis being that part of the throat which stops or releases breath when we speak. The stop is written in Arabic with a non-alphabetical sign called **hámza**:



**hámza** is never joined to anything. Write it several times:



Its form is simple enough, but it is used in many ways. You will see it in the following guises:

- above or below **álif**:  $\overset{\cdot}{\text{أ}}$   $\underset{\cdot}{\text{إ}}$ ,
- above **wow**, or **yā** without its dots:  $\text{ؤ}$   $\text{ئ}$   $\text{ئِ}$ ,
- standing alone, on or near the line of writing:  $\text{ء}$ .

Whole chapters have been written about the correct writing of **hámza**. For our purposes, it is sufficient if we learn to pronounce the glottal stop whenever we see the sign  $\text{ء}$ . We transcribe it with an apostrophe: '.

Many Arabic words apparently beginning with a vowel, such as **ab**, in

fact begin with a glottal stop. The writing often marks it with **hámza**, but it is equally often ignored.

For clarity, from now on in this book we shall show initial **hámza** on the Arabic of all words which have it, thus: **أَب**. We shall continue to transcribe without the apostrophe.

You should continue to write without initial **hámza**; that is always acceptable.

In the middle or at the end of a word, however, the **hámza** is always written, and you should write it, too.

One last point: **Á** *álif mádda* is deemed to have an 'in-built' **hámza**, so while the stop is pronounced, no 'further' **hámza** is written.

*Read and write:*

... أنباء <b>أَبَاء</b> <i>anbā' news (items)</i>	... نبأ <b>نَبَأُ</b> <i>nāba' news item</i>
... نائم <b>نَائِمٌ</b> <i>nā'im asleep</i>	... الآن <b>الآنَ</b> <i>'al-'ān now</i>
... تنبؤ <b>تَنْبُؤٌ</b> <i>tanābbu' forecast</i>	... ثنائي <b>ثُنَائِيٌّ</b> <i>thunā'ī double</i>

### Definite Article (continued)

2 In Unit 2 we learned the article **الـ**: **النيل, البيت: الـ**.

When we attach the article to a word beginning with **hámza**, the **hámza** has to be written (unless we have **álif mádda**, in which the **hámza** is already present). We can leave out the **hámza** at the beginning of a word, but not once an article is added, since the **hámza** is now in the middle of the word. The article itself has no **hámza**.

*Read and write:*

... الأب <b>الْأَبُ</b> <i>al-'ab the father</i>	... أب <b>أَبٌ</b> <i>father</i>
... الإبل <b>الْإِبِلُ</b> <i>al-'ibil the camels</i>	... إبل <b>إِبِلٌ</b> <i>camels</i>
... الأنباء <b>الْأَنْبَاءُ</b> <i>al-'anbā' the news items</i>	... أنباء <b>أَنْبَاءٌ</b> <i>news items</i>
... الآلات <b>الْآلَاتُ</b> <i>al-'ālāt the tools</i>	... آلات <b>آلَاتٌ</b> <i>tools</i>



Some words begin with vowels which are deemed to have no stop, i.e. no *hámza*. *Read and write* the two already known to us:

..... الابن الابن al-ibn *the son* ..... ابن ابن son  
 ..... الاثنين الاثنين al-ithnayn *the two* ..... اثنين اثنين two

### Words of one letter

3 A few important words consist of one letter. *Read and write*:

..... ل ل li *to, for* ..... ب ب bi *with, by, in* ..... و و wa *and*

It is a rule that one-letter words are written as part of the next word, e.g.:

..... لبنات لبنات li-banát *for girls* ..... وأنا وأنا wa-'ána *and I*

which we transcribe with a hyphen for clarity. The article ...الـ itself does not begin with a *hámza* but with a so-called 'weak' vowel, that is, a vowel which is dropped when another vowel precedes it. This happens when a one-letter word is added to the article.

*Read and write*:

..... باليابان باليابان bi-l-yāban (not *bi-al-*) *in Japan*  
 ..... والنيل والنيل wa-n-nīl *and the Nile*

When the word ل (see above) is added to the article, the *á*lif of the article is dropped in writing too:

..... للبنات للبنات li-l-banát *to/for (the) girls*  
 ..... للتمويل للتمويل li-t-tamwīl *for (the) financing*

We do not, however, write more than two consecutive identical letters, even when the expression seems to demand more. *Read and write*:

..... للبناني للبناني li-l-lubnāni *for the Lebanese (man)*

**Exercise 1** Write these words with the definite article, and pronounce them:

أول (e) أب (d) أنباء (c) إبل (b) الماني (a)

Fit the meanings to your answers: *the first, the news, the camels, the German, the father.*

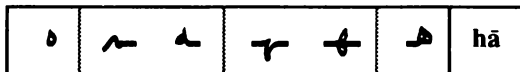
**Exercise 2** Add ل to your answers to Exercise 1 in writing. Give the meaning. Then fit the pronunciation to your answers:

li-l-'anbā', li-l-'ab, li-l-'almānī, li-l-'áwwal, li-l-'ibil.

The answers to these exercises follow paragraph 6 below.

## Letters

4

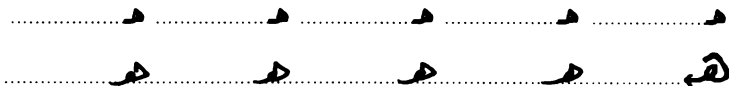


By far the most complicated letter in this alphabet, hā represents the sound *h* (as in English *he*). The *h* is sounded wherever you see the letter, even at the end of a word, unlike English. hā is a joined letter, shallow except in one case, with several possible forms:

- هـ at the beginning of a word or after a disjoined letter,
- \*ـهـ or ـهـ in the middle of a word after a joined letter,
- ـهـ or \*ـهـ at the end of a word after a joined letter,
- هـ at the end of a word after a disjoined letter, or when standing alone.

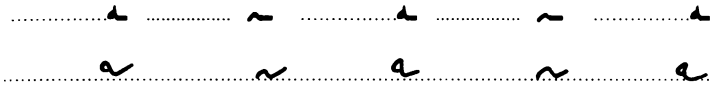
\* The middle form ـهـ is little used in handwriting, and the final form هـ is not used in print or typing.

Let us take this letter in stages. Everything rests on the line of writing except for the downward tick of ـهـ. Write first several initial letters hā:

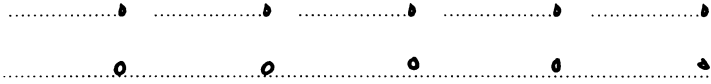


Now the handwritten middle form:

Then the two final forms, both used in handwriting:



And finally the 'isolated' form:



Now *read and write*:

هي هي híya she      هو هو húwa he  
 هام هام hāmm important      هم هم hum they  
 اهتمام اهتمام ihtimām attention      نهائي نهائي nihā'i final  
 تنبيه تنبيه tanbīh warning      انتباه انتباه intibāh caution  
 تمهل تمهل tamáhhal SLOW DOWN (road sign)

One important word with hā is spelt irregularly. Note: الله allāh God.

5

تة tā marbūṭa

This one is a 'curiosity'. It is not an alphabetical letter, but final hā with the two dots of tā, and it is called *tā marbūṭa*\*, which means 'bound tā'. It is found only at the end of words, and is commonly used to make certain words 'feminine'. After a consonant, it has the sound -a; combined with *ī* it gives the combination *...īya*. In handwriting the dots of *ة* are frequently left off; in print, never.

\* The name of this letter itself contains a letter (ṭ) which we have not yet studied. No panic. We shall learn it properly the next time it occurs.

*Read and write*, comparing the 'masculine' ('m.') and 'feminine' ('f.') forms of words known to you:

<i>grateful:</i>	ممنون	ممنون (m., of a man or boy)
	ممنونة	mamnūna (f., of a woman or girl)
<i>important:</i>	هامّة	hāmma (f.)
	هامّ	hām (m.)
<i>third:</i>	ثالثه	thālitha (f.)
	ثالث	thālith (m.)
<i>Japanese:</i>	يابانية	yābāniya (f.)
	ياباني	yābāni (m.)
<i>German:</i>	ألمانية	almāniya (f.)
	ألماني	almāni (m.)
<i>Lebanese:</i>	لبنانية	lubnāniya (f.)
	لبناني	lubnāni (m.)

The ending -īya carries the stress of the word, as shown.

**Exercise 3** Match these words with their sound and their meaning given in the list below. The first one is done for you:

- (a) ثنائي *thuna'ī double* (b) ممنونة (c) ليبية (d) اهتمام  
mamnūna, ihtimām, libīya; attention, grateful, Libyan.

**Exercise 4** Complete the word with the right handwritten form of hā:

- (a) نـ...ائي (b) ...و (c) انتبا... (d) ...أم (e) ...سي

Read your answers aloud.

**Exercise 5** Feminine (f.) or masculine (m.):

- (a) ألماني (b) ممنونة (c) هي (d) هامّ (e) لبنانية

Read each word aloud.


The answers to these exercises follow paragraph 6 below.

6

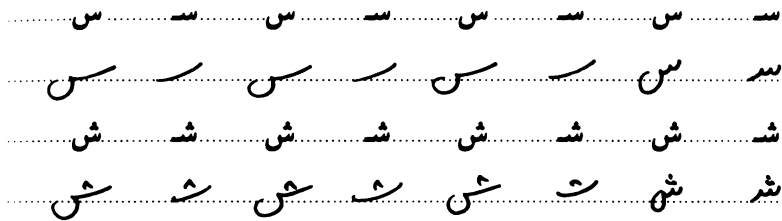
س	س	sīn
ش	ش	shīn

The letters called **sīn** and **shīn** represent the sounds *s* (as in English *see*) and *sh* (as in English *she*) respectively. These are joined letters; the short and full forms are used like the short and full forms of ب. Short-form **sīn** and **shīn** are shallow and rest on the line of writing. The full form has a

deep swoop. The two letters differ only in the dots, which are always situated as shown.

Despite appearances, these are not toothed letters (Unit 1, paragraph 6). In handwriting, we usually 'iron out' the indentations of these letters into a shallow curve, thus: 

Write several examples of each letter, first with indentations and printed dots, then with a curve and the dots run together into a circumflex (see Unit 1, paragraph 3):

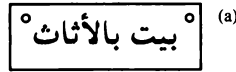
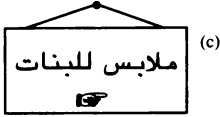


sīn and **shīn** are sun letters, so the **ل** of the article assimilates: as-, **ash-**.

*Read and write:*

السنة	as-sana	the year	سنة	sana	year
الاسم	al-ism	the name	اسم	ism	name
الأساس	al-'asās	the basis	أساس	asās	basis
شاي	shāy	tea	شيء	shay'	thing
الشمس	ash-shams	the sun	شمس	shams	sun
شمالى	shimālī	northern	شمال	shimāl	north
سؤال	su'āl	question	مسؤول	mas'ūl	responsible
تأسيس	ta'sīs	foundation	(the action)		
التأسيس	at-ta'sīs	the foundation			
ملابس	malābis	clothes			

**Exercise 6** Read aloud the following signs and announcements:



What do they mean?

The answers to this exercise are immediately below.



### Answers to Exercises

**Exercise 1** (a) الألماني al-'almānī the German

(b) الإبل al-'ībil the camels

(c) الأنباء al-'anbā' the news

(d) الأب al-'ab the father

(e) الأول al-'āwwal the first

**Exercise 2** (a) للألماني li-l-'almānī for the German

(b) للإبل li-l-'ībil for the camels

(c) للأنباء li-l-'anbā' for the news

(d) للأب li-l-'ab for the father

(e) للأول li-l-'āwwal for the first

**Exercise 3** (b) mamnūna grateful (c) libīya Libyan

(d) ihtimām attention

**Exercise 4** (a) نهائي nihā'ī (b) هو húwa (c) انتباه intibāh

(d) هام hāmm (e) هي híya

**Exercise 5** (a) almānī m. (b) mamnūna f. (c) híya f. (d) hāmm m.

(e) lubnānīya f.

**Exercise 6** (a) bayt bi-l-'athāth House with Furniture

(b) intibāh! CAUTION!

(c) malābis li-l-banāt Clothes for Girls

(d) tamáhhhal SLOW DOWN

### Tests

1 Write the letters as a word. For example, (a) شمس is ش م س :

(c) ال م م ث ث ل

(b) ال ا س م

(a) ش م س

(e) ث ن ا ء ي

(d) ا ن ب ا ء

2 Read aloud your handwritten answers to Test 1. For example, (a) is shams.

3 Read aloud. For example, (a) is **al-ihitimám**:

الأمانية (c)	اللبنانية (b)	الاهتمام (a)
	بالثالثة (e)	بالأول (d)

4 Put into the masculine form. For example, (a) is ممنون :

اللبنانية (c)	يابانية (b)	ممنونة (a)
	للالثالثة (e)	مسؤولة (d)

5 Pronounce your answers to Test 4. For example, (a) is **mamnún**.

6 In the last three units you have read and written all the following words. Fill in the missing letter in each one, in the right form. The first is ن , making لبنانية:

الملا... (c)	ا...تمام (b)	لب...انية (a)
	ثان...سي (e)	الب...وت (d)

If you have difficulty, you will find word (a) in paragraph 5 above, (b) in paragraph 4 above, (c) in paragraph 6 above (without its article), and (d) and (e) in Unit 2, paragraph 3.

### Review

In this unit we studied three common letters, one variant, and the important sign called **hámza**. We also finished the article **al-** and its variants; you can now make definite any noun you know.

In this unit you also learned about feminine words and one-letter words. Your vocabulary now begins to expand spontaneously.

Finally, you have read four signs with authentic Arabic wording, using your knowledge under 'field' conditions.

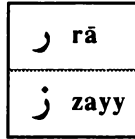
# 4

## In this unit you will learn

- six more letters, all of them sun letters,
- about 'dark' sounds,
- how to make common 'relative' words.

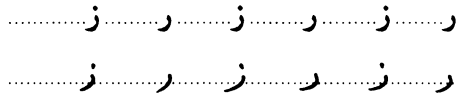
## Letters

1



The letters called **rā** and **zayy** represent respectively *r* (which is always *rolled*, wherever it occurs) and *z* as in English *zoo*. These are *sun* letters, and are *disjoined*. The only difference in their appearance is the dot on **zayy**.

They are deep letters, written just like **و** *wow*, but without the ring, i.e. they start just above or at the line of writing, and make a half-swoop down and a little leftwards, but not up again. Write several:



These letters are joined to the previous letter in the normal way, except that, in handwriting, when they follow a tooth which is itself preceded by a letter, they have a special connection. Write the handwritten forms for **rā** (**zayy** is exactly the same, with a dot), paying special attention to the connection:

tooth + tooth + r ..... سر سر

m + tooth + r ..... مر مر

l + tooth + r ..... لر لر

s + tooth + r ..... سر سر



The short vowel *a* and the long vowel *ā*, when next to *rā*, are almost always 'darkened' in sound; the *a* sounds more like *u* in Southern English *but*, and the *ā* sounds more like the *a* of English *calm*. You will certainly notice it when you hear Arabs speak. Imitate it if you can; it is however not wrong or unintelligible if you don't.

In the list given below, 'dark' *a* and *ā* are shown as *ḥ* and *h̄*, to help you.

*Read and write:*

مسرور مسرور	masrūr pleased	مرور مرور	murūr traffic
متر متر	mitr metre	مرة مرة	mārra a time
ليرة ليرة	lira lira	لتر لتر	litr litre
الريال الريال	ar-riyāl	الريال الريال	riyāl rial, riyal
الرئيس الرئيس	ar-raʿīs	الرئيس الرئيس	raʿīs chairman*
الزيارة الزيارة	az-ziyāra	زيارة زيارة	ziyāra visit
شهر شهر	shahr month	إيران إيران	irān Iran
سيارة سيارة	sayyāra car	وزارة وزارة	wizāra ministry

\* also chief, president, head (person)

2

د dāl
ذ dhāl

These two letters, called *dāl* and *dhāl*, represent respectively *d* as in English *day* and hard *th* as in English *that*. Don't confuse this last sound with the soft *th* of **ث** *thā* (*think*), for which see Unit 1, paragraph 3.

These are both sun letters, and are disjoined. The only difference in their appearance is the dot on *dhāl*.

At first it seems they might be confused with *rā* and *zayy*. But there are important differences: **د** **ذ** are shallow, resting on the line of writing, and

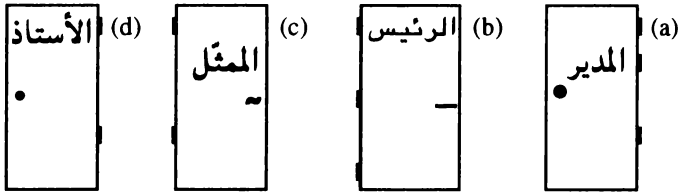
are always joined at the 'elbow'; ز ر are deep, and always joined at the head. Write several examples of **dāl** and **dhāl**:

ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ  
ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ ذ

Read and write:

الإدارة الإدارية al-'idāra ..... إدارة إدارة idāra administration  
 الدراسة الدراسة ad-dirāsa ..... دراسة دراسة dirāsa study  
 الدائرة الدائرة ad-dā'ira ..... دائرة دائرة dā'ira directorate  
 مدير مدير mudīr director ..... مدرسة مدرسة mádrasa school  
 الأستاذ الأستاذ al-'ustādh ..... أستاذ أستاذ ustādh professor  
 الابتداء الابتداء al-ibtidā' ..... ابتداء ابتداء ibtidā' beginning  
 سيّدة سيّدة sayyida lady; Mrs. سيّد سيّد sayyid gentleman; Mr

Exercise 1 Whose are these office doors? Read out their titles in Arabic and English:



The answers to this exercise follow paragraph 4 below.

3

ص ص	ṣād
ض ض	ḍād

Dark sounds

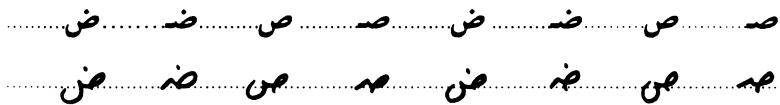
These two letters represent 'dark' sounds.

Think of the familiar sound *s*, represented by س *sīn* (Unit 3). In pronouncing it, the tongue is high, following the curve of the palate. Now say *s* again, but this time dropping your tongue as low as possible, making a cavity at the bottom of the mouth. The *s* which you pronounce in this manner is 'dark'. It is *ṣ*, which is the sound of the letter *ṣād*.

Similarly, *ḍ* is a *d* said with low tongue, forming a cavity. It is the dark equivalent of the more familiar *d* of *dāl* (paragraph 2 above).

An immortal Australian writer once said his countrymen enjoy 'sin in the sun'. Think of the two *s*'s in this phrase, and the idea of light and dark letters seems less strange.

So much for the sounds. As to the shapes, *ṣād* and *ḍād* are both written identically except for the dot. They are joined, sun letters. The short form is shallow, resting on the line. Also, immediately after the loop it has a built-in tooth, which is never left out. The full form is deep, with a swoop. Write several:



Because of the tooth of short-form *ṣād/ḍād*, there are special connections in handwriting for *ṣ/ḍ* + *m* and *ṣ/ḍ* + *r*. Write the combinations (with *ṣ*; those with *ḍ* are identical in outline):

*ṣ* + *m*: *صم صم صم صم صم صم صم صم صم صم*      *ṣ* + *r*: *صر صر صر صر صر صر صر صر صر صر*

In pronunciation, these letters 'darken' any adjacent *a* or *ā* just as *r* *rā* does (paragraph 1 above). In the list below, dark *a* and *ā* are identified with a dot. *Read and write*:

الصَّوْتُ الصَّوْتُ aṣ-ṣawt ..... صوت صَوْتِ ṣawt voice  
 باصٌ باصٌ bāṣ bus ..... وصولٌ وِصْوِلٌ wuṣūl arrival  
 ضرورةٌ ضرورةٌ ḍarūra necessity ..... مصرٌ مصرٌ miṣr Egypt  
 إضرابٌ إضرابٌ idrāb strike ..... مريضٌ مريضٌ maṣīd sick (m)

## Relatives

4 You will have noticed a connection between such words as لبنان *Lebanon* and لبناني *Lebanese*.

The first word of the pair is a *noun*, i.e. a word denoting a person, place, thing or idea (in this case, a place). The second word is either another noun or an *adjective*, i.e. a word describing a noun. We call this kind of word a 'relative'. In English we have many ways of making relatives, but Arabic uses mostly one device, i.e. adding *سي* to the base noun.

There are two simple rules for adding the relative ending *سي* :

- the base noun must be in its indefinite form,
- the ending can be added only to a consonant, so we must remove any final vowel (usually a final *á* *álif* or a *ē* *tā marbūṭa*) from the base noun.

Applying the first rule, we can derive the relative ياباني *Japanese* from اليابان *Japan*, taking care first to remove the article from the base noun, to make it indefinite.

Applying the second rule, we can make ضرورة *necessity* (see the list immediately above) into the relative ضروري *darūrī necessary*; and similarly with countless other nouns ending in a vowel which we remove before adding the relative ending.

*Read and write* these nouns, most of which you know, and their relatives:

..... ألماني	ألماني	..... الألمانية	الألمانيا الألمانية	al-'almāniya Germany
..... لبيبي	لبيبي	..... ليبيا	ليبيا * ليبيا	lībiya Libya
..... لبناني	لبناني	..... لبنان	لبنان لبنان	
..... ياباني	ياباني	..... اليابان	اليابان اليابان	
..... سوري	سوري sūrī	..... سوريا	سوريا سوريا	sūriya Syria
..... إيراني	إيراني Iranian	..... إيران	إيران إيران	
..... ضروري	ضروري	..... ضرورة	ضرورة ضرورة	

أساس	أساس	basic	أساسي
رئيس	رئيس	main, principal	رئيسي
دراسة	دراسة	academic	دراسي
مصر	مصر	Egyptian	مصري
ابتداء	ابتداء	primary, initial	ابتدائي

These relatives are in their masculine form, and indefinite. We know from earlier in this book that we can make such words definite (الياباني), or feminine (يابانية), or definite feminine (اليابانية).

\* ليبيا is probably the only word of more than one letter in the Arabic language that reads the same backwards as forwards. Try it.

**Exercise 2** Make the masculine relative from each of these nouns.

Translate your answers:

(a) أساس (b) مصر (c) إدارة (d) ابتداء (e) وزارة

**Exercise 3** Make these relatives definite feminine:

(a) مصري (b) سوري (c) إيراني (d) إسرائيلي \*

\* isrā'īlī in the masculine. Guess its meaning.

**Exercise 4** Transcribe these words, marking with a dot the dark a's and ā's. Why are they dark?

(a) ضرورة (b) مريض (c) دراسة (d) الباص (e) ملابس

The answers to these exercises are immediately below.

### Answers to Exercises

**Exercise 1** (a) al-muḏīr Director (b) ar-ra'īs Chairman  
(c) al-mumāththil Representative (d) al-'ustādh Professor

**Exercise 2** (a) أساسي basic (b) مصري Egyptian  
(c) إداري administrative (d) ابتدائي primary, initial  
(e) وزارتي ministerial

Exercise 3 (a) المصرية (b) السورية (c) الإيرانية (d) الإسرائيلية

Exercise 4 (a) ḡarūrā, two a's next to r, one next to ḡ (b) marīd, a next to r (c) dirāsa, first a next to r (d) al-bāṣ, ā next to ṣ (e) none

### Tests

1 Write, paying attention to special connections:

(a) مصرية (b) اهتمام (c) تمام  
(d) ضروري (e) ألماني

2 Read aloud your handwritten answers to Test 1.

3 Read aloud:

(a) الإيرانية (b) مريض (c) للسورية  
(d) ابتدائي (e) بالألمانيا

4 Give the base word from which the relative is derived. Translate the base word and the relative:

(a) أساسي (b) دراسي (c) إداري  
(d) لليبية (e) الإسرائيلية

5 Pronounce your answers to Test 4. For example, (a) is asās.

6 Fill in the missing letter in each word:

(a) الـ..صرية (b) إد...رة (c) مد...ر  
(d) الشـ...ء (e) مر...ة

## Review

In this unit we studied six more letters, including the last four disjoined ones and a pair with 'dark' sounds. You also learned how to derive 'relatives'. This is a big step forward, as there are hundreds of such derived words. You can say that you have added about 10% to your vocabulary at one stroke.

Keep writing. Perhaps your main objective in following this book is to learn how to read; but it is writing which will fix things in your memory.

We have done most of the alphabetical section of this book. There are ten letters to go, all of them in groups or pairs like most of the others; and three more 'curiosities'.

You will have noticed that, because some letters have alternative forms or special connections, you have to think ahead as you write. That gets easier when you begin to see the whole word in your mind; and that comes with practice.

# 5

## In this unit you will learn

- seven more letters, with their pronunciation,
- when and how to join these letters,
- words which you can read and write using the seven letters,
- more about *stress*.

## Letters

1


ج ج ج	jīm
ح ح ح	hā
خ خ خ	khā

A family of joined letters, each with a short and full form used exactly like those of ب. The only difference between these three is the dot.

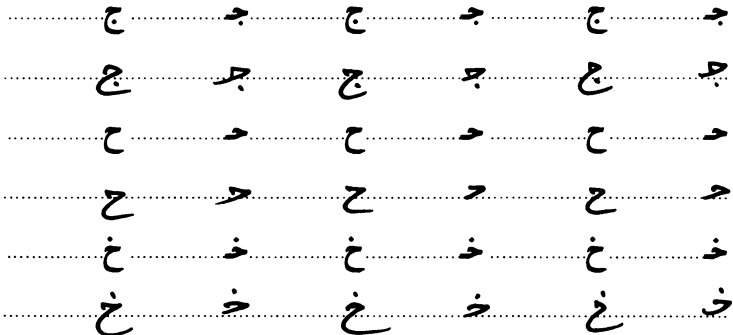
ج **jīm** sounds like *j* in English *jam* in most Arab countries. In Egypt it sounds like hard *g* in English *go*. We use the sound *j* in this book.

ح **hā** is a heavy *h*; it is the sound made when we breathe on glass to clean it. To an Arab it sounds quite distinct from ه **hā**, which we learned in Unit 3. Try to make the distinction yourself.

خ **khā** represents the sound of *ch* in Scottish *loch* or Welsh *bach*.

The short forms are shallow, resting on the line of writing. The full forms are deep, with a *reverse* half-swoop , the head still resting on the line.

**Read and write** a line of each letter, starting at its top left-hand corner:





An a or ā next to ح is often (not always) pronounced dark. Imitate what you hear. Don't be confused by the transcription of ح ḥā; it is *not* a dark letter. We transcribe it in this manner merely to distinguish it from ه hā.

*Read and write* a few new words:

جنوب جنوبي janūb southern جنوب جنوب janūb south  
 دخول دخول dukhūl entry\* خروج خروج khurūj exit\*

\* the action. The place is mákhraj or mádkhal, see below.

When one of these letters is joined to a previous joined letter in print, the connection is often at the right-hand corner of the ج etc.; in handwriting we make the connection at the beginning of the outline, i.e. the left-hand corner. Compare print with handwriting below (for ج only; the others go the same way); practise the handwritten forms:

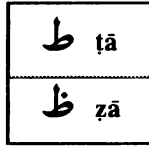
	handwriting	print
tooth + j	جج	ججاج
teeth + j	ججج	ججاج
l + j	لج	لجلاج
m + j	مج	مجاج
s + j	سج	سجاج

(and so on, with other preceding joined letters)

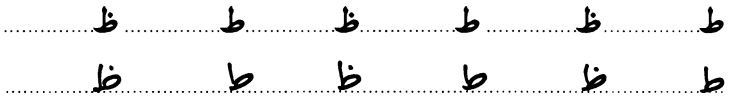
*Read and write:*

لجنة لجنه lájna committee احتجاج احتجاج ihtijāj objection  
 أجنبي اجنبي ájnabī foreign إنتاج إنتاج intāj production  
 مدخل مدخل mádkhal entrance مخرج مخرج mákhraj exit  
 انتخاب انتخاب intikhāb election أخبار اخبار akhbār news  
 خاص خاص khāṣṣ private, special, particular

2



The letters called tā and zā are joined letters, yet they have only one form each. It is tall, and always rests on the line. Despite the similarity with ص (Unit 4, paragraph 3), the loop of these letters has no tooth-like projection after it, as does ص. Write a line of these letters, first the loop, then the upright:



These are sun letters with dark sounds. Just as ص is the dark equivalent (tongue low, with cavity) of س, so ط is the dark equivalent of ت, and ظ is the dark equivalent of ز. We transcribe ط with ṭ, and ظ with z. As you might guess, any neighbouring a or ā is darkened. In the list given below, we dot these two vowels for clarity. *Read and write:*

..... مطار    مطار maṭār airport    ..... طائرة    طائرة tā'ira aeroplane

..... وطني    وطني waṭānī national    ..... وطن    وطن waṭān nation

..... خط    خط khatt line    ..... شرطة    شرطة shūrṭa police

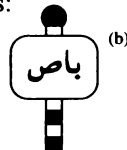
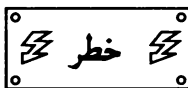
..... إيطاليا    إيطاليا īṭāliya Italy    ..... بريطانيا    بريطانيا barīṭāniya Britain

..... خطر    خطر khāṭar danger, khāṭir dangerous

..... تنظيم    تنظيم tanzīm organisation (the activity)

..... منظمة    منظمة munāzzama organisation (the body)

Exercise 1 Read the following signs:



**Exercise 2** Fill in the missing letter:

(a) إ...تاج (b) و...ني (c) انت...اب (d) ابت...ائي (e) من...مة

**Exercise 3** List at least twelve nouns beginning with a sun letter, and at least twelve nouns beginning with another (i.e. a 'moon') letter. Make them all definite with the article. Read your answers aloud, and translate them.

**Exercise 4** Write, in the masculine singular, all the words you can remember denoting a nationality. Now write all the words you can remember denoting a profession or function. Read everything aloud and translate.

The answers to Exercises 1 and 2 follow paragraph 4.

3

ع	ع	ع	ع	9ayn
غ	غ	غ	غ	ghayn

Here comes probably the most difficult sound in the Arabic language. It is the sound of the letter **9ayn**, which we transcribe with **9**, since no letter in our alphabet comes anywhere near its sound. Say to yourself the name *Maggie*. Keep repeating it, but as you do so, try to stop making contact in your throat for the *-gg-* in the middle, i.e. let the middle consonant become more and more vague until it feels no more than a gulp. You are probably saying something like *معي má9ī with me*. Now do it again, but get to the target sound faster. Say it again and again until you can hit it first time, without *Maggie's* help. The correct sound is a little like the name *Marie* as pronounced in French, but without the contact of the French *r*.

The sound of the other letter, which we transcribe as **gh**, is the 'hard' equivalent of **kh**, for which see paragraph 1 above. It sounds somewhat like the French *r* of *Marie*, but shorter.

ع and غ are joined letters. The two short forms rest on the line, and the two full forms have a reverse half-swoop like ج. The different forms are used as follows:

- ع and غ are written at the beginning of a word, or in the middle of a word after a *disjoined* letter,
- ع and غ are written in the middle of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *joined* letter,
- ع and غ are written at the end of a word after a *disjoined* letter, or when standing alone.

Or we can put it far more simply: the 'solid' forms stand after a joined letter, and the 'open' forms stand everywhere else.

Write several of each:



Read and write:

سعر	si9r price	عام عام	9āmm general, public
مطعم	máṭ9am restaurant	صناعة	ṣinā9a industry
معلم	mu9állim teacher	أسبوع	usbú9 week
شارع	shāri9 street	اجتماع	ijtimā9 meeting
غربي	ghárbi western	غرب	gharb west
مشغول	mashghūl busy	مبلغ	máblagh sum

## Stress

4 So far we have marked the stress (see Unit 1, paragraph 4) with an accent. But Arabic stress is almost entirely regular, and we can learn and apply simple rules:

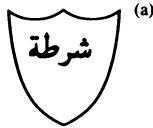
- the stress falls on the last so-called 'heavy' syllable if there is one. A 'heavy' syllable is one with either
  - a long vowel (ā, ī, ū) or a vowel-combination (ay, ou, ow) followed by a consonant (b, j, d etc.): **bināyāt**, **marīḏ**, **usbū9**, **bintāyn**,
  - or a short vowel (a, i, u) followed by two consonants\* or a doubled consonant: **máblagh**, **mumá thil |**,
- \* Remember that consonants transcribed with underlining (**th**, **gh** etc.) are single consonants in Arabic.
- if there is no heavy syllable, the first syllable is stressed: **ána**.

The following elements are never stressed, and are not counted when placing the stress:

- the article al-, at- (etc.),
- any vowel (long or short) or vowel-combination ending a word, i.e. with no following consonant. Note that **hámza**, although not an alphabetical letter, counts as a consonant, so that a word like **ibtidá'** does not end in a vowel; its final syllable counts as heavy, and is herefore stressed. The relative of this word has the same stress (**ibtidá'ī**).

Now that we have the rules, we no longer need to mark the stress in the transcription.

### Exercise 5 Read the signs:



Exercise 6 Mark the stress with an accent on these transcribed words or word-forms which we have not yet studied:

- (a) **mashghūlin** (b) **maḥaṭṭa** (c) **intikhābāt** (d) **tarbiya**

**Exercise 7** Complete the word with the right form of ع or غ :

(a) اجتماع... (b) مشـ...ول (c) مـ...لـمة (d) مـبلـ... (e) ...أم

**Exercise 8** Write in Arabic (putting any relatives or other adjectives in the m. form), and pronounce your answers, taking care with the stress:

(a) *the meeting* (b) *daily* (c) *monthly* (d) *arrival* (e) *south*

(f) *the week* (g) *electoral* (h) *the school* (j) *Italian* (k) *administrative*

**Exercise 9** Reading. Covering everything but the printed Arabic, read again, column by column, the 'Read and write' paragraphs of this unit.

The answers to Exercises 5 to 8 are immediately below.

### Answers to Exercises

**Exercise 1** (a) íbil *CAMELS\** (b) bāṣ *BUS* (c) kháṭar *DANGER*

**Exercise 2** (a) إنتاج (b) وطني (c) انتخاب (d) ابتدائي (e) منظمة

**Exercise 5** (a) shurṭa (b) makhraj (c) madkhal (d) shimāl

**Exercise 6** (a) mashghūfīn (b) maháṭṭa (c) intikhābāt (d) tárbiya

**Exercise 7** (a) اجتماع (b) مشغول (c) معلمة (d) مبلغ (e) عام

**Exercise 8** (a) الاجتماع al-ijtimāʿ (b) يومي yóumī

(c) شهري sháhri (d) وصول wuṣúl (e) جنوب janúb

(f) الأسبوع al-'usbūʿ (g) انتخابي intikhābī (h) المدرسة al-mádrasa

(j) إيطالي iṭālī (k) إداري idārī

\* This picturesque desert-road warning should be taken seriously, especially if visibility is poor. In a collision, most animals fall under the car. But the camel is hit below his knees, with possibly appalling consequences for both man and beast. The stricken and struggling animal, his already considerable weight increased by the impact, comes crashing through the car roof.

The camel deserves respect. He is silent and can be swift. And the desert is his.

## Tests

1 Read aloud and translate these words:

السَّعْر (c)      مَسْؤُولَةٌ (b)      الشَّيْءُ (a)  
الانتخاب (e)      مدخل (d)

2 Arrange these in the order of their size, biggest first:

الأسبوع (c)      السَّنَةُ (b)      اليوم (a)  
الشهر (d)

3 Make a relative, in the indefinite masculine form, from each noun.  
Give its meaning:

الأسبوع (c)      ابتداء (b)      الصَّنَاعَةُ (a)  
بريطانيا (e)      إيطاليا (d)

4 Write:

(a) at-ta'sis      (b) an-nihā'ī      (c) mas'ūla  
(d) al-makhrāj      (e) ad-dukhūl

### Review

In this unit we covered seven more joined letters, two of them sun letters with dark sounds; and many useful new words. You also learned how to stress correctly any word in the language.

The next unit gives us the remaining three letters and three 'curiosities', rounding off the alphabetical part of this book.

# 6

## In this unit you will learn

- the remaining three letters, and three special spellings, with their pronunciation,
- the full alphabet in its proper order,
- how Arabic transcribes foreign words.

## Letters

1

ف	ف	fā
ق	ق	qāf

The joined letter **ف ف** *fā* represents *f* as in English *fee*. The joined letter **ق ق** *qāf*, which we can transcribe as *q*, is pronounced like *k* in English, but as far back in the throat as possible. Say *coo* several times, taking the contact back as far as you can. The result is *q*. The letter **ق** does *not* represent an English *q* in sound.

The short and full forms are used in the manner known to you. The full form of *fā* is shallow like the **ب** group, while the full form of *qāf* is deep with a swoop, like **ن**. Both *fā* and *qāf* are dotted above the ring, in both short and full forms. Write several:

..... ف ف ق ق ف ف ق ق  
 ..... ف ف ق ق ف ف ق ق

In Tunisia, Algeria and Morocco you may find **ب ب** for *fā* and **ف ف** for *qāf*; in Morocco you can see signs indicating the city of **فاس** *fās Fez*. In this book we use the much commoner forms of the letters, shown in the box.

Since **ق** has a dark sound, any neighbouring *a* or *ā* is darkened. The dark vowels are dotted in the examples given below. Read and write:

فتيش لعتيش taftish inspection..... فني فني fannī technical

سفارة سفارة sifāra embassy ..... سفير سفير safir ambassador



رقم رقم	raqm number	مفتوح مفتوح	maftūh open
شرق شرق	sharq east	قف قف	qif STOP (on road signs)
سوق سوق	sūq market	تقرير تقرير	taqrīr report, decision
العراق العراق	al-9irāq Iraq	القاهرة القاهرة	al-qāhira Cairo

2

ك ك kāf

The letter ك kāf represents the sound *k* as in English *book*. It is a tall joined letter, with short and full forms used in the manner known to you. The forms you see here are printed forms; in handwriting the short form is upright, while in the full form the small embellishment \* becomes a hook inside the curve (like the dot of ن , see Unit 1). The differences are shown below:

handwriting: ..... ك ك ..... print and type: ك ك

Write several handwritten forms:

..... ك ك ك ك ك ك ك .....  
 ..... ك ك ك ك ك ك ك .....  
 ..... ك ك ك ك ك ك ك .....

The 'headstroke' of the short form, and the hook of the long form, serve to make sure that this letter does not get confused with ل ل . You will also meet the printed isolated form ك , not used in handwriting. Read and write:

شركة شركة	sharika company	كبير كبير	kabir big
ممکن ممکن	mumkin possible	مكتب مكتب	maktab office
		بنك بنك	bank bank

There are special handwritten forms for the combinations kāf-alif, kāf-lām and kāf-lām-alif. Copy the handwritten forms from this table:

handwriting	print
تَا كَا كَا	كا كا
كَل كَل كَل	كل كل كل
كَلَا كَلَا	كلا كلا

Now read and write:

إمكانية امكانية imkāniya possibility كاتب كَاتِب kātib writer  
 مشكلة مشكل mushkila problem كل كل كَلَّ kull every, all  
 تكليف تكليف taklif cost كلام كَلَام kalām speech, speaking

**Exercise 1** Write these new words:

- (a) akthar more (b) shakl form (c) kammīya quantity  
 (d) miftāh key (e) iqtirāh proposal

**Exercise 2** Given the word مكتوب maktūb written as a model, you can easily read words with the same pattern such as مربوط marbūt connected, معلوم maʿlūm known, منشور manshūr published. Now read these new words, following the model given:

- (a) كاتب kātib writer. Read عامل worker, سائق driver, ساكن resident  
 (b) كبير kabīr big. Read كثير much, صغير small, فقير poor, قريب near, قليل little, few  
 (c) استقبال istiqbāl reception. Read استكشاف exploration, استثمار investment, استعمال use, استنكار rejection, استقلال independence  
 (d) تفتيش taftīsh inspection. Read تقسيم partition, تحسين repair, تعليم tuition  
 (e) مكتب maktab office. Read مطبخ kitchen, متحف museum, مشغل workshop, مصنع, factory, ملعب playground, playing-field  
 (f) ممثل mumaththil representative. Read مفتش inspector, مقرر reporter, مدرس instructor, محرك engine

The answers to these exercises follow paragraph 6 below.

3

ءَ اُ tanwīn
--------------------

Now that you have learned the alphabet, here are three curiosities for you. The first two, shown in the box above, are called **tanwīn\***, which we can translate as 'en-ing' or 'providing with n'. Here they are in action:

فوراً **fouran** *immediately*      عادةً **9ādatan** *usually*

The one with **alif**, اُ, is always pronounced **-an** (short a, despite the **alif**), while the one with **tā marbūṭa**, ءَ, is pronounced **-atan**. The dots of ءَ are always written in handwriting for this form. When **tanwīn** is added to the ending **-ī** the combination becomes **يَا... \ يَاءَ... -īyan/-īyatan**. We write **tanwīn** only at the end of a word, and it is useful because it marks countless *adverbs*, i.e. words describing verbs or adjectives. In some print, and, alas, in much handwriting, the ... mark is omitted, leaving us with ا... and ء... which is not very helpful. In this book the ... is always shown, and you are advised always to write it. The *n* sound is *not* written with ن in this special form.

\* There are in fact three **tanwīns**, one for each of the vowels **a, i and u**; but you will hardly ever see the last two, and they need not concern us. The full name of the useful one shown here is **alif tanwīn**. We can call it simply **tanwīn**.

*Read and write:*

رسمياً **rasmīyan** *officially* ..... كثيراً **kathīran** *greatly*  
 قليلاً **qalīlan** *a little* ..... مثلاً **mathalan** *for example*  
 خاصةً **khāssatan** *especially*

4

ي alif maqṣūra
-------------------

This one is our third curiosity. In some words you will see a final **yā**, without the dots, which is not pronounced **-ī** at all, but which sounds **-a**,

just like final **Alif**. This form is called **alif maqṣūra**. It occurs in only a few words. Pronounce it **-a**. This 'curiosity' can be confusing.

The situation is not helped by the fact that **ي** proper (the one that is pronounced **-ī**), when standing alone, is often printed and handwritten without its dots: you will, for example, see **مصري** for **مصري** *miṣrī*.

Two things are worth noting, and they offer some help:

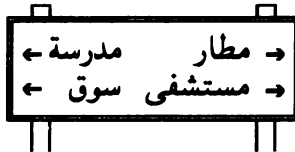
- when you see **ي** it is much more likely to be **yā** (sounded **-ī**) which is much more common than **alif maqṣūra** (sounded **-a**),
- **alif maqṣūra** occurs only at the end of a word, nowhere else.

Throughout this book we write **ي** for isolated **yā** and **ى** only for **alif maqṣūra**. You are recommended to do the same, to make your handwriting clear.

*Read and write:*

..... إلى إلى *ila to* ..... على على *9ala on*  
 ..... مستشفى مستشفى *mustashfa hospital*

**Exercise 3** Which way, right or left, to (a) *school*, (b) *hospital*, (c) *airport*, (d) *market*? Read the words aloud:



The answers to this exercise follow paragraph 6 below.

## Alphabet

5 Here is the whole alphabet, in its Arabic order. Read from the middle outwards, as you always should when you have parallel Arabic and English columns:

← →  
 | alif  
 ب ت ث *bā tā thā*  
 ج ح خ *jīm ḥā khā*

د ذ	dāl dhāl
ر ز	rā zayy
س ش	sīn shīn
ص ض	ṣād ḍād
ط ظ	ṭā zā
ع غ	ʿayn ghayn
ف ق ك	fā qāf kāf
ل م ن	lām mīm nūn
ه و ي	hā wow yā

Special letters, and signs not found in the alphabet, are usually listed as follows:

آ, أ and إ	with ا
ة	with ه
ؤ	with ا or و
ئ	with ا or ي
ى	with ي
ء...	is disregarded

Using this order, you can look up a proper name or a department etc. in a list or directory such as a telephone book or street index; also in the vocabulary in this book. You can also use a dictionary, provided you use one of the newer ones which list alphabetically by *words*: examples are Steingass' Arabic-English Dictionary published by Khayat in Beirut, or a later edition of 'Al-Mawrid', Arabic-English, published by Dar al-Ilm li-l-Malayin, also of Beirut.

If you understand German, you can use Langenscheidt's Arabic-German/German-Arabic dictionary, either the pocket or the desk edition. This is also arranged alphabetically by words, with transcription.

Avoid older Arabic-English dictionaries: they may be good, but they list by *roots*, and you have to know Arabic grammar well to find your word.

The vocabularies in this book are arranged alphabetically by words.

**Exercise 4** Put these customer files in their right alphabetical order:

(f)	(e)	(d)	(c)	(b)	(a)
بلال	سليمان	خوري	شمسي	حسنين	موسى
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

Match the transcriptions to the names: *mūsa*, *bilāl*, *ḥasanayn*, *shamsī*, *sulaymān*, *khūrī*.

Now imagine opening three fresh files in the names of (g) *zaydān*, (h) *abūbakr* and (j) *nūrī*. Write these names and put them in alphabetical order with the others.

The answers to this exercise follow paragraph 6 below.

### Arabic Transcription

6 There is no standard Arabic transcription for foreign words. But the following principles seem generally to be followed.

Little distinction is made between foreign long and short vowels: **ا** is used for long and short *a*, **و** for long and short *u* and *o*, and **ي** for long and short *e* and *i*.

*v* is usually transcribed either with **ف** or the artificial letter **ڤ**; *p* either with **ب** or the Persian/Urdu letter **پ**; *g* with **ك** or **ج**, and *ch* with the Persian/Urdu letter **چ**:

فيينا \ فيينا *viyēnā Vienna*

باريس *pāris Paris*

جنيف *jinēv (Fr. Genève) Geneva*

روما *rōma Rome*

تلفون \ تليفون *tilifōn/tilifōn telephone*

كمبيوتر *kampyūtir computer*

أوتوبس *otobīs (Fr. autobus) bus*

أوتيل *ōtēl (Fr. hôtel) hotel*

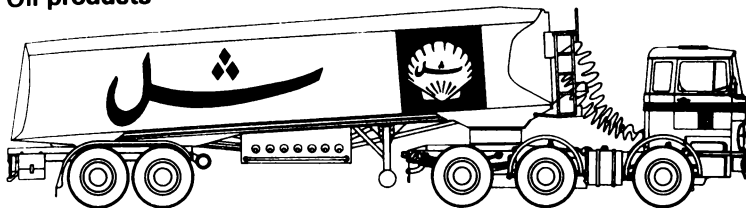
As you know, in Egypt **ج** is pronounced like hard English *g* (see Unit 5), so you often see **چ** for *j* in foreign names in Egypt: **چاكارتا** *Jakarta*.

Initial *s* followed by a consonant other than *w* is transcribed as **اس...**:

اسكتلندا *iskotlanda* Scotland, but: **سويسرا** *swisira* Switzerland.

When reading a commercial sign, remember that it is possibly not Arabic at all. Try reading it aloud, especially if it has no recognisable Arabic shape. I used to enjoy watching people puzzle over a shop sign in the Arabian Gulf which read **فیش اند چیپس**; it sometimes took them a minute to realise that they could go inside and order the local equivalent of cod-and-fries, and even wash it down with a cool **فانتا**, a **سیفن آپ**, or a **بیسی کولا**.

### Oil products



### Answers to Exercises

Exercise 1 (a) اكثر (b) شكل (c) كمية (d) مفتاح (e) اقتراح

Exercise 2 (a) 9āmil, sā'iq, sākin

(b) kathīr, ṣaghīr, faqīr, qarīb, qalīl

(c) istikshāf, istithmār, isti9māl, istinkār, istiqlāl

(d) taqsīm, taḥsīn, ta9lim

(e) maṭbakh, mathāf, mashghal, maṣna9, mal9ab

(f) mufattiḥ, muqarrir, mudarris, muḥarrrik

Exercise 3 (a) مدرسة madrasa, left; (b) مستشفى mustashfa, right;

(c) مطار maṭār, right; (d) سوق sūq, left.

Exercise 4 (f) bilāl (b) ḥasanayn (d) khūrī (e) sulaymān (c) shamsī

(a) mūsa.

(g) زيدان goes before (e), (h) ابوبكر goes first, and (j) نورى goes last.

## Tests

1 Read aloud and translate:

مسؤول (c)	مطار (b)	صناعة (a)
أخبار (f)	إدارة (e)	وزارة (d)
أو (j)	شركة (h)	احتجاج (g)
مستشفى (n)	مثلاً (m)	سوق (k)

2 Rewrite the word, filling in the missing letter. Read your answer aloud.

فور... (c)	م...تب (b)	م...لم (a)
	ابت...ائي (e)	ت...سيس (d)

3 You certainly know these international brand names. Read them aloud:

مويل (c)	آي بي إم (b)	كوداك (a)
	بيجو* (e)	ميشلين (d)

\*(e) difficult. Every single letter in this French name is at best an approximation.

## Review

We have now completed the alphabet and the various signs commonly used in writing.

If you are in an Arab country while working through this book, you should already be able to make sense of some of the words shown on signs and notices around you.



# 7

## In this unit you will learn

- how to make words *dual* (two of a kind) and *plural* (more than two of a kind),
- how to read and write figures.

## Word Forms

### 1 Dual

You will occasionally see the ending **ين... -ayn** or **ان... -ān** added to a word. This is the so-called 'dual' ending, and it means 'two'. English uses a number for 'two'; Arabic uses an ending.

A final **ة** on the original word changes to **ت**, and a final **ى** (**alif maqṣura**, see Unit 6 paragraph 4) changes to **ي**, before the dual ending is added.

The relative ending **ي** together with the dual ending becomes **يين... -īyayn** or **يان... -īyān**. *Read and write:*

مديران	mudirān	مديرين	mudirayn
مكتبان	maktabān	مكتبين	maktabayn
وزارتان	wizāratān	وزارتين	wizāratayn
شركتان	sharikatān	شركتين	sharikatayn
لبنانيان	lubnāniyayn/lubnāniyān	لبنانيين	
مستشفيات	mustashfayayn	مستشفيات	
مستشفيات	mustashfayān	مستشفيات	

*two directors, two offices, two ministries, two companies, two Lebanese (m.), two hospitals*

The two endings are not interchangeable. You will find the **ين... -ayn** series (the first one shown) much more common, and you should use it for preference when in doubt. We will have some guidelines later.

The dual ending is always *stressed*: **-áy/-ān**.

## 2 Plural endings

Remember that whereas for English 'plural' means 'more than one', for Arabic it means 'more than two'.

There are two endings we can add to words to make them plural (pl.).

The commonest plural ending you will meet is **آت...**. This is known as the *feminine* plural ending.

This is added to almost all nouns ending in **ة**, whatever their meaning (the **ة** is dropped before the plural ending is added), and to many nouns denoting things, places or ideas, whatever their ending.

It is also added to the very few nouns ending in **ى**, which of course changes to **ي** before the plural ending is added. **Read and write:**

انتخابات انتخابات	intikhābāt	انتخاب انتخاب	intikhāb
شركات شركات	sharikāt	شركة شركة	sharika
معلمات معلمات	mu'allimāt	معلمة معلمة	mu'allima
	مستشفى مستشفى		mustashfa
	مستشفيات مستشفيات		mustashfayāt

*election(s), company/-ies, teacher(s) (f.), hospital(s)*

The second commonest plural ending is **ين...-in**, with its rarer variant **ون...-ūn**.

This ending is added only to a few words denoting male persons. It is known as the *masculine* plural ending.

The relative ending **ي** together with this plural ending becomes **يين...-iyin** (less commonly, **يون...-iyūn**). **Read and write:**

معلمون معلمون	mu'allimūn	معلمين معلمين	mu'allimīn
ممثلون ممثلون	mumaththilūn	ممثلين ممثلين	mumaththilīn
مفتشون مفتشون	mufattishūn	مفتشين مفتشين	mufattishīn
إيطاليون إيطاليون	iṭāliyūn	إيطاليين إيطاليين	iṭāliyīn

*teacher(s), representative(s), inspector(s), Italian(s) - all masculine.*

As with the dual, so the two masculine plural endings are not interchangeable. The **ين...-īn** series is much more common, and you should use it for preference when in doubt. We will have some guidelines later.

The masculine plural ending is always *stressed*: **-Īn/-ūn**.

### 3 Irregular plurals

Very many words make their plurals not by adding an ending, but by changing their internal shape. We have this phenomenon with a few English words; consider the singular 'man' with its plural 'men', or 'mouse' and 'mice'. Irregular plural patterns are very common in Arabic. Many such patterns exist, and, unfortunately for us, we can give no rules. An irregular plural form has to be learned together with its singular.

A few important patterns are listed below, with a model word for each pattern.

It looks a formidable list. *Don't* try to learn it: simply take note that such patterns exist, and use the list for reference. The important thing is that when you meet an unfamiliar irregular plural, you check whether you know a singular noun with the same consonants in the same order. If you do, there is a good chance that you have broken the code and identified the meaning. Using a foreign language often involves astute detective work and intelligent guessing.

**Read and write** the examples:

<i>irregular plural</i>	<i>singular</i>	
(a) model <b>akhbār</b> :		
أخبار اخبار <b>akhbār</b>	خبر خبر <b>khābar</b>	} news } items
أنباء انباء <b>anbā'</b>	نبأ نبأ <b>nabā'</b>	
أسعار اسعار <b>as9ār</b>	سعر سعر <b>si9r</b>	price
أخطار اخطار <b>akhtār</b>	خطر خطر <b>khaṭar</b>	danger
أشياء اشياء <b>ashyā'</b>	شيء شيء <b>shay'</b>	thing
أفلام افلام <b>aflām</b>	فلم فلم <b>film</b>	film

## (b) model buyūt:

بيوت بيوت	buyūt	بيت بيت	bayt house
خطوط خطوط	khutūt	خطّ خطّ	khatt line
بنوك بنوك	bunūk	بنك بنك	bank bank
هنود هنود	hunūd	هندي هندي	hindi Indian

## (c) model madāris:

مدارس مدارس	madāris	مدرسة مدرسة	madrasa school
مشاكل مشاكل	mashākil	مشكلة مشكلة	mushkila problem
مكاتب مكاتب	makātib	مكتب مكتب	maktab office
مخارج مخارج	makhārij	مخرج مخرج	makhraj exit
مداخل مداخل	madākhil	مدخل مدخل	madkhal entrance

## (d) model asābī9:

أسابيع أسابيع	asābī9	أسبوع أسبوع	usbū9 week
مفاتيح مفاتيح	mafātiḥ	مفتاح مفتاح	miftāḥ key

## (e) model mudarā':

مدراء مدراء	mudarā'	مدير مدير	mudir director ➤
وزراء وزراء	wuzarā'	وزير وزير	wazir minister -

## (f) model 9arab:

عرب عرب	9arab	عربي عربي	9arabī Arab, Arabic, Arabian
إنجليز إنجليز	ingilīz	إنجليزي إنجليزي	ingilīzī English, British
يهود يهود	yahūd	يهودي يهودي	yahūdī Jew(ish)

and many other patterns.

Some words have alternative plurals, one with an ending, one irregular; or even two irregular forms. Sometimes the alternatives have different meanings. An example is تقرير *taqrīr report, decision*, plurals تقارير *taqārīr reports*, تقارير *taqrīrāt decisions*.

Another important word with alternative plural forms is أميركي *amayrkī American*, plurals أميركيين\...يون *amayrkīyīn/-iyūn* or أميركان *amayrkān*.

Three final things to note about plural and dual forms:

- All the duals and plurals can be made definite with the article, as usual: المدراء, المعلمين, الشركات, المديرين.
- When a noun has a regular plural, we add the masculine ending (ون\...ين) to a noun denoting a male person, or to show mixed company, male and female; we add the feminine regular ending (آت...) to a noun denoting a female person, and to a noun denoting anything other than a person.
- The -ayn ending and the -īn ending are both written ين... . There can be confusion. There is a means of marking the difference, but you never see it in use. In general, read -īn if in doubt.

In the rest of this book, irregular plurals of new words will be given with the singular, so: بيت *bayt buyūt*. Where no plural is marked, it is regular, i.e. is formed with an ending, as shown above.

**Exercise 1** Here are some plurals. Give the singular form of the word:

(a) مدراء (b) سيارات (c) تلفونات (d) مفتشين (e) خطوط

**Exercise 2** Put the words together in singular/plural pairs:

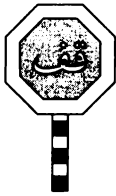
بنايات، مدير، مفتش، بناية، وزراء، وزارات، شركات، بيوت  
مدراء، مفتشين، وزير، معلمة، وزارة، شركة، معلمات، بيت.

**Exercise 3** Make the relative form, in the feminine:

(a) أميركا\* (b) وطن (c) باكستان\* (d) إسرائيل\* (e) العراق

\* New foreign words. Easy, if you say them aloud.

**Exercise 4** (a), (b) and (c) below are signs and notices which we have read before. Can you fill in the missing captions? Having done that, read, pronounce and translate the new sign, (d):



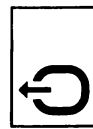
(d)



(c)



(b)



(a)

**Exercise 5** Look back at Unit 6, Exercise 2. Read these new words, following the model given:

(a) **كُتَّابٌ** *kuttāb* writers. Read **زُورَاف** *visitors*, **عَمَال** *workmen*, **نُوكَب** *deputies*.

(b) **مَكْتُوبٌ** *maktūb* written. Read **مَنْعُوعٌ** *prohibited*, **مَطْبُوعٌ** *printed*, **مَعْرُوفٌ** *known*, **مَكْتُومٌ** *confidential*.

(c) **مَدْرَسَةٌ** *madrasa* school. Read **مَكْتَبٌ** *library/bookshop*, **مَحْكَمَةٌ** *law-court*.

(d) **سِيَاحَةٌ** *siyāha* tourism. Read **نَجَّارَةٌ** *carpentry*, **سَبَاكَةٌ** *plumbing*, **خِيَاطَةٌ** *sewing*.

The answers to these exercises follow paragraph 4 below.

## Figures

4 Figures are written as follows. Most important: they are written from left to right, like European figures. Write the handwritten forms shown below the printed forms:

→→

1	١	١	١
	١	١	١
3	٣	٣	٣
	٣١٣	٣١٣	٣١٣
5	٥	٥	٥
	٥	٥	٥

2	٢	٢	٢
	٢	٢	٢
4	٤	٤	٤
	٤	٤	٤
6	٦	٦	٦
	٦	٦	٦

7	٧	٧	٧	8	٨	٨	٨
	٧	٧	٧		٨	٨	٨
9	٩	٩	٩	0	٠	٠	٠
	٩	٩	٩		٠	٠	٠

Be careful with handwritten figures ٢ (٢) and ٣ or ٣ (٣). Many people write ٣ for extra clarity. It is not wrong to copy the printed forms in handwriting if you prefer; though some Arabs may read your ٣ as a handwritten ٣.

Don't confuse ٥ (5) with ٠ (0).

When figures occur with letters or symbols, they should be read like this: ب ٥٩٨ as 598 B; ٪٦٤ as 64%. Reading in both directions needs a little practice.

In Morocco, Algeria, Tunisia and Libya the European figures are used.

There is more about numbers, including how they are pronounced, in Unit 13.

**Exercise 6** Write in Arabic figures:

- (a) 2487      (b) 503      (c) 1999      (d) 1420      (e) 2006

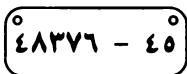
**Exercise 7** Write in European figures:

- ٤٠٥ (e)      ١٠٠٠ (d)      ٢٠٥٧ (c)      ١٦٢ (b)      ٤٣٨٥ (a)

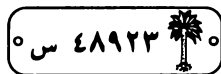
**Exercise 8** Copy in Arabic figures and letters these car number-plates in handwriting. Then put them into European figures and letters:



(c)



(b)



(a)

The answers to these exercises are on the next page.

## Answers to Exercises

Exercise 1 (a) مدير (b) سيارة (c) تلفون (d) مفتش (e) خط

### Exercise 2

بناية، بنايات؛ مدير، مدراء؛ مفتش، مفتشين؛ وزير، وزراء؛  
وزارة، وزارات؛ شركة، شركات؛ بيت، بيوت؛ معلمة، معلمات.

Exercise 3 (a) أميركية (b) وطنية (c) باكستانية (d) إسرائيلية

(e) عراقية

Exercise 4 (a) مخرج (b) قهمل (c) خطر (d) qif STOP

Exercise 5 (a) zuwwār, 9ummāl, nuwwāb

(b) mamnū9, maṭbū9, ma9rūf, maktūm

(c) maktaba, maḥkama

(d) nijāra, sibāka, khīyāṭa

Exercise 6 (a) ٢٤٨٧ (b) ٥٠٣ (c) ١٩٩٩ (d) ١٤٢٠

(e) ٢٠٠٦

Exercise 7 (a) 4385 (b) 162 (c) 2057 (d) 1000 (e) 405

Exercise 8 (a) ٤٨٩٢٢ 48923 S (b) ٤٨٢٧٦-٤٥ 48376-45

(c) ٧٩-٢٤٢٧ 79 6327

## Tests

1 Read aloud and translate:

شركة (c)	القاهرة (b)	العراق (a)
إداري (f)	زيارة (e)	ممكن (d)
محكمة (j)	السوريين (h)	ممثلين (g)
الانتخابات (n)	مدارس (m)	أجنبي (k)

2 Arrange these irregular plurals into groups, each group with its model (which is included to help you). Don't worry about the words you don't know; it is the pattern which counts:

مشاكل، أسابيع، خطوط، ظروف، مطاعم، أرقام، عواصم،  
أموال، وزراء، بيوت، مبالغ، مدراء، أخبار، محاكم، أساليب،  
وكلاء، أفكار، مدارس، بنوك.



- 3 Make the masculine plural relative, in the indefinite form (e.g. لبنانيين), from each word:

مصر (c)                      إيران (b)                      سوريا (a)  
 الكويت\* (e)                      العراق (d)

\*(e) unfair - we haven't done this proper name. But it is familiar and you can handle it. Just follow the rules.

- 4 Make these words plural. They all follow the feminine regular pattern:

مستشفى (c)                      السفارة (b)                      البناية (a)  
 معلمة (f)                      أوتيل (e)                      كمبيوتر (d)  
 شركة (j)                      منظمة (h)                      المطار (g)  
 انتخاب (n)                      الزيارة (m)                      إمكانية (k)

### Review

We have learned the dual and the plural, regular and irregular. Don't be discouraged by the variety of irregular plurals; Arabs often have similar difficulty. The commonest patterns become more familiar with practice.

Next we learn some of the word-patterns which characterise Arabic - and which help us to find our way around a language whose words are very different from our own.

## In this unit you will learn

- three important forms derived from verbs,
- something about other writing styles.

## Verbal Forms

### 1 Participles

Think of English words like 'writer', 'writing', 'written'. The first one names a person *doing an action*; the second describes such a person. The third describes a thing *suffering an action*.

All three are derived from a verb (in this case *to write*), but they are not verbs themselves. They are either *nouns* or *adjectives* (look back to Unit 4, paragraph 4 if you are unsure of these terms).

Arabic has such words too, and they are numerous and useful. We call them **participles**. The ones referring to a *person or thing doing an action* (*writer, writing* in English) are called **active participles**. The ones referring to a *person or thing suffering an action* (*written* in English) are called **passive participles**.

Both active and passive varieties can be used either as nouns or as adjectives, as long as the words make sense.

Arabic participles have recognisable patterns, fortunately not too many to learn. Here are the main ones, grouped according to a model, with examples, which you will find useful. Obviously, a verb has both active and passive participles only where both would make sense or be useful. For most verbs, only one of the two is in common use. The columns shown below (active on the left, passive on the right) reflect this fact.

Approach this list in the same way as you did the irregular plural patterns listed in Unit 7. What is familiar will stick in your memory straight away, giving you the pattern. Practice, and inquisitiveness, will help you to apply the pattern more widely.

**Read and write** (there is, alas, no room to show the handwriting here):

Active Participle ('doing')	Passive Participle ('suffering')
(a) model <b>kātib</b> (active), <b>maktūb</b> (passive):	
كاتب <b>kātib</b> <i>kuttāb</i> writer, clerk	مكتوب <b>maktūb</b> <i>written</i>
سائق <b>sā'iq</b> <i>driver</i>	
عامل <b>9āmīl</b> <i>9ummāl</i> <i>workman</i>	
لازم <b>lāzim</b> <i>necessary</i>	
حاضر <b>ḥāḍir</b> <i>present, ready</i>	
	مفتوح <b>maftūḥ</b> <i>open(ed)</i>
	ممنوع <b>mamnū9</b> <i>prohibited</i>
	مشغول <b>mashghūl</b> <i>busy ('busied')</i>
	معلومات <b>ma9lumāt</b> ( <i>'things known'</i> ) <i>information</i>
	محفوظ <b>maḥfūz</b> <i>reserved</i>
(b) model <b>mumaththil</b> (active), <b>mumaththal</b> (passive):	
مثّل <b>mumaththil</b> <i>representative</i>	مثّل <b>mumaththal</b> <i>represented</i>
مفتّش <b>mufattish</b> <i>inspector</i>	
معلّم <b>mu9allim</b> <i>teacher</i>	
مدرّس <b>mudarris</b> <i>instructor</i>	
مقرّر <b>muqarrir</b> <i>reporter</i>	
	مقرّر <b>muqarrar</b> <i>decided</i>
(c) model <b>musā9id</b> (active; no common passives):	
مساعد <b>musā9id</b> <i>assistant</i>	
مسافر <b>musāfir</b> <i>traveller</i>	
محامي <b>muḥāmī</b> <i>lawyer</i>	
محاسب <b>muḥāsib</b> <i>accountant</i>	
مناسب <b>munāsib</b> <i>appropriate</i>	
(d) model <b>mursīl</b> (active), <b>mursal</b> (passive):	
مرسل <b>mursil</b> <i>sender</i>	مرسل <b>mursal</b> <i>sent</i>
معطي <b>mu9ṭī</b> <i>donor</i>	
مفيد <b>mufid</b> <i>useful</i>	
مهمّ <b>muhimm</b> <i>important</i>	

(e) model **muntakhib** (active), **muntakhab** (passive):

منتخب **muntakhib** *elector*

مشترك **mushtarik** *participant*

متحد **muttahiḍ** *united*

منتظر **muntazir** *waiting for*

منتخب **muntakhab** *elected*

مشترك **mushtarak** *joint,  
common*

منتظر **muntazar** *awaited*

(f) model **mustakhdim** (active), **mustakhdam** (passive):

مستخدم **mustakhdim** *employer*

مستقبل **mustaqbil**  
*(radio, TV) receiver*

مستعدّ ل **musta9idd li-** *ready for*

مستخدم **mustakhdam** *employed*

مستقبل **mustaqbal** *future*

You can see that

- a few active participles of model (a) have an irregular plural, in the masculine form, almost all other participles (passive of model (a), and active and passive of models (b) to (f)) having regular plurals.
- in models (b) to (f), the only difference in form between the active and passive forms is in the last vowel: **-i-** for the active, **-a-** for the passive. Unfortunately, everyday Arabic writing does not show this important difference. There is a way of marking it, but this is seldom used outside school textbooks. We have to be guided by the context.

The participle can be made feminine and/or plural, as usual:

معلمة **mu9allima** *teacher* (f.)      سائقين **sā'iqīn** *drivers*

**Exercise 1** Read aloud the participles listed after each model:

(a) model **كاتب** *arriving*, **طالب** *student*, **كامل** *complete*,

**عارف** *knowing*

(c) model **مساعد** *conservative*, **مقابل** *facing*

(f) model **مستخدم** *user*, **مستأجر** *tenant*, **مستثمر** *investor*

What is the last vowel in all these participles? How do you know?

**Exercise 2** Read aloud these passive participles:

**مكسور** *broken*, **مستنكر** *rejected*, **مسلح** *armed*, **مقترح** *proposed*

The answers to these exercises follow paragraph 4 below.

## Verbal Nouns

2 Think of the English word 'inspection'. It comes from a verb ('to inspect') but is itself a noun. It denotes the *activity* of the verb. Arabic has countless nouns of this kind; we call them **verbal nouns**. We know the verbal noun *inspection* in Arabic, from Unit 6: it is **تفتيش taftish**.

Verbal nouns are important in Arabic. We meet them constantly in notices etc. The ones corresponding to the group (a) participles (model **كاتب\مكتوب**) are irregular in form, but groups (b) to (f), corresponding to the participle groups (b) to (f), are regular, following known models in the same way as do the participles.

The following list is *not* intended for learning outright. Treat it mainly as reference material; some of it is familiar already. **Read and write:**

(a) irregular (several patterns are found; the words are best learned simply as nouns):

كتابة	كتابه	kitāba (the act of) <i>writing</i>
وصول	وصول	wuṣūl <i>arrival</i>
عمل أعمال	عمل أعمال	ʿamal aʿmāl <i>work</i>

(b) model **taftish**:

تفتيش	تفتيش	taftish <i>inspection</i>
تعليم	تعليم	taʿlīm <i>tuition, education</i>
تنظيم	تنظيم	tanzīm (act of) <i>organisation</i>
تقرير	تقرير	taqrīr <i>report, decision</i>

(c) model **musāʿada**:

مساعدة	مساعدة	musāʿada <i>help</i>
محاسبات	محاسبات	muḥāsabāt (pl.) <i>accounts</i>
مغادرة	مغادرة	mughāḍara <i>departure</i>

(d) model *irsāl*:

إرسال إرسال *irsāl despatch*

إداره إدارة *idāra administration*

اضراب إضراب *iḍrāb strike*

(e) model *intikhāb*:

انتخاب انتخاب *intikhāb election*

اشتراك اشتراك *ishtirāk participation*

انتظار انتظار *intizār wait(ing)*

(f) model *istikhdām*:

استخدام استخدام *istikhdām employment, recruitment*

استقبال استقبال *istiqbāl reception*

These nouns can of course form *relatives* (Unit 4) by adding *سي* .

*Read and write:*

تعليمي تعليمي *taʿlīmī educational, tutorial*  
 الاشتراكيين الاشتراكيين *al-ishtirākīyīn the socialists*

### Abstract Nouns

3 You will also find *abstract nouns* (i.e. nouns denoting a quality or state) ending in *ية...-īya*. These are in fact feminine *relatives*, but used only as nouns. *Read and write*, and remember if you can, such useful *abstracts* as:

الاشتراكية الاشتراكية *al-ishtirākīya socialism*

الديموقراطية الديمقراطية *ad-dimuqrāṭīya democracy*

### Other Written Styles

4 Just as in our alphabet, so in the Arabic alphabet there are various styles or typefaces in use. Here are all the letter families, first in the style

used in this book; then in a newspaper style; then in typewriting; then in two decorative styles used on buildings and monuments:

ا ب ب ج ج درس ص ص ط ع ع ع ف ف ق ك ك ل ل م ن ه ه ه و ي ي  
 ا ب ب ج ج درس ص ص ط ع ع ع ف ف ق ك ك ل ل م ن ه ه ه و ي ي  
 ا ب ب ج ج درس ص ص ط ع ع ع ف ف ق ك ك ل ل م ن ه ه ه و ي ي  
 ا ب ب ج ج درس ص ص ط ع ع ع ف ف ق ك ك ل ل م ن ه ه ه و ي ي

Many Arabs use a handwriting style with abbreviated shapes for certain dotted letters standing at the end of a word or alone. Reading this kind of handwriting is much easier if we know these shapes. Here are the important ones:

ش ر ض ه ق و ن ر

**Exercise 3** Read aloud these verbal nouns:

تجدید *renewal*, استقلال *independence*, تدریس *instruction*,  
 اجتماع *meeting*, إصلاح *reform*, تمويل *financing*, مناسبة *occasion*,  
 انتقال *transfer*

The answers to this exercise are immediately below.

### Answers to Exercises

**Exercise 1** (a) wārid, ṭālib, kāmīl, 9ārif

(c) muḥāfiẓ, muqābil

(f) musta9mil, musta'jir, mustathmir

The last vowel is i, since from their meaning the participles are active.

**Exercise 2** maksūr, mustankar, musallaḥ, muqtaraḥ

**Exercise 3** tajdīd, istiqlāl, tadrīs, ijtimā9, iṣlāḥ, tamwīl, munāsaba, intiqāl

## Tests

- 1 These are words which we have not studied. Pronounce each one and identify it either as a masculine active participle or a verbal noun. Don't worry about the meaning; it is the form that counts:

مراسل (c)	راكب (b)	تقديم (a)
شامل (f)	مستعلم (e)	إنذار (d)
مدرّس (j)	سامع (h)	افتتاح (g)
		استثمار (k)

- 2 Write:

(a) munāsiba	(b) intikhābī	(c) muqarrirīn
(d) 9ummāl	(e) tanzīm	

- 3 Here are five active participles. Give the corresponding verbal nouns. Read aloud and translate the participles and verbal nouns:

مرسل (c)	مشارك (b)	مفتش (a)
	مستقبل (e)	مساعد (d)

- 4 Read aloud:

مدرسة للبنات (b)	(a)
أبرام (d)	مصر والعراق (c)
	القاهرة (e)

## Review

Participles and verbal nouns are forms which you will see in abundance on signs and the like. Being able to identify such words will help you to pronounce correctly, and to write down for future use, many new ones which you will meet. Working out their meaning will also be easier.

We have finished our study of separate words. We now move on to expressions ('structures') containing two or more words, very many of these words being like the ones you have just studied.



# 9

## In this unit you will learn

- more about masculine and feminine nouns,
- the first basic structure, linking a noun and an adjective,
- the possessive.

## New Words: المواصلات al-muwāṣalāt Communications

1

### Essential Vocabulary

أجنبي أجانب	ajnabī ajānib foreign	راديو	rādiō radio
إصدار	iṣḍār issue, issuing	رسالة	risāla letter
إعلان	iʿlān announcement, notice, advertisement	رسمي	rasmī official
بلاد بلدان	bilād buldān country	شخصي	shakḥṣī personal
تجارة	tijāra trade	صورة صور	ṣūra ṣuwar picture, photograph
تلفزيون	tilivizyūn television	طويل طوال	ṭawīl ṭiwāl long
جديد	jadīd judud new	علاقات	ʿalāqāt relations
جميل	jamil beautiful	قصير فصار	qasīr qiṣār short
حكومة	hukūma government	ممتاز	mumtāz excellent

### Reference Vocabulary

بريد	barīd mail	لغة	lugha language
تقديم	taqdīm presentation	مجتهد	mujtahid hardworking
جوي	jawwī air (adjective)	مجلة	majalla magazine
حديث حداث	hadīth hidāth modern	محلي	maḥallī local
خطاب أخطبة	khiṭāb akḥṭiba speech	مراسل	murāsil correspondent
زميل زملاء	zamil zumalā' colleague (m.)	معرض	maʿrīḍ maʿāriḍ exhibition
صحافة	ṣiḥāfa press	مقالة	maqāla (press) article
صحفي	ṣuḥufī journalist	ملون	mulawwan coloured
* صحيفة صحف	ṣaḥīfa ṣuḥuf newspaper	مندوب	mandūb delegate
قراءة	qirā'a (act of) reading	مؤتمر	mu'tamar conference
		نص نصوص	naṣṣ nuṣuṣ text

\* If you take to speaking your Arabic (and why not?) use the popular spoken word for 'newspaper', **جريدة جرائد jarīda jarā'id**. The word **صحيفة** is used only in writing.

## Basic Structures, 1: The Description

2 Write these two words:

إعلان إعلان iḡlān announcement

هامّ هامّ hāmm important

إعلان is a *noun*. هامّ is an *adjective*. (Look back to Unit 4, paragraph 4 for these terms, if you need to.) Now write the two words together, *noun first*. We get the expression

إعلان هامّ إعلان هامّ an important announcement

This type of expression is our first basic structure, which we can call a **description**. It is very common, and in any Arab town you will see examples all around you in advertisements, notices and the like.

You will remember that Arabic has no word for *a* or *an*. Note also that, in contrast to the English, the Arabic adjective *follows* the noun.

Now **read and write** a few more descriptions (remember that relatives - Unit 4 - can be used as adjectives):

كاتب لبناني كاتب لبناني a Lebanese writer

خطاب طويل خطاب طويل **khiṭāb ṭawīl** a long speech

مقرّر مشغول مقرّر مشغول (muqarrir) a busy reporter

إعلان عامّ إعلان عامّ a public notice

صحفي مصري صحفي مصري (ṣuḥufi) an Egyptian journalist

Now **read and write** an Egyptian (woman) journalist. Watch what happens to the adjective:

صحفية مصرية صحفية مصرية an Egyptian journalist

The adjective assumes the feminine form too; it is said to *agree* with the feminine noun. **Read and write** an Egyptian newspaper:

## صحيفة مصرية صحيفه مصريه (saḥifa)

In English, we generally apply the concept of masculine or feminine only to nouns denoting people or higher animals (one possible exception being *she* for a ship or a boat); we regard other nouns as *it* or *neuter*. Arabic has no neuter; *all* nouns, including those for things, places and ideas, are either masculine or feminine (صحيفة, shown above, is feminine). For our purposes, the rules for Arabic nouns are simple:

- nouns for male people and male animals are masculine; nouns for female people and female animals are feminine,
- nouns ending in ة denoting things, places and ideas are feminine; nouns (with any ending) denoting towns, and most countries, are also feminine. Other nouns for things, places and ideas are masculine.

(There is a handful of exceptions, none important enough to concern us.)

With this in mind, *read and write* this series of feminine descriptions:

صحيفة مشغولة صحيفه مشغولہ a busy newswoman

رسالة رسمية رسالة رسميه risāla rasmīya an official letter

صورة جميلة صورة جميله şūra jamīla a beautiful picture

صحيفة عربية صحيفه عربيه an Arabic newspaper

All the examples given so far have been indefinite. How do we make a definite description? Given that we make the adjective agree with the noun in gender (m. or f.), it is logical that we make it agree *in definition too*, i.e. indefinite adjective for an indefinite noun, definite adjective for a definite noun. We do just that. *Read and write*:

الكاتب اللبناني الكاتب اللبناني the Lebanese writer (m.)

المقرّر المشغول المقرّر المشغول the busy reporter (m.)

النصّ الطويل النصّ الطويل (an-naṣṣ) the long text (m.)

الصحافة الغربية الصحافة الغربية aṣ-ṣiḥāfa l-gharbīya\*  
the western press (f.)

الرسالة الطويلة الرسالة الطويلة ar-risāla ṭ-ṭawīla\*  
 the long letter (f.)  
 المجلة الجديدة المجلة الجديدة al-majalla l-jadīda\*  
 the new magazine (f.)

We apply to adjectives the same rules for adding the article ...l (assimilation to sun letters etc., Units 2 and 3) as for nouns.

\* Remember that the 'weak' a- of the article is dropped after a vowel. It is easiest to pronounce the vowelless article as part of the preceding word: as-sihāfa l-gharbiya (etc.).

A proper name (*Egypt, Ahmad*) is always definite, even if it has no article. So a description with a proper name has a definite adjective, just like *Alexander the Great* or *Ivan the Terrible* in English. Read and write:

مصر الحديثة مصر الحديثة (al-ḥadītha) modern Egypt (f.)

**Exercise 1** Make as many meaningful descriptions as possible, using a noun from list (a) and an adjective (making it agree) from list (b). Read and translate your descriptions:

(a) الإعلان، صحيفة، بلاد، الصورة، رسالة  
 (b) هام، مفيد، شخصي، طويل، محلي، جميل

**Exercise 2** Read and translate these newspaper headings. Which descriptions are masculine, and which feminine? Definite or indefinite?

(a) إعلان حكومي  
 (b) التجارة الوطنية  
 (c) إيطاليا الجميلة  
 (d) انتخاب هام

The answers to these exercises follow paragraph 5 below.

3 So far all the descriptions have been singular. Descriptions can also be dual (though by their nature these are rare). The adjective agrees, forming its dual in the same manner as the noun. The description can be indefinite or definite. *Read and write:*

مقررين غربيين	} two western
مقررين غربيين	
مقرران غربيان	} reporters (m.)
مقرران غربيان	
الرسالتين الرسميتين	ar-risālatayn
الرسالتين الرسميتين	ar-rasmiyatayn both (the) official letters (f.)
(also الرسالتان الرسميتان)	ar-risālatān ar-rasmiyatān

4 As you would expect, plural descriptions, both indefinite and definite, also exist. They occur very frequently.

In a plural description, the noun forms its plural in one of the three ways we have studied in Unit 7 (feminine regular, masculine regular, and the irregular forms).

But the adjective forms its plural in one of these three ways *only when it describes people*. We call this the **animate plural** form.

When the adjective describes any other plural noun (animals, things, places, ideas) it always has the same form as the *feminine singular*, irrespective of whether the noun is masculine or feminine. We call this the **inanimate plural** form.

This is a most important rule, and you will see it in action countless times.

**Inanimate Plural Rule:** *An adjective describing a plural noun which denotes anything other than people is put into the inanimate plural form, which is always the same as the feminine singular.*

*Read and write* these plural descriptions; note the form of the adjective in each case (an. = animate, inan. = inanimate):

زملاء ممتازين \ اون زملاء ممتازين (م. pl.) zumalā' mumtāzīn (-ūn)  
 زميلات ممتازات zamīlāt mumtāzāt  
*excellent colleagues (f. an. pl.)*

اقتراحات ممتازة *iqtirāhāt mumtāza*  
*excellent proposals (inan. pl.)*  
 مقالات ممتازة *maqālāt mumtāza*  
*excellent articles (inan. pl.)*

Remember that the choice between animate pl. and inanimate pl. (= f. sing.) forms arises only for the *adjective*, not the noun. And then only for the *plural*, not the singular or the dual.

Here are more plural descriptions, of various kinds, including a mixture of definite and indefinite (but remember that, since Arabic uses the article for any noun used to cover a whole category in general, you may not always want to express the article in English). Spot the animate plural and inanimate plural adjectives too. Read and write:

بلدان غربية *(buldān)* *western countries*  
 صور ملونة *ṣuwar mulawwana*  
*colour(ed) photographs*  
 ممثلين أجانب *(ajānib)*  
*foreign representatives*  
 الصحف الأجنبية *aṣ-ṣuḥuf al-'ajnabīya*  
*(the) foreign newspapers*  
 الكمبيوترات اليابانية *(the) Japanese computers*  
 مندوبين يابانيين *(mandūbīn)*  
*Japanese delegates*  
 إعلانات حكومية *government announcements*  
 زميلات مجتهدات *(mujtahidāt)*  
*hard-working colleagues (f.)*

### Possessive

5 In English the so-called *possessive* (more correctly, possessive adjective) is a word: *my, your, his, her, its, our, your, their*. In Arabic it is an ending added to the word denoting what is possessed. Write *colleague* in Arabic, indefinite masculine form:

زميل زميل

Now add the ending **سي... -ī** and you get *my colleague* (m.):

زميلي زميلي **zamīlī**

A final **ة** on the possessed noun changes to **ت** (since **ة** can stand only at the end of a word) before the possessive ending is added. Write *my car*:

سيارتي سيارتي **sayyārati**

Here are the possessive endings for all the persons we need, including *my* which we have just studied:

سي... -ī	my	نا... -na	our
ك... -ak	your (m.)	كم... -kum	your (pl.)
ك... -ik	your (f.)		
ه... -u, -hu	his, its (m.)	هم... -hum	their (animate pl.)
ها... -ha	her, its (f.), their (inanimate pl.)		

These are all added to the indefinite noun in the same way as **سي... .**  
**Read and write:**

تقرير	تقرير	taqrīrī	my report
مشكلتي	مشكلتي	mushkilatī	my problem
اقتراحك	اقتراحك	iqtirāḥak, ...ik	your proposal
لجنتك	لجنتك	lajnatak, ...ik	your committee
مكتبه	مكتبه	maktabu	his office
صورته	صورته	ṣūratu	his, its picture
اسمها	اسمها	ismhā	her, its, their (inan.) name
احتجاجنا	احتجاجنا	iḥtijājna	our objection
مجلتنا	مجلتنا	majallatna	our magazine
وصولكم	وصولكم	wusūlkum	your (pl.) arrival

زيارتكم	ziyāratkum	your (pl.) visit
إعلانهم	iʿlānhum	their advertisement
طائرتهم	tā'irathum	their aeroplane

Certain things need explaining:

- The possessive *you* shown above has three forms: one used when the 'possessor' is a male person, one used when the possessor is a female person, and one used when the possessors constitute a group.
- We use the possessive *-u* or *-hu* when the possessor would be expressed with a masculine noun; we have to translate with *his* or *its* as appropriate.
- We use the possessive *-ha* when the possessor would be expressed with a feminine noun, *or a plural noun not denoting people* (this is the inanimate plural again); we have to translate with *her, its* or *their* as appropriate.
- We use the possessive *-hum* *their* only when the possessors are people, i.e. animate.
- No dual? Yes, there are dual possessives (= *of you both, of them both*), but they are so rarely used that we need not learn them, and they have been left out of this table.

When a noun has a possessive ending attached, it logically becomes definite. So any accompanying adjective has the article. Read and write:

مكتبي الجديد	مكتبي الجديد	maktabī l-jadīd	<i>my new office</i>
لزيارتك الرسمية	لزيارتك الرسمية	li-ziyāratk ar-rasmiya	<i>for your official visit</i>
منظمتهم الصغيرة	منظمتهم الصغيرة	munazzamatu ṣ-ṣaghira	<i>his small organisation</i>
إنتاجهم الصناعي	إنتاجهم الصناعي	intājhum aṣ-ṣināʾī	<i>their industrial production</i>

We can also add these possessives to a noun with the regular plural noun ending *ات... ,* or to an irregular plural. **Read and write:**



معلوماتهم المفيدة معلوماتهم المفيدة ma9lümāthum al-mufida  
 their useful information  
 مشاكلنا الفنية مشاكلنا الفنية mashākilna l-fanniya  
 our technical problems

Adding a possessive to a noun with the dual ending, or with the regular plurals ...ين\ون... -īn/ūn, involves various changes which are frankly not worth our trouble, since these forms are very rarely found with possessives. We can ignore them.

**Exercise 3** Who placed advertisement (a)? And what is the firm which placed advertisement (b) looking for? (Read only the big print!):



**Exercise 4** Read and translate the following descriptions:

- (a) صور ملوّنة (b) للمقرّرين الأجانب (c) منظمتنا الفنيّة  
 (d) الصحافة المحليّة والوطنية (e) مكتبك الجديد

The answers to these exercises are given immediately below.

## Answers to Exercises

### Exercise 1

الإعلان الهامّ\المفيد\الشخصي\الطويل\المحلي\الجميل al-'i9lān  
 al-hāmm, al-mufid, ash-shakhṣī, aṭ-ṭawīl, al-maḥallī, al-jamīl  
 the important, useful, personal, long, local, beautiful announcement/  
 advertisement

صحيفة هامة\مفيدة\محلية ṣaḥīfa hāmma, mufida, maḥallīya  
 an important, a useful, local newspaper

بلاد هامّ\جميل bilad hāmm, jamīl an important, a beautiful country

الصورة الهامة\المفيدة\الشخصية\الجميلة aṣ-ṣūra l-hāmma,  
 l-mufida, sh-shakhṣīya, l-jamīla the important, useful, personal  
 (private), beautiful picture/photograph

رسالة هامة\مفيدة\شخصية\طويلة\جميلة  
 risāla hāmma, mufida,  
 shakhsīya, ṭawīla, jamīla an important, a useful, private, long,  
 beautiful letter

**Exercise 2** (a) i9lān ḥukūmī *Government(al) Announcement/Notice*,  
 indefinite masculine

(b) at-tijāra l-waṭanī ('The') *National Trade*, definite feminine

(c) iṭāliya l-jamīla *Beautiful Italy ('Italy the Beautiful')*, definite  
 feminine

(d) intikhāb hāmm *an important election*, indefinite masculine

**Exercise 3** (a) al-khuṭūṭ al-jawwīya l-waṭanīya ('The') *National  
 Airlines ('Air Lines')*

(b) mumaththilin fannīyīn *Technical Representatives*

**Exercise 4** (a) ṣuwar mulawwana *coloured pictures/photographs*

(b) li-l-muqarrirīn al-'ajānīb *for ('the') foreign reporters*

(c) munazzamatna l-fannīya *our technical organisation*

(d) aṣ-ṣiḥāfa l-maḥallīya wa l-waṭanīya *the local and national press*

(e) maktabak al-jadīd *your new office*

## Tests

1 Read aloud and translate:

(a) صحافتنا الأسبوعية  
 (b) احتجاجاتهم الطويلة  
 (c) الزملاء الفنيين  
 (d) صحف عربية  
 (e) بنك أجنبي

2 Put adjective and noun together in a description, changing the  
 adjective as necessary:

(a) مدرسة، ابتدائي  
 (b) المطر، وطني  
 (c) تقاريره، يومي  
 (d) لزوارنا، أجنبي  
 (e) انتخابات، عام

3 Make these descriptions plural:

(a) رسالة طويلة  
 (b) التقرير الفني  
 (c) ممثل أجنبي  
 (d) الطائرة الأميركية  
 (e) خط جوي

**Review**

An important step. Once you have mastered this unit, you have broken through the barrier separating single words from meaningful expressions. And you have done your first manipulations in the language.

The words are hard, and there are too many to remember at a first attempt. Concentrate on the essential vocabulary; but don't hesitate to look up any word at all if you are uncertain.

# 10

## In this unit you will learn

- the personal pronouns,
- the second basic structure, making simple statements.

## New Words: العمل al-ʿamal Work

1

### Essential Vocabulary

تاجر تجار	tājir tujjār trader	مأمور	ma'mūr public official
خبير خبراء	khābir khubarā' expert	مدني	madanī civil, urban
دولي	duwali international	مشهور	mashhūr famous
صعب صعاب	ṣaʿb ṣiʿāb difficult	مهندس	muhandis engineer
طبيب أطباء	ṭabīb aṭibbā' doctor	موجود	moujūd present (not absent)
عالمي	ʿālamī world(wide)	موظف	muwazzaf employee
غائب	ghā'ib absent	وكالة	wikāla agency

### Reference Vocabulary

أجر أجور	ajr ujūr wage	ممرضة\ممرضة	mumarrid(a) nurse
بطالة	baṭāla unemployment	هندسة	handasa engineering
راتب رواتب	rātib rawātib salary	واضح	wāḍiḥ clear
سمسار سماسير	simsār samāsir broker	وظيفة وظائف	wazīfa
شغل أشغال	shughl ashghāl work, job		wazā'if job, post
عمل أعمال	ʿamal aʿmāl work, labour	وكيل وكلاء	wakīl
معقول	maʿqūl reasonable		wukalā' agent
مقبول	maqbul acceptable		

## Personal pronouns

2 In previous units we have seen most of the personal pronouns ('I, you, he' etc.). It may be helpful to have them clearly set out, with one we haven't seen so far. Write them out:

أنا ana /	نحن nahnu we
أنت anta you (m.)	أنتم antum you (pl.)
أنت anti you (f.)	
هو huwa he, it (m.)	هم hum they (people)
هي hiya she, it, (f.), they (other than people, i.e. inanimate pl.)	

These pronouns correspond exactly to the possessives given in Unit 9, paragraph 5. The notes given there apply here as well.

### Basic Structures, 2: The Equation

3 You probably didn't realise that you can already read and write whole sentences in Arabic. Well, you can. *Read and write* these ones:

هو مسؤول .	هو مسؤول (mas'ūl) He is responsible.
هو مهندس .	هو مهندس (muhandis) He is an engineer.
زميله مسؤول .	زميله مسؤول (zamīlu) His colleague is responsible.
زميله طبيب .	زميله طبيب His colleague is a doctor.
زميله صحفي مصري .	زميله صحفي مصري His colleague is an Egyptian journalist.

It is as simple as that. Whereas in English we need a verb form 'is' for such a sentence, Arabic needs nothing beyond the two parts of the statement. These Arabic sentences are complete and correct.

(English uses this verbless structure also, but only in newspaper headlines and the like: "Dollar Devalued", "Chairman Dismissed", "Farmers Furious".)

We can call this structure an **equation**, because, like a mathematical equation such as ' $x = 2$ ', both parts are regarded as equal to each other. The equation is the second of the three basic structures which we study.

We can use any pronoun in the first part of the equation.

*Read and write:*

أنا مسؤول . I am responsible.

هي مسؤولة. هي مسؤولة. *She is responsible.*  
 هي طبيبة مشهورة. هي طبيبة مشهورة. (mashhūra)  
*She is a famous doctor.*

**Equation Rule:** In a simple statement, Arabic does not use any verb form corresponding to the English 'am, is, are'. The verb is simply omitted.

You will notice that the second part has to agree with the first part. Also, we can of course have a noun instead of a pronoun. For both, we observe the *inanimate plural rule* (Unit 9, paragraph 4) throughout. **Read and write**, with an eye on the inanimate plural:

المشكلة صعبة. المشكلة صعبة. (ša9ba) *The problem is difficult. (feminine singular)*  
 المشاكل صعبة. المشاكل صعبة. *The problems are difficult. (inanimate plural)*  
 الاقتراحات طويلة. الاقتراحات طويلة. (al-iqtirāhāt)  
*The proposals are long.*  
 هي طويلة. هي طويلة. hiya ṭawīla. *They (the proposals) are long.*

When we have to use a masculine regular plural ending in an equation, it takes the form *ون... -ūn* (not *ين... -īn*); when we use a dual, it takes the form *ان... -ān* (not *ين... -ayn*). **Read and write:**

المفتشون مسؤولون. المفتشون مسؤولون. *The inspectors are responsible.*  
 المفتشان مسؤولان. المفتشان مسؤولان. *Both inspectors are responsible.*  
 نحن مسرورون. نحن مسرورون. (masrūrūn) *We are pleased.*

**Exercise 1** Make as many meaningful equations as possible, taking your first part from list (a) and your second part from list (b). The words must be used as they are; don't change their form:

(a) اقتراحاتنا، هي، الرئيس، المندوبون، الصحفي  
 (b) موجودون، مقبولة، موجود، واضحة، عراقي

**Exercise 2** Translate into Arabic and read your answer aloud:

- (a) *The engineer is Lebanese.*      (b) *They are Italians.*  
 (c) *The minister is absent.*      (d) *The doctor is German.*  
 (e) *She is a foreign doctor.*

The answers to these exercises follow paragraph 4 below.

We have said that the second part of the equation must agree with the first part. This is only partly true. Look back at the equations quoted so far, especially the ones beginning with a noun. Can you see any way in which the second part does *not* agree with the first part?

Here is a clue. **Read and write** this expression, which bears some resemblance to one of the equations we have already written:

المشكلة الصعبة المشكلة الصعبة al-mushkila ṣ-ṣa9ba

You see the difference. What we have here is not an equation at all, but a *description* (Unit 9): 'the difficult problem'. In a description the adjective agrees with the noun in every possible way, including indefinite/definite. The equations we have written earlier in this paragraph have a definite first part but an *indefinite* second part.

We can have equations with a definite second part. But they almost always have a pronoun in the first part. **Read and write:**

هو الرئيس. هو الرئيس. (ar-ra'is) *He is the chairman.*

هم الخبراء. هم الخبراء. *They are the experts.*

If the meaning of the equation demands a noun in the first part, then we use the noun but we re-state it with its corresponding pronoun.

**Read and write:**

العراقي هو الرئيس. العراقي هو الرئيس. *The Iraqi ('he') is the chairman.*

زملائي هم الخبراء. زملائي هم الخبراء. *My colleagues ('they') are the experts.*

Adding the pronoun makes it impossible to read the expression as a description. It must be an equation. But such equations are

comparatively rare. Equations of the type we have studied earlier in the paragraph, with an *indefinite* second part, are much more common.

#### 4 Equations with descriptions

Either part of an equation can itself be a description. As long as the relationship between the two parts is respected, the equation is still correct. Look back at the fifth and eighth examples in paragraph 3 above:

زميله صحفي مصري. هي طبيبة مشهورة.

in which the second part consists of a description. We can have the first part as a description; or indeed both parts. If the equation begins to look a little heavy or complicated, the writer may break it up by adding the corresponding pronoun to the first part, showing clearly which part is which. We can always do this, with any equation. *Read and write:*

المهندس المدني موجود. المهندس المدني موجود.  
al-muhandis al-mādani moujūd.  
The civil engineer is present.  
المدوب العربي هو مهندس مدني. المندوب العربي هو مهندس مدني.  
مدني. مدني.  
The Arab delegate ('he')  
is a civil engineer.

**Exercise 3** Read and translate these newspaper headings; then answer the questions:

<p>المؤتمر الدولي مفتوح</p>	<p>(a)</p>
<p>"البنوك مسؤولة"</p>	<p>(b)</p>
<p>الوزير الجديد مريض</p>	<p>(c)</p>
<p>لبنان تاجر عالمي</p>	<p>(d)</p>



Which ones are equations and which are descriptions? Which equations (if any) contain a description?

Exercise 4 Read aloud and translate:

- (a) الطيب إنجليزي. (b) الاقتراحات معقولة.  
 (c) هو خير فني. (d) مصر كبيرة.  
 (e) اقتراحنا جديد.

The answers to these exercises are given immediately below.

### Answers to Exercises

Exercise 1 اقترحنا مقبولة\واضحة. iqtirāḥātna maqbūla/wāḍiḥa.  
*Our proposals are acceptable/clear.*

هي مقبولة\واضحة. hiya maqbula/wāḍiḥa.

*It is / They are acceptable/clear.*

الرئيس موجود\عراقي. ar-ra'īs mujūd /9irāqī.

*The chairman is present /Iraqi.*

ال مندوبون موجودون. al-mandūbūn mujūdūn.

*The delegates are present.*

الصحفي موجود\عراقي. aṣ-ṣuḥufī mujūd /9irāqī.

*The journalist is present /Iraqi.*

Exercise 2 (a) المهندس لبناني. al-muhandis lubnānī.

(b) هم إيطاليون. hum iṭāliyūn. (c) الوزير غائب. al-wazīr ghā'ib.

(d) الطبيب ألماني. aṭ-ṭabīb almānī.

(e) هي طبيبة أجنبية. hiya ṭabība ajnabīya.

Exercise 3 (a) al-mu'tamar ad-duwalī maftūḥ. *The international conference is open.* Equation with a definite description as first part.

(b) al-bunūk mas'ūla. *The banks are responsible.* Equation.

(c) waḥīfa hāmma wa-ṣa'ba. *An important and difficult job.* Not an equation but an indefinite description.

(d) al-wazīr al-jadīd marīḍ. *The new minister is ill.* Equation with a definite description as first part.

(e) lubnān tājir 9ālamī. *Lebanon is a world trader.* Equation with an indefinite description as second part.

- Exercise 4** (a) aṭ-ṭabīb ingilīzī. *The doctor is British/English.*  
 (b) al-iqtirāhāt maʿqūla. *The proposals are reasonable.*  
 (c) huwa khabīr fannī. *He is a technical expert.*  
 (d) miṣr kabīra. *Egypt is big.*  
 (e) iqtirāhna jadīd. *Our proposal is new.*

### Tests

- 1 Read aloud and translate:

(a) وظيفته صعبة. (b) المؤتمر التجاري هام.  
 (c) الوزراء موجودون. (d) الصورة جميلة.  
 (e) الصورة الجميلة

- 2 Put the words together in an equation, making any necessary changes. Read aloud your answer and translate it:

(a) موظفون؛ مسرور. (b) مطارنا، دولي؛ هام.  
 (c) هو؛ تاجر، دولي. (d) النص؛ واضح، ومقبول.  
 (e) مأمور؛ مشغول.

- 3 Fill in the missing letter. Read aloud and translate the word:

(a) و...يفة (b) م...ظف (c) م...دوب  
 (d) غا...ب (e) الخ...راء

### Review

With an understanding of *descriptions* studied in the last unit and *equations* studied in this unit, you have made a serious step towards being able to read and understand the headings of many notices and announcements, and many newspaper headlines. There remains a third basic structure, also related to these two. But before we tackle that one, we should arm ourselves with some important prepositions (*to, from, in, with* and the like), which come in the next unit.

# 11

## In this unit you will learn

- important prepositions,
- the command form of the verb,
- a form of equation often used in signs.

## New Words: البلد al-balad Town

### 1 Essential Vocabulary - Prepositions

إلى	ila to	في	fi in
ب	bi- with, by, in	قبل	qabl before
بعد	ba9d after	ل	li- to, for, of
على	9ala on	مع	ma9 with
عن	9an from, about	من	min from

### Essential Vocabulary - Other words

إشارة	ishāra sign	مرور	murūr(also:) passing, turning
إيقاف	iqāf parking	مفرق مفارق	mafraq mafāriq crossroad
بلد بلاد	balad bilād town	ممنوع	mamnū9 prohibited
بوليس	būlis police	ميدان ميادين	maydān mayādīn square
تدخين	tadkhīn smoking	نقل	naql transport
توقيف	touqīf parking	وقوف	wuqūf stopping
حد حدود	ḥadd ḥudūd limit	يسار	yasār left(-hand)
سرعة	sur9a speed	يمين	yamīn right(-hand)
طريق طرق	ṭariq ṭuruq road		
كراج\جراج	garāj garage		
كيلومترا\كم	kilomitr kilometre		
مدينة مدن	madīna mudun city		

### Reference Vocabulary - Prepositions

أمام	amām in front of	خلال	khilāl during
تحت	taht below, under	داخل	dākhil inside
حسب	ḥasab according to	دون\بدون	dūn, bidūn without
خارج	khārij outside	ضد	didd against

غير <i>ghayr</i> apart from	ك\مثل <i>ka-, mithl</i> like, as
فوق <i>fouq</i> above, over	وراء <i>warā'</i> behind, beyond

*Reference Vocabulary - Other words*

برلمان <i>barlamān</i> parliament	قصر قصور <i>qaṣr qusūr</i> palace
بلدية <i>baladiya</i> town hall	قنصلية <i>qunṣuliya</i> consulate
جامعة <i>jāmi'a</i> university	مجلس مجالس <i>majlis majālis</i> council
شرطي <i>shurṭi</i> policeman	مركز مراكز <i>markaz marākiz</i> centre
عاصمة عواصم <i>9āšima 9awāšim</i> capital city	

## 2 Prepositions

A preposition is a word connecting a noun or pronoun with the rest of the sentence. Examples in English are *in, with, from*. In the essential and reference vocabularies given above the prepositions are shown separately because of their importance.

In Arabic the preposition precedes its noun, as it does in English. **Read and write:**

بعد سنة	بعد سنة	<i>ba9d sana</i> after a year
ضدّ الحكومة	ضدّ الحكومة	<i>(ḍidd)</i> against the government
حسب الخبراء	حسب الخبراء	<i>(ḥasab)</i> according to the experts
داخل البلاد	داخل البلاد	<i>(dākhil)</i> inside the country

*fi* shortens its vowel, becoming *fi* in pronunciation before an article. The spelling is unchanged. **Read and write**, comparing the sounds:

في بنك	في بنك	<i>fī bank</i> in a bank (long ī)
في البنك	في البنك	<i>fi l-bank</i> in the bank (short i)

When we want to combine a preposition with a *pronoun*, we add the pronoun as an ending, using the same endings as the possessives (Unit 9, paragraph 5). The meanings then become *me, you, him* etc. We can add the pronoun endings to the prepositions which end in a consonant (including *hamza*) without further ado. **Read and write:**

معى معى ma'ī with me أمامه أمامه amāmu in front of him

The prepositions ending in a vowel, long or short, are unfortunately not so simple. Details are given below. Don't try to learn the following details at one stroke. Use them for reference until at least some become familiar. Some of the explanation concerns only pronunciation anyway, which is not our main target.

- إلى ila and على 'ala change to إلی ilay- and علی 'alay- before adding a pronoun. **Read and write:**

إليها إليها ilayha to her, it, them (inanimate pl.)

علينا علينا alayna up to us ('on us')

You have certainly heard of the classic greeting السلام عليكم as-salām 'alaykum Peace (be) upon you. Thinking of this might help you to remember how these two prepositions change before a pronoun.

- ل li- (you will recall that one-letter words are written together with the next word) becomes لي li for 'for me', but changes to la- before any other pronoun. **Read and write:**

له له lahu for him, it

لهم لهم lahum for them

- After ب bi-, إلی ilay- and علی 'alay- (see above), the pronoun ending ه... is pronounced -hi, and هم... is pronounced -him. The spelling is unchanged. **Read and write:**

به به bihi with him/it, in him/it

إليهم إليهم ilayhim to them

### 3 Prepositions in Equations

We can use a phrase consisting of preposition + noun, or preposition + pronoun, as either part of an equation, without further formality.

**Read and write:**

هو ضد الاقتراح. هو ضد الاقتراح. He is against the proposal.

الطبيب في البلد. \* الطبيب في البلد. The doctor is in ('the') town.

المُرور إلى اليسار ممنوع. المُرور إلى اليمين ممنوع.  
al-murur ila l-yaṣār mamnū9.

NO LEFT TURN ('Turning left prohibited')

\* No 'helping' pronoun (Unit 10, paragraph 3) is needed here. The preposition makes the equation clear and unmistakable.

#### 4 Translating prepositions

Arabic phrases do not always have the preposition which exactly corresponds to the English; be prepared for different ones. Here are two examples out of many. *Read and write:*

مسؤول عن مسؤول عن (9an) responsible for

ممنون من ممنون من (min) grateful for

#### 5 Command Form

You may see a notice or instruction like one of these. *Read and write:*

اشرب فانتا اشرب فانتا *ishrab fanta Drink Fanta*

اقفل الباب اقفل الباب *(iqfil) Shut the Door*

اركب\انزل هنا اركب\انزل هنا *irkab/inzil huna Get on/off here*

افتح بانتباه افتح بانتباه *iftah bī-ntibāh Open carefully*

انظر... انظر... *unzur See ...*

اطلب... اطلب... *uṭlub Ask for ...*

These are verbs, in the command form. They can often be recognised by two characteristics: they stand at the beginning of the expression, as in English; and they begin with *alif*, which is pronounced *i-*, *u-* or *a-* depending on the verb.

Unfortunately not all commands take this easily recognisable form. In Unit 3 we had **تهدأ tamahhal SLOW DOWN**, and in Unit 6 **قف qif STOP**. These important notices are also in the command form.

All the forms shown here are masculine, which is the form generally used;

you may occasionally see the plural form (as if addressing a group), which adds وا... pronounced -ū (the alif is silent):

اشربوا *ishrabū* Drink; ... اطلبوا *uṭlubū* Ask for ... (etc.)

These forms are used in advertisements, or when an authoritative tone (police, road signs, warnings of danger etc.) is needed. A more polite form, similar to our *Please ...* takes the following guise. **Read and write:**

الرجاء الانتظار هنا. الرجاء الانتظار هنا.  
ar-rajā' al-intīzar huna. *Please Wait Here.*

You will note that the verbal noun, in this case انتظار *waiting*, is definite in this expression.

*Please do not ...* is written using the noun عدم *ʿadam* lack of, followed by a definite verbal noun. **Read and write:**

الرجاء عدم التدخين. الرجاء عدم التدخين.  
ar-rajā' ʿadam at-tadkhīn. *Please do not Smoke.*

## 6 Signs and Notices

In many road signs and similar short messages and warnings, an equation is used in reverse order, for effect. This happens, for example, with the essential word ممنوع *mamnūʿ* PROHIBITED. In an ordinary text, the sentence *Entry is prohibited* would be

الدخول ممنوع. ad-dukhūl mamnuʿ.

This is the normal word-order for an equation, as you have learned. But often the same sentence in a sign will read

ممنوع الدخول NO ENTRY ('Entry prohibited')

for special effect. Don't be surprised when you see this. It is simply an equation with its parts in reverse order.

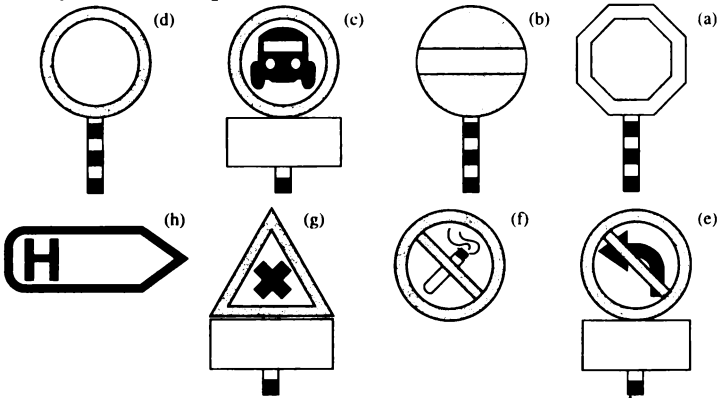
Not all Arab countries use the same words for everything, so don't be confused if you find unfamiliar words on traffic and other signs. The words given in this book are very widely used.

**Exercise 1** Read and translate these equations:

- (a) الاسم فوق الإعلان.  
 (b) المفرق خارج البلد.  
 (c) مكنتبي أمام المستشفى.  
 (d) الكراج على يمينك.  
 (e) البلدية وراءنا.

**Exercise 2** Write equations with the opposite meaning of those shown in Exercise 2. Read your answers aloud.

**Exercise 3** Fit the captions to the signs, one of which we know already. Read the captions aloud and translate them:



ممنوع الدخول، قف، ممنوع للمرور، المرور إلى اليسار ممنوع،  
 ممنوع للسيارات، مستشفى، ممنوع التدخين، مفرق خطر.

The answers to these exercises are given immediately below.

### Answers to Exercises

**Exercise 1** (a) al-ism fouq al-'i9lān.

The name is above the announcement.

(b) al-mafraq khārij al-balad. The crossroad is outside the town.

(c) maktabī amām al-mustashfa. My office is in front of the hospital.

(d) al-garāj 9ala yaminak. The garage is on your right.

(e) al-baladiya warā'na. The town hall is behind us.

**Exercise 2** (a) الاسم تحت الإعلان al-ism taht al-'i9lān.

(b) المفرق داخل البلد al-mafraq dākhil al-balad.

(c) مكنتبي وراء المستشفى maktabī warā' al-mustashfa.



(d) الكراخ علي يسارك. al-garāj 9ala yasārak.

(e) البلدية أماننا. al-baladiya amāmna.

Exercise 3 (a) قف qif STOP

(b) ممنوع الدخول mamnū9 ad-dukhūl NO ENTRY

(c) ممنوع للسيارات mamnū9 li-s-sayyārāt VEHICLES PROHIBITED

(d) ممنوع للمرور mamnū9 li-l-murūr TRAFFIC PROHIBITED

(e) المرور إلى اليسار ممنوع al-murūr ila l-yasār mamnū9 NO LEFT  
TURN

(f) ممنوع التدخين mamnū9 at-tadhkhīn NO SMOKING

(g) مفرق خطر mafraq khaṭir DANGEROUS CROSSROAD

(h) مستشفى mustashfa HOSPITAL

## Tests

1 Read aloud and translate:

(a) ممنوع الانتظار  
(b) في البلد  
(c) في البلاد \*  
(d) أشغال على الطريق  
(e) المرور إلى اليمين

\* two possible meanings

2 Make the adjective agree with the noun or pronoun in a description:

(a) سيارات (جديد)  
(b) أشغال (هام)  
(c) الشرطة (محلي)  
(d) مستشفيات (كبير)  
(e) مشاكل (فني)

3 Which of these are descriptions, and which are equations? (All full stops have been omitted, not to make things too easy.) Read everything aloud and translate it:

(a) المأمور المسؤول  
(b) المأمورون هم المسؤولون  
(c) البلاد جميل  
(d) زميلي في المستشفى  
(e) زميلي المريض

**Review**

Prepositions are useful because of their function in linking words, opening up phrases which otherwise might be a problem. They are so common that they are not only worth learning; they stick in the mind more easily than many other words. And they fit into the equation structure which is at the heart of many headlines and announcements.

We go on now to our third and last basic structure.

# 12

## In this unit you will learn

- the third basic structure, linking two or more nouns.

## New Words: الإدارة al-'idāra Administration

1

### Essential Vocabulary

تأمين ta'mīn insurance	رخصة رخص rukḥṣa rukḥaṣ licence
تسجيل tasjil registration	ضريبة ضرائب ḍarība ḍarā'ib tax
جمرك jumruk customs	عقد عقود 9aqd 9uqūd contract
حساب ḥisāb account	قسم أقسام qism aqsām department
دائرة دوائر dā'ira dawā'ir	نمرة نمر numra numar number
directorate	اليوم al-youm today
دفع مدفوعات daf9 madfū9āt payment	

### Reference Vocabulary

اقتصاد iqtisād economy, economics	زراعة zirā9a agriculture
تربية tarbiya education	سياسة siyāsa policy, politics
خارجية khārijīya Foreign Affairs	مالية māliya Financial Affairs
داخلية dākhilīya Home Affairs	نفط naft oil
دفاع difā9 defence	

## Basic Structures, 3: The Construct

2 Write the two nouns

مكتب مكتب an office  
المدير المدير the manager

Now put these two together as they stand, and you have:

مكتب المدير مكتب المدير maktab al-mudīr the manager's office

Now read and write:

الشركة الشركة the company

Now *read and write* the company office or the company's office:

مكتب الشركة مكتب الشركة maktab ash-sharika

Now *read and write* these expressions, which are exactly similar in form:

بيت المدير بيت المدير the manager's house

عقد العمال عقد العمال (9aqd) the workers' contract

شغل زميلي شغل زميلي my colleague's work

تسجيل السيارات \* تسجيل السيارات (tasjil) car ('cars')  
registration

طريق المطار طريق المطار tariq al-maṭār the airport road

Simply by putting two nouns together, with no other words at all, we build an association between them. The nature of this association is often possession, but not always.

This type of expression is our third basic structure; it is called a **construct**. We have to observe two simple rules in making a construct:

- the *qualifying* noun (مدير) follows the *qualified* noun (مكتب); think of the word-order of *the leg of the table*; so: *the office of the manager*.
- only the last noun can have a definite 'marker', i.e. either the article ..ال (Units 2 and 3) or a possessive ending (Unit 9); the first noun must remain *indefinite* in form.

\* Remember (Unit 2) that when a noun is used generally or universally ('cars'), Arabic makes it definite, unlike English.

**Construct Rule 1:** *In a construct, only the last noun can have the article or a possessive ending.*

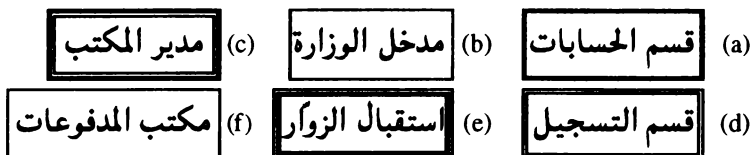
Now *read and write* a couple of constructs with a proper name as last noun:

مكتب احمد مكتب احمد (ahmad) Ahmad's office

اقتصاد مصر اقتصاد مصر (iqtiṣād) the economy of Egypt

These are still correct: the first noun is indefinite in form, and the last noun is definite because it is a proper noun or name, which is definite by nature.

**Exercise 1** Read aloud and translate the following nameplates, which are all in the form of constructs:



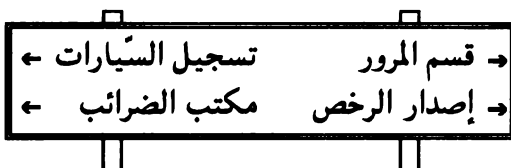
**Exercise 2** Put each pair into a construct. Read it out and translate it:

(a) مكتب، عقود (b) قسم، هندسة (c) تأمين، بيتي (d) شغل، وزارة

**Exercise 3** Which way, right or left, to (a) *Traffic Department*

(b) *Tax Office* (c) *Car Registration* (d) *Issue of Licences?*

Read each direction aloud:



The answers to these exercises follow paragraph 7 below.

When the first noun of a construct ends in ة... , this is pronounced **-at**. In handwriting we always write the dots of ة here. Write the word for *ministry*:

وزارة وزارة

Now **read and write** *Ministry of Labour*, and note the pronunciation of the first noun:

وزارة العمل وزارة العمل wizārat al-ʿamal

Now write the same construct, but replacing *Labour* with *Economy*, *Foreign Affairs* and *Agriculture*:

وزارة الاقتصاد وزارة الاقتصاد wizārat al-iqtisād  
Ministry of Economy

وزارة الخارجية وزارة الخارجية *wizārat al-khārijīya*  
*Ministry of Foreign Affairs*  
 وزارة الزراعة وزارة الزراعة *wizārat az-zirā'a*  
*Ministry of Agriculture*

You will notice from the last two examples that the pronunciation of ة... (if there is one) on the *last* noun does not change. It remains -a.

**Exercise 4** Write the name of each Ministry:

(a) *Labour* (b) *Education* (c) *Defence* (d) *Agriculture* (e) *Industry*

Read your answers aloud.

**Exercise 5** Repeat Exercise 4 with *Directorate* for *Ministry*.

The answers to these exercises are given after paragraph 7 below.

3 Now *read and write* the following constructs:

مدير بنك مدير بنك *mudīr bank a bank manager*  
 موظف شركة موظف شركة *muwazzaf sharika*  
*a company employee*  
 نمرة تلفون نمرة تلفون *numrat tilifōn a telephone number*

Do you see the difference? The last noun is now indefinite, making the whole construct indefinite in meaning. Compare definite and indefinite constructs with identical original elements. *Read and write*:

مدير البنك مدير البنك *mudīr al-bank the bank manager*  
 مدير بنك مدير بنك *mudīr bank a bank manager*

Remember that only the last noun, i.e. the qualifier, changes, not the first noun.

You will meet definite constructs far more often than indefinite ones.

**Construct Rule 2:** A construct is definite or indefinite according to whether the last noun is definite or indefinite.

**Exercise 6** Make indefinite constructs with these pairs of nouns. Read aloud and translate your answers:

(a) رئيس، وزارة (b) مدير، شركة (c) نمرة، سيارة (d) تسجيل، عقد

The answers to this exercise follow paragraph 7 below.

4 So much for constructs consisting of two nouns. We also have constructs with more than two nouns. **Read and write:**

مكتب الضرائب والتسجيل      مكتب الضرائب والتسجيل  
 maktab aḍ-ḍarā'ib wa-t-tasjil  
 Tax and Registration Office

We can call this one a *compound* construct: it has one first noun and two 'last' or qualifying nouns.

Here is another variant. **Read and write:**

نمرة تلفون المكتب      numrat tilifōn  
 al-maktab the office telephone number

We can call this one a *string* construct; each noun except the last one is qualified, and made definite, by the next noun.

In these two types, as in all constructs, the two construct rules given in paragraphs 2 and 3 above still apply.

5 Arabic treats the construct as a unit. An adjective is not allowed to interrupt it. Any adjective must follow the whole construct, even if confusion results. **Read and write:**

نمرة الشركة الجديدة نمرة الشركة الجديدة      numrat ash-sharika  
 l-jadīda the company's new number  
 or the new company's number

You will meet the construct, especially the definite two-noun variety (*maktab al-mudīr*, paragraph 2 above) countless times in notices, signs, newspaper headlines and the like.

6 In Unit 3 we learned the important preposition ل *li* 'to, for'. ل can also mean *of*, and it often allows us to make expressions which have the

same meaning as a construct, but avoiding its constraints. With **ل** we can use the article, adjectives etc. for example, just as we wish. **Read and write** these constructs, already familiar to you:

مدير البنك      مدير البنك  
 نمرة الشركة      نمرة الشركة  
 نمرة تلفون المكتب      نمرة تلفون المكتب  
 نمرة الشركة الجديدة      نمرة الشركة الجديدة

Now see how they can all be re-expressed using **ل**. **Read and write:**

المدير للبنك      المدير للبنك      al-mudīr li-l-bank  
 ان-نمرة للشركة      ان-نمرة للشركة      an-numra li-sh-sharika  
 نمرة التلفون للمكتب \*      نمرة التلفون للمكتب \*  
 numrat at-tilifōn li-l-maktab  
 ان-نمرة للشركة الجديدة \*\*      ان-نمرة للشركة الجديدة \*\*  
 an-numra li-sh-sharika l-jadida  
 ان-نمرة الجديدة للشركة \*\*      ان-نمرة الجديدة للشركة \*\*  
 an-numra l-jadida li-sh-sharika

\* In this example we have a construct combined with a **ل** expression.

\*\* Using **ل** here makes it clear what is new: the company or its number.

You will see this use of **ل** in many advertisements, headlines and notices.

## 7 Descriptions, Equations and Constructs

We have studied three basic structures. It may be useful to summarise and compare their commonest forms here, to avoid confusion:

	1st Part	2nd Part	Example
Description	definite	definite	المكتب الكبير <i>the big office</i>
	indefinite	indefinite	مكتب كبير <i>a big office</i>
Equation	definite	indefinite	المكتب كبير. <i>The office is big.</i>
Construct	indefinite in form	definite	مكتب المدير <i>the manager's office</i>
		indefinite	مكتب مدير <i>a manager's office</i>



**Exercise 7** Read out and translate these newspaper report headings:

(b) المشاكل الجديدة للمدراء	(a) إضراب العمال في شركة النفط
(d) زوار اليوم	(c) سياسة حكومة الكويت
(e) سعر وتأمين البيوت	(f) "هو المسؤول ..."

Which expressions are constructs? Definite? Indefinite? Any 'compound' or 'string' constructs (paragraph 4 above)? What are those expressions which are not constructs?

The answers are given immediately below.

### Answers to Exercises

**Exercise 1** (a) qism al-ḥisābāt *Accounts Department*

(b) madkhal al-wizāra *Ministry Entrance*

(c) mudir al-maktab *Office Manager*

(d) qism at-tasjil *Registration Department*

(e) istiqbāl az-zuwwār *Visitor ('Visitors') Reception*

(f) maktab al-madfū9āt *Payments Office*

**Exercise 2** (a) maktab al-9uqūd *Contracts Office*

(b) qism al-handasa *Engineering Department*

(c) ta'min baytī *my house insurance*

(d) shughl al-wizāra *the ministry's work*

Exercise 3 (a) المرور قسم *qism al-murūr*, right

(b) المكتب الضرائب *maktab aḍ-ḍarā'ib*, left

(c) تسجيل السيارات *tasjīl as-sayyārāt*, left

(d) إصدار الرخص *iṣḍār ar-rukhaṣ*, right

Exercise 4 (a) وزارة العمل *wizārat al-ʿamal*

(b) وزارة التربية *wizārat at-tarbiya*, وزارة التعليم *wizārat at-taʿlīm*

(c) وزارة الدفاع *wizārat ad-difāʿ*

(d) وزارة الزراعة *wizārat az-zirāʿa*

(e) وزارة الصناعة *wizārat aṣ-ṣināʿa*

Exercise 5 (a) دائرة العمل *dā'irat al-ʿamal*

(b) دائرة التربية *dā'irat at-tarbiya*, دائرة التعليم *dā'irat at-taʿlīm*

(c) دائرة الدفاع *dā'irat ad-difāʿ*

(d) دائرة الزراعة *dā'irat az-zirāʿa*

(e) دائرة الصناعة *dā'irat aṣ-ṣināʿa*

Exercise 6 (a) وزارة رئيس *ra'īs wizāra* *head of a ministry*

(b) مدير شركة *mudir ṣharika* *a company manager*

(c) سيارة نمرة *numrat sayyāra* *a car number*

(d) عقد تسجيل *tasjīl ʿaḡd* *registration of a contract*

Exercise 7 (a) *iḍrāb al-ʿummāl fī ṣharikat an-naft* *Workers' Strike in ('the') Oil Company*, two definite constructs connected with *fī*

(b) *al-maṣhākīl al-ǰadīda li-l-mudarā'* *Managers' New Problems*, not a construct but a definite description (Unit 9) and expression with *ل*

(c) *siyāsāt ḥukūmat al-kuwayt* *Kuwait Government Policy*, definite 'string' construct

(d) *zuwwār al-youm* *Today's Visitors*, definite construct

(e) *siḡr wa-ta'mīn al-buyūt* *Cost and Insurance of ('the') Houses*, definite compound construct

(f) *huwa l-mas'ūl*, *He is the one responsible*, not a construct but an equation with a definite second part (Unit 10).

## Tests

- 1 Make as many meaningful constructs as possible, using a word from (a) to (e) as first noun and a word from (f) to (k) as second noun. Read each construct aloud and translate it. Is it definite or indefinite?

(c) مكتب	(b) مدير	(a) وزارة
	(e) مشاكل	(d) دائرة
(h) الجمرك	(g) التجارة	(f) الشركة
	(k) زميل	(j) الخارجية

- 2 Rewrite the word, filling in the missing letter. Read your answer aloud.

(c) ا...تظار	(b) تفر...ر	(a) ...دراء
	(e) مس...ول	(d) إض...اب

- 3 Rewrite these constructs as expressions with ل . Read your answer aloud and translate it.

(b) سيارة زميلي المصري	(a) تأمين البيت الجديد
(d) في مكتب الجمرك	(c) مشاكل القسم الإداري
	(e) شركة تأمين

- 4 Make these expressions plural. Read your answer aloud and translate it:

(c) مدير وموظف	(b) زائر أجنبي	(a) مشكلة كبيرة
	(e) مأمور مصري	(d) عامل عربي

**Review**

You are now armed with a total vocabulary of just over 300 words, and three very important structures. Together, these should make intelligible much of what you see around you in signs, notices and advertisements.

You now have the knowledge to copy an unknown word or phrase accurately and later ask an Arab about it. Don't be shy about your pronunciation; listen to what you hear around you and try to imitate it, bearing in mind the brief instructions given in this book. Speak up. You learn by doing.

We now move on to the numbers, the time and the date.

# 13

In this unit you will learn

- numbers,
- the clock and the calendar.

New Words: \* **الوقت والنقد** al-waqt wa-n-nuqūd *Time and Money*

## 1 Essential Vocabulary

بعد الظهر ba9d aẓ-zuḥr <i>afternoon</i>	شهر أشهر shahr ashhur <i>month</i>
تاريخ تواريخ tāriḫ tawāriḫ <i>date</i>	صباح ṣabāḥ <i>morning</i>
جنيه jinayh <i>pound (£)</i>	صباحاً ṣabāḥan <i>a.m.</i>
درهم درهم dirham darāhim <i>dirham</i>	صراف ṣarrāf <i>money changer</i>
دقيقة دقائق daqīqa daqā'iq <i>minute</i>	صرف ṣarf <i>exchange</i>
دولار dōlār <i>dollar</i>	ظهر zuḥr <i>midday</i>
دينار دنانير dīnār danānīr <i>dinar</i>	مدة مدة mudda mudad <i>period</i>
ساعة sā9a <i>hour</i>	مصرف مصارف maṣrif maṣārif <i>bank</i>
سنة سنوات sana sanawāt <i>year</i>	يوم أيام youm ayyām <i>day</i>

\* In speech, use the popular words for *money*, **فلوس** fulūs (inanimate plural) and *bank*, **بنك بنوك**, the latter already known to you.

## Numbers

2 Look back to Unit 7, paragraph 4, for the explanation of the Arabic numerals.

The officially correct pronunciation of the numbers, and their variable spelling as words, is complicated. Most Arabs (including educated Arabs) have difficulty with it; they prefer to use a greatly simplified colloquial pronunciation, and to avoid writing the figures in words. You are strongly advised to do the same. The colloquial pronunciation varies, but the version given below is understood and accepted by all Arabs. Beside the pronunciation you will find the variable official spellings, for recognition only. For once you are *not* being asked to 'Read and Write':

0 . (صفر) ṣifr		1 ١ (واحد\واحدة) wāḥid(a)
2 ٢ (اثنان\اثنتان\اثنين\اثنتين) ithnayn, thintayn		

3 ٣ (ثلاثة\ثلاث) <b>thalātha</b>	4 ٤ (أربعة\أربع) <b>arba9a</b>
5 ٥ (خمسة\خمس) <b>khamsa</b>	6 ٦ (ستة\ست) <b>sitta</b>
7 ٧ (سبعة\سبع) <b>sab9a</b>	8 ٨ (ثمانية\ثمان) <b>thamāniya</b>
9 ٩ (تسعة\تسع) <b>tis9a</b>	10 ١٠ (عشرة\عشر) <b>9ashra</b>

We need to note:

- **wāhid** and **ithnayn** are masculine, **wāhida** and **thintayn** are feminine. In counting without a noun, we use the masculine form.
- Numbers 3 to 10 have only one spoken form. A noun following a number from 3 to 10 is made plural:

٦ عمال (**sitta**) six workmen      ١٠ ريات (**9ashra**) ten riyals

It may be enough for you to know the numbers up to 10; that suffices for reading out any number. In that case, do Exercise 1 below and stop there. You can, if you wish, skim through paragraphs 3 to 7 below and treat them as reference material.

**Exercise 1** In this fragment of the telephone book, find the numbers of

(a) Hassan Abu Issa      (b) Jamal Abu Issa      (c) Hamad Abu Issa

(أبو عينين...)		-٩-	
٢٢٨٦٥٣	أبو عيسى جابر	٢٧٦٢٤٣	١٤
٤١٩٥٦٧	أبو عيسى جمال	٤٨٩٦٤٢	١٥
٣٣٢٧٩٦	أبو عيسى جميل	٤٣٨٧٤١	١٦
٢٣٤٣١١	أبو عيسى جميلة	٨١٩٦٥٤	١٧
٦٢٦٧٩٨	أبو عيسى حسن	٦٤٥٩٠٢	١٨
٥١٣٠٦٥	أبو عيسى حسني	٢٧٩٤٣٣	١٩
٧١٢٦٤٠	- المكتب	٤٩٣٤٢١	٢٠
٧٣٤٨٨٥	أبو عيسى حسين	٥٧٨٠٠٨	٢١
٥٣٩٨٥٤	أبو عيسى حمد	٢٣٠٦٤٥	٢٢

The answers to this exercise follow paragraph 7 below.

3 If you wish to go further with the numbers, here are first eleven to twenty, in colloquial pronunciation without the script:

11	١١	ihd <sup>9</sup> ashar	12	١٢	ithn <sup>9</sup> ashar
13	١٣	thalatt <sup>9</sup> ashar	14	١٤	arba <sup>9</sup> t <sup>9</sup> ashar
15	١٥	khamst <sup>9</sup> ashar	16	١٦	sitt <sup>9</sup> ashar
17	١٧	sab <sup>9</sup> at <sup>9</sup> ashar	18	١٨	thamant <sup>9</sup> ashar
19	١٩	tis <sup>9</sup> at <sup>9</sup> ashar	20	٢٠	9ishrīn

The tens from thirty to ninety:

30	٣٠	thalāthīn	40	٤٠	arba <sup>9</sup> īn
50	٥٠	khamṣīn	60	٦٠	sittīn
70	٧٠	sab <sup>9</sup> īn	80	٨٠	thamānīn, thamāniyīn
90	٩٠	tis <sup>9</sup> īn			

Compounds with the tens are assembled like 'five-and-twenty' with the units first, joined to the tens with *و* *and*, pronounced colloquially *u*. Pronounce:

21	٢١	wāhid u-9ishrīn	32	٣٢	ithnayn u-thalāthīn
----	----	-----------------	----	----	---------------------

From one hundred upwards, you need to recognise in script only *a hundred*, *a thousand* and *a million*:

100	١٠٠	مئة\مائة	mīya*
1000	١٠٠٠	ألف	alf
1 million	١٠٠٠٠٠٠	مليون	milyūn

Here are the duals, without the script:

200	٢٠٠	mitayn
2000	٢٠٠٠	alfayn
2 million	٢٠٠٠٠٠٠	milyūnayn

Then the other compounds, for which we use the singular of *hundred* but the plurals of *thousand* and *million*:

300-900 ٣٠٠-٩٠٠ thalāthmīya, arba<sup>9</sup>mīya, khamṣmīya, sittmīya, saba<sup>9</sup>mīya, thamānmīya, tisa<sup>9</sup>mīya\*

\* mīya and its multiples become *mīt* before a noun:

١٠٠ موظف mīt muwazzaf 100 employees

٥٠٠ سنة **khamsmī** sana 500 years

3000-9000 ٩٠٠٠-٣٠٠٠ **thalātha**, arba9a (etc.) **tālāf** (NB)

3-9 million ٩٠٠٠٠٠-٣٠٠٠٠٠٠ **thalātha** (etc.) **malāyīn**

Read these higher compound numbers now. Note how we have **u-** and between the elements:

٦٤٢ **sittmīya u-thnayn u-arba9īn**

٣٤٨٩ **thalātha tālāf u-'arba9mīya u-tis9a u-thamānīn**

A noun following a number takes different forms depending on the number. Don't be confused by the different forms - you will sometimes see singulars, with or without **tanwīn** (Unit 6, paragraph 3), and sometimes plurals. There is no need to learn the rules; simply read the noun as you see it:

٥ دينار **khamsa danānīr** five dinars

١٥ ديناراً **khamst9ashar dīnāran** fifteen dinars

١٥٠ دينار **mīya u-khamsīn dīnār** 150 dinars

**Exercise 2** Translate:

٥٠٠ ريال (a) ٣٦٥ يوماً (b) ٤٦ دولاراً (c) ٢٤ ساعة (d) دينارين (e)

**Exercise 3** Write these numbers in Arabic figures:

(a) 450 (b) 2028 (c) 779 4391 (d) 404 836 (e) 99-2440

The answers to these exercises follow paragraph 7 below.

#### 4 Ordinal numbers

The ordinal numbers ('first, second, third') are not difficult, and the official pronunciation is used. We need learn only 'first' to 'twelfth'. The ordinal numbers are almost always definite. **Read and write:**

the 1st **الأولى** m. **الأول** al-'awwal, f. **الأولى** al-'ūla

the 2nd **الثانية** m. **الثاني** ath-thānī, f. **الثانية** ath-thāniya

the 3rd **الثالث** m. **الثالث** ath-thālith, f. **الثالثة** ath-thālitha



the 4th	الرابع	الرابع	ar-rābi9
the 5th	الخامس	الخامس	al-khāmis
the 6th	السادس	السادس	as-sādis
the 7th	السابع	السابع	as-sābi9
the 8th	الثامن	الثامن	ath-thāmin
the 9th	التاسع	التاسع	at-tāsi9
the 10th	العاشر	العاشر	al-9āshir
the 11th	الحادي عشر	الحادي عشر	al-ḥādī 9ashar
the 12th	الثاني عشر	الثاني عشر	ath-thānī 9ashar

Note the stress in the f. form **thāniya** (not *thāniya*). The ordinals from *third* upwards make their feminine form in the usual way.

You will often find ordinal numbers *first* to *tenth* used in construct, instead of as an adjective. In the construct, both parts are indefinite but, strangely, the meaning is definite; and the m. form is always used, even with a f. noun. **Read and write:**

للمرة الثالثة للمرة الثالثة	li-l-marra th-thāliṭha	} for the third time
لثالث مرة لثالث مرة	li-thāliṭh marra	

We have to write Arabic ordinals as words; there is no way of writing them with figures.

## 5 Fractions and percentage

We need only *half*, *third* and *quarter* from the fractions. **Read and write:**

نصف أنصاف نصف أنصاف	niṣf anṣāf half
ثلث أثلاث ثلث أثلاث	thulṭh athlāth third
ربع أرباع ربع أرباع	rub9 arbā9 quarter

ثلثين ثلثين *thulthayn two-thirds*

٪ ٥٠ ٪ ٥٠ *khamṣin bi-l-mīya 50%*

## 6 Clock

*One o'clock* is الساعة الواحدة *as-sā9a l-wāḥida*. Time on the hour above *one* is written as e.g. *the ninth hour*, in definite form. *At* is في .

*Read and write:*

في الساعة الرابعة في الساعة الرابعة *fi-s-sā9a r-rābi9a*  
*at four o'clock*  
 الساعة الثانية الساعة الثانية *as-sā9a th-thāniya*  
*two o'clock*

Time in the first half-hour is written as follows. *Read and write:*

الساعة الثالثة وخمس دقائق	الساعة الثالثة وخمس دقائق
(wa-khamṣa daqā'iq)	<i>five past three</i>
الساعة السابعة والرابع	الساعة السابعة والرابع
(wā-r-rub9)	<i>a quarter past seven</i>
الساعة التاسعة والثلاث	الساعة التاسعة والثلاث
(wa-th-thulth)	<i>twenty past nine</i>
الساعة الثامنة والنصف	الساعة الثامنة والنصف
(wa-n-niṣf)	<i>half-past eight</i>

Time in the second half-hour is written in the same way, but with إلا *illa* 'except for, minus' and the next hour. *Read and write:*

الساعة الرابعة إلا عشر دقائق	الساعة الرابعة إلا عشر دقائق
(illa 9ashra daqā'iq)	<i>ten to four</i>
الساعة الخامسة إلا الربع	الساعة الخامسة إلا الربع
(illa r-rub9)	<i>a quarter to five</i>
الساعة السادسة إلا الثلث	الساعة السادسة إلا الثلث
(illa th-thulth)	<i>twenty to six</i>

Time written in figures is shown as follows. The style of comma may vary, and may even be replaced by the letter ر in typescript. Write:

٧,٢٠ ٧,٣٠ 7.30 ٤,١٥ ٤,١٥ 4.15 ١٠٠,٢٥ ١٠٠,٢٥ 10.25

## 7 Calendar

Read and write the days of the week:

السبت	السَّبْت	as-sabt Saturday
الأحد	الأحد	al-'aḥad Sunday
الاثنين	الاثنين	al-ithnayn Monday
الثلاثاء	الثلاثاء	ath-thalātha* Tuesday
الأربعاء	الأربعاء	al-'arba9a* Wednesday
الخميس	الخميس	al-khamīs Thursday
الجمعة	الجمعة	al-jum9a Friday

\* colloquial pronunciation, almost universal.

The names of the days may be preceded by يوم *yum* day, in construct.

On with a day is في:

السبت في يوم السبت في يوم السبت *fi yum as-sabt on Saturday*

Here are the names of the months. There are two sets of names, one used in African, the other in Asian Arab countries:

	Africa	Asia
January	يناير yanāyir	كانون الثاني kānūn ath-thānī
February	فبراير fibrāyir	شباط shubāt
March	مارس māris	آذار ādhār
April	أبريل abril	نيسان nīsān
May	مايو māyū	أيار ayār
June	يونيو yūniyū	حزيران ḥazirān
July	يوليو yūliyū	تموز tammūz
August	أغسطس aghuṣṭus	آب āb
September	سبتمبر sibtabir	أيلول aylūl

<i>October</i>	أكتوبر	oktōbir	تشرين الأول	tishrīn al-awwal
<i>November</i>	نوفمبر	nūfimbir	تشرين الثاني	tishrīn ath-thānī
<i>December</i>	ديسمبر	disambir	كانون الأول	kānūn al-awwal

The Islamic calendar is also in use in some countries. The Islamic year is 354 or 355 days long. The year-count starts from the day of the flight of the prophet Muḥammad from Mecca to Medina, in 622 AD. Here are the names of the twelve months:

صفر	ṣafar	٢	محرم	muḥarram	١
ربيع الثاني	rabi9 ath-thānī	٤	ربيع الأول	rabi9 al-awwal	٣
جمادى الآخرة	jumāda l-'ākhira	٦	جمادى الأولى	jumāda l-'ūla	٥
شعبان	sha9bān	٨	رجب	rajab	٧
شوال	shawwāl	١٠	رمضان	ramaḍān	٩
ذو الحجة	dhu l-hijja	١٢	ذو القعدة	dhu l-qa9da	١١

Dates are expressed with أول for the first of the month, and the ordinal numbers thereafter. Here are two typical dates, with the (colloquial) pronunciation:

١٩٨٤\٧\٢٠ م 9ishrīn yūliyū/tammūz sanat alf u-tisa9miya  
u-'arba9a u-thamānin al-milādiya 20/7/1984 AD.

١٤١٩\٧\١ اwwal rajab sanat alf u-'arba9miya  
u-tis9at9ashar al-hijriya 25/7/1419 AH.

In these dates, م is ميلادية 'AD'; هـ is هجرية 'AH' which is Anno Hegiræ, the Year of the Flight.

**Exercise 4** Read aloud these dates, in the Western calendar, with both Arabic forms for each month:

٢٠٠١\٨\١ (c) ١٩٩٩\٤\٢٤ (b) ٢٠٠٢\١٢\١٢ (a)

The answers to this exercise are on the next page.

### Answers to Exercises

**Exercise 1** (a) 626798 (line 5) (b) 419567 (line 2) (c) 539854 (line 9)

**Exercise 2** (a) 500 riyals (b) 365 days (c) 46 dollars (d) 24 hours  
(e) 2 dinars

**Exercise 3** (a) ٤٥٠ (b) ٢٠٢٨ (c) ٧٧٩ ٤٣٩١ (d) ٤٠٤ ٨٣٦  
(e) ٩٩-٢٤٤ .

**Exercise 4** (a) ithnashar disambir/kānūn al-'awwal sanat alfayn u-thnayn

(b) arba9a u-ishrīn abril/nisān sanat alf u-tisa9miya u-tis9a u-tis9īn

(c) awwal aghuṣṭus/āb sanat alfayn u-wāhid

### Tests

- 1 Read aloud and translate. (The spelling of some numbers written as words will be unfamiliar. Pronounce as shown in this unit, irrespective of the spelling.):

(a) ستّة أسابيع (b) خمسمئة ريال (c) في الساعة الثامنة  
(d) ١٥٪ (e) عشرين جنيه مصري  
(f) في سنة ١٩٩٩ (g) جنيهين (h) بعد الساعة ٧،٣٠  
(j) صباحاً (k) ثلاثة آلاف ليرة

- 2 Read out and translate the time:

(a) ٨،١٥ (b) الساعة الرابعة إلا الثلث (c) ١٢،٢٥

### Review

For the cardinal numbers, you should use the unofficial spoken form, which is always acceptable, when reading aloud. (In fact, quoting the numbers in official form is often regarded as somewhat precious.)

For writing the cardinal numbers, use the figures.

In the next unit we look briefly at the geography of the Arab world.

# 14

## In this unit you will learn

- important vocabulary for the Arab world.

### New Words: العالم العربي al-ʿālam al-ʿarabī *The Arab World*

1 It is not possible to divide this vocabulary into essential and non-essential for you; only you can do that, depending on your situation and your needs.

#### Vocabulary - Arab World

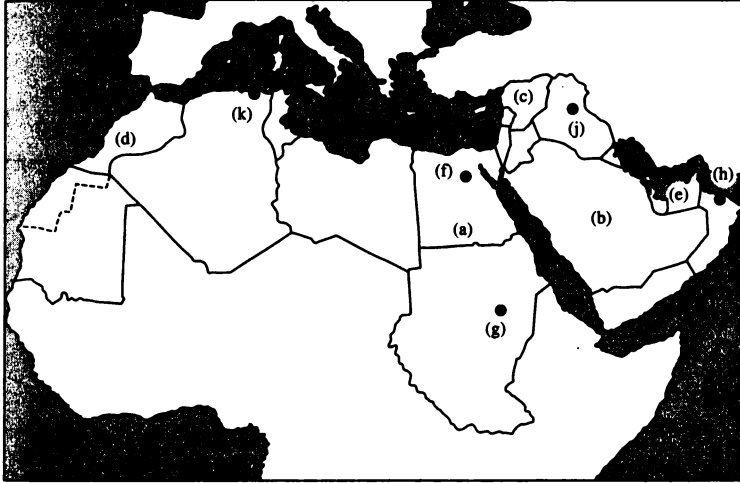
أبو ظبي	abū zabī <i>Abu Dhabi</i>	السَّعُودِي	as-saʿūdīya <i>Saudi Arabia</i>
الأردن	al-ʿurdun <i>Jordan</i>		
الإسكندرية	al-ʿiskandariya <i>Alexandria</i>	السودان	as-sūdān <i>Sudan</i>
البحرين	al-baḥrayn <i>Bahrain</i>	طرابلس	ṭarābulus <i>Tripoli</i>
بغداد	baghdād <i>Baghdad</i>	عمان	ʿumān <i>Oman</i>
بيروت	bayrūt <i>Beirut</i>	عمان	ʿammān <i>Amman</i>
تونس	tūnis <i>Tunis(ia)</i>	فلسطين	filasṭīn <i>Palestine</i>
الجزائر	al-jazāʿir <i>Algeria, Algiers</i>	القدس	al-quḍs <i>Jerusalem</i>
الخرطوم	al-khartūm <i>Khartoum</i>	قطر	qaṭar <i>Qatar</i>
دبي	dubayy <i>Dubai</i>	الكويت	al-kuwayt <i>Kuwait</i>
دمشق	dimashq <i>Damascus</i>	مسقط	masqaṭ <i>Muscat</i>
الدوحة	ad-douḥa <i>Doha</i>	المغرب	al-magħrib <i>Morocco</i>
الرباط	ar-ribāṭ <i>Rabat</i>	موريتانية	mūrītāniya <i>Mauritania</i>
الرياض	ar-riyāḍ <i>Riyadh</i>	اليمن	al-yaman <i>Yemen</i>
الأراضي المحتلة	al-ʿarāḍī l-muḥtalla <i>the occupied territories</i>		
(العربية المتحدة)	الإمارات al-ʿimārāt (al-ʿarabiya l-muttaḥida)		
			(United Arab) Emirates
البحر الأبيض المتوسط	al-baḥr al-ʿabyaḍ al-mutawassiṭ		<i>Mediterranean Sea</i>
البحر الأحمر	al-baḥr al-ʿaḥmar <i>the Red Sea</i>		
الدار البيضاء	ad-dār al-bayḍāʿ <i>Casablanca</i>		
(العربي)	الخليج al-khalīj (al-ʿarabī) <i>the (Arabian) Gulf</i>		

**Exercise 1** Give the Arabic names of countries (a) to (e) and cities (f) to (k) marked on the map of the Arab world following Exercise 2 below.

**Exercise 2** Situate the following places on the map:

(a) البحر الأبيض المتوسط (b) الخليج (c) البحر الأحمر (d) إيران  
(e) إيطاليا

بلدان ومدن عربية



The answers are given on the next page.

## Answers to Exercises

**Exercise 1** (a) مصر (b) العربية السعودية (c) سوريا (d) المغرب  
(e) الإمارات العربية المتحدة (f) القاهرة (g) الخرطوم (h) مسقط  
(j) بغداد (k) الجزائر

**Exercise 2** This map shows the answers, and also all the Arab countries:

العالم العربي وإيطاليا وإيران





## Tests

1 Make masculine singular relatives, and translate your answer:

قطر (c)	عمان (b)	اليمن (a)
	موريتانية (e)	المغرب (d)

2 Complete the calculation in Arabic figures, and read your answer aloud:

$= 3 : 18 \cdot$ (b)	$= 4 \times 24$ (a)
$= 2 + 3 + 4$ (d)	$= 80 - 100$ (c)
* (: is ÷)	$= \frac{1}{5} - 44 \cdot$ (e)

## Review

**مبروك!** Congratulations. I hope some of the mystery is now unlocked for you. Keep practising, with every sign, notice, number, advertisement etc. that you set your eyes on. And *write things down*.

Don't forget what is said in the Introduction about roots. You can often untangle an unknown word by applying two tests:

- Do *three consonants* in the word also occur, in the same order, in a word which you know? If so, you have a basic meaning, and the word is probably closely associated with it.
- Is the *pattern* of the word familiar? Is it a participle, a verbal noun, an adjective? Is it a relative? An irregular plural?  
If that works, then you have scored in a further two areas:
  - you know what sort of word it is,
  - you can add the short vowels and pronounce the word.

If you get that far, you can make an informed guess at the meaning of the new word; and, knowing its function, you can use the word correctly in a structure.

Treat this book also as a reference manual. That is the main purpose of the two vocabularies and the index at the back. Don't try to learn vocabulary by heart, but rather let it come with practice.

We now move on to your final Reading Test.

# 15

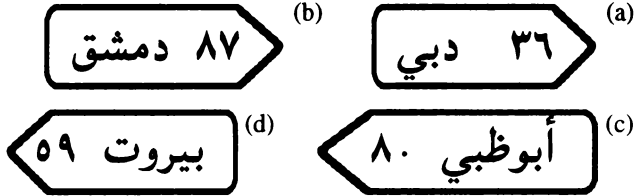
## Test Your Reading

This unit tests how well you can read now. You get no help: we are under field conditions. You can do it. Use the vocabulary only in emergency. The answers are in the key at the back of the book.

## Signs

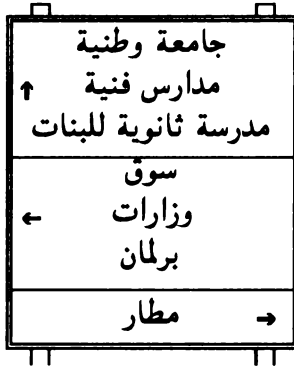
### Test 1

Where are we going, and how far is it?



### Test 2

What is left, what is right, and what is straight on?



### Test 3

What must you do, what can't you do, and what are you requested to do?



الرجاء الانتظار هنا (d)

ممنوع الدخول (c)

### Test 4

What part of town are we in?

• ميدان  
• الاستقلال • (b)

• شارع  
• عبد الناصر • (a)

◦ شارع  
◦ القصر الجديد ◦ (d)

• حي  
• رقم ٦ • (c)

### Headlines

#### Test 5

Read the headlines aloud and translate them:

شركات بريطانية في المعرض الزراعي (a)

الكل ضد تقسيم العراق .. (b)

العلاقات الاسرائيلية - الأميركية (c)

## Small print

## Test 6

Look at these items and answer the questions.

(a)

شركة نقل نجم

نجم

رقم ٨٤٥٦

طرابلس - بيروت

التاريخ ١٩٩٩ ١٦ ١٥

السعر ٣٥٠٠ ل.ل.

This ticket was issued by a company called Najm. What sort of ticket is it? What can you do with it? What did it cost? Make a guess at 'ل.ل.'. When was this ticket issued, and what is its serial number?

(b)



Who issued this banknote? What are its value and its serial number? Read aloud and translate the very small text at the top left-hand side which says:

بيروت في ٢٢ تشرين الثاني سنة ١٩٩٩

## Handwriting

### Test 7

Match the handwritten forms (a) to (e) with the typewritten forms (f) to (k). Read them aloud:

- |                      |                        |
|----------------------|------------------------|
| (b) ممنون من مساعدتك | (a) تفتيح السيارات     |
| (d) السيد ابو حنينه  | (c) في السوق           |
|                      | (e) من بيروت الى عمّان |
| (g)                  | (f)                    |
| (j)                  | (h)                    |
|                      | (k)                    |

### Test 8

Read this handwritten note aloud and translate it:

السيد براون: السائق ابوبكر حاضر في الساعه  
السابعه والنصف صباحاً لزيارة الجيزه.

## Using a directory

### Test 9

Put these directory entries into alphabetical order:

وزارة المالية، أبوبكر، بلدية، مجلس الثقافة، شل لبنان،  
مدرسة ثانوية، سفارة تونس، غرفة التجارة، نجم، المكتبة الحديثة.

### Test 10

Under what Arabic word would you first look for the following in a telephone book?

- (a) Nimr Bus Company (b) Kuwaiti Embassy (c) Munir Rais & Sons  
(d) Habib's Insurance (e) El-Nur Moroccan Restaurant

If that didn't work, under what word would you make your second attempt? And any further attempts?



# KEY to TESTS

## Unit 1

- 1 (b) بيتين (c) ابني (d) اثاثي (e) نبات
- 2 (b) baytáyn (c) íbnī (d) atháthī (e) nabát
- 3 (b) ithnáyn (c) yābānī (d) áyna (e) íbnī
- 4 (b) بنتين (c) بناياتي (d) بابين (e) اين (f) اثاثي
- 5 (b) bāb; middle alif (c) āb; alif madda (d) nabāt; middle alif  
(e) ithnáyn; alif at the beginning shows a short vowel (here, i)

## Unit 2

- 1 (b) التمويل (c) اول (d) الماني (e) ممنون
- 2 (b) at-tamwīl (c) áwwal (d) almānī (e) mamnūn
- 3 (b) áwwal (c) ath-thāliṭh (d) mamnūn (e) an-naml
- 4 (b) ممثلين (c) التمويل (d) النيلين (e) او (f) الياباني
- 5 nationalities الماني، ياباني، لبناني، ليبي  
numbers الثالث، اول، اثنين، ثلاث  
months يونيو، يوليو، آب، مايو  
buildings البيوت، البنائات

## Unit 3

- 1 (b) الاسم (c) الممثل (d) أنباء (e) ثنائي
- 2 (b) al-ism (c) al-mumáththil (d) anbá' (e) thuná'ī
- 3 (b) al-lubnānīya (c) al-'almānīya (d) bi-l-'áwwal  
(e) bi-th-thāliṭha
- 4 (b) ياباني (c) اللبناني (d) مسؤول (e) للثالث
- 5 (b) yābānī (c) al-lubnānī (d) mas'ūl (e) li-th-thāliṭh
- 6 (b) اهتمام (c) الملابس (d) البيوت (e) ثانوي

## Unit 4

- 1 (a) معصريه (b) اهتمام (c) تمام (d) ضروري (e) المهاني
- 2 (a) mişriya (b) ihtimâm (c) tamâm (d) ħarūrī (e) almānī
- 3 (a) al-irāniya (b) marīḏ (c) li-s-sūrīya (d) ibtidā'ī  
(e) bi-l-'almāniya
- 4 (a) أساس basis, أساسي basic (b) دراسة study, دراسي academic  
(c) إدارة administration, إداري administrative  
(d) ليبيا Libya, لليبية for the Libyan (woman)  
(e) إسرائيل Israel, الإسرائيلية the Israeli (woman)
- 5 (a) asās (b) dirāsa (c) idāra (d) lībiya (e) isrā'īl
- 6 (a) المصرية (b) إدارة (c) مدير (d) الشيء (e) مريضة

## Unit 5

- 1 (a) ash-shay' the thing (b) mas'ūla responsible  
(c) as-si9r the price (d) madkhal entrance  
(e) al-intikhāb the election
- 2 (a) السنة (b) الشهر (c) الأسبوع (d) اليوم
- 3 (a) صناعي industrial (b) ابتدائي initial, primary  
(c) أسبوعي weekly (d) إيطالي Italian (e) بريطاني British
- 4 (a) التأسيس (b) النهائي (c) مسؤولة (d) المخرج (e) الدخول

## Unit 6

- 1 (a) šinā9a industry (b) maḡār airport (c) mas'ūl responsible  
(d) wizāra ministry (e) idāra administration (f) akhbār news  
(g) ihtijāj objection (h) sharika company (j) ow or (k) sūq market  
(m) mathalan for example (n) mustashfa hospital
- 2 (a) معلم mu9allim (b) مكتب maktab (c) فوراً fouran  
(d) تأسيس ta'sīs (e) ابتدائي ibtidā'ī
- 3 (a) Kodak (b) IBM (c) Mobil (d) Michelin (e) Peugeot



## Unit 7

- 1 (a) al-9irāq Iraq (b) al-qāhira Cairo (c) sharika company  
 (d) mumkin possible (e) ziyāra visit (f) idārī administrative  
 (g) mumaththilin representatives (h) as-sūriyīn the Syrians  
 (j) maḥkama law-court (k) ajnabī foreign (m) madāris schools  
 (n) al-intikhābāt the elections

- 2 مدارس، مشاكل، مطاعم، عواصم، مبالغ، محاكم  
 أسابيع، أساليب  
 بيوت، خطوط، ظروف، بنوك  
 أخبار، أرقام، أموال، أفكار  
 مدراء، وزراء، وكلاء

- 3 (a) سورين (b) إيرانيين (c) مصريين (d) عراقيين (e) كويتيين  
 4 (a) البنايات (b) السفارات (c) مستشفيات (d) كمبوترات  
 (e) إوتيلات (f) معلمات (g) المطارات (h) منظمات  
 (j) شركات (k) إمكانيات (m) الزيارات (n) انتخابات

## Unit 8

- 1 (a) taqdim verbal noun (b) rākib active participle  
 (c) murāsīl active participle (d) indhār verbal noun  
 (e) musta9lim active participle (f) shāmil active participle  
 (g) iftitāḥ verbal noun (h) sāmi9 active participle  
 (j) mudarris active participle (k) istithmār verbal noun
- 2 (a) مناسبة (b) انتخابي (c) مقررين (d) عمال (e) تنظيم
- 3 (a) مفتش mufattish inspector, تفتيش taftish inspection  
 (b) مشترك mushtarik joint, common, اشتراك ishtirāk  
 participation  
 (c) مرسل mursil sender, إرسال irsāl despatch  
 (d) مساعد musā9id assistant, مساعدة musā9ada help  
 (e) مستقبل mustaqbil receiver, استقبال istiqbāl reception
- 4 (a) al-istiqbāl (b) madrasa li-l-banāt (c) miṣr wa-l-9irāq  
 (d) irān (e) al-qāhira

## Unit 9

- 1 (a) *ṣiḥāfatna l-'usbū9iya* our weekly press  
 (b) *iḥtijājāthum aṭ-ṭawīla* their long objections  
 (c) *az-zumala' al-fannīyīn* the technical colleagues  
 (d) *ṣuḥuf 9arabīya* Arab(ic) newspapers  
 (e) *bank ajnabī* a foreign bank
- 2 (a) مدرسة ابتدائية (b) المطار الوطني (c) تقاريره اليومية  
 (d) لزوارنا الأجانب (e) انتخابات عامة
- 3 (a) رسالات طويلة (b) التقارير الفنية (c) ممثلين أجانب  
 (d) الطائرات الأميركية (e) خطوط جوية

## Unit 10

- 1 (a) *wazīfatu ṣa9ba*. His job is difficult.  
 (b) *al-mu'tamar at-tijārī hāmm*.  
*The trade conference is important.*  
 (c) *al-wuzarā' moujūdūn*. The ministers are present.  
 (d) *aṣ-ṣūra jamīla*. The picture/photograph is beautiful.  
 (e) *aṣ-ṣūra l-jamīla* the beautiful picture/photograph
- 2 (a) *al-muwazzafūn masrūrūn* الموظفون مسرورون.  
*The employees are pleased.*  
 (b) *maṭārna d-duwalī hāmm*. مطارنا الدولي هامّ.  
*Our international airport is important.*  
 (c) *huwa tājir duwalī*. هو تاجر دولي.  
*He is an international trader.*  
 (d) *an-naṣṣ wādiḥ wa-maqbūl*. النصّ واضح ومقبول.  
*The text is clear and acceptable.*  
 (e) *al-ma'mūr mashghūl*. المأمور مشغول. The official is busy.
- 3 (a) وظيفة *wazīfa* job (b) موظف *muwazzaf* employee  
 (c) مندوب *mandūb* delegate (d) غائب *ghā'ib* absent  
 (e) الخبراء *al-khubarā'* the experts

## Unit 11

- 1 (a) **mamnū9 al-intizār** *WAITING PROHIBITED*  
 (b) **fi l-balad** *in (the) town*  
 (c) **fi l-bilād** *in the towns/in the country*  
 (d) **ashghāl 9ala t-ṭariq** *road works ('works on the road')*  
 (e) **al-murūr ila l-yamīn** *turning right*
- 2 (a) **سيارات جديدة** (a) أشغال هامة (b) الشرطة المحلية (c) مستشفيات كبيرة (d) مشاكل فنية (e)
- 3 (a) **al-ma'mūr al-mas'ul** *the responsible official; Description*  
 (b) **al-ma'mūrūn hum al-mas'ulūn** *The officials are those responsible ('the responsible ones'). Equation*  
 (c) **al-bilād jamīl** *The country is beautiful. Equation*  
 (d) **zamīlī fi l-mustashfa** *My colleague is in hospital. Equation*  
 (e) **zamīlī l-marīḍ** *my sick colleague; Description*

## Unit 12

- 1 (a) + (g) **وزارة التجارة** **wizārat at-tijāra**  
*Ministry of Trade, definite*
- (a) + (j) **وزارة الخارجية** **wizārat al-khārijīya**  
*Ministry of Foreign Affairs, definite*
- (b) + (f) **مدير الشركة** **mudīr ash-sharika**  
*The company director, definite*
- (b) + (g) **مدير التجارة** **mudīr at-tijāra** *Director of Trade, definite*
- (b) + (h) **مدير الجمرك** **mudīr al-jumruk**  
*Director of Customs, definite*
- (b) + (j) **مدير الخارجية** **mudīr al-khārijīya**  
*Director of Foreign Affairs, definite*
- (c) + (f) **مكتب الشركة** **maktab ash-sharika**  
*the company office, definite*
- (c) + (g) **مكتب التجارة** **maktab at-tijāra** *Trade Office, definite*
- (c) + (h) **مكتب الجمرك** **maktab al-jumruk**  
*Customs Office, definite*

- (c) + (j) مكتب الخارجية maktab al-khārijīya  
*Office of Foreign Affairs, definite*
- (c) + (k) مكتب زميل maktab zamīl  
*a colleague's office, indefinite*
- (d) + (g) دائرة التجارة dā'irat at-tijāra  
*Directorate of Trade, definite*
- (d) + (h) دائرة الجمرك dā'irat al-jumruk  
*Customs Directorate, definite*
- (d) + (j) دائرة الخارجية dā'irat al-khārijīya  
*Directorate of Foreign Affairs, definite*
- (e) + (f) مشاكل الشركة mashākil ash-sharika  
*the company's problems, definite*
- (e) + (g) مشاكل التجارة mashākil at-tijāra  
*the problems of trade, definite*
- (e) + (h) مشاكل الجمرك mashākil al-jumruk  
*(the) Customs problems, definite*
- (e) + (j) مشاكل الخارجية mashākil al-khārijīya  
*(the) Foreign Affairs problems, definite*
- (e) + (k) مشاكل زميل mashākil zamīl  
*a colleague's problems, indefinite*
- 2 (a) مدراء mudarā' (b) تقرير taqrīr (c) انتظار intizār  
(d) إضراب idrāb (e) مسؤول mas'ūl
- 3 (a) التأمين للبيت الجديد at-ta'mīn li-l-bayt al-jadīd  
*the insurance of the new house*
- (b) السيارة لزميلي المصري as-sayyāra li-zamīli l-miṣrī  
*my Egyptian colleague's car*
- (c) المشاكل للقسم الإداري al-mashākil li-l-qism al-'idāri  
*Administration Department's problems*
- (d) المكتب للجمرك fi l-maktab li-l-jumruk  
*in the Customs Office*
- (e) شركة للتأمين sharika li-t-ta'mīn an insurance company

- 4 (a) مشاكل كبيرة *mashākil kabīra big problems*  
 (b) زوار أجنبية *zuwwār ajānib foreign visitors*  
 (c) مدراء وموظفين...ون *mudarā' wa-muwazzafin/muwazzafūn*  
*directors and employees*  
 (d) عمال عرب *ummāl ʿarab Arab workers*  
 (e) مأمورين مصريين\مأمورون مصريون *ma'mūrīn miṣrīyīn/*  
*ma'mūrūn miṣrīyūn Egyptian officials*

### Unit 13

- 1 (a) *sitt(a) asābī9 six weeks*  
 (b) *khamsmīt riyāl five hundred riyals*  
 (c) *fī s-sā9a th-thāmina at eight o'clock*  
 (d) *khamst9ashar bi-l-mīya fifteen per cent*  
 (e) *9ishrīn jinayh miṣrī twenty Egyptian pounds*  
 (f) *fī sanat alf u-tisa9mīya u-tis9a u-tis9īn in 1999*  
 (g) *jinayhayn two pounds*  
 (h) *ba9d as-sā9a s-sābi9a wa n-niṣf after seven-thirty*  
 (j) *ṣabāḥan a.m./in the morning*  
 (k) *thalātha tālāf lira three thousand lira*
- 2 (a) *as-sā9a th-thāmina wa-r-rub9 a quarter past eight*  
 (b) *as-sā9a r-rābi9a illa th-thulth twenty to four*  
 (c) *as-sā9a th-thāniya 9ashara wa-khamsa u-9ishrīn*  
*twenty-five past twelve*

### Unit 14

- 1 (a) اليمني *(the) Yemeni* (b) عماني *Omani* (c) قطري *Qatari*  
 (d) المغربي *(the) Moroccan* (e) موريتاني *Mauritanian*
- 2 (a)  $٩٦ = ٤ \times ٢٤$  *sitta u-tis9īn*  
 (b)  $٦٠ = ٣ : ١٨٠$  *sittīn*  
 (c)  $٧٠ = ٨٥ - ١٥٥$  *sab9īn*  
 (d)  $٩ = ٢ + ٣ + ٤$  *tis9a*  
 (e)  $£٣٨ = \frac{1}{٥} - £٤٠$  *thamāniya u-thalāthīn jinayh*

## Unit 15

- 1 (a) *Dubai 36* (b) *Damascus 87* (c) *Abu Dhabi 80* (d) *Beirut 59*
- 2 Left: *Market, Ministries, Parliament* Right: *Airport*  
Straight on: *National University, Technical Schools, Girls' Secondary School*
- 3 (a) *Stop behind the Line* (b) *No Smoking* (c) *No Entry*  
(d) *Please Wait Here*
- 4 (a) *Abdel Nasser (ʿabd an-nāsir) Street* (b) *Independence Square*  
(c) *District no. 6* (d) *New Palace Street*
- 5 (a) *sharikāt barīṭāniya fi l-maʿriḍ az-zirāʿi British Companies in Agricultural Exhibition*  
(b) *al-kull dīd taqsim al-ʿirāq All are against the partition of Iraq*  
(c) *al-ʿalāqāt al-ʿisrāʿīliya-al-ʿamayrkīya Israeli-American Relations*
- 6 (a) A bus ticket from Tripoli (Lebanon) to Beirut. The fare is 3500 Lebanese lira (ل.ل), the date 5/6/1999 and the serial number 8456.  
(b) Note issued by the Bank of Lebanon, value 1000 lira, serial number 9205319  $\frac{13}{7}$ . The text reads: *bayrūt fi ḥnayn u-9ishrīn tishrīn ath-thānī sanat alf u-tisaʿmiya u-tisʿīn. Beirut, 22 November 1990.*
- 7 (a) and (j) *taftīsh as-sayyārāt*  
(b) and (k) *mamnūn min musāʿadatak*  
(c) and (g) *fi s-sūq*  
(d) and (f) *as-sayyid abū ḥasanayn*  
(e) and (h) *min bayrūt ila ʿammān*
- 8 *as-sayyid Brown: as-sāiʿ abū bakr ḥādir fi s-sāʿa s-sābiʿa wa-n-niṣf ṣabāḥan li-ziyārat al-gīza. Mr Brown: Driver Abu Bakr ready at 7.30 a.m. for the visit to ('of') Giza.*
- 9 أبو بكر، بلدية، سفارة تونس، شلّ لبنان، غرفة التجارة،  
مجلس الثقافة، مدرسة ثانوية، المكتبة الحديثة، نجم،  
وزارة المالية
- 10 Search in the order shown:  
(a) *فمر، شركة، أوتوبيس، باص، نقل* (b) *سفارة، كويت*  
(c) *رئيس، منير، شركة* (d) *تأمين، حبيب، شركة* (e) *مطعم، نور*

# VOCABULARIES

In both these vocabularies:

- Entries are referred by number to the page with the first and other important appearances of the Arabic word.
- Arabic irregular plurals are listed with the singular. Where no plural is shown, it is regular.
- The command form of the verb (pages 94 and 95) is shown with ‘!’ after the English, for clarity.

## Arabic-English Vocabulary

For this vocabulary, you can find the alphabetical order of the Arabic letters and non-alphabetical signs on pages 52 and 53. Further, in this vocabulary:

- Arabic irregular plurals are also listed separately with a reference (marked ‘→’) to the singular.
- Words used only or mainly with the article ...ال are listed with the article, but in the alphabetical position of the word itself.

أب آباء	ab ābā' father 7
آب	āb August 7, 115
آباء	→ أب
ابتداء	ibtidā' beginning 34
ابتدائي	ibtidā'ī initial, primary 37
أبريل	abril April 115
إبل	ibil camels 14
ابن	ibn abnā' son 8
ابناء	→ ابن

أبو ظبي	abū zabī Abu Dhabi 118
أبواب	→ باب
أبيض	→ بحر
أثاث	athāth furniture 7
أثلاث	→ ثلث
اثنين	iṭḥnayn two 10, 109;
الاثنين	al-iṭḥnayn Monday 115
أجانب	→ أجنبي
اجتماع	ijtimā' meeting 44, 71

أجر أجور *ajr ujūr wage* 84

أجنبي أجانب *ajnabi ajānib*

*foreign* 41, 73

أجر → أجور

احتجاج *ihtijāj objection* 41

الأحد *al-'ahad Sunday* 115

أحمر → بحر

أخبار → خير

أخطار → خطر

أخطبة → خطاب

إدارة *idāra admin-*

*istration* 34, 70

آذار *adhār March* 115

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*l-muhtalla the occupied*

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## English-Arabic Vocabulary

This vocabulary does not list:

- the possessives, which can be found in Unit 9, the personal pronouns, which can be found in Unit 10, or the prepositions, which can be found in Unit 11,
- numbers, days of the week or names of the months, which can all be found in Unit 13.

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# POCKET CARD

You may find it useful to make a pocket card from this page and carry it, for reference, when it is inconvenient to have the book with you. You can cut out the solid-line frame, fold it in half over a piece of card to stiffen it, and cover it with plastic film or heat-seal it in plastic for protection.

Alphabet		Nouns (N) and Adjectives (A)	
ا alif	ف fa	ة... -a(t), f. s. (N/A); f. inan. pl. (A)	
ب ba	ق qāf	ون... \ين... -īn/-ūn, m. an. pl. (N/A)	
ت ta	ك kāf	ات... -āt, f. an. pl. (N/A); m. lf. inan. pl. (N)	
ث thā	ل lām		
ج jīm/gīm	م mīm	<b>Command, Participles, Vb. Nouns</b>	
ح ḥā	ن nūn	اكتب uktub <i>write!</i> , اشرب ishrah <i>drink!</i>	
خ khā	ه hā	كاتب kātib <i>writer</i> , مكتوب maktūb <i>written</i>	
د dāl <b>dhāl</b>	و wow	مثل mumaththil <i>represent/ative</i> , -al /-ed	
ر rā zayy	ي yā	مساعد musā9id <i>assistant</i>	
س sīn		مرسل mursil <i>sender</i> , -al sent	
ش shīn	<b>Variants and Signs</b>	منتخب muntakhib <i>elect/or</i> , -ab /-ed	
ص ṣād	ء ’	مستخدم mustakhdīm <i>employ/er</i> , -am /-ed	
ض ḍād	ة -a(t)	تفتيش tafūsh <i>inspection</i>	<b>Figures (→)</b>
ط ṭā ṣā	ى -a	مساعدة musā9ada <i>help</i>	• 0 1 2 3
ع ʿayn	ة -an, -atan	إرسال irsāl <i>despatch</i>	£ 4 5 6
غ ghayn	... (doubling)	انتخاب intikhāb <i>election</i>	¥ 7 8 9
		استخدام istikhdam <i>employment</i>	