

BEGINNING ARABIC

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A LINGUISTIC APPROACH:
FROM CULTIVATED CAIRENE TO
FORMAL ARABIC

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This text may be used as first step in learning Arabic whether spoken or written, literary or classical. The general plan is to move from sounds to letters; from spoken patterns to written forms, and from the familiar to the formal.

Table of Contents

Foreword	IX
Introduction	I
The Teaching of Arabic as a Living Language.	I
Structural and Cultural Content of the Units.	8
Sound System of Arabic	II
List of Symbols and Abbreviations.	17
Unit I — Greetings.	25
Unit II — In the Classroom.	37
Unit III — Introducing Friends.	49
Unit IV — Geminate (doubled) Consonants	62
Unit V — Numbers	74
Unit VI — The Family.	88
Unit VII — Gifts from the Muski	106
Unit VIII — Directions.	118
Unit IX — Doing Things.	138
Passages for Comprehension.	158
Two Stories.	164
Appendixes	184
Glossary	195

Foreword

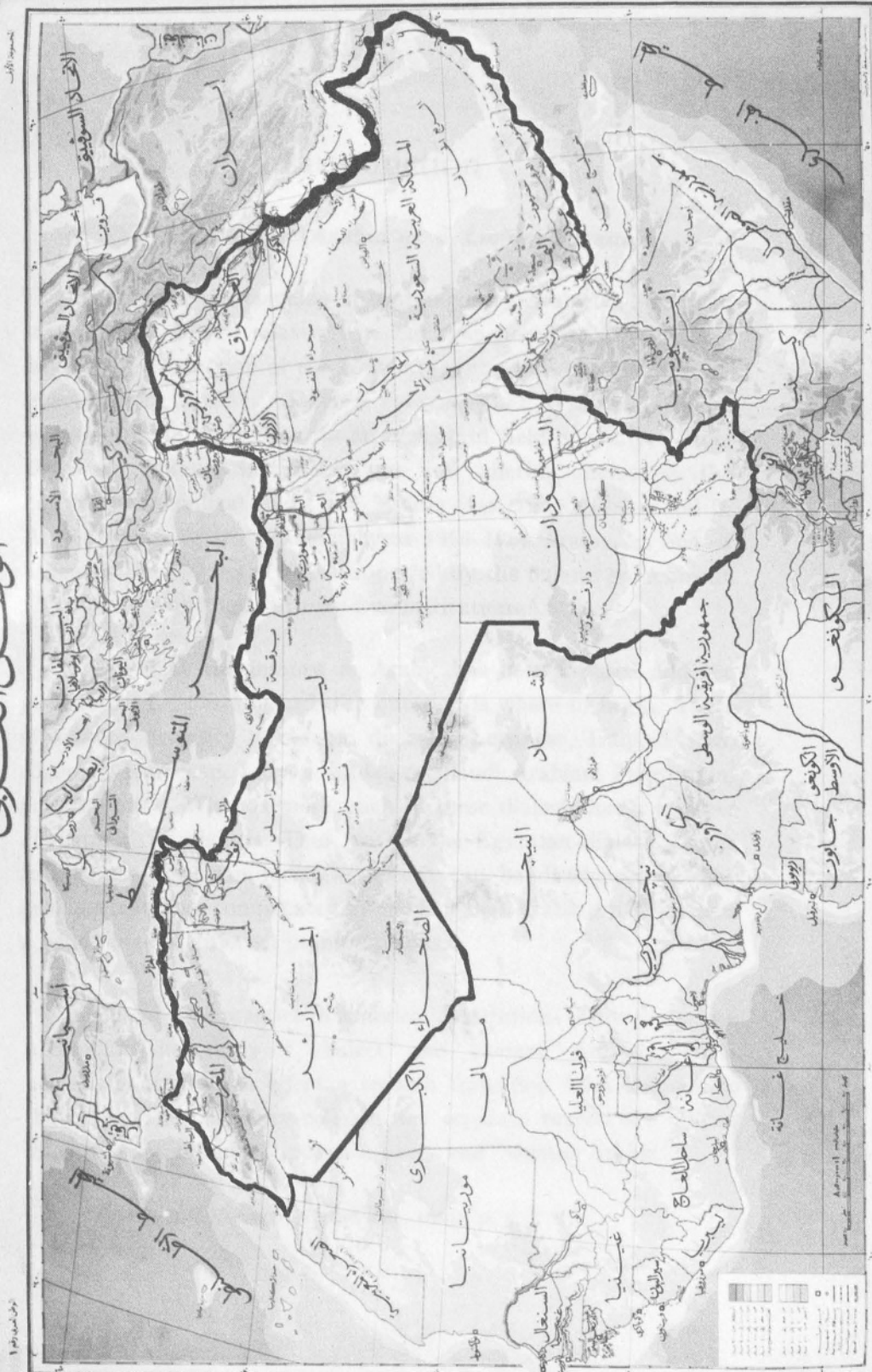
The present volume is not just another manual for teaching "Beginning Arabic" to Americans. It is the fruit of joint labours by two scholars whose qualifications will render this a work of unusual value to both teachers and students of the most neglected of the most critically needed of foreign languages. By a happy combination, Dr. Sami Hanna's background in educational methods together with Dr. Naguib Greis's specialized knowledge of the techniques of linguistics, have imparted to this volume rare qualities which will give it a special place on our languages shelf. Realizing the dire need for a perfected manual of this type, we have always been willing at this Middle East Center to extend all our facilities to the authors who, in my opinion, have justified our confidence.

It would be presumptuous to contend that this book will be found impervious to criticism. The road is always open for improvement, and it is hoped that colleagues in other Centers will not hesitate to communicate their views to the authors. In the meantime, readers must be warned about the novel approach here made to the introduction of a candidate to the Arabic language. The problem of literary and colloquial styles is intensified by the multiplicity of Arabic dialects in the far-flung member communities of the Arab commonwealth. The authors have devised their own system of approach from the Cairene colloquial in stages leading to literary Arabic. This special approach has not been extemporized, but rather calculated on the basis of prolonged thought and repeated experimentation. Whether critics will accord this system unanimous or partial support, the authors are entitled to a fair trial on the widest possible basis of the subject matter presented in their book. I am certain that both the high

school teacher and the university professor of Arabic will welcome this attempt with a considerable sense of relief.

Aziz S. Atiya
Director, Middle East Center
University of Utah
August, 1966

الحمد لله رب العالمين



Introduction

The Teaching of Arabic as a Living Language

Interest in the teaching of contemporary Arabic in American institutions, though relatively recent, has been steadily growing since the introduction of the Arabic program into the Army Language School in 1947. There is evidence that Arabic studies are being gradually recognized as an important field of study. More than twenty-seven institutions are now offering courses in the culture and civilization of the Middle Eastern countries and in Arabic. During the academic year 1963-1964 Arabic, as one of seven major languages, was supported by the federal government (NDEA) in eight out of thirty-five institutions.¹

But once the interest in Arabic has been aroused and the need to study is established, the question is where to begin. There is a great diversity of Arabic dialects: Lebanese, Iraqi, Syrian, Algerian, Moroccan, Libyan, Sudanese, Saudi Arabian, Palestinian, and Egyptian. What is more, each of these dialects has a number of distinct sub-dialects. Thus, within the Egyptian dialect, Lower and Upper Egyptian forms of speech can be distinguished. The problem is further complicated by the fact that Arabic writing allows a wide range of different pronunciations.

The present practice in American institutions seems to assume a complete dichotomy of "dialect" and "literary" Arabic; there is no serious attempt to effect a smooth transition from the one to the other. Thus in many colleges two separate courses are offered under the designations "spoken Arabic" and "written Arabic."

1. *The Linguistic Reporter*, V (October, 1963). p. 5.

Such a situation is far from satisfactory, for if the goal in the former course is to enable the student to speak, the effort may be a sheer waste of time on the part of the majority of students who do not have the chance to go to the specific area whose dialect they have been taught. If, on the other hand, the student is to be acquainted with written forms without reference to dialect, he can hardly be said to be learning a living language. Such an approach would be not only unrealistic but also contradictory to the linguistic concept that speech is primary and writing is only its symbolization.

An acceptable approach should be both practical and consistent with modern linguistic concepts. At this point it may be helpful, and indeed instructive, to consider what is being done in the teaching of modern foreign languages. The teaching of English is a case in point. It would be inconceivable, for example, to teach English without specific reference to the spoken forms actually used either in the United States or in the United Kingdom. There is no reason why Arabic should not be similarly treated as a living language. It may be argued, however, that the question remains: If we start with the spoken form, which dialect should we choose? The answer to this question can be determined only in the light of the goals to be achieved.

To refer once more to the teaching of English as a foreign language, we find that the situation is pertinent at least as far as the general principles are concerned. Of all the dialectal varieties of British English, the foreign learner usually chooses "Received English," and of all the American English varieties he usually prefers the "Northern dialect." The choice in both cases is determined by many factors but, above all, by two main criteria, namely, that it is an educated form of speech and that it has significant applicability. In other words, the forms chosen should enable the learner to achieve maximum effective communication

in the sense of understanding and being understood by speakers of the target language.

Turning to the situation in Arabic, we realize that the language as a mother tongue is spoken by some ninety million people and as a foreign language is used by more than a hundred million people scattered throughout Africa and Asia. We also realize that since the rise of Arab nationalism there has been an increasing awareness of a common culture and a common language. Thanks to cultural exchange and to the pervasive influence of mass media, the dialectal differences, though they still exist, have not hampered cultural unity and the educated form of speech, particularly that of large cultural centers, tends to be understood even by those who do not speak it. This is precisely why the foreign learner of Arabic should turn to a large cultural center where he can find a medium of communication which may help him understand not only a specific section of the Arab world but also a significant part of Arab culture. In almost every Arab country there is an important cultural center; thus Baghdad, Damascus, and Beirut form the most important cultural centers in Iraq, Syria, and Lebanon respectively.

But by far the largest Arab country is Egypt and the largest Arab center is Cairo.¹ The educated speech of Cairo may therefore be considered particularly significant from the point of view of the English speaker who is looking for a means of communication with a maximum applicability throughout the Arab countries.²

There are also a number of reasons why the English speaker,

-
1. The population of Cairo (1966 estimation) is 4 million and that of the U.A.R. is 30 million.
 2. In 1964 four summit conferences were held in the U.A.R.: two Arab, one African, and one non-aligned.

or indeed any foreign learner, should find Cultivated Cairene Arabic (CCA) the proper dialect with which to start learning Arabic. In a sense CCA provides a relatively smooth transition from the spoken to the literary language especially as used by mass media writers. Moreover, it is the form of language spoken by a socially acceptable group representative not only of Egyptian life but of modern Arab culture as a whole. There is evidence that Cairo plays a leading role in Arabic and Islamic culture, since it possesses, among other things, two great institutions, namely, Cairo University and Al-Azhar; the one is the largest and most advanced in the Arab countries, and the other is the oldest and most influential center throughout the Islamic world. Students from all over the world, but especially from Arab countries, come to Cairo to study for long periods of time. It may also be mentioned that a great number of Egyptian teachers, who are graduates of Cairo institutions, go to teach in other Arab countries. Furthermore, a great number of important cultural Arab events take place in Cairo.¹

The form of Arabic suggested as a basis for the beginning stage, CCA, is that which is usually heard in the speech of Cairene Egyptians who have had a college education. It is used as informal Arabic by Egyptian mass media and some writers of literary prestige. It may be said to be widely understood throughout Egypt and, to some extent, throughout the majority of the other Arab countries which have come in contact with Egyptian teachers and Egyptian mass media.² (particularly motion pictures and radio broadcasts). Although it would be inaccurate to describe

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1. In June 1965, Arabic teachers representing fourteen American universities agreed during a workshop that if spoken Arabic is to be taught, Cairene Arabic is preferred.
 2. Egyptian television service started in the summer of 1960 and now operates on four channels. Some Egyptian programs are relayed to other Arab countries.

this form of Arabic as uniquely standard, it may be considered as socially acceptable and statistically significant.

What is suggested here is that one form of beginning Arabic can be practically helpful, if not actually necessary, and that for linguistic as well as cultural considerations, Cultivated Cairene Arabic can be appropriately used as a first step toward understanding contemporary Arabic. Other forms of Arabic may be of value to those who are interested in the study of dialects in general or one particular dialect for individual reasons. But in order to provide smooth transition and continuity in a program for the teaching of Arabic as a living language, CCA may be considered the proper form with which to start.

The relationship between "colloquial" and what is often called "standard" Arabic should be clearly defined. In any language there are cultural levels of usage and functional varieties, and to make effective use of Arabic one has to be aware of these levels and functions. Furthermore, Arabic has not remained static over the centuries. We may therefore distinguish at least three major designations:

1. "Classical Arabic" or "Koranic Arabic" refers specifically to the grammar and usage of the Koran up to the period of the Caliphs.
2. "Literary Arabic" or "Contemporary Literary Arabic" refers specifically to Arabic grammar and usage in the twentieth century. Within the category we may emphasize "formal" written Arabic though it would be a gross error to ignore writings including "informal" or spoken Arabic.
3. "Colloquial" or "spoken Arabic" refers to the form of Arabic used by Arabs in everyday conversation. It should be noted, however, that even uneducated Arabs occasionally use formal and classical patterns in their speech.

Needless to say, these three categories are overlapping and it is the proportion used that determines the type of Arabic. Our contention is that the educated form of speech provides a transition from the spoken to the literary. To illustrate this, we may note that the use of /q/ occurs more often in educated speech. Besides, educated speech is characterized by more "learned" vocabulary and more grammatical distinctions than any other form of spoken Arabic.

While linguistic change is most limited on the syntactical level, it is noticeable on the morphological level and, above all, in the amount of loan words. "Contemporary Formal Arabic" can be easily distinguished from Classical Arabic on the lexical level because of the large number of foreign words contained, particularly French, Italian, and English, e.g. /tilivizyó:n/, /suprá:na/, /v'illa/. On the morphological level, contemporary Arabic tends to make fewer distinctions.

Colloquial, on the other hand, makes even fewer distinctions and incorporates a larger number of foreign terms. On the phonological level, colloquial is characterized by:

1. Use of stress and final pause in place of vowel ending

Examples:

ká'tab "he wrote"	instead of	kataba
wá'lad "boy"	instead of	waladun

2. Use of the front vowel in place of the low vowel

Examples:

ʔilwá'lad, "the boy"	in place of	ʔalwaladu
yíftah, "to open"	in place of	yaftahu

3. Use of χ/β instead of θ χ/β instead of θ z/β instead of θ *Examples :*

$\acute{\chi}$ anya, "second (in order)"	}	instead of θ a:niya
β anya, "a second (1/60 minute)"		

$\acute{\beta}$ a:b, "it melted"	instead of	θ a:ba
----------------------------------	------------	---------------

β i $\acute{\chi}$ a, "if"	instead of	θ i θ a
----------------------------------	------------	-----------------------

$\acute{\chi}$ ahar, "he appeared"	instead of	θ ahara
------------------------------------	------------	----------------

β ahr, "back"	instead of	θ ahr
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4. Use of pharyngealization on a larger scale

Examples :

fard, "individual" and fard, "duty" in Classical Arabic
fárd for both forms in Colloquial Arabic

The present text may thus be used as a first step in learning Arabic whether spoken or written, literary or classical. For those who wish to concentrate on the spoken or colloquial, it may be equally helpful. In either case the assumption is that in learning any language we move from speech to writing or from sound to script. For that reason, phonemic writing is used at first to represent the sounds of Arabic as accurately as possible. It should be noted that habitual and accurate production of sounds is basic to progress in the beginning stage. Careful attention is therefore paid to segments of minimal contrasts where there is only one significant difference, to stress, and to intona-

tional patterns. The use of the appropriate tape is advisable.¹ Listening naturally comes before speaking and the ability to distinguish significant speech sounds comes before the ability to produce them. These two skills, however, should be simultaneously developed.

Once the student has developed a degree of facility in recognizing and producing basic Arabic sound patterns, he can effectively start Arabic script. The first stage may reasonably take three weeks (covering the first five units) but, of course, it all depends on the amount of time devoted to the study of Arabic.

On the Structural and Cultural Content of the Units

Not long ago the student used to start his Arabic with such verbs as *qatala* "kill" and *ḍaraba* "hit," while in learning Latin he first studies *amāre* "love." It did not matter what content items were given so long as they illustrated certain grammatical points. To add to the student's difficulties, no attention was paid to the idea of gradation in presenting the sounds, the sentence structure, or the morphological distinctions. The main emphasis was on vocabulary and "frequency lists" which were, in many cases, controversial.

In more recent times writers of Arabic texts have attempted to reduce all varieties to what is designated "Modern Standard Arabic," and in doing so, they have failed to present Arabic as a living form with its cultural levels and functional varieties. The written symbols are given as the only acceptable forms and, as a result, the student finds it difficult, if not impossible, to understand a great deal of the *modern* Arabic as presented in political speeches, literary writings, and mass media literature. Fur-

1. The units are provided in recorded form on pre-recorded tapes.

thermore, if he ever used the "standard" forms he would be speaking "like a book," which might be desirable but hardly consistent with the principles of usage and linguistic appropriateness.

To achieve mastery of this "standard" Arabic, modern techniques, such as the audio-lingual, are used. But techniques do not render content acceptable. They are meaningful only when they are carefully related to a linguistically and pedagogically sound content.

It is with these criticisms in mind that the present text has been prepared. An attempt is here made to apply basic linguistic and pedagogical criteria to the teaching of Arabic at the beginning stage.

1. The structural content is presented in a graded manner, utilizing the criteria of simplicity, frequency, and relevance. Thus, *phonologically* the "difficult" Arabic sounds are kept at a minimum in the second and third units. The first unit, it will be admitted, contains many of the difficult sounds. However, greetings and useful phrases are fixed expressions and are most appropriate at the beginning. Besides, the idea at this point is to emphasize intonation rather than segmental phonemes. *Syntactically*, verbless sentences come before verb patterns. *Morphologically*, distinctions are kept at a minimum in the early units so that the student first concentrates on 2.s.m., 2.s.f., and 2.pl.

2. Structural patterns are presented within a matrix of significant cultural context. Here, again, the principle of gradation is applied that the student may move from the immediate environment (i.e. the classroom) to typically cultural situations (e.g. the family activities).

3. By applying gradation and relating structure, to culture,

two aims can be realized. On the one hand, the student has a sense of achievement with the minimum use of "absolute memorization" and, on the other, his interest is aroused in the new culture. In other words, linguistic patterns become meaningful, which helps make the learning process both pleasant and effective. And experience shows that the first contact with a foreign language is crucial to later stages in learning it.

4. Although cultivated Cairene Arabic is emphasized, reference is made, wherever helpful, to variant forms with the appropriate designation "formal" or "classical." In this way the student is made aware of the functional varieties and the link between the familiar and the formal.

5. The general plan is to move from sounds to letters, from spoken patterns to written forms, and from the familiar to the formal. It is suggested that the Arabic writing system be introduced in steps and after the fundamentals of sound have been somehow grasped. For example, the student may start, after Unit II with a limited number of rules and apply them to a few familiar words (e.g. ba:b "door," bint "girl," kita:b "book"). About fifteen minutes of every class hour may be devoted to script to enable the student to master the fundamentals of the Arabic writing system¹ in the first five weeks.

The present text is the result of the authors' research and teaching experience at the University of Utah, the University of Minnesota, and Portland State College. It has been tested and improved. It certainly can still be improved. As a first step it is bound to be tentative and sometimes faltering. However, we hope, and indeed believe, that it is scientifically sound and that it is a step in the right direction.

1. *Writing Arabic*, a book by the same authors, is designed to be used with the present text.

The Sound System of Arabic

1. *Consonants*

Special attention should be paid to :

- a. Pharyngealization which colors syllables (see Unit II)
- b. The sounds /r/ and /l/

Arabic /r/ is an apical trill and cannot be satisfactorily replaced by the retroflex of American English, especially in final positions and following long vowels,

Examples :

ǧá:r “neighbor”

nahá:r “day”

But the intervocalic /t/ is close to Arabic /r/. e.g. “better; bottle”

Arabic /l/ is a dental lateral more like the British “clear” /l/. The American English /l/ is very different, particularly when following vowels. However, the American English /l/ is close to the Arabic non-pharyngealized /l/ in the environment of a high vowel. e.g. “million; billion”. It will be noticed that Arabic may show a three-way contrast.

Example :

wála “nor” wálla “or” wálla “by God”

c. The consonant sounds that do not occur in English (as significant sounds) are /ʔ/, /q/, /x/, /g/, /ħ/, and /ʕ/. (See explanation in the appropriate units.)

d. Geminate or double (identical) consonants occur in medial or final position. The student should be aware of such contrasts as:

sáma "sky" and sámma "he gave a name to".
 kál "he ate" and káll "he was tired"

(See Unit IV)

The consonant sounds should be practiced in isolation and in clusters. Certain consonant clusters in medial or final position present some difficulty to the English speaker.

Examples:

ʕt	?iʕtá:d	"he used to"
dx	?idxul	"come in!"
d?	bád?	"beginning"

2. Vowels

One of the basic distinctions in Arabic sounds is that between short and long vowels (See Unit I). For instance, it may make the difference between:

a. Singular and plural

Colloquial

gámal (s.) gimá:l (pl.) "camel"

Formal

musa:firun (s.) musa:firú:n (pl.) "traveler" (m.)

musa:firatun (s.) musa:firá:tun (pl.) "traveler" (f.)

THE SOUND SYSTEMS OF
CAIRENE ARABIC AND AMERICAN ENGLISH

	OBSTRUENTS		AFFRICATIVES		FRICATIVES		RESONANTS			Semi-vowels
	Voiced	Voiceless	Voiced	Voiceless	Voiced	Voiceless	Trills	Laterals	Nasals	
BILABIAL	A b b	p							m m	w w
LABIODENTAL	A v	f f								
INTERDENTAL	A ð	θ								
DENTAL	A d, d̲	t, t̲			z, z̲	s, s̲	r, r̲	l, l̲	n	
ALVEOLAR	A d	t			z	s		l	n	r
PALATAL	A		j	c	ʒ	ʃ, ʃ̲				y y
VELAR	A g g	k k							ŋ	
UVULAR	A	q			ʁ	x				
PHARYNGEAL	A				ħ	ħ				
LARYNGEAL	A	ʔ, ʔ̲			h	h				

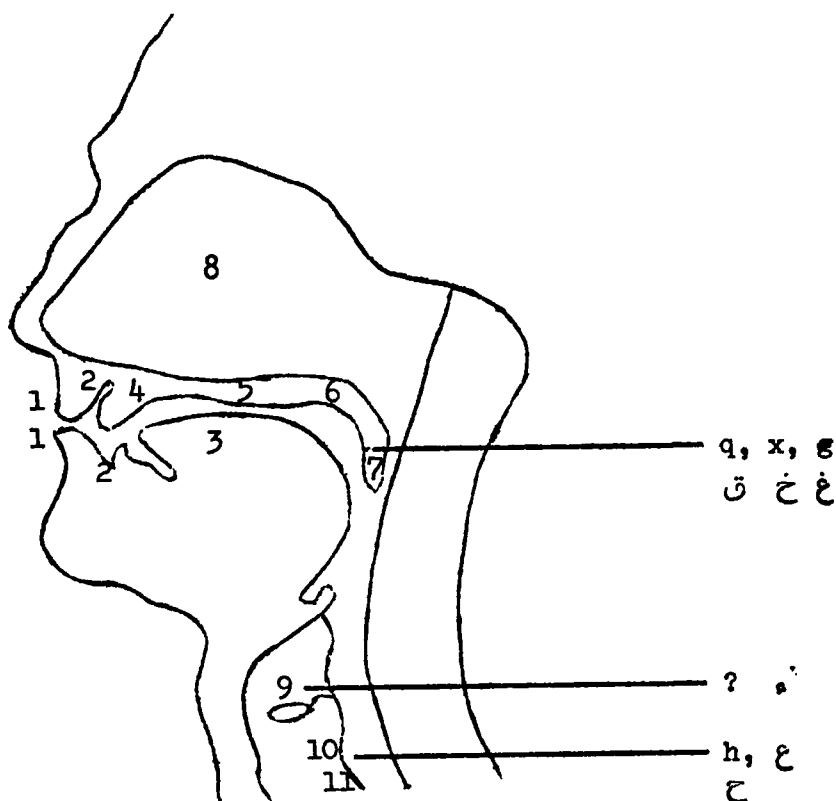


Diagram Showing Organs of Speech and Arabic Sounds

- | | |
|-------------------------|-------------------------|
| 1. lips | 7. uvula |
| 2. teeth | 8. nasal cavity |
| 3. tongue | 9. larynx |
| 4. alveolar ridge | 10. trachea or windpipe |
| 5. hard palate | 11. esophagus |
| 6. soft palate or velum | |

- b. Object and absence of object

kátabu “they wrote” katabú:(h) “they wrote it”

- c. One meaning and another

gámal “camel” gamá:l “beauty”

3. *Stress*

The primary stress in CCA is highly predictable. It falls on :

- a. Long vowels in final or penultimate positions

kamá:l “perfection”

ká:mil “perfect”

- b. Syllable with final double consonants

daxált “I entered”

- c. The first of three consecutive short vowels identical or with medial /a/

tálaba “students”

ǧárabi “Arabic”

- d. Penultimate syllable in other positions

kátab “he wrote”

katábtum “you wrote” (pl.)

Although there may be three degrees of stress in CCA there is no “slurring” or stress-timed rhythm.

4. *Intonation*¹

a. In CCA, utterances frequently start on a lower pitch than in English.

b. Level intonation is common in CCA to express casual statements or surprise. e.g. 2 2 1

da h "this"

c. Normal statements show less sharp contrast in CCA than in English. Whereas in English the pattern is usually: Mid High Low in CCA it may be: Mid Low Low ;

2 3 1 2 1 1

Mid Mid Low ; High Low Low ; High Mid Low

2 2 1 3 1 1 3 2 1

d. To express questions in CCA a higher middle pitch may be used.

CCA

English

Mid very High Low

Mid High

2 4 1

2 3

High v. High Low

3 4 1

e. To express the vocative: Mid High Low

2 3 1

Normal ya walad (Mid High Low) "boy!"

Emphatic ya walad (Mid v. High Low)

1. See A. G. Abdalla, *An Instrumental Study of the Intonation of Egyptian Colloquial Arabic*. Unpublished doctoral dissertation, University of Michigan, 1960.

List of Symbols and Abbreviations

Symbols devised to show the relationship between pronunciation and the conventions of the writing system :

- t is pronounced t but in writing is represented by the Arabic letter ت
- s is pronounced s but in writing is represented by the Arabic letter س
- d is pronounced d but in writing is represented by the Arabic letter ذ
- z is pronounced z but in writing is represented by the Arabic letter ز
- ḍ is pronounced ḍ but in writing is represented by the Arabic letter ظ
- ẓ is pronounced ẓ but in writing is represented by the Arabic letter ظ
- ? is pronounced ? but in writing is represented by the Arabic letter ق

Phonemic Symbol	Name of Symbol		Arabic Letter	Examples	
	<i>Coll.</i>	<i>Form.</i>			
ʔ	hamza	hamza ¹	ء	أمل	ʔámal "hope"
b	be	ba:ʔ	ب	بنت	bínt "girl"
t	te	ta:ʔ	ت	تين	tí:n "figs"
{	θ	θa:ʔ	ث		
	ʔ/ʔ	θe/se		ثلاثة	ʔalá:ʔa "three"
				ثانية	ʔanya "second" (time unit)

1. Initially always with ʔ, e.g. ʔ or just ʔ.

Phonemic Symbol	Name of Symbol		Arabic Letter	Examples	
	<i>Coll.</i>	<i>Form</i>			
g	gi:m	ji:m/ zi:m	ج	جمل	gámal "camel"
ʒ ¹			چ	چاکتہ	žakítta "jacket"
h	ha	ha:ʔ	ح	حال	há:l "condi- tion"
x	xa	xa:ʔ	خ	خال	xá:l "uncle" (mother's brother)
d	da:l	da:l	د	دین	dī:n "religion"
{	ɖ	ɖa:l	ذ		
	ʔ / ʔ	za:l		ذهب	ʔáhab "gold"
				ذوق	ʔó:ʔ "taste"
r	re	ra:ʔ	ر	رکن	rúkn "corner"
z	ze:n	za:y	ز	زمن	záman "time"
s	si:n	si:n	س	سکن	sākan "lodging"
š	ši:n	ši:n	ش	شکل	šákl "shape"
ṣ	sa:d	sa:d	ص	صوم	só:m "fasting"
ɖ	ɖa:d	ɖa:d	ض	ضانی	ɖā:ni "mutton"

1. Sometimes used to represent borrowed sounds

Phonemic Symbol	Name of Symbol	Arabic Letter	Examples
	<i>Coll.</i>	<i>Form</i>	
<u>t</u>	<u>ta</u>	ط	طين <u>tī:n</u> "mud"
{ <u>ḍ</u>	<u>ḍa</u>	ظ	ظهر <u>ḍúhr</u> "noon"
{ <u>ẓ</u> / <u>z</u>	<u>za</u>		ظلم <u>zúlm</u> "injustice"
ع	ee:n	ع	عالى <u>ā:li</u> "high"
غ	ge:n	غ	غالى <u>gā:li</u> "expensive"
f	fe	ف	فتى <u>fāta</u> "youth"
v ¹		ف	فيلا <u>vīlla</u> "villa"
{ q	<u>qa:f</u>	ق	قسم <u>qīsm</u> "section"
{ ڤ	<u>qa:f</u>		قسم <u>ḡīsm</u> "section"
k	ka:f	ك	كتب <u>kūtab</u> "books"
l	la:m	ل	لون <u>lō:n</u> "color"
m	mi:m	م	من <u>mīn</u> "from"
n	nu:n	ن	نوم <u>nō:m</u> "sleep"
h	he	ه	هرم <u>hāram</u> "pyramid"

1. Sometimes used to represent borrowed sounds.

Phonemic Symbol	Name of Symbol		Arabic Letter	Examples	
	<i>Coll.</i>	<i>Form.</i>			
{	o:		نوم	nó:m	"sleep"
	u:	wa:w	و سكوت	sikú:t	"silence"
	aw		دولة	dáwla	"state; country"
{	i:		دين	dí:n	"religion"
	e:	ye	ي دين	dé:n	"debt"
	ay	ya:?	دين	dáyn	"debt" (Formal)

Diacritical marks :

Short Vowels	Name of Symbol	Diacritical Mark	Examples
u	<u>damma</u> (above the letter)	ـُ	الْكِتَابُ ?alkútubu “books” (nominative when final)
a	fatha (above the letter)	ـَ	الْكِتَابَ ?alkútuba “books” (accussative when final)
i	kasra (beneath the letter)	ـِ	الْكِتَابِ ?alkútubi “books” (genitive when final)
<i>Tanwīn</i>			
un	two <u>dammas</u>	ـُوْ	kútubun “books” (nominative)
an	two <u>fathas</u>	ـَاْ	kútuban “books” (accussative)
in	two <u>kasras</u>	ـِيْ	kútubin “books” (genitive)

Short Vowels	Name of Symbol	Diacritical Mark	Examples
<i>Phonemic Symbol</i>			
ʔ a:	maddah ¹	آ	qurʔā:n "Koran"
	šadda (double consonants)	بْ	ʔalḥúbbu "love" (n.)
		بِ	ʔalḥúbba "love"
		بٍ	ʔalḥúbbi "love"
suku:n (absence of vowel movement)	suku:n (above the letter)	كَ	kátb "writing"

1. Always above the letter, usually ¹ but sometimes ² e.g. آ / ʔa:la(h) / "instrument," as distinguished from الله / ʔila:h / "a god."

Other symbols :

/	or
/ !	phonemic symbol
()	optional
ˈ	stress mark to indicate primary stress
f.s.	feminine singular
m.s.	masculine singular
pl.	plural
1.	First person
2.	Second person
3.	Third person
<i>Pharyngealization</i>	Represented by underlining the appropriate consonant or syllable
:	Indicates length when put after a vowel



اهلا وسهلا
?ahlan wa sahlān

UNIT ONE

GREETINGS

Long Vowels

If the student pronounces the English word "bat" with a short or a long medial vowel, the meaning will still be the same. In Arabic, however, a clear distinction must be made between the short vowel in /bátt/ "he decided" and the long vowel in /bá:t/ "he stayed overnight." It is important that the student learn to be aware of the contrast between short and long vowels in Arabic. Producing the long vowel is no problem. What is difficult is this awareness of the significance of vowel length. For example, the student may easily say /nisi:/ "he forgot it" but he does not so easily recognize that the length in the final vowel signals the pronominal suffix 3.s.m. "it, him."

To acquire the ability to recognize and produce vowel length habitually, the student should constantly :

1. Pay careful attention to /a:/ and other long vowels in initial, medial, and final positions.

2. Guard against diphthongizing long vowels.

e.g.	say	bé:t	instead of	béyt	"house"
		nó:m	instead of	nówm	"sleep"

3. Avoid lengthening short vowels.

e.g.	bánat	as contrasted with	baná:t
	"she built"		"girls"

4. Pay attention to primary stress which marks final long vowels as contrasted with that on short vowels followed by double (lengthened) consonants (especially in monosyllabic words).

e.g. contrast bátt and bá:t
 "he decided" "he stayed overnight"

Drill on Sounds

Long Vowels /a:/ /i:/ /u:/

<u>Short /a/</u>		<u>Long /a:/</u>	
gámal	"camel"	gamá:l	"beauty"
sádd	"dam"	sá:d	"he dominated"
dámm	"blood"	dá:m	"it continued"
hámm	"worry"	há:m	"important"
máall	"he became bored"	má:l	"money"

<u>Short /i/</u>		<u>Long /i:/</u>	
bírr	"goodness"	bí:r	"a well"
mín	"from"	mí:n	"who?" "whom?" "whose?"
sínn	"point, edge"	sí:n	the Arabic letter (س) similar to "s"
fíll	"cork"	fí:l	"elephant"
šíll	"paralyze!" (imperative 2nd person s.m.)	ší:l	"carry!" (imperative 2nd person s.m.)

<u>Short / u /</u>		<u>Long /u : /</u>	
<u>kú</u> rr	“repeat !”	<u>kú</u> :r	“furnace”
<u>fú</u> ll	“a kind of jasmine”	<u>fú</u> :l	“beans”
<u>tú</u> bb	“fall down !”	<u>tú</u> :b	“bricks”
<u>ká</u> tabu	“they wrote”	katabú:h	“they wrote it”
<u>šá</u> karu	“they thanked”	šakarú:h	“they thanked him”

Basic Vocabulary

ʔassalá:mu / ʔissalá:mu	“the peace”
ʕalé:k / ʕaláyk	“on you” (m.s.)
ʕalé:ki / ʕaláyki	“on you” (f.s.)
ʕalé:kum / ʕaláykum	“on you” (pl.)
saba:h	“morning”
xé:r	“good”
ʔáhlān wasáhlān	“hello”
nahá:r	“day”
nahá:rak	“your day” (m.s.)
nahá:rik	“your day” (f.s.)
nahārkum ¹	“your day” (pl.)
saʕí:d	“pleasant ; happy” (m s.)
saʕí:da	“pleasant ; happy” (f.s.)
misá:? / masa:ʔ	“evening”
nú:r	“light”

1. Notice the shortening of the long vowel when followed by two consecutive consonants. Compare /nahá:rak/ and /nahārkum/.

ʔizzáyy	“how (is / are)?”
ʔissíḥḥa	“the health”
máʕa	“with”
ʔissalá:ma¹	“(the) safety”
ʔallá:h	“God”
yisallímak	“may make you safe” (m.s.)
yisallímik	“may make you safe” (f.s.)
yisallím̐kum	“may make you safe” (Pl.)

Dialogue

K – Kamal, an Arab boy

S – Susan, an American girl

1. Greetings said at any time :

S – ʔissalá:mu ʕalé:kum	“Peace be upon you.”
K– wi ʕalékumu ssalá:m	“And peace be upon you.”
S – ʔáḥlan wasáḥlan	“Hello”
K– ʔáḥlan wasáḥlan bí:ki	“Hello to you” (f.s.)
S – saʕí:da	“Hello”
K– saʕí:da mbá:r̐ka mubá:r̐ak)	“Hello”

1. In words beginning with ʔ- / ʔa- etc., the Arabic speaker tends to start with a glottal stop /ʔ/ rather than with a vowel. This initial /ʔ-/ is often elided in medial position :

maʕassala:ma (instead of maʕa ʔissala:ma).

2. *Greetings said in the morning :*

- K- sabá:h ilxé:r "Good morning"
 S - sabá:h innú:r "Good morning" (literally : morning of light)

3. *Greetings said in the daytime :*

- K- nahá:rik saǧí:d "Good day" (literally : may your day be pleasant) (f.s.)
 S - saǧí:d mubá:rak "Good day"

4. *Greetings said in the evening :*

- K- miśá: ? / masá: ? ilxé:r "Good evening"
 S - miśá: ? / masá: ? innú:r "Good evening"

5. *Said on leaving :*

- S - saǧí:da "Good-bye"
 K- maǧássalá:ma (h) "Good-bye" (literally : with safety)
 S - maǧássalá:ma (h) "So long"
 K- ?allá:h yisallímik "So long" (f.s.)

6. *The usual "How are you ?" :*

- S - izzáy issihha ? "How are you?" (literally : how is the health)
 K- ǧá:l, ilhámdu lillá:h "Fine, thanks be to God."

Structure Patterns

Pronominal Suffixes

ʔassalāmu ʕalé:k	/-k/	“Peace be upon you” (m.s.)
ʔassalāmu ʕalé:ki	/-ki/	“Peace be upon you” (f.s.)
ʔassalāmu ʕalé:kum	/-ku (m)/	“Peace be upon you” (pl.)
nahā:rak saʕī:d	/-ak/	“Good day” (m.s.)
nahā:rik saʕī:d	/-ik/	“Good day” (f.s.)
nahār̄kum saʕī:d	/-kum/	“Good day” (pl.)
ʔallā:h yisallimak	/-ak/	“May God keep you” (m.s.)
ʔallā:h yisallimik	/-ik/	“May God keep you” (f.s.)
ʔallā:h yisallimkum	/-ku (m)/	“May God keep you” (pl.)

Grammatical Notes

1. Arabic pronouns are either independent or suffixed forms. The personal pronouns will be discussed in the third unit. Personal pronoun suffixes may be connected with a substantive, a verb, or a preposition. However, /-i/ “my” is appended to the noun, and /-ni/ “me” is appended to the verb as in the examples following.

2. Primary stress in a significant number of forms is on the penultimate syllable. Compare: kātab “he wrote,” katābtu(h) “I wrote it,” katabtúhum “I wrote them.”

3. Examples :

Verb and Pronoun Suffix

<u>šákar</u>	<u>“he thanked,” “he has thanked”</u>
šakárni’	“he thanked me”
šákarak	“he thanked you” (m.s.)
šákarik	“he thanked you” (f.s.)
šákaru(h)	“he thanked him”
šakárha	“he thanked her”
šakárna	“he thanked us”
šakárkum	“he thanked you” (pl.)
šakárhum	“he thanked them”

Noun and Pronoun Suffix

<u>nahá:r</u>	<u>“day”</u>
nahá:ri	“my day”
nahá:rak	“your day” (m.s.)
nahá:rik	“your day” (f.s.)
nahá:ru(h)	“his day”
nahárha	“her day”
nahárna	“our day”
nahárkum	“your day” (pl.)
nahárhum	“their day”

Preposition and Pronoun Suffix

<u>‘ála</u>	<u>“on”</u>
-------------	-------------

1. Notice the shift in stress with the occurrence of two consecutive consonants: rn, rh, etc.

عَالَى	"on me"
عَالِي:ك/عَالِي:ك	"on you" (m.s.)
عَالِي:كِي	"on you" (f.s.)
عَالِي:(ه)	"on him"
عَالِي:هَا	"on her"
عَالِي:نَا	"on us"
عَالِي:كُم	"on you" (pl.)
عَالِي:هُم	"on them"

Additional Patterns

Special Occasions

<i>Pattern</i>	<i>Response</i>
1. "thanks"	"you're welcome"
شُكْرًا	يِلْعَافُ
مَا عَاشَ شُكْرُ	
مُتَشَاكِّرٍ (m.s.)	
مُتَشَاكِّرَةٍ (h) (f.s.)	
مُتَشَاكِّرِينَ (pl.)	
2. "please" (as an invitation)	"thanks"
؟إِتِفَادِّدَالٍ (m.s.)	شُكْرًا
؟إِتِفَادِّدَالِي (f.s.)	
؟إِتِفَادِّدَالُ (pl.)	
3. "please" (as a request)	"certainly"
مِنْ فَادِّلَكَ (m.s.)	هَآ:دِير

“sorry”

min fādlik (f.s.)

ʔā:sif (m.s.)

min fādlikum (pl.)

ʔā:sfah (f.s.)

4. “congratulations”

“may God bless you”

mabrú:k

ʔallā:h yibā:rik fī:k (m.s.)

ʔallā:h yibā:rik fī:ki (f.s.)

ʔallā:h yibā:rik fī:kum (pl.)

5. “happy returns” (on festivals)

kull/ə/¹ ʕā:m waʔāntum bixé:r

wintum bissihha wissala:ma

kull/ə/ sāna winta tāyyib (m.s.)

winta tāyyib

kull/ə/ sāna winti tayyiba(h) (f.s.)

kull/ə/ sāna wintu tayyibi:n (pl.)

6. after drinking

haníyyan

hannákumullā:h

7. after eating

dáyman filmasarrá:t

tiǧī:š/dámit hayá:tak (m.s.)

hayá:tik (f.s.)

hayátkum (pl.)

8. sympathy

ʔilbaʔíyya fi hayátkum

hayátkumilbāʔya

1. Whenever more than two consonants occur consecutively a weak vowel /ə/ is inserted to facilitate pronunciation. Thus kullǧa:m becomes kulləǧa:m. The distinction between this epenthetic /ə/ and the pronominal suffix /-i/ should be made both in verbs and in nouns.

9. on arrival from travel or after a long distance

ḥamdillā ʿassalā:ma

ʔallā:h yisallīmak (m.s.)

ʔallā:h yisallīmik (f.s.)

ʔallā:h yisallīmkum (pl.)¹

10. standardized greeting heard in all Arab countries

marḥāba

marḥāba

Greetings play an important role in the everyday life of Arabic speakers. For almost every occasion there is something to say and saying the appropriate expression or response can be very effective.

Gestures are used. Besides shaking hands, the right hand may be raised to touch the forehead. Warmth or formality is of course reflected in the intonation or the way the greeting is said. Thus the pattern ʔāhlan wasāhlan “hello” may be said in two ways:

- | | | | |
|----|---------------------|---|--------------------|
| | 1 3 | 3 | |
| a. | ʔahlā:n wa sa:hlā:n | | (expresses warmth) |
| | 2 2 1 | | |
| b. | ʔāhlan wasāhlan | | (rather formal) |

Exercises

1. What would you say in response to the following patterns?

a. maʿa ssalā:ma (h)

d. ʔassalā:mu ʿalāykum

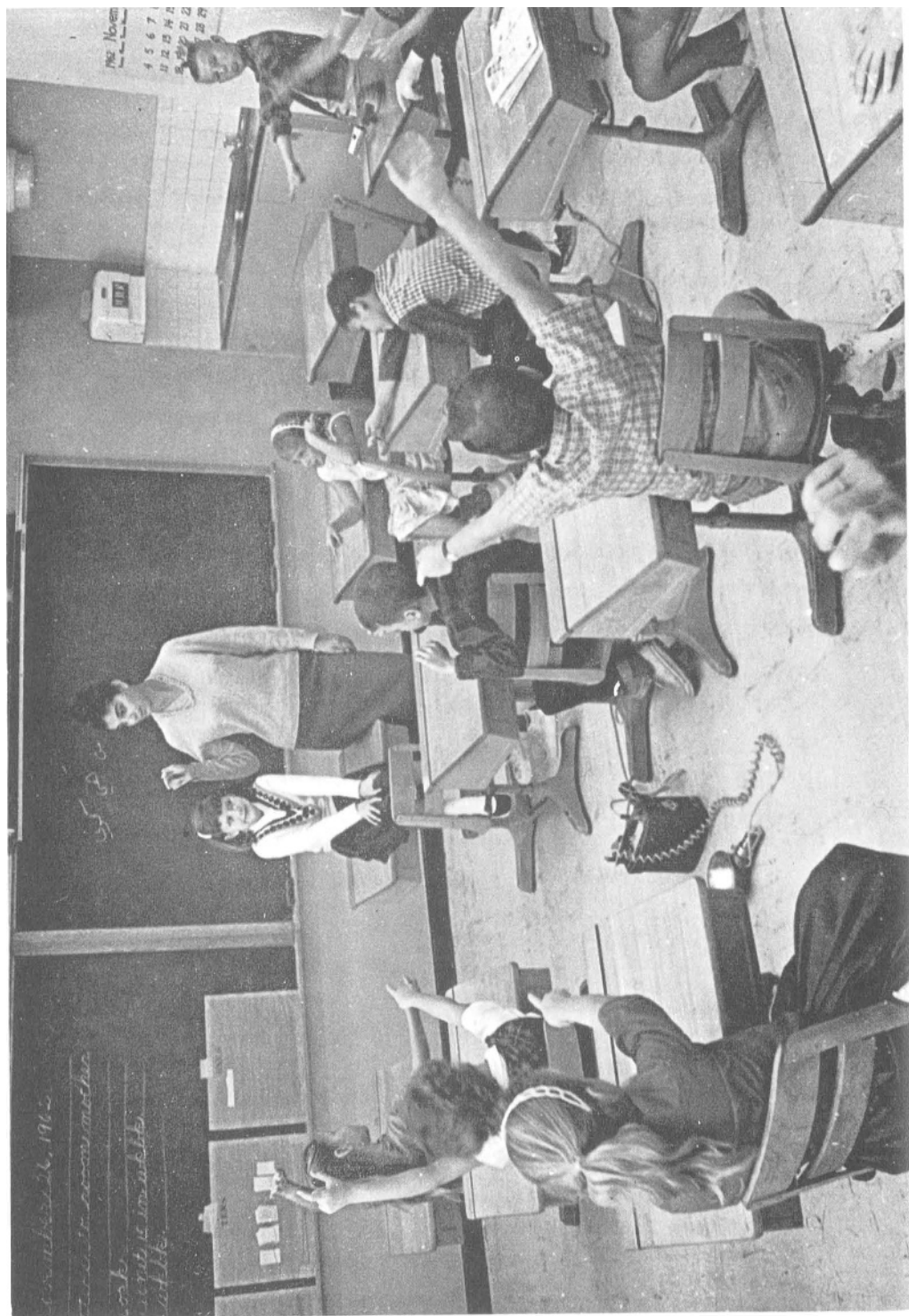
b. ʔitfāddal

e. māḥaba

1. The plural form is sometimes used interchangeably with the singular.

c. mabru:k f. haniyyan

2. What form of greeting would you use on the following occasions?
- a. in the morning
 - b. on the occasion of Bairam
 - c. on the occasion of a friend's birthday



مین دی؟
mi:n di ?

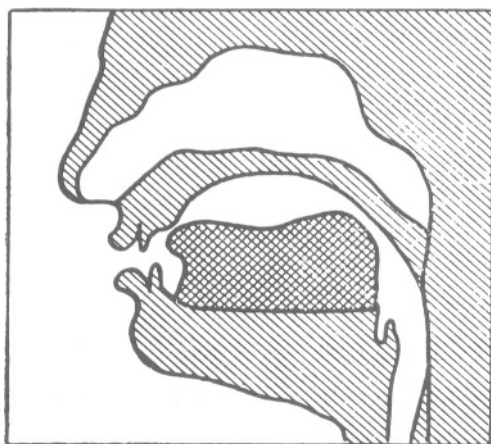
UNIT TWO

IN THE CLASSROOM

Pharyngealization

Pharyngealization is a phenomenon peculiar to Arabic sounds traditionally referred to as “emphasis” or “velarization.” Its domain is at least a syllable (i.e., a consonant and a vowel) and is characterized by lateral spreading and lowering of the tongue, raising the dorsum, pharyngeal constriction, and tension in the oral musculature.

The student may find it helpful to practice hollowing and raising the tongue, retaining the same position of the tip of the tongue to produce the contrasting sounds (pharyngealized and non-pharyngealized) of /t/ and /t/, /ḏ/ and /d/, /s/ and /s/, /z/ and /z/. It will be noticed that it is more difficult to distinguish the contrast with high vowels (e.g., /i/) than with low vowels (e.g., /a/).



ط ، ض

Moreover, in Cairene Arabic pharyngealization is sometimes extended to classically non-pharyngealized forms. Thus /sú:ra/, the Koranic "chapter" and /sú:ra/, "picture" are both pronounced /sú:ra/ in Cairene Arabic.

Drill on Sounds

Pharyngealization

Non-Pharyngealized

Pharyngealized

Short /a/

dáll	"he guided"	ḍáll	"he lost his way"
xádd	"cheek"	ḫádd	"he scared someone"
táll	"hill"	ṭáll	"he/it looked"
sádd	"he blocked"	ṣádd	"he deterred"
báss	"enough"	ḃáss	"he looked"
wálla	"or"	wállā	"by God!"

Long /a:/

fā:di	"redeemer"	fā:ḍi	"empty"
zā:t	"self"	zā:ṭ	"he/it became noisy"
sā:d	"he dominated"	sā:ḍ	"he hunted"
tā:b	"he repented"	ṭā:b	"it ripened," "he recovered"
rā:si	"discreet"	rā:ṣi	"my head"

Short /i/

sífr	“book”	sífr	“zero”
líssa	“not yet”	líssa	“thief” (f.)
tífl	“dregs”	tífl	“child” (m.)
hitá:n	“whales”	hitá:n	“walls”
hítta	“a piece”	hítta	“meanness”

Long /i:/

tí:n	“figs”	tí:n	“mud”
sí:n	the Arabic letter (س)	sí:n	“Chinese”
ʕasí:r	“difficult”	ʕasí:r	“juice”
?adí:b	“a man of letters”	?adí:b	“rod”
sí:ra	“biography”	sí:ra	“a kind of fish”

Short /u/

túll	“tulle”	túll	“look!”
súdd	“dominate!”	súdd	“deter!”
dúm	“live long!”	dúmm	“embrace!”
súmm	“poison”	súmm	“memorize”

Long /u:/

tú:b	“repent!”	tú:b	“bricks”
bú:s	“kiss!”	bú:s	“reeds”
masrú:r	“pleased”	masrú:r	“bundled”
maḥsú:d	“envied”	maḥsú:d	“reaped”

Basic Vocabulary

<i>Singular</i>	<i>Plural</i>	
kitā:b	kūtub	"book"
kūrsi	karā:si	"chair"
māktab	makā:tib	"desk," "office"
ʔālam	ʔiʔlā:m/ʔaʔlā:m	"pencil," "pen"
bā:b	ʔabwā:b	"door"
sā:ʕa	saʕā:t	"clock," "watch," "hour" (f.)
hē:ta	hiṭā:n	"wall" (f.)
sabbū:ra	sabburā:t	"blackboard" (f.)
tā:lib	tālaba/tullā:b	"student" (m.)
ta:lība (h)	ta:lībā:t	"student" (f.)
karrā:sa	karrasā:t	"notebook" (f.)
wāraʔa (h)	wāraʔ ¹ /warʔā:t	"a sheet of paper" (f.)
sāʔf	suʔūfa	"ceiling"
ʔārḍ	ʔarā:ḍi	"earth," "floor," "ground" (f.)
ṣū:ra	ṣūwar	"picture" (f.)
migālla/magalla	migallā:t/magallā:t	"magazine" (f.)
lāmba	lambā:t	"lamp" (f.)
wālad	ʔawlā:d	"boy"
bīnt	banā:t	"girl"
tabašī:r		"chalk"
hīna		"here"
hinā:k		"there"

1. Collective, not countable plural.

mí:n	“who,” “which?” “whose?”
hál	“yes” or “no” question word
ʔé: (h)	“what”
dá¹	“that,” “this” (m.)
dí	“that,” “this” (f.)
dó:l	“those,” “these”

Dialogue

S – Student Sue

T – Teacher Tom

T – mí:n dá ?	“Who is this?” (m.s.)
S – dá wálad	“This is a boy.”
T – mí:n dí ?	“Who is this?” (f.s.)
S – dí b́nt	“This is a girl.”
T – ʔé:(h) dá ?	“What is this?” (m.s.)
S – dá ktá:b/dá kitá:b	“This is a book.”
T – ʔé:(h) dí ?²	“What is this?” (f.s.)
S – dí mgálla/dí migálla	“This is a magazine.”
T – dá kitá:b, wi dí ?	“This is a book, and this?”

1. In formal Arabic the demonstratives are: /há:da/ s.m.; /ha:dihi/ s.f.; /ha:ʔulá:ʔi/ pl.

2. When in doubt about gender use (m.s.) da, e.g. ʔé:h da ?

- S – di sāʿa “This is a watch (clock).”
 T – (hal) da māktab ? “Is this a notebook?”
 S – lā?, di ṣūra “No, this is a picture.”
 T – hāl di karrāʾa? “Is this a notebook.”
 S – ʔāywa, di karrāʾa “Yes, this is a notebook.”
 T – hāl di lām̄ba ? “Is this a lamp?”
 S – lā?, di mīš lām̄ba “No, this is not a lamp.”
 T – hāl da ṭabašīr ? “Is this chalk?”
 S – lā?, da mīš ṭabašīr “No, this is not chalk. This is
 dā kūrsi a chair.”
 T – dā(h) kitā:b wālla karrāʾa? “Is this a book or a notebook?”
 S – dā(h) kitā:b/dā ktā:b “This is a book.”
 T – dā(h) māktab wālla bā:b ? “Is this a desk or a door?”
 S – dā(h) la māktab wāla bā:b “This is neither a book nor a
 door.”
 T – da Mustāfa wālla Samīr ? “Is this Mustafa or Samir?”
 S – da la Mustāfa wāla Samīr “He is neither Mustafa nor
 Samir.”
 T – di Janet wālla Jane ? “Is this Janet or Jane?”
 S – di la Janet wāla Jane di “This is neither Janet nor Jane.
 Amy This is Amy.”

Structure Patterns

Demonstrative Pronouns

1. *Masculine Singular*

<i>Indefinite</i>	<i>Definite (with ʔal/ʔil)</i>
<u>dā (h) kitā:b</u>	<u>dal kitā:b</u> “This is the book.”

dá <u>tá</u> :lib	dattá: <u>lib</u>	"This is the student."
dá mák <u>tab</u>	dal mák <u>tab</u>	"This is the desk."
dá wá <u>lad</u>	dal wá <u>lad</u>	"This is the boy."

2. *Feminine Singular*

dí b <u>í</u> nt	dil b <u>í</u> nt	"This is the girl."
dí s <u>ú</u> :ra	diss <u>ú</u> :ra	"This is the picture."
dí l <u>á</u> m <u>b</u> a	di ll <u>á</u> m <u>b</u> a	"This is the lamp."
dí mig <u>á</u> lla	dil mig <u>á</u> lla	"This is the magazine."

3. *Plural*

dó:l ban <u>á</u> :t	dó:l il ban <u>á</u> :t	"These are the girls."
dó:l kut <u>ub</u>	dó:l il kú <u>t</u> ub	"These are the books."
dó:l migall <u>á</u> :t	dó:l il migall <u>á</u> :t	"These are the magazines."
dó:l mak <u>á</u> :tib	dó:l il mak <u>á</u> :tib	"These are the desks."

The singular (f.) dí "this" is sometimes used with inanimate plurals (f.), e.g., dí kútub.

4. *Negation* (negating verbless sentences)

The use of /míš/:

Positive

dá wálad
"This is a boy."

dá máktab
"This is a desk."

dí bínt

dí sú:ra

dó:l ʔawlá:d

dó:l baná:t

Negative

dá míš wálad
"This is not a boy."

da míš máktab
"This is not a desk."

di míš bínt

di míš sú:ra

dó:l míš ʔawlá:d

dó:l míš baná:t

The use of /la ... wāla/, "neither ... nor":

da wālad wālla bīnt ? da la wālad wāla bīnt

"Is this a boy or a girl?" "This is neither a boy nor a girl."

đi migālla wālla kitā:b ? di la mgālla wāla ktā:b

dó:l ?awlā:d wālla banā:t ? dó:l la ?awlā:d wāla banā:t

Grammatical Notes

Gender

1. Gender in Arabic is grammatical (i.e. independent of sex) and is either masculine or feminine. The gender of any Arabic noun must be learned. However, in a significant number of forms the feminine is indicated by the suffix /-a(h)/ e.g. tā:lib "student" (m.), ta:lība (f.); kibī:r "big" (m.), kibī:ra (f.).

Examples :

<i>Masculine</i>	<i>Feminine</i> /-a(h)'	
gamī:l	gamī:la(h)	"beautiful"
saġi:d	saġi:da(h)	"happy"
mubā:rak	mubarāka(h)	"blessed"
mudārris	mudarrisa(h)	"teacher"
tā:lib	ta:lība(h)	"student"

2. The /-a/ ending in many noun forms indicates the feminine gender.

madrāsa	"school"
sā:ġa	"watch," "hour"
migālla ¹	"magazine"

1. It may be interesting to note that many *names* contrast in gender on this basis.

Examples :

Masculine	Feminine
Gamī:l	Gamī:la
ġali	ġaliyya
huṣni	huṣniyya

3. A great number of feminine nouns ending in /-a(h)/ have the plural /-a:t/.

Examples :

<i>Singular</i>	<i>Plural</i>	
sá:ǧa(h)	saǧá:t	"watch," "clock," "hour"
ta:lība(h)	talibá:t	"student"
tayyá:ra(h)	tayyará:t	"airplane"
gamǧiyya (h)	gamǧiyyá:t	"society"

4. The long vowel in the singular form becomes short when a long vowel suffix is added to form the plural. Primary stress is shifted to the final long vowel.

Examples :

sabbú:ra	sabburá:t	"blackboard"
sá:ǧa	saǧá:t	"watch"

5. The feminine /-a/ becomes /-it/ in a construct state.

Examples :

sá:ǧa	sáǧit wálad	"a boy's watch" (lit. "watch of a boy")
lám̐ba	lám̐bit sirí:r	"a bed lamp" (lit. "lamp of a bed")
migállā	migállit mās̐r	"Egypt's magazine" (lit. "magazine of Egypt")
karrá:sa	karrásit bint	"a girl's notebook" (lit. "notebook of a girl")

6. The /-a(h)/ feminine ending becomes /-t/ when appended to pronoun suffixes and the short vowel is elided following the primary stress.

Examples :

sa:ʿa(h) ¹	"watch," "hour"
sáʿti	"my watch"
sáʿtak	"your watch" (m.s.)
sáʿtik	"your watch" (f.s.)
sáʿtu	"his watch"
saʿítha	"her watch"
saʿítna	"our watch"
saʿítikum	"your watch" (pl.)
saʿíthum	"their watch"

Additional Patterns

- | | | |
|--------------------|-----|--------------------|
| 1. dá kitá:b | wi | dí sá:ʿa |
| "This is a book." | and | "This is a watch." |
| dí bint | wi | dá wálad |
| "This is a girl." | and | "This is a boy." |
| dó:l baná:t | wi | dó:l ʔawlā:d |
| "These are girls." | and | "Those are boys." |
-
- | | |
|---------------------------------------|----------------|
| 2. ʔikkitá:b (il kita:b) dá | "this book" |
| ʔikkútub (il kútub) dí | "these books" |
| ʔil bint dí | "this girl" |
| ʔil baná:t dó:l | "these girls" |
| ʔil kúrsi (ʔikkúrsi) dá | "this chair" |
| ʔil karā:si (ʔikkarā:si) dí (or dó:l) | "these chairs" |

1. Notice that the stress is on the penultimate syllable.

Cultural Note

All levels of education in Egypt (elementary, secondary and higher) are free for all. Primary education (from the age of six to twelve) is compulsory. In 1961-62 there were 2,754,656 children enrolled in elementary schools. After finishing the elementary stage, the student goes to the preparatory school (similar to the American junior high school) where he spends three years, then to the secondary school (senior high) for three years, during which he specializes either in liberal arts or physical sciences. There are also technical schools, from which comes the necessary manpower for the utilization of the country's resources.

Egypt has many universities, colleges and higher institutes. Cairo University, established in 1925, is the oldest and the largest. It has a branch in Khartum (The Sudan). In 1960-61 it had an enrollment of 36,065 students. Besides Cairo University there are also Alexandria University, Ein-Shams University, (in Cairo) Assiut University, al-Mansura University, al-Azhar, and the American University. All universities and higher institutes, except al-Azhar, are coeducational.

Typical features of Egyptian education are:

1. Not Coeducational at the secondary level ;
2. Arabic is used at all levels as in all other Arab countries ;
3. Al-Azhar (about 1000 years old) is the largest theological University in the Arab and Islamic world.
4. Foreign languages especially English and French are taught at all levels in some schools.

Exercises

1. Substitute :

da kitā : b

di

da

do : l

ḥālam	"pencil"	wālad	"boy"
bīnt	"girl"	mudarrīsa (h)	"teacher" (f.)
māktab	"desk," "office"	ṭabaṣī : r	"chalk"
ṣū : ra(h)	"picture"	ṭa : lība (h)	"student" (f.)

2. Negate the above examples.

3. Substitute :

kitāb : b mī : n da ? "Whose book is this ?"

di

da kitā : bi "This is my book."

di

ḥālam	"pencil"	lāmba	"lamp"
sā : ʿa(h)	"watch"	māktab	"office"
ṣū : ra (h)	"picture"	wāraḥa (h)	"paper"
karra : sa (h)	"notebook"	sabbū : ra (h)	"blackboard"

4. Put the following words in the right order to make a meaningful pattern :

di—da—kitā : bi—Jim—?āna—wi—karra : sit

UNIT THREE

INTRODUCING FRIENDS

Post-Velar Consonants

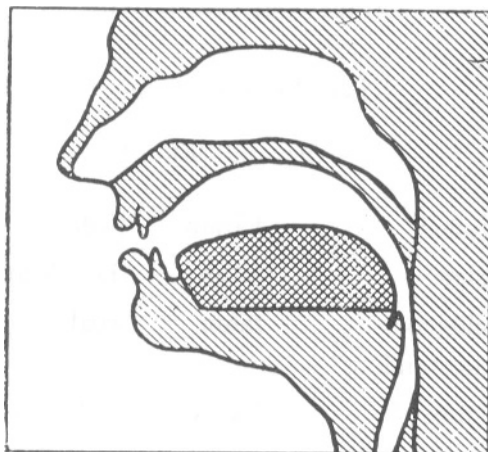
/q/, /ħ/, /x/, /g/

The pharynx is an important area for producing Arabic sounds. To produce the /q/ the root of the tongue is drawn back, further than in the position for /k/, against the back wall of the pharynx. Friction in the air stream produces voiceless /ħ/ or voiced ڃ. Friction against the uvula produces voiceless /x/ or voiced /g/. It should be noted that /q/ occurs in classical Arabic more than in educated speech and in educated speech more than in uneducated speech. Levels of usage show distinctions in the /q/ and /ʔ/. An educated person, for example, distinguishes between /wa:qiʕ/ "actual" and /wa:ʔiʕ/ "fallen," "hopeless." He would use /q/ in /qurʔa:n/ "Koran," /ʔal-qa:hiɾa/ "Cairo," /qa:nu:n/ "law." But he would find it artificial to say /waqaf/ "he stood" (instead of /waʔaf/). Uvular /x/ is easy to produce. The uvular friction should be avoided in producing /ħ/. On the other hand, careful distinction should be made between the fricative /ħ/ and the laryngeal /h/. The Arabic /h/ is more aspirated than the English one. A piece of paper in front of the mouth would be shaken more by the /h/ than by the /ħ/.

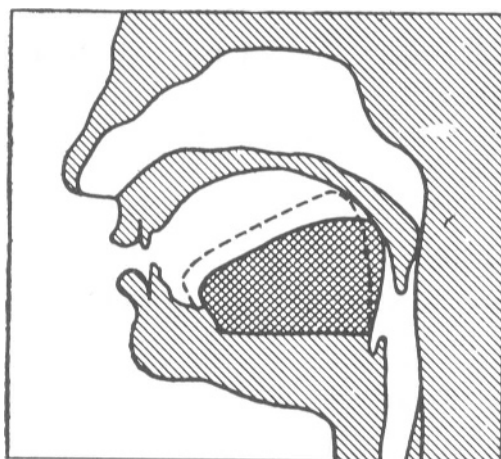


جامعة القاهرة

ga:miʕat ʔalqa:hira(h)



ر



ق

Drill on Sounds

Post-Velar h, x, q

/h/ and /ħ/

hāram	"pyramid"	hāram	"wife of," "Mrs."
hābb	"it blew"	hābb	"he fell in love"
fāhm	"intelligence," "understanding"	fāhm	"coal"
bālah	"stupidity"	bālah	"dates" (to eat)

/ħ/ and /x/

wā : ħid	"one" (m.)	wā : xid	"taking"
hāll	"solution"	xāll	"vinegar"
nāħla	"bee"	nāxla	"palm tree"
bā : ħ	"he disclosed" (a secret)	bā : x	"he became unpleasant"

/k/ and /q/

kalb	"dog"	qalb	"heart"
kura(h)	"ball"	qura	"villages"
?alqa : ħira	"Cairo"	dimasq	"Damascus"
?alġira : q	"Iraq"		
?alqur?a : n	"Koran"		

Basic Vocabulary

Singular

Plural

?āsm	?asmā : ?	"name," "noun"
------	-----------	----------------

ʔáywa		"yes"
láʔ		"no"
ʔáyy		"which"
tā:lib	tālaba/tulla : b	"student" (m. s.)
ta : líba	ta : libá : t	"student" (f. s.)
bálad	bilá : d	"country," "town"
kullíyya(h)	-a : t	"college"
gámʕa/ga : miʕa(h)	-a : t	"university"
ʔissáyyid/ʔassáyyid		"Mr."
ʔissáyyida(h)	-a : t	"Mrs."
madrása(h)	mada : ris	"school"
sítt	-a : t	"lady," "woman"
ʔilʔa : nísa	-a : t	"Miss"
madá : m		"Mrs."
tašarráʔna		"happy to meet you" (literally: we are honored)
šarráʔtum wiʔanístum		"it was good of you to come" (literally: you gave us honor and good company)
min ʔáyyəbálad ʔ		"from which country?"
ʔinta miné : n ʔ/ʔinta mné : n		"where do you come from?"
másr		"Egypt" (or Cairo)
súrya		"Syria"
lubná : n/libná : n		"Lebanon"
ʔamrí : ka		"America"
ʔal ʕirá : q		"Iraq"
ʔalʔúrdun		"Jordan"

filistí : n	"Palestine"
?assuʕu : díyya	"Saudi Arabia"
?ahíbb (?) aʕarráʔak bi ...	"I would like you (m. s.) to meet ..."
?ahíbb (?) aʕarráʔik bi ...	(f. s.)
?ahíbb (?) aʕarráʔkum bi ...	(pl.)

Cultural Note

Until recently titles were used to distinguish people according to social rank or wealth :

/ʔafandi/ for the educated

/be : (k) "Bey" for the rich, and

/ba : ša/ "Pasha" for the extremely rich.

Although these titles have been officially abolished, people may still use the first two to express respect.

It should be noted that the most common title for educated people is /ʔusta : z/ "Mr.". Very often the title is used with the *First name* not with the family name. When addressing foreigners, people sometimes use the English Mr. /ʔilmistar/ or the French /ʔilmisyu/; /ʔilmadmu : ze : l/; /ʔilmada : m/.

Dialogue

A-Ahmad, Nadya-an Arab boy/girl

B-Bob, Janet-an American boy/girl

A-ʔaná smi Aḥmad "My name is Ahmad."

?intá smak ?é : (h) ? "What is your name ?" (m. s.)

ʔintí smik ʔé: (h) ʔ	"What is your name?" (f. s.)
B-ʔaná smi Bob	"My name is Bob."
ʔaná smi Janet	"My name is Janet."
A-ʔintá smak John ʔ	"Is your name John?"
ʔintí smik Janet ʔ	"Is your name Janet?"
B-ʔáywa smi John	"Yes, my name is John."
ʔáywa smi Janet	"Yes, my name is Janet."
A-mí: n dá ʔ	"Who is this?" (m. s.)
minfáḍlak ¹ da mí: n ʔ	"Who is this, please?" (m. s.)
minfáḍlik da mí: n ʔ	"Who is this, please?" (f. s.)
minfaḍlúkum da mí: n ʔ	"Who is this, please?" (pl.)
B-dá John	"This is John."
dí Janet	"This is Janet."
A-minfáḍlak huwá smu ʔé: (h) ʔ	"What is his name, please?" (m. s.)
minfáḍlik hiyya smāha ʔé: (h) ʔ	"What is her name, please?" (f. s.)
B-ʔísmu John	"His name is John."
ʔismāha Janet	"Her name is Janet."

1. In rapid speech it is pronounced mimfáḍlak.

- A-minfádlak il?ustá:ǵ dá "Who is that gentleman, please?"
 mí:n ?
 minfádlak mí:n (?) il?us-
 tá:ǵ dá ?
 minfádlak mí:n (?) il?a:ní- "Who is that young lady, please?"
 sa dí ?

B-John/Janet

- A-šúkran "Thanks."
 B-ilǵáfw "You 're welcome."
 A-?ahíbb (?) aǵarráfak bil?us- "I would like you to meet Ibrahim
 tá:z Ibrahim Mu:sa Musa." (m.s.)
 ?ahíbb (?) aǵarráfak bil?us- "I would like you to meet Ibrahim
 tá:z Ibrahim Mú:sa Musa." (f. s.)
 ?ahíbb (?) aǵarráfak bil- "I would like you (m.s.) to meet Miss
 ?a:nísa Nádyá Sála:ma Nadya Salama."
 ?ahíbb (?) aǵarráfak bi- "I would like you to meet Mrs.
 madá:m Lóla Káram Lola Karam."

- B-?áhlán wa sáhlán "Hello."
 tašarráfna "Nice to meet you."
 A-?itfáddal hína "Please come here." (m. s.)
 ?itfáddáli hína "Please come here." (f. s.)
 ?itfáddálu hína "Please come here." (pl.)

B-šúkran "Thanks."

- A-?il?ustá:ǵ miné:n ? "Where are you from, Sir?" (m. s.)
 (Lit. where does the gentleman come from?)

?il?ustá : ~~ʔ~~ min ?áyyəbálad? "From what country are you, Sir?"
(m. s.)

?il?a : nísá min ?áyyəbálad? "From what country are you, Miss?"

B-?ána min Másr "I am from Egypt."

?ána min ?amrí : ka "I am from America."

?ána min libná : n "I am from Lebanon."

A-min ilqá : h́íra ? /milqá : h́íra "Are you from Cairo?"

min New York ? "(Are you) from New York?"

min Bayru : t ? "(Are you) from Beirut?"

B-lá? min iskindiríyya "No, (I am) from Alexandria."

lá? min Salt Lake City "No, (I am) from Salt Lake City."

lá? min Portland "No, (I am) from Portland."

A-?íntum tálaba fi ?áyyəgá- "In what university are you study-
mça ? ing?" (pl.)

B-?íhna fi gámçit Utah "We are at the University of Utah."

?íhna fi kullíyyit Portland "We are at Portland College."

B-wínta fi gámçit ilqá : h́íra ? "And you, are you at the University
of Cairo?"

A-?áywa fi gámçit ilqá : h́íra¹ "Yes, I am at the University of
Cairo."

1. Usually the primary stress is on the penultimate syllable. However, if the preceding syllable includes a long vowel it may be given prominence. e.g.

?alqá : h́íra or ?alqá : h́íra
?al?á : nísá or ?al?a : nísá

A-fé: n gāmḡit Utah ?	"Where is the University of Utah?"
B-fi Salt Lake City	"In Salt Lake City."
B-saḡí: da	"So long."
mutašakkirí: n	"Thank you" (pl.)
A-šarráftum wi ?anístum	"You gave us honor and nice company."
maḡá ssalá: ma	(Go with peace.) Good-bye
B-?allá: h yisallímak	(May God bless you.) Good-bye

Structure Patterns

1. Pronouns and Pronominal Suffixes :

Pronouns

Pronominal Suffixes

1.s.	?ána	"I"	-i	"my"
2.m.s.	?ínta	"you"	-ak	"your"
2.f.s.	?ínti	"you"	-ik	"your"
3.m.s.	húwwa	"he"	-u(h)	"he," "his"
3.f.s.	híyya	"she," "it"	-ha	"hers," "its"
pl.	?ihna	"we"	-na	"our"
2.pl.	?íntu (m)	"you"	-ku (m)	"your"
3.pl.	húmma	"they"	-hum	"their"

2. Structure Words :

min ?áyyə bálad	"From which country?"
miné: n	"From where ?"

ʔáywa	“yes”
láʔ	“no”
bi	“with,” “by”
fi	“in,” “at”
fé:n	“where”

3. Word order :

The independent pronoun may follow the pronominal suffix to express emphasis. Compare :

- | | | |
|-------------|------------------|----------------------------|
| a. Normal | dá kitá:bu | “This is his book.” |
| b. Emphatic | dá kitá:bu húwwa | “This is <i>his</i> book.” |

Grammatical Notes

1. The definite article /ʔal-/ or /ʔil-/ is assimilated when it is used with the following letters : tt nn rr ss šš zz kk gg dd ss dd tt Otherwise, it is pronounced as /ʔal-/ or /ʔil-/. /ʔal-/ is used mostly in formal Arabic. (gg) (kk) not always assimilated.

Examples :

$$\begin{array}{rclclcl}
 \text{ʔal-/ʔil-} & + & \text{tá:lib} & = & \text{ʔattá:lib} \\
 \text{ʔal-/ʔil-} & + & \text{bínt} & = & \text{ʔalbínt}
 \end{array}$$

2. The Arabic definite article indicates :

- a. Specific as distinguished from unspecific nouns.

Example :

ʔalwálad “the boy” as distinguished from wálad “boy”

b. General nouns or classes as distinguished from individuals.

Example :

?albaná:t "girls" (as a class) and baná:t "girls" (as individuals)

3. Notice the word order in the following patterns :

?ilwálad dá	"this boy"
dá wálad	"This is a boy."
dá (?i) lwálad	"This is the boy."

4. Notice also the elision of the non-initial glottal stop, /ʔ/ which is neither a radical nor a /ʔ/, occurs in speech at normal speed (unless emphasized).

Elision :

?ána wi ?ínta		?ána wínta	"I and you"
?ána ?ísmi John		?aná smi John	"My name is John."

No Elision :

?ána ?ámart		?ána ?ámart	"I ordered"
?ána ?últ		?ána ?últ	"I said"

Exercises

1. Fill in the blanks :

- hiyya smáha Janet wána
- Jack : ?ána tá:lib wihíyya
- min
- dimášq fi w alqa:híra fi

2. Answer the following questions :

- a. ?ínta miné:n ?
- b. hál (?) ínta figgāmġa ?
- c. fé:n gāmġit Harvard ?
- d. ?ísm ilbalad di ?é: (h) ?

3. How would you respond to the following patterns ?

- a. ?itfáddal
- b. mabrú:k
- c. ?áhlan wasáhlan
- d. min fádlak ikkitá:b

4. Put the following words in the right order to make a meaningful pattern :

dí-dó:l-?il?awla:d-?ilbínt-Másr-mín-wí

UNIT FOUR

GEMINATE (DOUBLED) CONSONANTS

Arabic consonants, like vowels, are lengthened. The closest phenomenon to gemination in English is the repetition of the same consonant in successive positions either in separate or compound words but with an intervening open transition (or pause) e.g., “a black cat,” “homemade.”

Attention should be paid to the relationship between stress and (1) geminates, (2) long vowels, and (3) penultimate syllables.

Compare :

- | | |
|------------------|-----------------------|
| (a) káttib | “he made ... write” |
| (b) kattíbu | “he made him write” |
| (c) kattibú: (h) | “they made him write” |

Gemination may distinguish a word with /ʔal-/ or /ʔil-/ from a word without that article.¹

Examples :

with /ʔil-/	without /ʔil-/	
ʔissa:ʕa (h)	sa:ʕa (h)	“hour”
ʔitt <u>a</u> :lib	ta:lib	“student”

1. In Arabic writing, it should be noted that the article is written whether it is pronounced in full or as a geminate sound.

Drill on Sounds

Geminate Consonants

dá:ris	"a person who has studied"	dárris	"he taught"
šibá:k	"nets," "snares"	šibbá:k	"window"
sáma	"sky"	sámma	"he gave a name"
bána	"he built"	bánna	"builder"
wála	"nor"	wálla	"or"
ḏúra	"corn"	dúrra	"gem"
fáda	"space"	fádda	"silver"
ḏafaʿ	"he paid"	dáffaʿ	"he made (someone) pay"
šibba:k	"window"	?iššibba:k	"the window"
sama	"sky"	?issama	"the sky"
ḏura	"corn"	?iḏḏuru	"the corn"
lo:n	"color"	?illo:n	"the color"

Basic Vocabulary

<i>Masculine (Sing.)</i>	<i>Feminine (Sing.)</i>	<i>Plural</i>	
?ábyad	bé:da	bí:d	"white"
?íswid/?áswad	só:da	sú:d	"black"
?áxdar	xádra	xúdr	"green"
?áḥmar	ḥámra	ḥúmr	"red"
?ázraʔ	zárʔa	zúrʔ	"blue"
?áṣfar	ṣáfra	ṣúfr	"yellow"

<u>ramá:di</u>		“gray”
bé:ž		“beige”
búnni		“brown”
ló:n	?alwa:n	“color”

<i>Singular</i>	<i>Plural</i>	
kitá:b	kútub	“book”
?álam	?i?lá:m/?a?lá:m	“pencil,” “pen”
<u>karrá:sa</u>	-a:t	“notebook”
<u>fásl</u>	fu <u>sú:l</u>	“class,” “season,” “section”
madrása (h)	madá:ris	“school”
?ustá:ž	?asátža	“professor,” “Mr.”
?ustá:ža (h)	?asátža (h)	“professor” (f.)
šanta	šúnat	“bag,” “purse,” “suitcase”
fustá:n	fasatín	“dress” (for a girl)
bádla	bídal	“suit” (for a man)
mudárris	-i:n ¹	“teacher” (m.)
mudarrísa	-a:t	“teacher” (f.)
žakítta	-a:t	“coat”
<u>báltu</u>	<u>balá:ti</u>	“overcoat”
<u>sú:ra</u>	<u>súwar</u>	“picture”
lá:kin/wilá:kin		“but”
dúkha	dúkham/dúkhum	“that”

1. In formal Arabic /-u:n/ is nominative and /-i:n/ is accusative or genitive.

Dialogue

A – Jim

B – Joan

A – dá kitá:b mí:n ?

“Whose book is this ?”

daktá:b mí:n ?

kitá:b mí:n dá ?

B – kitá:bi

“my book”

dá kitá:bi

“This is my book.”

dá kitá:bu (h)

“This is his book.”

dá kitábha híyya¹

“This is *her* book.”

A – dól kútub mí:n ?

“Whose books are these ?”

dí kútub mí:n ?

B – dól kútubi

“These are my books.”

dí kútubi

A – ?ikkitá:b dá bitá:ع mí:n ?

“To whom does this book belong?”

B – bitá:ع (?ána)

“It is *mine*.”

A – dá bitá:عak ? /dabtá:عak ?

“Is this yours ?”

dá kitá:bak ? /daktá:bak ?

“Is this your book ?”

B – ?áywa bitá:عi /bitá:عi

“Yes, it is mine.”

?áywa kitá:bi

“Yes, it is my book.”

A – ?iṣṣānta di bitá:عit mí:n ?

“Whose purse is this ?”

1. The addition of the independent pronoun is for emphasis.

ʔiṣṣānta di bitā:ʕit Janet ? "Is this Janet's purse ?"

B – bitaʕītha "It is hers."

lā? di bitā:ʕit Jean miš Janet "No, it is Jean's, not Janet's."

A – ʔikkarrasā:t dō:l bitú:ʕ "To whom do these notebooks
mi:n ? belong ?"

ʔikkarrasā:t di bitú:ʕ mi:n ?

B – bitú:ʕu(h) "They are his."

bitú:ʕ John "They are John's."

A – ʔissabbú:ra ló:nha ʔé:h ? "What color is the blackboard ?"

B – ʔaxdar "Green."

A – ʔilʔálam dá ló:nu (h) ʔé:h ? "What color is this pencil ?"

B – ʔiswid

A – ʔil(?)iʔlá:m dí ló:nha ʔé:h ? "What color are these pencils ?"

ʔil(?)iʔlá:m dō:l ló:nhum
ʔé:h ?

B – ló:nha ʔiswid "Their color is black."

dō:l sú:d "They are black."

A – ʔil fustā:n da ló:nu (h) "Is the color of this dress white ?"
ʔabyaḍ ?

B – lā? da (?)āzra? "No, this is blue."

A – da fustā:n (?) āzra? gamí:l "This is a pretty blue dress."

B – šúkran "Thanks."

A – ʔilʔálam ilʔáḥmar dá bitā: "Does this pencil belong to you ?"
ʕak ? (m.s.)

- ʔilʔálam ilʔáħmar dá bitá: ʔik ? "Does this pencil belong to you?"
(f.s.)
- B - lá? da ʔálamu húwwa "No, this is *his* pencil."
- A - ʔiššánta ssó:da di bitáħtik wálla bitaħitha ? "Is this black suitcase yours (f.s.) or hers?"
- B - bitáħti "Mine."
- A - ʔikkútub dó:l bitú:ħ mí:n ? "Whose books are these?"
- B - ʔikkitá:b da bitá:ħi lá:kin ikkitá:b da/dúkha bitáħha¹ "This book belongs to me, but this/that book belongs to her."

Grammatical Notes

1. Plural forms in Arabic have some twenty-seven patterns. The student may find it helpful to learn both plural and singular forms of any word introduced. The regular masculine plural pattern has the suffix /-i:n/ and often occurs in participles and forms indicating professions.

Examples :

<i>Singular</i>	<i>Plural</i>	
šá:kir	ša:kiri:n	"thankful"
mudárris	-i:n	"teacher" (m.)

In formal literary Arabic distinction is made between the nominative /-u:n/ and the accusative or genitive /-i:n/.

Examples :

ša:kirú:n	nominative
ša:kiri:n	accusative and genitive

1. At normal speed is pronounced bitahha.

For the regular feminine plural, the suffix is /-a:t/. It will be noticed that many plural loan words are also formed by suffixing /-a:t/.

Examples:

<i>Singular</i>		<i>Plural</i>
mudarrīsa(h)	-a:t	"teacher" (f.)
tilifō:n	-a:t	"telephone" (m.)
rādyu(h)	-a:t	"radio" (m.)

2. The dual suffix /-e:n/ is regular. (This corresponds to the accusative in formal Arabic /-ayn/.)

Example :

walād "a boy" walad-ē:n "two boys"

In colloquial forms, the dual characterizes nouns but not adjectives.

Example :

ʔalamē:n (dual)
 hūmr (plural)
 ʔalamē:n hūmr "two red pencils"

3. The word order is the substantive followed by the modifier.

Examples :

kūrsi ʔāsfaṛ "a yellow chair"
 kita:b ʔaḥmaṛ "a red book"

4. *Modifiers*

a. Singular and regular masculine plural modifiers agree with the modified structure in gender and number.

Examples :

šānta sō:da	“a black purse” (f.)
mudarrisī:n kuwayyisī:n	“good teachers” (pl.)

b. The dual is modified by a plural form.

Example:

waladē:n kuwayyisī:n	“two good boys”
----------------------	-----------------

c. The plural non-human is modified by singular feminine or plural.

Example :

kūtub hāmra/húmr	“red books”
------------------	-------------

The use of /bita:ε/ “belonging to”

1. /bita:ε/ is a structure form that can follow and/or replace the first part of a construct. It must agree with that first part in gender and number (i.e. f.s., m.s., pl.). Like nouns and prepositions /bita:ε/ may have the pronominal suffix.

Examples :

(m.s.) kitā:b ilbīnt	“the girl’s book”
kitā:b bitā:ε ilbīnt	“the girl’s book”
kitā:b bitā:εha	“a book of hers”
?ikkitā:b bitā:εha ¹	“her book”
(f. s.) sā:εit ilwālad	“the boy’s watch”

1. /-εha/ sounds like /-hha/

sā:ʿa bitā:ʿit ilwālad	“the boy’s watch”
sā:ʿa bitā:ʿtu	“his watch”
(pl.) kūtub ilbīnt	“the girl’s books”
kūtub bitū:ʿ ilbīnt	“the girl’s books”
kūtub bitū:ʿha / kūtub bitā:ʿītha	“her books”

2. /bitā:ʿ/ is sometimes used to avoid rather awkward constructions.

Thus šā:yi	“my tea”
or kursīyya	“my chair”
are usually replaced by	šā:yi bitā:ʿi
and	kūrsi bitā:ʿi

3. The noun to which /bitā:ʿ/ refers may be immediately followed by a modifier.

Contrast :

- | | | |
|----|---------------------------------------|---|
| a. | kitā:b ilwālad ikkibī:r | “the large book of the boy/
the book of the big boy” |
| b. | ?ikkitā:b ?ikkibī:r bitā:ʿ
ilwālad | “the large book of the boy” |

In (b.) the use of /bitā:ʿ/ helps resolve the ambiguity of the modified construct in (a.).

Masculine Singular Feminine Singular Plural

bitā:ʿi	bitā:ʿti	bitū:ʿi	“mine”
bitā:ʿak	bitā:ʿtak	bitū:ʿak	“yours” (m.s.)

bitá:ʕik	bitáʕtik	bitú:ʕik	“yours” (f.s.)
bitá:ʕu (h)	bitáʕtu (h)	bitú:ʕu (h)	“his”
bitáʕha ¹	bitaʕítha	bitúʕha	“hers”
bitáʕna	bitaʕítna	bitúʕna	“ours”
bitáʕkum	bitaʕítkum	bitúʕkum	“yours” (pl.)
bitáʕhum	bitaʕíthum	bitúʕhum	“theirs”

4. The various uses of the term /bita:ʕ/ are very important. The following are some of the rules that govern it.

a. It must agree with the singular nouns in number and in gender.

Examples:

?ilmudárris bitáʕi	“my teacher” (m.)
?ilmudarrísá (h) bitáʕti	“my teacher” (f.)

b. With the dual nouns only the plural form /bitu:ʕ/ is used for both masculine and feminine.

Examples:

?ikkitabé:n bitú:ʕi	“my two books”
?issaʕté:n bitú:ʕi	“my two hours,” “my two watches”

c. With plural nouns, non-human masculine and feminine, the singular feminine or the plural form can be used. But for human plurals, only the plural form is used.

Examples:

?ikkútub bitú:ʕi	“my books”
------------------	------------

1. See footnote 1 p. 67.

ʔikkútub bitāʕti "my books"

ʔilmudarrisi:n bitú:ʕi "my teachers"

d. The word /bita:ʕ/ can be used as a substitute for pronoun endings.

Examples :

sāʕti gidi:da(h) "My watch is new."

ʔissá:ʕa btāʕti gidi:da(h) "My watch is new."

e. It implies emphasis when followed by an independent pronoun.

Example :

ʔissá:ʕa di btāʕti ʔana "This watch is *mine*."

f. It can be used in interrogative patterns.

Examples :

dí sāʕa "This is a watch."

dí sā:ʕit mí:n ? "Whose watch is this ?"

ʔissá:ʕa dí btā:ʕit mí:n ? "Whose watch is this ?"

Exercises

1. Complete the following patterns :

a. dá kitá:b ʔāhmar wídi hámra.

b. dá ʔáлами lá:kin ilʔáلام dá.....

c. fustá:n ilbint ló:nu(h)

d. bādilit ittá:lib

e. dó:l kútub ló:n

2. *Answer in full sentence patterns (use pronominal suffixes) :*

- a. ?é:h ló:n ilhé:ta?
- b. ló:n issabbú:ra ?áħmar wálla ?íswid?
- c. ?ikkitá:b dá bitá:ħ mí:n?

3. *Put the words in parentheses in the correct form :*

- a. ?iṣṣánta (?ábyaḍ) di (bitá:ħ) Janet.
- b. ?ittá:lib (?ísm) Jack wi (bádla) lúnha (búnni).
- c. ?ikkarrá:sa (da) (ló:n) ?ásfar.

4. *Use the word/bitá:ħ/in each of the following patterns :*

- a. saġitha gamí:la
- b. maktábi ?ásfar
- c. kitá:bu wálla kitá:bak?
- d. karrá:sit Bob
- e. bādliṭ mudarrísi
- f. ló:n ?alámkmum ?áħmar
- g. fustá:n Janet ?áxdar
- h. fasatí:n ilbanát ħúmr
- i. ?ustá:na min Maṣr
- j. kutúbna gidí:da(h)

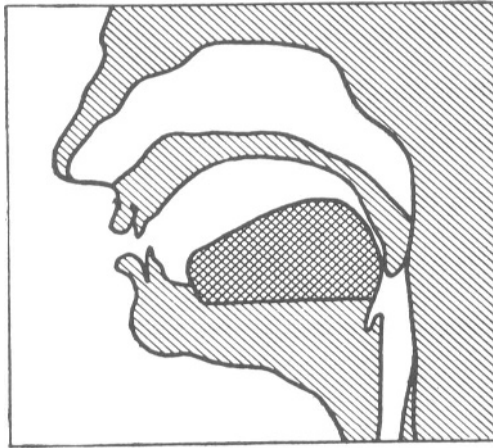
5. *Negate the above patterns after introducing/bitá:ħ/.*

UNIT FIVE

NUMBERS

Uvular /x/ and /g/

/x/ is the voiceless uvular fricative produced by the friction of the uvula, the small flap hanging down from the edge of the soft palate. It is similar to the final Scottish sound in "loch." This sound is easily mastered by the English speaker, but the voiced counterpart /g/ is far more difficult to produce and is sometimes confused with American /r/ or even /g/ and /h/. Gargling may be a helpful device to practise it. It may be interesting to note that in Cairene Arabic it is considered a speech defect to pronounce /g/ and /r/ the same way.



خ ، غ

Drill on Sounds

Uvular /x/ and /g/

Short /a/

gáraʔ	“drowning”	xáraʔ	“he made a hole”
gárr	“he deceived”	xárr	“it leaked”
gála	“he boiled”	xála	“space,” “emptiness”
fárga	“empty” (f.)	fárxa	“a chicken”

Long /a:/

gá:b	“he was absent”	xá:b	“he became a failure”
gá:li	“expensive”	xá:li	“empty”
gá:ss	“full”	xá:ss	“private”
gá:r	“he became jealous”	xá:r	“he collapsed”

Long /i:/

gí:b	“be absent!”	xí:b	“be a failure”
gí:ra	“jealousy”	xí:ra	“good choice”

Long /u:/

gú:ri	“get out!” (f.)	xú:ri	“priest”
gú:s	“dive!”	xú:s	“palm leaves”

Basic Vocabulary

Singular

Plural

sá:ʕa	saʕá:t	“watch,” “hour”
ká:m (followed by singular form)		“how much,” “how many”

ḥāfla	-a:t	"party"
ʔimta ʔ		"when?"
ʔinnāḥarda		"today"
ʔimbā:riḥ		"yesterday"
būkra		"tomorrow"
bāʕd ¹		"after"
ta:ri:x	tawa:ri:x	"date," "history"
muḥadra	-a:t	"lecture"
ʔisbū:ʕ/gūmʕa	ʔasabi:ʕ/ gumaʕ	"one week"
dilwaʔt		"now"
ʔābl ¹		"before"
šāḥr	šuhū:r	"month"
sāna/ʕā:m	sinī:n/ʔaʕwā:m	"year"
ʔinšā:ʔallā:h		"God willing" (indicates future)
yó:m	ʔayyā:m	"a day"
ʔilla		"less," "minus," "except"
mazbū:t /-a(h)		"exact" (f.)
miʔaxxār /-a(h)		"slow" (f.)
diʔī:ʔa	daʔā:yi ʔ	"one minute"
ʕī:d mi:lā:d	ʔaʕyā:d mi:lā:d	"birthday"

1. If the pattern used includes a verb, ʔābl and bāʕd should be followed by -ma. Compare bāʕdəbūkra "after tomorrow" with bāʕdəma kātab "after he had written."

2. *Days of the Weeks*

(yo:m) (?)issābt	"Saturday" (beginning of the week in Arab countries)
(?)ilhādd/ ?il?āhad	"Sunday"
(?)ilīnē:n	"Monday"
(?)i il ālā: il	"Tuesday"
(?)il?ārbaʿ	"Wednesday"
(?)ilxamī:s	"Thursday"
(?)iggúmʿa	"Friday" (holiday)

3. *Months of the Year :*

(šahr) yanā:yir	"January"
fibrā:yir	"February"
mā:ris	"March"
?abri:l/ ?ibri:l	"April"
mā:yu	"May"
yūnya (h)/yūnyu	"June"
yūlya/yūlyu	"July"
?agūstus	"August"
sibtīm̄bir	"September"
?uctō:bar	"October"
nufimbir	"November"
disimbir	"December"

4. *Cardinal Numbers :*

1. (i) wa:hid (m.)	4. (i) ?arbaʿa
waḥda (f.)	5. (o) xamsa
2. (r) ?i il nē:n	6. (r) sitta
3. (r) il ālā: il	7. (v) sabʿa

- | | |
|-----------------------|--|
| 8. (٨) ḫamanya | 30. (٣٠) ḫalaḫi:n |
| 9. (٩) tisʿa | 40. (٤٠) ʔarbiʿi:n |
| 10. (١٠) ʿašra | 50. (٥٠) xamsi:n |
| 11. (١١) hiḍa:šar | 60. (٦٠) sittu:n |
| 12. (١٢) ʔiḥna:šar | 70. (٧٠) sabʿi:n |
| 13. (١٣) ḫalaḫta:šar | 80. (٨٠) ḫamani:n |
| 14. (١٤) ʔarbaʿta:šar | 90. (٩٠) tisʿi:n |
| 15. (١٥) xamasta:šar | 100. (١٠٠) miyya |
| 16. (١٦) sittu:šar | 1,000. (١٠٠٠) ʔalf |
| 17. (١٧) sabaʿta:šar | 2,000. (٢٠٠٠) ʔalfe:n |
| 18. (١٨) ḫamanta:šar | 3,000. (٣٠٠٠) ḫalaḫ ʔa:la:f
(ḫalaḫḫala:f) |
| 19. (١٩) tisaʿta:šar | 4,000. (٤٠٠٠) ʔarbaʿḫala:f |
| 20. (٢٠) ʿišri:n | 5,000. (٥٠٠٠) xamastala:f |

5. *The fractions :*

1/2	nuss	(١/٢)
1/3	ḫilḫ / ḫulḫ	(١/٣)
1/4	rubʿ	(١/٤)
1/5	xúms	(١/٥)
1/6	súds	(١/٦)
1/7	súbʿ	(١/٧)
1/8	ḫumn	(١/٨)
1/9	túšʿ	(١/٩)
1/10	ʿúšr	(١/١٠)
1/11	wá:hid ʿála ḥ(i) dá:šar	(١/١١)

6. *Ordinal Numbers :**Masculine**Feminine*

ʔáwwil

ʔú:la

“first”

ʔá:ni

ʔánya

“second”

The pattern for “third” through “tenth” is $C_1\acute{a}:C_2iC_3$ for the masculine, and $C_1\acute{a}C_2C_3a$ for the feminine :

~~ʔá:liʔ~~~~ʔálʔa~~

“third”

rá:biʕ

rábʕa

“fourth”

xá:mis

xámsa

“fifth”

sá:dis

sádsa

“sixth”

sá:biʕ

sábʕa

“seventh”

~~ʔá:min~~~~ʔamna~~

“eighth”

tá:siʕ

tásʕa

“ninth”

ʕá:šir

ʕášra

“tenth”

Notice the form and word order :

~~ʔá:liʔ~~ walad

or

ʔilwalad ~~iʔa:liʔ~~

“the third boy”

~~ʔá:liʔ~~ bint

or

ʔilbint ~~iʔalʔa~~

“the third girl”

Dialogue

S – Susan

K – Kama:l

S – ʔissáʕa ká:m min fádʔak ?¹ “What time is it, please ?”

K – ʔissá:ʕa ʕášra wi nús “The time is ten-thirty.”

S – sáʕtak mazbú:ta ? “Is your watch accurate ?”

1. Another possible word order is: kam issá:ʕa ?

- K - lá?-sāʿti miẓaddima ~~ʔālaʔ~~ "No. My watch is three minutes fast."
daẓā:yiʔ
- S - ʔimta (ʔi)lhāʿfla? / ʔilhāʿfla "When is the party?"
ʔimta ?
- K - ʔilhāʿfla (ʔi)nnahārda "The party is today at seven
(ʔi)ssaʿga sābga o'clock."
ʔilhāʿfla būkra "The party is tomorrow."
ʔilhāʿfla bāʿda būkra "The party is the day after tomorrow."
- S - ʔinnahārda kā:m fiššahr? "What is the date today?"
- K - ʔinnahārda wā:hid wi ʿišrī:n "Today is the twenty-first."
- S - kā:m ta:rī:x ilyō:m ? "What is today's date?"
- K - tisga wi ʿišrī:n ʔuktō:bar "October 29, 1966."
ga:m/sānat ʔālf wi tisgumīy-
ya sitta wisittī:n
- S - ʔimta (ʔi)lmuhādra (ʔi)lʔū:la "When is the first lecture?"
- K - bāʿda ʔisbū:ʿ "After a week."
- S - kā:m tā:lib filfāsl ? "How many students are in the
class?"
- K - xāmsa wi ʿišrī:n "Twenty-five."

Cultural Note

Three major calendars are used :

- (1) The Gregorian calendar called /garbi:/ "western" is used to mark official events in government and schools. While Egyptians use the Western names of the months Syrians and Lebanese use slightly different names.

- (2) The Arabic calendar called /higri/ began in A. D. 622 when the Prophet Muhammad moved to Medina. It is a lunar calendar and gains one year over the Gregorian every 32-33 years. It is used to mark the religious events such as Ramaḍa:n (fasting month) and the Bairam (the feast).
- (3) The Coptic calendar called /qibtī/ started with the martyrs in the fourth century A. D. It is used to mark events related to farming and seasons.

Grammatical Notes

1. Arabic numerals are classified under two categories :
 - a. The cardinal numbers
 - b. The ordinal numbers
2. Word order with the numerals /wā:ḥid/ "one" and /ʔitne:n/ "two" is : Noun, Numeral. However, since the noun is inflected for the dual the use of /ʔitne:n/ with the dual noun is mostly for emphasis.

Examples :

wālad wā:ḥid	"one boy"
bīntə wāḥda	"one girl"
waladē:n (itne:n)	"two boys"
bintē:n (itne:n)	"two girls"

Contrast :

sīttə wāḥda	"one lady"
wāḥda sītt	"some lady"

3. The cardinal numbers from three to ten take the plural form of objects numbered.

Examples :

filfāsl ~~ʔ~~ālat ʔawlā:d "There are three boys in
the classroom."

filfāsl ʕāšar banā:t "There are ten girls in the
classroom."

4. The cardinal numbers from three to ten precede the objects numbered and have the pattern $C_1\acute{a}C_2aC_3$ (except *sitt* "six"). Notice that the noun following is in the plural form.

Examples :

~~ʔ~~ālaʔ ʔawlā:d "three boys"

~~ʔ~~ālaʔ banā:t "three girls"

5. The cardinal numbers from eleven to infinity are followed by nouns in the singular form.

Examples :

hida:šar wālad "eleven boys" (literally:
eleven boy)

tisʕi:n bint "ninety girls"

mī:t mudārris "one hundred teachers"

6. Any indefinite number ("a few," "some") is expressed by *šuwāyya*, which precedes the objects numbered. These objects are broken or regular plurals, and are in a construct state.

Examples :

šuwāyyit ʔawlā:d "a few/some boys"
(literally : few of boys)

šuwāyyit banā:t "a few girls"

/ḥawa:li/ is used like English "about." e.g. ḥawā:li ʕiśrī:n wālad, "about twenty boys"

7. The cardinal numbers from twenty to ninety are the same for both masculine and feminine and have the /-i:n/ ending.

Examples :

ʿiṣrī:n ṭā:līb “twenty students” (m.)

ʿiṣrī:n ṭa:lība(h) “twenty students” (f.)

8. The compound numbers of the units and the tens are formed by prefixing the unit to the ten and joining them with /wi/ “and.”

Example :

wā:kid wi ʿiṣrī:n “twenty-one” (literally : one
and twenty)

These compound numbers may be defined.

Example :

katābt (?)ilxāmsa wi- “I wrote the twenty-five
ʿiṣrī:n gawā:b¹ letters.”

9. The numerals which are made up of thousands, hundreds, tens, and units, are compounded in such a way that the thousands are put first and followed successively by the hundreds, units, and tens.

Examples :

ʔālf wi tusʿumiyya “1966”
wīsitta wisittī:n

ʔārbaʿ talā:f wixumsumī:t “4,500 years”
sāna

1. Contrast with the word order in katābt ilgawā:b ilxāmsa wiʿiṣrī:n, “I wrote the 25th letter.”

10. The numeral adverbs such as once, twice, etc., are expressed as follows :

<u>m</u> á <u>r</u> ra	"once"
<u>m</u> arríté:n	"twice"
tálat <u>m</u> arrá:t	"three times"

11. The distributive adjectives are expressed by repeating the cardinal numbers once.

Example :

rú <u>h</u> na (?i) thé:n <u>thé:n</u>	"We went two by two."
---	-----------------------

12. The multiplicative adjectives are derived from the cardinal numbers and follow the pattern $muC_1\acute{a}C_2C_2aC_3$, except "singular" and "dual."

Examples :

múfrad	"singular"
mu á <u>n</u> na	"dual"
mu á <u>l</u> la <u>s</u>	"triangle"
mu <u>r</u> á <u>b</u> ba <u>ḡ</u>	"square"

13. The numeral adjectives express the number of parts of which a whole is made up. They take the form $C_1uC_2\acute{a}:C_3i$, except the first.

Examples :

?awwáli	"primary"
ḡ uná:? <u>i</u>	"bilateral"
ḡ ulá:ḡ <u>i</u>	"trilateral"

14. The fractions are formed according to a certain pattern, namely, $C_1\acute{u}C_2C_3$, except that "one-third" follows $C_1\acute{u}C_2C_3/C_1uC_2C_3$.

Examples :

<u>nú</u> ss	"half"
xí l/ xul	"one-third"
<u>rú</u> bع	"one-fourth"

15. The practice in writing dates in letters books, and periodicals is in the order of day, month, year.¹

Example :

xam <u>astá</u> šar fibr <u>á</u> :yir	"February 15, 1966"
عá:m ?álfwitusعumiyya	١٥ فبراير ١٩٦٦
sitta wisitti:n	

or

xam <u>astá</u> šar ?itné:n ?álf	١٩٦٦/٢/١٥
witusعumiyya sitta	
wisitti:n	

Exercises

1. Complete each pattern as shown in the example :

Example :

- a. ?iliné:n ?áwwil yó:m fil?usbú:ع
b.~~xa~~:ni yó:m fil?usbú:ع

Example :

- c. yaná:yir ?áwwil šáhr fissána
d. ?ibri:lšáhr fissána

1. In Egypt four calendars are used : (1) the Western (garbi or mi:la:di) is the most common ; (2) the Arabic (عarabi or higri) for Islamic events ; (3) the Syrian-Lebanese ; (4) the Coptic (ḥibtī) for crops and seasons.

e. tā:sij šāhr fissāna

Example :

f. ta:rī:x ilyō:m tiṣṣa wi ʿiṣrī:n yana:yir sānat ʔālfwi-
tusʿumiyya xāmsa wisitti:n

g. ta:rī:x būkra

h. ta:rī:x ʔimbā:rih

2. Write the missing numbers :

a. hiḍā:šar ʔamānya sáḇḇa
..... xāmsa ʔarḇaḡa ʔala:ta

b. ʔitnā:šar = + ʔala:ʔa

c. = sáḇḇa + ʔamānya

3. Answer the following questions :

a. ka:m issā:ʿa... ?

b. ʔimta muḥāḍrit ilʿārabi... ?

c. būkra ssābt wālla lʔāḥad... ?

d. ʔāwwil ilʔusbu:ʿ fimāsr imta... ?

e. kā:m sā:ʿa filyō:m ... ? (Contrast this question with the first one.)

4. Read the following numerals and provide the missing ones :

a. ١٧ ١٣ ١١ ٧ ٣

b. ١٩٦٦ اكتوبر ١٩٦٦ / ١٠ / ١٤

c. ١٢٥ ٧٥ ٢٥

5. *Tell the time in Arabic :*

a.



b.



c.



d.



UNIT SIX

THE FAMILY

Pharyngeal /ʕ/ and Laryngeal /ʔ/

/ʕ/ is the voiced counterpart of /ħ/ ح. It is perhaps the most elusive of Arabic consonants and, as a result, takes long practice to identify. The fact that it is both voiced and pharyngeal makes the auditory effects sound like a low vowel.



ام وبتنها

ʔum wibintaha

/ʔ/ is the laryngeal glottal stop which actually is not an unfamiliar sound to the English speaker when air at the glottis is compressed and suddenly released. It occurs in English when initial or medial stressed vowels (in such words as 'out' and 'co-operate') are emphatically pronounced. But of course it does not have the significance it has in Arabic. For example, *xála*, "open space" is in contrast with *xálaʔ*, "he created" and can be further contrasted with *xálaع*, "he took off (clothes)." It is normal to elide the /ʔ/, especially when it is not part of the consonantal root, if preceded by a consonant. The glottal stop /ʔ/, which can be replaced by /q/ (in classical forms), is not elided.

Here are some examples to illustrate usage :

- | | | |
|---------------------|------------|------------------|
| (a) kitá:b ilwálad | كتاب الولد | "the boy's book" |
| (b) kitá:b ʔilwálad | كتاب الولد | "the boy's book" |
| (c) kitá:b ʔadí:m | كتاب قديم | "an old book" |
| (d) kitá:b ʔadí:m | كتاب قديم | "an old book" |

Dropping /ʔ/ in pattern (a) is normal, but in pattern (d) is unacceptable. Retaining /ʔ/ in pattern (b) is permissible in deliberate speech and in pattern (c) is normal. It should be noticed that /ʔ/ in (c) is written ق and pronounced /q/ in formal Arabic.

Drill on Sounds

Pharyngeal |ع| ; *Laryngeal* |ʔ|

ʔilʕe:la(h) العيله

ʔá:l قال "he said" ʕá:l عال "good," fine"

ʔádd	قد	"as much"	عádd	عد	"he counted"
ʔí:d	ايد	"hand"	عá:d	عيد	"feast"
ʔaqa:rib	اقارب	"relatives"	عaq̣a:rib	عقارب	"scorpions"
šá:ʔ	شاء	"he wished"	عšá:	شاع	"it became known"
xálaʔ	خلق	"he created"	عxála	خلع	"he took off (clothes)"
ʔásraʔ	اسرق	"I steal"	عʔásra	اسرع	"quicker"
sābaʔ	سبق	"race," "he outran"	عsāba	سبع	"seven"
suʔā:l	سؤال	"question"	عsuā:l	سعال	"coughing"
rāʔa	رأى	"he saw"	عrāʔa	رعى	"he looked after"
sāʔa	سقى	"he watered"	عsāʔa	سعى	"he tried"
nāʔl	نقل	"moving," "transfer"	عnāʔl	نعل	"sole" (of shoes)

Basic Vocabulary

Singular

Plural

عé:la/	عيله	-a:t	عائلات	"family"
عa:ʔíla ¹	عائله			

1. In formal Arabic one of these two synonyms may be used : العائلة é:laʔa; الأسرة ʔúsraʔal

ʔabb	أب	ʔa:bā:ʔ / abbahā:tʔ	آباء "father"
ʔumm	أم	ʔummahā:t /	أمهات "mother"
ʔibn	ابن	ʔabnā:ʔ	أبناء "son"
bīnt	بنت	banā:t	بنات "daughter," "girl"
ʔāxx	أخ	ʔixwā:t ¹ ʔixwa	إخوات / أخوه "brother"
ʔūxt	أخت	ʔixwā:t	إخوات "sister"
ʔāmm	عم	ʔaʕmā:m	أعمام "uncle" (father's brother)
xā:l	خال	ʔixwā:l	أخوال "uncle" (mother's brother)
gidd	جد	gidú:d / ʔagdā:d	جدود أجداد "grandfather"
ʔarī:b	قريب	ʔarā:yib / ʔaqā:rib	قرايب أقارب "relative"
ʔarī:b / ʔurāyyib min	قريب من	-i:n	قريبين "near from"
farhā:n	فرحان	-i:n	فرحانين "glad"

1. In formal Arabic the form ʔaxawā:t is limited to plural feminine, i.e. "sisters."

zaʿlā:n (min/māʿa)	زعلان (من/مع)	-i:n	زعلانين	"sad," "angry" (with, at)
tawī:l	طويل	tiwā:l	طوال	"tall," "long"
ḡuṣāyyar	قصير	-i:n	قصيرين	"short"
šā:tir	شاطر	-i:n/ šuttā:r	شاطرين شطار	"smart"
kibī:r ¹	كبير	kubā:r	كبار	"big," "old," "great"

Passage

ʿe:lit Ibrahi:m "Ibrahim's Family"

1. Ibrahī:m min ʿē:la kbī:ra "Ibrahim belongs to a big/great family."

ابراهيم من عيلة كبيرة

2. lūh ~~ʾāla~~ ixwā:t—ʔuxté:n "He has three brothers and sisters—two sisters and one brother."
wi ʔāxxə wā:hid

له ثلاث اخوات — اختين واخ واحد

3. ʿāndu(h) ʔūxt ismāha "He has a sister named Nadya."
Nādyā

عنده اخت اسمها نادية

1. Notice that the word ḡadī:m, "old" is used to refer to things, whereas kibī:r refers to people. However in referring to "the ancients" the plural /ʔalqudama:ʔ/ is used.

4. Ibrahīm mudārris lā:kin "Ibrahim is a teacher but his
 ?ūxtu(h) līssa¹ ta:lība sister is still a student."

ابراهيم مدرّس لكن اخته لسه طالبة

5. hūwwa ṭawī:l giddan lā:kin "He is very tall but his sister is
 (?)ūxtu(h) la ṭawī:la wāla neither tall nor short."
 ?usayyāra

هو طويل جدا لكن اخته لا طويلة ولا قصيرة

6. Nāḍya bint gamī:la wi "Nadya is a pretty and good girl,
 kiwayyīsa bāssayō:m but she is sometimes angry (or
 zaʿlā:na wiyō:m farḥā:na sad) and sometimes joyful."

نادية بنت جميلة وكويّسة بس يوم زعلانة ويوم فرحانة

7. ?abū:ha min Iskindirīyya "Her father is from Alexandria
 wi (?)ummaḥa milqa:hīra and her mother from Cairo."

ابوها من اسكندرية وامها من القاهرة

8. min xāmas sinī:n ilē:la "Five years ago the family was
 kā:nit fiskindirīyya in Alexandria but now they are
 lā:kin hūmma dilwṭāti² in Cairo."
 filqa:hīra(h)

من خمس سنين العيلة كانت في اسكندرية لكن هم دلوقتي
 في القاهرة

1. Another more formal pattern is la:za:lat لا زالت

2. Another more formal pattern is ?al?a:n الآن

9. Nādyā عاندāha šānta “Nadya has a small white purse
bē:da sugayyāra wi fustā:n and a pretty white dress.”
ʔābyaḍ gami:l

نادية عندها شنطة بيضاء صغيرة وفستان ابيض جميل

10. fi ʔayyā:m ilʔusbū:ع Nadya “On weekdays Nadya is either at
ya filbē:t ya filmadrāsa home or at school but on Friday
lā:kin yo:m iggūmعا (hiyya) she is neither at home nor at
la filbē:t wāla fīlmadrāsa school.”

في ايام الاسبوع نادية يا في البيت يا في المدرسة ،
لكن يوم الجمعة (هي) لا في البيت ولا في المدرسة

Grammatical Notes

1. Patterns with/عānd/عند “with,” “at” :

- | | | |
|-------------------------|--------------------|----------------------------|
| a. عāndi kitā:b | عندي كتاب | “I have a book.” |
| b. hūwwa عāndīna | هو عندنا | “He is at our place.” |
| c. عāndāha عišrī:n sāna | عندها
عشرين سنة | “She is twenty years old.” |
| d. min عāndi | من عندي | “from me” |
| e. lak عāndi | لك عندي | “I owe you” |

2. Patterns with/li/ل “to,” “for” :

- | | | |
|-------------|--------|-----------|
| a. liggi:za | للجيزة | “to Giza” |
|-------------|--------|-----------|

1. In formal Arabic the pronunciation is :

عinda

5. Patterns with /ya ... ya/¹ يا ... يا "either or" :
- a. (with nouns)
- ya lbint ya lwālad يا البنت "Either the girl or the
hīna يا الولد هنا boy is here."
- b. (with verbs)
- ya tiktib ya(?)āzal يا تكتب "(Either you) write or
mīnnak يا ازعل منك I'll be angry with you."
6. Patterns with /la ... wāla/ لا ... ولا "neither ... nor":
- a. (with nouns)
- la hārb wāla salām لا حرب "neither war nor peace"
ولا سلام
- b. (with verbs)
- la yīʔra wāla yiktib لا يقرأ ولا "He neither writes nor
يكتب reads."
- la ṣālla wāla ṣām لا صلى "He neither prayed
ولا صام nor fasted."
7. Patterns with /la:kin/ لكن "but" :
- a. hūwwa ṭawīl la:kin هو طويل لكن "He is tall but his sis-
ʔūxtu ʔusayyāra اخته قصيرة ter is short."
8. Verb/ka:n كان "to be" :
- a. This verb is used to mark the past tense. It can be used

1. This form should be distinguished from the vocative /ya/ يا which is not followed by /ʔal-/. e.g. ya bint ! يا بنت "Girl!" ya wālad ! يا ولد "Boy!"

with verbal or verbless patterns. Compare the following sentences :

hūwwa hīna	هو هنا	"He is here."
hūwwa kā:n hīna	هو كان هنا	"He was here."
hūwwa kātab	هو كتب	"He wrote."
hūwwa kā:n kātab	هو كان كتب	"He had written."
hūwwa kā:n biyiktib	هو كان يكتب	"He was writing."

b. Patterns with /ka:n/ كان :

kā:n fī: wālad	كان فيه ولد	"There was a boy."
kā:n fī: bīnt	كان فيه بنت	"There was a girl."
kā:n fī: ?awlā:d	كان فيه اولاد	"There were boys."

c. Paradigm :

kūnt	كُنْتُ	1.s.
kūnt	كُنْتَ	2.s.m.
kūnti	كُنْتِ	2.s.f.
kā:n	كان	3.s.m.
kā:nit	كانت	3.s.f.
kūnna	كُنَّا	1.pl.
kūntu(m)	كُنْتُمْ	2.pl.
kā:nu(m)	كانوا	3.pl.

9. Negation (see page 43)

The forms /miš/ and /m ... š/ may be used in negative patterns with semantic differences.¹

Compare the negation of the two patterns :

Positive

ʿāndi kitā:b

عندي كتاب

"I have (own) a book."

?ikkitā:b ʿāndi

الكتاب عندي

"The book is with me."

Negative

maʿāndi:š kitā:b

ما عنديش كتاب

"I don't have a book."

?ikkitā:b miš ʿāndi

الكتاب مش عندي

"The book is not with me."

To negate verbs :

a. /m ... š/ is used with the perfect (non-prefixed) and the imperfect. (y- form).

Examples :

kātab

كتب

"He wrote."

hūwwa yiktib

هو يكتب

"Let him write."

makatābš

ما كتبش

"He didn't write."

huwwa mayiktibš

هو ما يكتبش

"Let him not write."

1. The form /muš/ موش is sometimes used.

b. With the object pronominal suffix /-u/ or /-ha/ the vowel preceding /š/ is lengthened and stressed. However, if two consecutive consonants follow the suffix, the final vowel is short.

Examples :

šúftu	ما شفتوش	mašuftū:š
شفته		
"I saw it." (m.s.)		"I didn't see it."
katabtīlu	ما کتبلوش	makatabtilū:š
کتبت له		
"I wrote to him."		"I did not write to him."
šuftāha	ما شفتهاش	mašuftahā:š
شفتها		
"I saw it." (f.s.)		"I didn't see it."
šuftak	ما شفتک	mašuftākš
شفتک		
"I saw you." (m.s.)		"I didn't see you."

c. With two-part verbs either verb may be negated.

Example :

ka:n katab	ما کانش کتب / کان ما کتبش	makānš katab
		ka:n makatābš
کان کتب		
"He had written."		"He hadn't written."

d. /miš/ or /m ... š/ may be used with other prefixed verb forms.

Examples :

biyiktib	mabyiktibš/ miš biyiktib	ما يكتبش / مش يكتب
“He is writing.”	“He is not writing.”	بيكتب
hayiktib	mahayiktibš/ miš hayiktib	ما هيكتبش / مش هيكتب
“He will write.”	“He will not write.”	هيكتب

e. With oath words the /š/ may be left out.

Example :

wallā:hi mašūftu(h)	“By God I have not seen him.”	والله ما شفته
---------------------	-------------------------------	---------------

f. With prepositional phrases the two negative forms may express two different meanings. Notice word order.

Examples :

1. mafi:š	مفیش	“There is none”.
miš fi:(h)	مش فيه	“Not in it”.
2. maʿandu:š	معندوش	“He does not have”.
miš ʿandu(h)	مش عنده	“Not with him”.
3. malu:š	مالوش	“He does not have”.
miš lu(h)	مش له	“Not for him”.

Interrogation : use of /miš/

The interrogative /miš/ is never split. Furthermore, it may be distinguished from the negative from /mis/ by word order.

Examples :

hūwwa hīna-miš kīda ? "He is here. Isn't it so?"

هو هنا - مش كده ؟

?ikkita:b miš ʿāndak ? "Isn't the book with you?"

الكتاب مش عندك ؟

miš ʿāndak kitā:b ? "Don't you have (own) a book?"

مش عندك كتاب ؟

Apart from intonation word order is significant.

Compare :

Negative huwwa miš hīna "He is not here."

هو مش هنا

Interrogative miš hūwwa hīna ? "Isn't he here?"

مش هو هنا ؟

Negative huwwa maʿandū:š "He does not have a book."
kitā:b

هو ما عندوش كتاب

Interrogative huwwa miš ʿāndu "Doesn't he have a book?"
kitā:b ?

هو مش عنده كتاب ؟

Another common interrogative pattern is /miš ... ?illi/.

Examples :

miš hūwwa (?i)lli katab "Isn't it he who wrote the
ilgawā:b ? letter ?"

مش هو اللي كتب الجواب ؟

miš ilbīnt di hīyya (?i)lli "Isn't this the girl you have
šuftāha ? seen ?"

مش البنت دى هى اللي شفتها ؟

Exercises

1. Answer the questions using the following patterns :

min xāmas sinī:n	من خمس سنين
?alqa:hīra	القاهرة
fi gām'it ilqa:hīra	في جامعة القاهرة
?uxtawāḥda	أخت واحدة
?iskindirīyya	اسكندرية
?axxē:n	أخين
?ābyaḍ	أبيض

a. Nadya lāha ka:m ?āxx ? wi ka:m ?ūxt ?

نادية لها كم اخ ؟ وكم أخت ؟

b. ?abū:ha min ?āyyəbālad ? wummāha minē:n ?

أبوها من أي بلد ؟ وأُمّها منين ؟

c. fustānha lō:nu ?ē:(h) ?

فستانها لونه ايه ؟

d. Ibrahī:m mudārris fē:n ?

ابراهيم مدرّس فين ؟

e. ?ilca:ʔīla filqa:hīra min ?īmta ?

العائلة في القاهرة من إمتى (امتا) ؟

2. Substitute pronominal suffixes for the words in parentheses.

a. ʿē:lit (Ibrahī:m) kibī:ra

عيلة (ابراهيم) كبيرة

b. ʿānd (Ibrahī:m wūxtu(h)) kūtib kiʔi:ra

عند (ابراهيم واخته) كتب كثيرة

c. šāntit (Nādyā) bē:da¹

شنطة (نادية) بيضاء

d. li (Nādyā) ?ūxtəwāḥda

لـ (نادية) اخت واحدة

e. ʿānd (?āna wīnta) šūnaṭ sō:da

عند (انا وانت) شنط سودا

3. Read the following passage and then answer the questions.

?ana smi Fari:d. ?ana ʿāndi ?ārbaʿ ixwā:t. kuntə filqa:hīra min ~~ʔalaʔ~~ sini:n. liyya ?axx ismu ʿa:dil. ʿa:dil filqa:hīra figgam ʿa.

1. In formal Arabic سوداء ، بيضاء ، خضراء ، etc. are pronounced with final -a: ?

انا اسمى فريد. انا عندى اربع اخوات. كنت فى القاهرة من
ثلاث سنين. لى اخ اسمه عادل. عادل فى القاهرة فى الجامعة.

Questions :

- | | |
|------------------------------|----------------------|
| a. Fari:d luh kam ?áxx ? | ا فريد له كم اخ؟ |
| b. Fari:d filqa:híra ? | ب فريد فى القاهرة؟ |
| c. ?axu Fari:d ismu ?é:(h) ? | ج اخو فريد اسمه ايه؟ |
| d. huwwa fi ?ayya gámca ? | د هو فى اىّ جامعة؟ |



حاجات جميلة

haga:t gami:la(h)

UNIT SEVEN

GIFTS FROM THE MUSKI

hadá:ya milmúski

هدايا من الموسكى

Patterns for Practice

nízil ilbálad	نزل البلد
nízil ilbálad ?	نزل البلد ؟
mi:n illi nízil ilbálad ?	مين الى نزل البلد ؟
ra:hú maháll ?	راحوا محل ؟
hadá:ya l'ái:d	هدايا العيد
biybí:ع (?)asná:f kizra	بيبيع اصناف كثيرة
biybí:ع (?)é:(h) ?	بيبيع ايه ؟
rig'eu lbé:t	رجعوا البيت
?ištára ?é:(h) ?	اشترى ايه ؟
?ištára fustá:n wi šánta wibádla(h)	اشترى فستان وشنط وبدلة
?ixwá:tu ?ablú:(h) galbá:b	اخواته قابلوه على الباب

Basic Vocabulary

Perfect

fíqil

فضل

Imperfect

yíqdal

يفضل

“continue,” “remain”

bāḏa	بقى	yībḏa	يبقى	“remain”
rīgiع	رجع	yīrgaع	يرجع	“return”
fīrah	فرح	yīfrah min/bi	يفرح من / بـ	“be glad, joyful”
ʔinḃasat	انبسط	yinḃasat	ينبسط	“be pleased, happy”
nīzil	نزل	yīnzil	ينزل	“descend,” “go down”
ʔištāra	اشترى	yištīri	يشترى	“buy”
bā:ع	باع	yibi:ع	يسع	“sell”
ḏā: bil	قابل	yiḏā: bil	يتقابل	“meet”
<i>Singular</i>		<i>Plural</i>		
fā:ḏil	فاضل	-i:n	فاضلين	“continue,” “remain” (active participle)
bā:ḏi	باقي	-i:n	باقين	“remain” (active participle)
rā:giع	راجع	-i:n	راجعين	“return” (active participle)
farḥā:n	فرحان	-i:n	فرحانين	“glad,” “joyful” (adjective)
mabsū:t min	مبسوط من	-i:n	مبسوطين	“pleased,” “happy” (m.) (adjective)
sānf	صنف	ʔasnā:f	اصناف	“kind,” “type”
gāzma	جزمة	gīzam	جزم	“shoe”
ḥidā:ʔ	حذاء	ʔaḥḏīya	احذية	“shoe” (F.)

bādla	بدلة	bīdal	بدل	"suit"
fustā:n	فستان	fasatī:n	فساتين	"dress"
waxilā:fu	وخلافه			"and other things"
?illi	الى			"who," "whom," "which," "whose"
?ānhu	انهو			"which?" (m.)
?ānhi	انهي			"which?" (f.)
wāyya	ويا			"with"
hidiyya	هدية	hadā:ya	هدايا	"gift," "present"
hā:ga	حاجة	-a:t	حاجات	"thing," "something"
?ilmuski	الموسكى			"Muski" (shopping center in Cairo)

Idiomatic Expressions

nīzil ilbālad	نزل البلد	"go downtown"
fī:(h) hā:ga	فيه حاجة ؟	"Is there anything (the matter)?"
mafi:š hā:ga	مفيش حاجة	"nothing"
di hā:ga wi di hā:ga	دى حاجة ودى حاجة	"This is one thing and that is quite another."
eašā:n/ ealašā:n	عشان/ علشان	"for," "in order to," "because"
eašā:n mi:n ?	عشان مين ؟	"For whom ?"
eašā:ni /-u /-ak	عشانى / عشانه/عشانك	"for me, him, you (m.s.), etc."

عاشا:n yíktib عشان يكتب "in order (for him) to write"
عاشا:n yismaع عشان يسمع "in order (for him) to hear"

Passage

Ibrahi:m nízil (?)ilbálad húwwa "Ibrahim went downtown with
wúxtu issugayyāra Nadya his young sister Nadya."

ابراهيم نزل البلد هو واخوته الصغيرة نادية

nízlu (?)ilbálad عاشا:n yištíru "They went downtown to buy
hadá:ya (?)l'á:d the Feast's gifts."

نزلوا البلد عشان يشتروا هدايا العيد

?il'á:d ka:n (fā:dil/bā:ʔi) ale:(h) "It was five days before the
xāmas ?iyyá:m Feast."

العيد كان (فاضل / باقى) عليه خمس ايام

rā:hu māhallə filmūski smu "They went to a store in
mahallə ʕūmar afāndi Musky named Omar Effendi
Store."

راحوا محلّ فى الموسكى اسمه محلّ عمر افندى

?ilmāhallə da biybi:ʕ aṣṇā:f "This store sells various kinds
kī:ra - fasatī:n wi šūnaṭ wi (of goods): dresses, cases,
bīdal wigīzam wixila:fu suits, shoes, and other things."

المحلّ ده بيع اصناف كثيرة : فساتين وشنط وبدل وجزم وخلافه

Ibrahi:m ?ākḥar ixwā:tu(h) "Ibrahim is the eldest brother
wika:n ʕā:yiz yištiri hidiyya and he wanted to buy a gift
likūllə wā:hid min ixwā:tu ?illi for every one of his younger
?āṣgar minnu(h) brothers (and sisters)."

ابراهيم اكبر اخواته وكان عايز يشتري هدية لكل واحد من اخواته الى
أصغر منه

?ištāra fustā:n li Nādyā wiṣṣānṭa "He bought a dress for Nadya,
li Sālwa wi bādla li Samī:r a purse for Salwa, and a suit
for Samir."

اشترى فستان لنادية، وشنطة لسوى، وبدلة لسمير

bācḍema (?i)štāru (?i)lhadā:ya "After they had bought the
?āxawtu tāksi wi riġع (?i)lbē:t gifts they took a cab and
returned home."

بعد ما اشتروا الهدايا اخذوا تاكسى ورجعوا البيت

lāmma wāṣal Ibrahī:m ilbē:t "When Ibrahim reached home,
ixwā:tu ṭablū:(h) albā:b his brothers (and sisters) met
him at the door."

لما وصل ابراهيم البيت اخواته قابلوه على الباب

kā:nu kullūhum mabsu:ti:n wi "They were all very happy
farḥani:n g'iddan and joyful."

كانوا كلهم مبسوطين وفرحانين جدا

هدايا من الموسيقى

A - John

Dialogue

B - Janet

A - mi:n illi nizil ilbalad ? "Who went downtown ?"

مين الى نزل البلد ؟

B - Ibrahī:m (hūwwa lli nizil "Ibrahim (he was the one who
ilbalad) went downtown),"

ابراهيم (هو الى نزل البلد)

- A - mī:n ilbīnt illi kā:nit way- "Who is the girl who was with
yā:(h)? him?"

مين البنت اللى كانت وياها ؟

- B - d(i?)úxtu (?illi kā:nit way- "That is his sister (who was
yā:(h)) with him.)"

دى اخته (اللى كانت وياها)

- A - wi ?é:(h) ilhagā:t illi kā:nit "And what are the things that
maḡā:(h) ? were with him?"

وايه الحاجات اللى كانت معاها ؟

- B - di lhadā:ya lli ?ištarā:ha "Those were the gifts that he
ḡāšā:n ilḡi:d bought for the Feast."

دى الهدايا اللى اشتراها عشان العيد

- A - ?úxtu ?ānhi lli kā:nit way- "Which sister was (the one
yā:(h) ? that was) with him?"

اخته انهى اللى كانت وياها ؟

- B - d(i?)úxtu (?i)ssugayyāra "That is his little sister whose
lli smāha Naḡya name is Nadya."

دى اخته الصغيرة اللى اسمها نادية

- A - wilmaḡāllə smu ?é:(h) illi "What is the name of the shop
dāxalu:(h) ? that they entered?"

والمحل اسمها ايه اللى دخلوه ؟

- B - da maḡāllə ḡūmar illi fi "That is the shop of Umar
ilmūski that is in Muski."

ده محل عمر اللى فى الموسكى

A – ?illi fé:n ?

“That is where ?”

الى فين ؟

B – ?illi filmúski

“That is in Muski.”

الى في الموسيقى

A – wilhadā:ya lli štarā:ha
عاšā:n mi:n ?“And for whom are the gifts
which he has bought ?”

والهدايا التي اشتراها عشان مين ؟

B – عاšā:n (?)ixwā:tu lli ?asgar
minnu(h)“For his brothers (and sisters)
who are younger than he.”

عشان اخواته التي اصغر منه

Grammatical Notes

1. /?illi/ اللى is a relative pronoun uninflected for gender, number, or case.

Examples :

(a) ?ilwālad illi hīna الولد الى هنا “The boy who is here...”

(b) ?ilbīnt illi hīna البنت الى هنا “The girl who is here...”

(c) ?il?awlā:d illi hīna الاولاد الى هنا “The boys who are here...”

In formal Arabic the following relative pronouns are used :

(a) الذي allādi (b) التي allāti (c) الذين alladi:na

/?illi/ اللى is used only to refer to a noun with /?il-/ or equivalent.

Examples :

?ilwālad ?ākbar min الولد اكبر "The boy is older than the
ilbīnt من البنت girl."

?ilbīnt ?ākbar min البنت اكبر "The girl is older than the
ilwālad من الولد boy."

Notice how the comparative is formed from adjectives :

Adjective	Consonants	?aC ₁ C ₂ aC ₃
sugāyyar/ sagī:r "young"	C ₁ =ṣ ; C ₂ =g ; C ₃ =r	?āsgar اصغر "younger"
tawī:l "tall"	C ₁ =t ; C ₂ =w ; C ₃ =l	?ātwal اطول "taller"
gamī:l "beautiful"	C ₁ =g ; C ₂ =m ; C ₃ =l	?āgmal اجمل "more beautiful"

8. The superlative degree is expressed by :

- ?aC₁C₂aC₃+N
- ?aC₁C₂aC₃+?al+N (pl.)
- ?aC₁C₂aC₃+Pronominal Suffix
- ?al+?aC₁C₂aC₃

Examples :

- hūwwa ?ākbar wālad "He is the eldest/biggest boy."

هو اكبر ولد

- b. huwwa ʔakbar ilʔawlā:d هو أكبر الأولاد
- c. huwwa ʔakbārhum هو أكبرهم
- d. huwwa (ʔi)lʔakbar هو الأكبر
(or)
huwwa (ʔi)lwālad ilʔakbar هو الولد الأكبر

The superlative degree *may* also be expressed by :

- a. ʔal+Adj.
- b. Adj.+Pronominal Suffix

Examples :

- a. huwwa (ʔi)lwālad ilkibī:r “He is the eldest son.”
هو الولد الكبير
- b. huwwa kibīrhum هو كبيرهم

4. Purpose, cause, or reason may be expressed by :

- a. eašā:n/عاشا:n+V/N/Pronominal Suffix
- b. liʔann+N/Pronominal Suffix

Examples :

huwwa ʔāxaʔ táksi eašā:n “He took a cab to get to the
yīwsal ilmahāṭṭa station.”

هو اخذ تاكسى عشان يوصل المحطة

huwwa ʔāxaʔ táksi laʔinnu “He took a cab because he
eā:wiz yīwsal ilmahāṭṭa wanted to get to the station.”

هو اخذ تاكسى لانه كان عاوز يوصل المحطة

ʔittáksi eašā:n ilʔustā:ʔ “The cab is for the gentleman.”

التاكسى عشان الاستاذ

?ittākxi عاšā:nu

"The cab is for him."

التاكسي عشانه

c. In formal Arabic /1-/ is used instead of عاšā:n/عالاšā:n.

Examples :

lilʔusta:d للاستاذ "for the gentleman"

lahu له "for him"

liyašila ليصل "in order to arrive"

Exercises

1. Put the words in parentheses in the correct form.

a. huwwa nīzil ilbālad عاšā:n (?ištāra) bādla (?ābyad)

هو نزل البلد عشان (اشترى) بدلة (ابيض)

b. Nadya kā:nit (mabsū:t) min (hidiyya) ?illi štarā:ha Ibrahīm

نادية كانت (مبسوط) من (هدية) اللي اشتراها ابراهيم

c. hīyya (sugayyar) ?ixwātha

هي (صغير) اخوتها

d. ?ilbādla(h) kā:nit عاšā:nu(h) wilfustā:n (?āḥmar) (عاšā:n)

البدلة كانت عشانه، والفستان (احمر) (عشان)

e. ?ilbīnt (gamī:la) min ?uxtāha

البت (جميلة) من اختها

2. Form sentences using the appropriate form of the following words.

- | | | | | | |
|----|------|-----------|---------|---------|-------|
| a. | da | mahāll | illi | bāʿ: | šūnaṭ |
| | ده | محلّ | الى | باع | شنت |
| b. | di | bīnt | illi | šā:f | |
| | دى | بنت | الى | شاف | |
| c. | kūll | ilʔawlā:d | mabsū:t | | |
| | كلّ | الاولاد | مبسوط | | |
| d. | baʿd | Ibrahim | ʔištāra | hidiyya | rigiʿ |
| | بعد | ابراهيم | اشترى | هدية | رجع |

3. Rewrite the passage as told by Ibrahim beginning with :

ʔana nizilt ilbalad... انا نزلت البلد...

4. Rewrite the following using /ʔilli/ and show the difference in meaning.

Examples :

- | | | |
|----|---|------------------------------|
| a. | ʔuxtu(h) issugayyāra Nadya | اخته الصغيرة نادية |
| b. | ʔuxtu(h) issugayyāra (ʔi) lli smāha Nadya | اخته الصغيرة الى اسمها نادية |
| a. | rā:hu mahāll ismu ʿūmar | راحوا محلّ اسمه عمر |
| b. | ʔixwā:tu ʔāsgar minnu(h) | اخواته اصغر منه |
| c. | ilhadā:ya ʿašā:n ixwā:tu(h) issugayyari:n | الهدايا عشان اخواته الصغيرين |

UNIT EIGHT

DIRECTIONS

Medial Long Vowels

/e:/ and /i:/ (both written ع)

/o:/ and /u:/ (both written و)

In English the contrast is between simple vowels and complex vowels (or diphthongs). This habitual contrast, which can be illustrated by the minimal pairs “bet–bait,” “fill–feel” may make the student produce a glide where there should be length. Distinction should be made between the English “bait” and the Arabic /be:t/ “house;” between the English “feel” and the Arabic /fi:l/ “an elephant.” In producing the medial long vowels the student keeps the position of the tongue on the same level (without glide).

It may be interesting to note that in a significant number of Arabic forms the colloquial has the long vowel /e:/ whereas the formal has the diphthong /-ay-/; the long vowel /o:/ whereas the formal has the diphthong /-aw-/.

Examples :

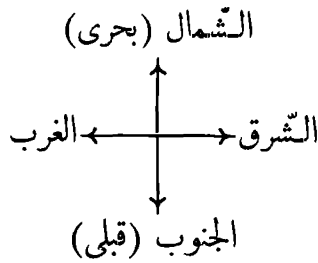
<i>Colloquial</i>		<i>Formal</i>	
be:t	بيت	bayt	“house”
de:n	دين	dayn	“debt”
le:l	ليل	layl	“night”
no:m	نوم	nawm	“sleep”

yo:m	يوم	yawm	“day”
lo:n	لون	lawn	“color”

Directions

minfādlak fe:n/miné:n?
 ?al?ittiga:hā:t

من فضلك فين / منين . . ؟
 الاتجاهات



Drill on Sounds

Long Vowels

Long /e:/			Long /i:/		
dé:n	دين	“debt”	dī:n	دين	“religion”
é:n	عين	“eye”	ī:n	عين	“help!”
lé:(h)	ليه	“why”	lī:h	ليه	“he has”
ḥé:d	بيض	“eggs”	ḥī:d	بيض	“white” (pl.)
zé:d	زيد	“name of someone”	zī:d	زيد	“increase!” “more!”
té:r	طير	“birds”	tī:r	طير	“fly!”

Patterns for Practice

fe:n ilbústa ?	فين البوستة ؟
ʔuddā:mak ʔāla tū:l	قدّامك على طول
baʕdē:n ihwid ʕaššimā:l	بعدين احوذ على الشّمال
waddī:nī midā:n/limidā:n ilmaḥatta	ودّينى ميدان / لميدان المحطة
kā:m ilḥisā:b ?	كم الحساب ؟
xamsī:n ʔīrš	خمسين قرش
maʕā:k fākkit giné:(h) ?	معاك فكة جنيه ؟
ʔistannā:nī ʔana rá:gi/ragʕa	استنّانى انا راجع / راجعة

Basic Vocabulary*Perfect**Imperfect*

ʔā:l	قال	yīʔū:l	يقول	"tell"
ʕīrif	عرف	yīʕraf	يعرف	"know"
sāʔal	سأل	yīsʔal	يسأل	"ask"
ʔāxaʔ	أخذ	yāxuʔ	يأخذ	"take"
wāssal	وصل	yīwassal	يوصل	"to let one arrive," "to take one some- place"
wādda	ودّى	yiwāddi	يودّى	"to take one some- place"

*Singular**Plural*

ʔulli	قول لى	ʔulū:li	قولوا لى	"(you pl.) tell me"
-------	--------	---------	----------	---------------------

ya sí:di	يا سیدی	ya ʔasyá:di	يا اسیادی	"sir"
ya ʔa:nísa	يا آنسة	ya ʔanísá:t	يا آنسات	"miss"
fé:n ʔ	فين ؟			"Where ?"
miné:n ʔ	منين ؟			"From where"
tarí:ʔ	طریق	túruʔ	طرق	"way"
síkka	سكة	síkak	سكك	"way"
		síkak	سكك	"railroads"
		hadi:diyya	حديديّة	
sú:ʔ	سوق	ʔaswá:ʔ	اسواق	"market"
ʔunsulíyya(h)	قنصلية	-a:t	قنصليات	"consulate"
ʔamri:kiyya(h)	امريكية	-a:t	امريكيات	"American" (f.)
maṭá:r ¹	مطار	-a:t	مطارات	"airport"
bústa(h)/	بوسته /			"post office,"
bári:d	بوسطة / بريد			"mail"
tilligrá:f ¹	تلغراف	-a:t	تلغرافات	"telegram"
mahátta(h)	محطة	-a:t	محطات	"station," "stop"
ʔutubi:s ¹	اتوبيس	-a:t	اتوبيسات	"bus"
bank	بنك	bunú:k	بنوك	"bank"

1. When the plural suffix is added, the final long vowel /a:/ of the singular form becomes short.

Examples :

maṭá:r
tilligrá:f
ʔutubi:s

becomes
becomes
becomes

maṭarát
tilligrafát
ʔutubisát

sínima	سينما	-a:t	سينمات	"movie theater"
?áhu	أهو			"There he/it is." (m.s.)
?áhi(h)	أهي			"There she/it is." (f.s.)
?áhum	آهم			"There they are." (pl.)
táht	تحت			"below," "beneath"
fó:ʔ	فوق			"above," "over"
wára	وراء			"behind"
ʔuddá:m	قَدَّام			"in front of"
maʕrafš	معرش	manīʕrafš	مانعرش	"I do not know."
biʕá:d/baʕi:d ʕan/min	بعيد عن / من	buʕá:d	بعاد	"far from"
?ímši	امشي	?ímšu	امشوا	"Walk!" (m.s., f.s.)
ʕála tú:l	على طول			"straight ahead"
wi baʕdé:n	وبعدن			"and then"
?ihwid	احود			"Turn!" (m.s.)
?ihwidi	احودی			"Turn!" (f.s.)
ʕalyimī:n	ع اليمين / على اليمين			"to the right"
?irgaʕ	ارجع			"Return!" (m.s.) "Come back!"

ʔirgá:ʕi	ارجعى			"Return !" (f.s.)
rā:s	راس	rū:s	روس	"head"
šá:riʕ	شارع	šawā:riʕ	شوارع	"street"
ʔisʔal	اسأل			"Ask !" (m.s.)
ʔisʔáli	اسألى			"Ask !" (f.s.)
ʕaskári	عسكرى	ʕasá:kir	عساكر	"soldier," "policeman"
bū:lī:s	بوليس			"police"
xuḍ	خذ	xūḍu	خذوا	"Take !" (m.s.)
táksi	تاكسى	-a:t	تاكسات	"taxi"
luḡānda(h)	لوكاندة	-a:t	لوكاندات	"hotel"
maydā:n/ midā:n	ميدان	mayā:di:n	ميادين	"square"
ʔidā:ra(h)	ادارة	ʔidagā:t	ادارات	"administration," "department"
gawā:z (sāfar)	جواز (سفر)	-a:t	جوازات	"passport"
lāw	لو			"if"
samākt (m.s.)	سمحت	samāktu	سمحتوا	"(you) please"
kā:m ¹	كام / كم			"How much ?" "How many ?"
ilhīsā:b	الحساب			"the bill," "char- ge," "account"

1. In formal Arabic: /kam (i)/ كم

sā:g (ḡīrš)	صاغ (قرش)				“piaster”
maġā:ya	معايا				“I have” (literally : with me)
fákka(h)	فكّة				“change” (money)
ġiné:h	جنيه (١)	ginihá:t	جنيّات		“one pound” (100 piasters)
núss	نص (½)	?anśá:f	انصاف		“one half”
rúbġ	ربع (¼)	?irbá:ġ	ارباع		“one fourth”
ḡīrš	قرش (١)	ḡurú:š	قروش		“one piaster”
xamsí:n	خمسين (٥٠)				“fifty”
?áywa	ايوه				“yes”
?istánna (m.s.)	استننى	?istánnu	استنّوا		“Wait !”
?istánni (f.s.)	استننى				“Wait !”
diḡī:ḡa(h)	دقيقة	daḡa:yiḡ	دقايق		“one minute”
rā:ġiġ (m.s.)	راجع	ragā:n	راجعين		“returning”
rāġea (f.s.)	راجعة				“returning”
baḡší:š	بمّشيش				“tips”
múmkín	ممّكن				“possible”
miš/muš múmkín	مش / موش ممّكن	(negative article)			“impossible,” “not possible”



Dialogue

A – Ahmad

J – John

- J-1. min faḍlak fé:n ilbústa ? “Please, where is the post office ?”

من فضلك فين البوطة ؟

2. min faḍlak miné:n ilbústa ? “Please, (from) where is the post office ?”

من فضلك منين البوطة ؟

8. min faḍlak ʔulli miné:n “Please, tell me where is the way to the post office ?”
tari:ʔ ilbústa ?

من فضلك قل لي فين طريق البوطة ؟

4. min faḍlak ʔizzāy āwsal ilbūsta ʔ “Please, how can I get to the post office?”

من فضلك اترای اوصل البوستة ؟

- A-1. ʔāhi ʔuddā:mak “There ... (straight) ahead (of you, m.s.)

آهی قدامك

2. ʔāhi ʔuddā:mak imši gala tū:l “There ... go straight ahead.”

آهی قدامك امشى على طول

3. ʔāhi ʔuddā:mak imši “There ... go straight ahead
ealatū:l wi baḡdē:n ikwid and then turn to the left.”
easšimā:l

آهی قدامك امشى على طول وبعدین احوذ على الشمال

4. di bē:da min hīna xūḡ “It is far away from here.
ilʔutubi:s/tāksi Take the bus/a cab.”

دی بعیده من هنا خذ الاتوبیس / تاکسی

J- (To the cab driver :)

1. minfaḍlak ealmahatta(h) “Please ... to the station.”

من فضلك على المحطة

2. minfaḍlak waddi:ni “Please take me to the
lmahatta(h) station.”

من فضلك ودينى المحطة

3. minfādlak waddī:ni "Please take me to Cairo
maḥāttit maṣr (Railroad) Station."

من فضلك وديني محطة مصر

4. minfādlak waddī:ni "Please take me to Cairo Sta-
midā:n maḥāttit maṣr tion."

من فضلك وديني ميدان محطة مصر

- A- ḥā:dir "Certainly"

حاضر

- J-1. kam ilḥisā:b ? "How much is it ?"

كم الحساب ؟

2. kam ā:yiz ? "How much do you want (to
charge) ?"

كم عايز ؟

3. kam ilʔūgra(h) ? "How much is it?" (literally:
the price)

كم الاجرة

- A-1. xamsī:n ʔīrš "Fifty piasters."

خمسين قرش (٥٠)

2. xāmsa witalatī:n ʔīrš "Thirty-five piasters"

خمسة وثلاثين قرش (٣٥)

3. tamanṭā:šar ʔīrš bass "Eighteen piasters only."

ثمانية عشر قرش بس (١٨)

J-1. maḡā:k fākka ?

“Do you have change ?”

معاك فكة ؟

2. maḡā:k fākkit¹ ginē:(h) ?

“Do you have change for one pound note ?”

معاك فكة جنيه ؟ (١)

3. ?ā:di l?ūgra wi xāmsa
ʔrū:š baʔši:š

“Here is the money (literally : price) and five piasters (as) tips.”

آدى الأجرة وخمسة قروش بقشيش

4. law samāht istannā:ni

“Please wait for me. I shall

ʔāna rā:giع bāʕdə xāmas
daʔā:yiʔ

return after five minutes.”

لو سمحت استناني أنا راجع بعد خمس دقائق

A-1. hā:dir

“Certainly.”

حاضر

2. ?ā:sif miš mūmkin

“Sorry.” (m.s.) “This is not possible.”

آسف مش ممكن

Grammatical Notes

Command/Request Forms

1. Command or request forms are inflected for :

(a) 2.m.s. (b) 2.f.s. /-i:/ (c) 2.pl. /-u:/

1. Notice the change to form a construct :

fakka —→ fakkit

2. The command may be formed from the prefixed (imperfect) form preceded by the independent pronoun.

Examples :

2.m.s.	ʔinta tiktib	انت تكتب	"you write"
2.f.s.	ʔinti tiktibi :	انت تكتبى	
2.pl.	ʔintu(m) tiktibtu(m)	انتم تكتبوا	

3. The pattern for the trilateral verb is $ʔvC_1C_2vC_3$. The first vowel can be /i/ or /u/; the second is /i/, /a/, or /u/. This form of command is the common one. (The second vowel is the same as in the imperfect.)

Examples :

2.m.s.	ʔiktib	اكتب	"Write!"
	ʔuxrug	اخرج	"Get out!"
	ʔiftah	افتح	"Open!"
	ʔiwsal	اوصل	"Get (there)!"

In many cases the medial consonant of the verb may be doubled to express causative action.

Examples :

kattib	كتب	"Make (someone) write!"
wassal	وصل	"Make (someone) reach a place, i.e. take him there."

xarrá:g

خَرَجْ

"Make (someone)
leave!"

4. Two verbs that have special forms are ʔakal/kal "eat," and ʔaxaḏ/xaḏ "take."

The command forms are :

2.m.s.	ʔinta tā:kul	انت تأكل	"you eat"
	kul	كل	"Eat!"
	ʔinta tá:xuḏ	انت تأخذ	"you take"
	xuḏ	خذ	"Take!"

5. The pattern for the trilateral verb with a medial long vowel is $C_1v:C_3$ (where $v = /a:/, /i:/, /u:/$).¹ (The long vowel is the same as in the imperfect.)

Examples :

2.m.s.	nā:m	نام	"Sleep!"
	šī:l	شيل	"Carry!"
	tū:b	توب	"Repent!"

6. The pattern for the trilateral verb with final double consonants is $C_1vC_2C_3$ (where $v = /i/, /u/$).

Examples :

2.m.s.	ʕidd	عدّ	"Count!"
--------	---------------	-----	----------

1. In formal Arabic the medial vowel becomes short.

Examples :

nam	"Sleep!"
šil	"Carry!"

rúdd	ردّ	"Answer!"
?ínta tiġidd	انت تعدّ	"You count!"
?ínta tirúdd	انت تردّ	"You answer!"

7. The pattern for the biliteral verb is ?iC₁C₂i:

Examples :

2.m.s.	?íġri	اجرى	"Run!"
	?írmī	ارمى	"Throw!"
	?ínta tiġri	انت تجرى	"You run!"
	?ínta tírmī	انت ترمى	"You throw!"

Additional Dialogue Patterns

A – Request

minfádlak/-ik fe:n (tarí:?) ilbuṣṭa ?	من فضلك فين (طريق) البوستان ؟	"Where is the post office, please?"
?il?ahra:m	الاهرام	"the pyramids"
?ilmāthaf	المتحف	"the museum"
giné:nit ilḥayawanā:t	جنينة الحيوانات	"the zoo"
?ilmata:r	المطار	"the airport"
?ilmahatta(h)	المحطة	"the station"
?limūski	الموسكى	"Muski"

B – Response

eaṣṣimā:l	على الشمال / ع الشمال	"To the left"
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ealyimī:n	على اليمين / ع اليمين	"To the right."
ʔuddā:m ealatū:l	قَدَام على طول	"Straight ahead."
min hīna	من هنا	"From here."
hinā:k	هناك	"There."
eannāsyā(h)	على الناصية / ع الناصية	"On the corner"

A - Request

minfaḍlak ¹ waddī:ni	من فضلك ودّيني	"Please (m.s.) take
(waṣṣāl̄ni)	(وصلّني)	me to..."

B - Response

ḥā:dir/ʔā:sif (m.)	حاضر / آسف	"Certainly."/"Sorry."
ʔāsfā(h) (f.)	آسفة	

A - Request

ka:m ilmaṣā:fa ?	كم المسافة ؟	"How far is it...?"
ʔāddə ʔē:(h) ?	قد ايه ؟	"How long...?"

B - Response

ʔārbāʿa kī:lu	٤ كيلو	"Four kilometers."
ʿāṣar daʿā:yiʔ	عشر دقائق	"Ten minutes by bus."
bilʔutubī:s	بالاتوبيس	

A - Request

ka:m ilḥisā:b ?	كم / كام الحساب ؟	"How much (do I owe you) ?"
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1. In rapid speech : mimfaḍlak.

B – Response

mašar ʔurú:š عشر قروش “Ten piasters.”

A – Request

maʕa:k fakkīt معاك فكة “Do you (m.s.) have
gine:(h) ? جنيه ؟ change for a pound ?”

maʕa:k fakkīt معاك فكة “Do you have change
xamsi:n ʔirš ? خمسين قرش ؟ for fifty piasters ?”

B – Response

ʔaywa/ʔa:sif (m.) أيوه / آسف “Certainly.”/“Sorry.”
ʔasfa(h) (f.) آسفة

Structure Patterns

Command Forms

1. To one person (m.) :

waddi:ni ʔilmatā:r ودّيني المطار “Take me to the airport.”

wassāl̄ni (l)ilma- وصلني للمحطة / “Take me to the station.”
ḥātta(h) المحطة

xuḍ taksi خذ تاكسي “Take a taxi.”

ʔisʔal askāri اسأل عسكري “Ask the policeman.”
(ʔi)ilbu:l̄i:s البوليس

ʔimši ʕāla tū:l امشي على طول “Go straight ahead.”

ʔiḥwid ʕaššimā:l احوذ على الشمال “Turn left.”

ʔul li قل لي “Tell me.”

ʔismāhli

اسمح لي "Excuse me," "permit me."

2. To one person (f.):

waddī:ni (ʔi)lmā- / وديني المتحف "Take me to the museum."
thafwassalī:ni (li)lma- / وصليني للمحطة "Take me to the station."
ḥaṭṭa(h) المحطة

xūḍi (ʔi)lṭatr خذي القطار "Take the train."

ʔisʔālī (ʔi)laskāri أسأل العسكري "Ask the policeman."

ʔimši ʔala māhlik امشي على مهلك "Walk slowly."

ʔulī:li قولي لي "Tell me."

ʔismaḥī:li اسمحي لي "Excuse me," "permit me."

8. To more than one person (m. and f.):

waddū:ni (ʔi)lʔun- / ودوني القنصلية "Take me to the consulate."
sulīyya(h)

wassalū:ni (li)lbe:t وصلوني للبيت "Take me home."

xūḍu lmārkib خذوا المركب "Take the ship."

ʔisʔālu ʔĀḥmad أسألوا أحمد "Ask Ahmad."

ʔimšu ʔala mah- / امشوا على مهلكم "Walk slowly."
lūku(m)

ʔulū:li قولوا لي "Tell me."

ʔismaḥū:li اسمحوا لي "Excuse me; permit me,"

Exercises

1. Give the command form of each of the following verbs, then use it in a suitable sentence. The imperfect is given in parentheses.

a.	dāxal (yūd̥xul)	دخل (يدخل)	“enter” (m.s.)
b.	rāma (yīrmi)	رمى (يرمى)	“throw” (f.s.)
c.	kātab (yīktib)	كتب (يكتب)	“write” (pl.)
d.	āzam (yīʕzim)	عزم (يعزم)	“invite” (pl.)
e.	āʕar (yūʕʕur)	عذر (يعذر)	“excuse” (m.s.)
f.	rīkib (yīrkab)	ركب (يركب)	“ride” (f.s.)
g.	šīrib (yīšrab)	شرب (يشرب)	“drink” (m.s.)
h.	xārag (yūxrug)	خرج (يخرج)	“go out” (pl.)
i.	zīʕil (yīzʕal)	زعل (يزعل)	“be displeased” (f.s.)
j.	hāwad (yīhwid)	حود (يحدود)	“turn” (f.s.)
k.	šāwa (yīšwi)	شوى (يشوى)	“roast” (pl.)
l.	sā:m (yīsū:m)	صام (يصوم)	“fast” (pl.)
m.	tā:r (yitī:r)	طار (يطير)	“fly” (m.s.)
2. Fill in each blank with a suitable word. Choose the word from the words given on the left.

a.	?ilkútub	?ikkitā:b	?āna	?iftab da,
	الكتب	الكتاب	انا	افتح ده
b.	?irkab	?ārkabu	di	 (?inta)
				?il?utubīs
	اركب	اركبوا	دا	 (انت) الاتوبيس



احب اشرب خروب

?ahibbaṣṣrab xarru:b

UNIT NINE

DOING THINGS

tiḥibb tiġmil ?ē:(h) ?

تحبّ تعمل ايه ؟

Drill on Sounds

Verbs

Patterns for Practice

?āṣṣrab ?āḥwa

اشرب قهوة

tiṣṣrab ?āḥwa ?

تشرب قهوة ؟

?āḥwa wālla ṣā:y ?

قهوة ولّا شاي ؟

tiṣṣrab ?āḥwa wālla ṣā:y ?

تشرب قهوة ولّا شاي ؟

tiḥibbø tiṣṣrab ?āḥwa wālla ṣā:y ?

تحبّ تشرب قهوة ولّا شاي ؟

tiḥibbi tiṣṣrabi ?āḥwa wālla ṣā:y ?

تحبّي تشربي قهوة ولّا شاي ؟

?arū:h ilmāthaf

اروح المتحف

tirū:h ilmāthaf ?

تروح المتحف ؟

tirū:hi lmāthaf ?

تروحي المتحف ؟

tiḥibbø trū:h ilmāthaf ?

تحبّ تروح المتحف ؟

tiḥibbi trū:hi lmāthaf ?

تحبّي تروحي المتحف ؟

rūkt imbā:rih

رحت امبارح

rūkt ilmāthaf imbā:rih

رحت المتحف امبارح

Basic Vocabulary

Verbs (transitive) :

tā:kul/tākli	تاكل / تاكل	"you eat" (s.m./s.f.)
tā:xuḡ/tāxḡi	تاخذ / تاخذى	"you take"
tīktib/-i:	تكتب / تكتبى	"you write"
tīḡra/tīḡri	تقرأ / تقرأى	"you read"
tīʿmil/-i:	تعمل / تعملى	"you do"
tismaʿ/tismāʿi	تسمع / تسمى	"you hear"
tīšu:f/-i:	تشوف / تشوفى	"you see"
tištīri	تشرى	"you buy"
tīlbis/-i:	تلبس / تلبسى	"you wear"

Things to drink or eat :

ša:y	شاي	"tea"
šikula:ta	شكولاتة	"chocolate"
lāban	لبن	"milk"
baḡlā:wa	بقلاوة	"a kind of Middle Eastern pastry"
gatō:	جاتو	"French pastry"

Places :

?aswā:n	اسوان	"Aswan"
māsr	مصر	"Egypt"; "Cairo"

sūrya	سوريا	"Syria"
libnā:n	لبنان	"Lebanon"
?issinima	السينما	"the movies"
?ilbālad	البلد	"downtown"
?ilmūski	الموسكى	"Muski"
?abu sīmbil	ابو سمبل	"Abu Simbil"

Time :

?imbā:riḥ	امبارح	"yesterday"
min sāna	من سنة	"a year ago"
?issūbh	الصبح	"in the morning"
?innahārda	النهارده	"today"
būkra	بكرة	"tomorrow"
billé:l	بالليل	"at night"

Dialogue Patterns

- 1-a. tiḥībba¹ tišrab ?ē:(h) ? "What would you (m.s.) like to drink ?"

تحبّ تشرب ايه ؟

- 1-b. tiḥībbi tišrābi ?ē:(h) ? "What would you (f.s.) like to drink ?"

تحبّى تشربى ايه ؟

-
1. Whenever more than two consecutive consonants occur, the Arabic speaker tends to insert a weak vowel /ə/ after the second consonant. A distinction can be made between this weak vowel and the feminine suffix /-i/. Compare the first two patterns with respect to the verbs: tiḥībba(ə) tišrab and tiḥībbi tišrābi.

- 2-a. ?ahibb āšrab ḏāhwa "I would like to drink coffee."

احبّ اشرب قهوة

- 2-a. winta tihibbā tišrab- "And you, what would you like
?ē(h) ? to drink ?

وانت تحبّ تشرب ايه ؟

- 1-c. ?ana ahibb āšrab ḏāhwa "I would like to drink coffee
kamā:n too."

انا احبّ اشرب قهوة كمان

- 2-b. tihibbi tišrabī:ha bissū- "Would you (f.s.) like to drink it
kkar wālla min gē:r ? (f.s.) with sugar or without ?"

تحبّي شربها بالسكر ولا من غير ؟

- 1-d. bašrabha min gē:r sūkkar "I drink it (f.s.) without sugar."

باشربها (بشربها) من غير سكر

- 3-a. tihibbi tirū:hi fē:n ? "Where would you (f.s.) like to
go ?"

تحبّي تروحي فين ؟

- 4-a. ?ahibb arū:h ilmāthaf "I would like to go to the mus-
eum."

احبّ اروح المتحف

- 3-b. tiēmili ?ē:(h) ? "To do what ?" (f.s.)

تعملي ايه ؟

- 4-b. ?ašū:f il?aṯa:r "To see the antiquities."

اشوف الآثار

- 3-c. *tihībbi tišū:fi ginē:nit* "Would you like to see the
ilhayawana:t ? zoo ?"

تجّبی تشوفی جنینة الحيوانات ؟

- 4-c. *šuftāha mba:rih* "I saw it (f.s.) yesterday."

شفتها امبارح

- 3-d. *tihībbi tišū:fi ilmúski ?* "Would you like to see Muski ?"

تجّبی تشوفی الموسكى ؟

- 4-d. *šúftu min yumē:n* "I saw it two days ago."

شفته من يومين

- 3-e. *?āna rūht ?Aswā:n min* "I went to Aswan and saw Abu
sāna wišūft (?)Abu Sīmbil Simbil a year ago."

انا رحت اسوان من سنة وشفت ابو سمبل

- 4-e. *?ana ahībba arū:h aswā:n* "I would like to go to Aswan
wašū:f ābu sīmbil and see Abu Simbil."

انا احبّ اروح اسوان واشوف ابو سمبل

- 5-a. *tihībbi tinzīli lbalad ?* "Would you (f.s.) like to go
 downtown ?"

تجّبی تنزلى البلد ؟

- 6-a. *?īmta ?* "When ?"

امتى ؟

- 5-b. ?ana hānzil būkra tiḥibbi "I am going tomorrow." Would
 tí:gi maḡā:ya ? you like to come with me?"

أنا هنزل بكرة، تحبى تيجى معايا؟

- 6-b. māḡa ššūkr ?ana hānzil/ "Thanks. I am going after to-
 nāzla¹ bāḡdə būkra ?in- morrow."
 šā:ʔalla:(h)²

مع الشكر، أنا هنزل / نازلة بعد بكرة ان شاء الله

Grammatical Notes

Verb Paradigms

Verb Classes and Tense Prefixes

In English we usually start with the infinitive, e.g., "to write" or "write." In Arabic we usually start with the simplest form, the Past or Perfect 3.s.m.³ e.g. /kátab/ كتب "he wrote," "he has written."

Three Verb Classes

Verbs in Arabic are classified on the basis of root consonants. In colloquial Arabic there are three main verb classes :

Class I Triliteral (i.e. 3-consonant) verbs with three subclasses :

Ia e.g. kátab (k t b كتب) "write"

Ib e.g. šā:f (š w f شاف) "see"

1. The active participle C₁a:C₂iC₃ (m.), C₁aC₂C₃a (f.) e.g. /nā:zil/ نازل, /nāzla/ نازلة "going down" may function as a verb indicating future action (similar to the English pattern "is going to").
2. The pattern /ʔinšā:ʔallā:(h)/ ان شاء الله may in itself indicate future action. Thus the last pattern may be reduced to: ʔaywa ʔinšā:ʔallā:(h) "Yes, I am/"Yes, I will." No specific subject is implied.
3. This is the form often quoted and the student will find it useful in consulting Arabic dictionaries. Whenever the infinitive is given it should be remembered that it is there only to suggest the basic meaning of the Arabic verb and not its exact translation.

Ic e.g. ḥābb (ḥ b b حَبَب) حَبَّ "love," "like"

Class II Biliteral (i.e. 2 consonants)

e.g. ḡiri (g r y جَرَى) جَرَى "run"

Class III Quadriliteral (i.e. 4 consonants)

e.g. fārīš (f r f š فَرَفَش) فَرَفَش "have fun"

Verb Prefixes

Whereas in English the past tense is usually signaled by the suffix (e.g. -ed), in Arabic it is the *absence of prefix* that indicates the past.

Compare :

	<i>Present</i>	<i>Past</i>
<i>English</i>	open (no suffix)	opened (suffix-ed)
<i>Arabic</i>	yiftaḥ (prefix yi-)	fataḥ (no prefix)

The verb in colloquial Arabic is classified—on the basis of prefixes—into the following four categories :

A – No prefix	Past or Perfect
e.g. širib شَرِب	"he drank," "he has drunk"
B – yi-	No time specified
e.g. yišrab يَشْرَب	"let him drink,"
C – biy- ¹	Habitual Action or Duration
e.g. biyišrab بِيَشْرَب	"he drinks," "he is drinking"

1. This verb form biy- does not occur in literary or classical Arabic. To express habitual action or duration, the form ya- (i.g. Pattern B) is used instead. e.g. yašrabu يَشْرَبُ "he drinks," "he is drinking" In colloquial Arabic this ya-form is sometimes used interchangeably with the biy- form.

D - ha-/ha-

Future

e.g. ha -/ /> "he is going to drink"
 hayiṣṣrab هيشرب

Verb/ka:n/ كان "to be" as a Tense Marker

The verb/ka:n/ in its past form functions as a *tense marker* in both verbal and verbless sentence patterns.

Examples :

a. Verbless Sentence :

huwwa hīna هو هنا "He is here."

hūwwa kā:n hīna هو كان هنا "He was here."

b. Verbal Sentence :

?ana bāṣṣrab انا باشرب "I drink," "I am drinking"

?ana kūnt bāṣṣrab انا كنت باشرب "I used to drink," "I was drinking"

/ka:n/ belongs to Verb Class Ib.

Paradigm :

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	kūnna	كنا	احنا	kūnt	كنت	انا
2.m.	kūntu(m)	كنتم	انتم	kūnt	كنت	انت
2.f.				kūnti	كنت	انت
3.m.	kā:nu	كانوا	هم	kā:n	كان	هو
3.f.				kā:nit	كانت	هي

VERB PARADIGMS

Verb Class Ia

A- Past or Perfect (non-prefixed form)

Triliteral past tense verbs in colloquial Arabic follow one of these two patterns :

Pattern (1)	$C_1aC_2aC_3$	kātab	كتب	"he wrote"
		šāḳar	شكر	"he thanked"
		kāsar	كسر	"he broke"
Pattern (2)	$C_1iC_2iC^3$	šīrib	شرب	"he drank"
		kībīr	كبر	"he grew up"
		ʿīrif	عرف	"he knew"

Examples :

Pattern (1)

kātab كتب "he wrote," "he has written"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	katābna كتبنا	احنا	katābt كتبت	انا
2.m.	katābtu(m) كتبتم	انتم	katābt كتبت	انتَ
2.f.			katābti كتبت	انتِ
3.m.	katābu(m) كتبوا	هم	kātab كتب	هو
3.f.			kātabit كتبت	هي

Pattern (2)

šīrib شرب 'he drank,' 'he has drunk'

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	šīribna شربنا	احنا	šīribt شربت	انا
2.m.	šīribtu(m) شربتم	اتم	šīribt شربت	انت
2.f.	šīribti شربت		šīribti شربت	انت
3.m.	širbu(m) شربوا	هم	šīrib شرب	هو
3.f.			šīrbī شربت	هي

B – Imperfect (or non-past)

The student should learn the two basic forms of each verb, namely, the non-prefixed Past 3.s.m. and the prefixed /yi-/ Non-Past 3.s.m.

Examples :

- a. kātab (yīktib) كتب (يكتب) "he wrote"
- b. šīrib (yīšrab) شرب (يشرب) "he drank"
- c. šākar (yīškur) شكر (يشكر) "he thanked"

The second form of the verb is different from the first in two significant ways. First the prefix /yi-/ indicates that the tense is not the past. Furthermore, this /yi-/ is the basis for the two forms biy- and the hay- indicating habitual and future action respectively. Secondly, the final vowel /i/, /a/, or /u/ consistently occurs in all imperfect and imperative forms. In other words, there are three possible patterns for the Imperfect :

Pattern (1)	yi-C ₁ C ₂ iC ₃	yíktib	يَكْتُبْ
Pattern (2)	yi-C ₁ C ₂ aC ₃	yíṣrab ¹	يَشْرَبْ
Pattern (3)	yi-C ₁ C ₂ uC ₃	yíṣkur	يَشْكُرْ

Examples :

Pattern (1)

yíktib يَكْتُب "write"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	níktib نَكْتُبْ	أنا	?áktib أَكْتُبْ	أنا
2.m.	tíktibu(m) تَكْتُبُوا	أنتم	tíktib تَكْتُبْ	أنتَ
2.f.			tíktibi تَكْتُبِي	أنتِ
3.m.	yíktibu(m) يَكْتُبُوا	هم	yíktib يَكْتُبْ	هو
3.f.			tíktib تَكْتُبْ	هي

Similar verbs :

yíʿmil يَعْمَلْ	يَعْمَلْ	"do"
yībʿid يَبْعِدْ	يَبْعِدْ	"go away"
yínzil يَنْزِلْ	يَنْزِلْ	"go down"

1. It may be interesting to note that this verb frequently denotes
(1) to drink (water), (2) to drink (wine), or (3) to smoke.

Pattern (2)

yišrab يشرب "drink"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	nišrab نشرب	احنا	ʔašrab اشرب	انا
2.m.	tišrabu(m) تشربوا	انتم	tišrab تشرب	انتَ
2.f.			tišrabi تشربي	انتِ
3.m.	yišrabu(m) يشربوا	هم	yišrab يشرب	هو
3.f.			tišrab تشرب	هي

Similar verbs : yiksar يكسر "break"
 yifham يفهم "understand"
 yīraf يعرف "know"
 yitlaa يطلع "go up"

Pattern (3)

yīškur يشكر "thank"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	niškur نشكر	احنا	ʔaškur اشكر	انا
2.m.	tiškuru(m) تشكروا	انتم	tiškur تشكر	انتَ
2.f.			tiškuri تشكري	انتِ

Person	PLURAL	Pronoun	SINGULAR	Pronoun
3.m.	yīškūru(m) يشكروا	هم	yīškur يشكر	هو
3.f.			tīškur تشكر	هي

Similar verbs : yīdxul يدخل "enter"
 yīxrug يخرج "go out"

C – Habitual Action or Duration

In English distinction is made between (a) "he drinks," and (b) "he is drinking ;" in Arabic the two actions are expressed by one verb form : biyīšrab

Formation : Prefix b + v¹ + yvC₁C₂vC₃

Patterns : Like the basic Imperfect Form B it has three possible patterns :

Pattern (1)	bi-yi-C ₁ C ₂ iC ₃	biyīktib يكتب
Pattern (2)	bi-yi-C ₁ C ₂ aC ₃	biyīšrab يشرب
Pattern (3)	bi-yi-C ₁ C ₂ uC ₃	biyīškur يشكر

1. "v" stands for a vowel that changes with the initial part of the following verb form.

e.g. bv + yīšrab → biyīšrab (3.m.s.)
 bv + ?āktib → ba(?ā)ktib (l.s) → bāktib

Pattern (1)

biyiktib

"he writes," "he is writing"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	binīktib بكتب	احنا	ba(?)a)ktib باكتب	انا
2.m.	bitiktību(m) بكتبوا	اتم	bitiktib بكتب	انت
2.f.			bitiktībi بكتبي	انت
3.m.	biyiktību(m) يكتبوا	هم	biyīktib يكتب	هو
3.f.			bitiktib بكتب	هي

D – Future

In English the future is expressed by expressions such as (a) "he is going to write," (b) "he will write ;" in Arabic the future is expressed by prefixing ha-/ha¹ + yi-C₁C₂vC₃

Patterns: Like the basic Imperfective it has three possible patterns :

Pattern (1)	ha-yiC ₁ C ₂ iC ₃	hayīktib	ه يكتب
Pattern (2)	ha-yiC ₁ C ₂ aC ₃	hayīṣṣ _{rab}	ه يشرب
Pattern (3)	ha-yiC ₁ C ₂ uC ₃	hayīṣṣ _{kur}	ه يشكر

Example :

1. In formal Arabic the future prefix is /sa-/ س , or /sawfa/ سوف . The first form is one letter joined to the following word but the second is a separate word.

Pattern (1)

hayiktib

هَيْكُتِبْ

"he will write"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	haniktib هَنْكُتِبْ	احنا	ha(ʔā)ktib هَاكُتِبْ	انا
2.m.	hatiktibu(m) هَتِكْتُبُوا	انتم	hatiktib هَتِكُتِبْ	انتَ
2.f.			hatiktibi هَتِكُتِبِي	انتِ
3.m.	hayiktibu(m) هَيَكْتُبُوا	هم	hayiktib هَيَكُتِبْ	هو
3.f.			hatiktib هَتِكُتِبْ	هي

Verb Class Ib

Although some forms of this sub-class show only two consonants, the third consonant (w و or y ي) is said to reappear in other forms. In order to find what this third consonant is the student should use an Arabic dictionary. For example, for šā:f شَاف there is šwf شَوْف. The pattern of this sub-class is C₁v:C₃, two consonants with a medial long vowel that is elided in the past paradigm, except in the forms for 3rd person.

Patterns :

Pattern (1)	šā:f شَاف	"see"	kā:n كَان	"be"
Pattern (2)	fā:r فَار	"fly"	šā:l شَال	"carry"
Pattern (3)	xā:f خَاف	"to fear"	nā:m نَام	"sleep"

Examples :

Pattern (1)

šá:f

شاف

‘he saw,’ ‘he has seen’

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	nišú:f نشوف	احنا	?ašú:f اشوف	
2.m.	tišú:fu تشوفوا	انتم	tišú:f تشوف	
2.f.			tišú:fi تشوفى	
3.m.	yišú:fu يشوفوا	هم	yišú:f يشوف	
3.f.			tišú:f تشوف	

Pattern (2)

ṭa:r

طار

‘he flew,’ ‘he has flown’

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	niṭi:r نظير	احنا	?aṭi:r اطير	انا
2.m.	tiṭi:ru تطيروا	انتم	tiṭi:r تطير	انتَ
2.f.			tiṭi:ri تطيرى	انتِ
3.m.	yiṭi:ru يطيروا	هم	yiṭi:r ¹ يطير	هو
3.f.			tiṭi:r تطير	هى

1. It will be noticed that in colloquial the vowel /-i-/ in the prefix /yi-/ , /ti-/ etc., is often /-a-/ in formal Arabic.

e.g. yiṭi:r (colloquial) yaṭi:r (formal)
 tiṭi:r (colloquial) taṭi:r (formal)

Pattern (3)

xā:f

خاف

"he was afraid"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	nixā:f	نحناف	?axā:f	اناخاف
2.m.	tixā:fu	تخافوا	tixā:f	انتتخاف
2.f.		انتم	tixā:fi ¹	انتتخاف
3.m.	yixā:fu	يخافوا	yixā:f	هو يخاف
3.f.		هم	tixā:f	هي تخاف

Verb Class Ic

The verbs of this sub-class have three consonants, but since the third consonant is the same as the second, they are written together as one letter (with a šadda).

Example :

hābb

حبّ

"he loved," "he liked"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	niḥibb	نحبّ	?aḥibb	انا احبّ
2.m.	tiḥibbu	تحبّوا	tiḥibb	انتتحبّ

1. In writing, formal Arabic 2 s.f. ends with ين .

Compare: colloquial
formal

تخافى
تخافين
تخافين
تخافين

Person	PLURAL		Pronoun	SINGULAR		Pronoun
2.f.				tihābbi	تَحَبِّي	انتِ
3.m.	yihābbu	يَحَبُّوا	هم	yihābb	يَحَبَّ	هو
3.f.				tihābb	تَحَبَّ	هي

Verb Class II-Biliteral Verbs

Example :

giri

جری

"he ran," "he has run"

Person	PLURAL		Pronoun	SINGULAR		Pronoun
1.	nīgri	نَجْرِي	احنا	?āgri	اَجْرِي	انا
2.m.	tīgru	تَجْرُوا	اتم	tīgri	تَجْرِي	انتَ
2.f.				tīgri	تَجْرِي	انتِ
3.m.	yīgru ¹	يَجْرُوا	هم	yīgri	يَجْرِي	هو
3.f.				tīgri	تَجْرِي	هي

1. In Arabic writing the ending for 3.pl.m.

(foramal) is ون e.g. يَجْرُون

(colloquial) is و or وا e.g. يَجْرُو or يَجْرُوا

Verb Class III—Quadrilateral Verbs

Example :

fārfiṣ فرفش "he had fun," "he has had fun"

Person	PLURAL	Pronoun	SINGULAR	Pronoun
1.	nifārfiṣ نفرفش	احنا	?afārfiṣ افرفش	انا
2.m.	tifarfiṣu تفرفشوا	انتم	tifārfiṣ تفرفش	انتَ
2.f.			tifarfiṣi تفرفشي	انتِ
3.m.	yifarfiṣu يفرفشوا	هم	yifārfiṣ يفرفش	هو
3.f.			tifārfiṣ تفرفش	هي

Exercises

1. Fill in the blank spaces with appropriate patterns :

a. ?āna bāṣṣrab iššā:y lā:kin hiyya

..... انا باشرب الشاي لكن هي

b. Janet šī:š kabā:b lā:kin ?ana ma?akaltū:š

جانيت شيش كباب لكن انا ما اكلتوش

c. ?ilna hanšū:f il?ahrā:m lā:kin (?)īnta

..... احنا هنشوف الاهرام لكن انت

2. Put the verbs in parentheses in the correct form :

a. ?imbā:riḥ (?)ana wihiyya (nīzil) ilbalad

..... امبارح انا وهي (نزل) البلد

b. būkra Nadya (rā:h) ilmāthaf

المتحف بكرة نادية (راح)

c. ?inta wihiyya (šā:f) ?Ābu Sīmbil

ابوسمبل انت وهي (شاف)

8. Answer the following questions using the pronominal suffix as shown in the example given :

Example :

Q: tihābbə tišrab šā:y ? تحبّ تشرب شاي ؟

A: šūkran mašrabū:š شكرا ما اشربوش

a. Q: tihābbi tišrābi ʔāhwa ? تحبّي تشربي قهوة ؟

A:

b. Q: tihābbə tiʔra (?i)lmigālla ? تحبّ تقرأ المجلة ؟

Q: tihābbə tiʔra kkita:b ? تحبّ تقرأ الكتاب ؟

A:

c. Q: tihābbi tišū:f (?i)ssū:ra ? تحبّي تشوفي الصورة ؟

libnā:n ? لبنان ؟

(?i)lmāthaf ? المتحف ؟

(?i)lʔahrā:m ? الاهرام ؟

A:

4. Use the above patterns in the plural.

Example :

tihābbu tišrabu ʔāhwa ? تحبّوا تشربوا قهوة ؟

PASSAGE I

Janet In Cairo⁽¹⁾

چانيت فى القاهرة

١. هى اسمها الآنسة چانيت وهو اسمه الاستاذ ابراهيم.
٢. الآنسة چانيت بنت جميلة عمرها^١ عشرين سنة وهى من امريكا
٣. لكن فى جامعة^٢ القاهرة والاستاذ ابراهيم من مصر وهو مدرّس
٤. فى الجامعة هناك. هى فستانها^٣ ابيض وهو بدلتها^٤ بيضاء.
٥. اليوم هما فى القاهرة. القاهرة بلد كبيرة فيها جامعات وفيها
٦. اهرامات^٥. الجامعة فى الجيزة^٦ لكن اسمها جامعة القاهرة.
٧. والاهرام فى الجيزة واسمها اهرام الجيزة. من القاهرة
٨. للجيزة عشرين دقيقة بالاتوبيس. فيه ثلاث اهرامات : هرم^٥
٩. خوفو وهرم خفرع وهرم منقرع ، وفيه ثلاث جامعات :
١٠. جامعة القاهرة وجامعة عين شمس وجامعة الازهر.

1. In a sense this passage represents the transition from colloquial to formal literary Arabic.

Vocabulary :

1. عمر	"age"	4. بدلة	"suit"
2. جامعة	"university"	5. هرم	"pyramid" (s.)
3. فستان	"dress"	اهرامات	(pl.)
		6. الجيزة	"Guiza"

اسئلة

١. الانسة چانيت من اى بلد ؟
٢. عمرها كم سنة ؟
٣. الاستاذ ابراهيم فى اى جامعة ؟
٤. ايه ¹ لون بدلته ؟
٥. كم جامعة فى القاهرة ؟
٦. فىن ² جامعة الازهر ؟
٧. فىن ² جامعة القاهرة ؟

PASSAGE

1. hiyya smāha lʔa:nīsa Janet wi huwwā smu lʔustā:z Ibrahīm.
2. ʔilʔa:nīsa Janet bint gamī:la عُمْرَاهَا عِشْرِيْنَ سَنَا wi hīyya min ʔamri:ka
3. lā:kin fi gāmʕit ilqa:hīra wil ʔustā:z Ibrahīm min māsr wi hūwwa mudārris
4. figgāmʕa h(i)nā:k. hīyya fustānha ʔābyaḍ wi hūwwa badlītu bē:ḍa.
5. ʔilyō:m hūmma filqa:hīra. ʔilqa:hīra balad kibīra fi:ha gamiʕāt wi fī:ha
6. ʔahramā:t. ʔiggāmʕa figgī:za lā:kin ismāha gāmʕit ilqa:hīra
7. wilʔahra:m figgī:za wismāha ʔahra:m iggī:za. milqa:hīra

In formal Arabic the question words are :

1. ما
2. ابن

8. liggi:za ʿiṣrī:n diḥī:ḏa bilʔutubī:s. fi: ~~ḫālaḫ~~ ʔahramā:t:
 9. ḥāram xūfu wiḥāram xāfraʿ wiḥāram minqāraʿ wifī: ~~ḫālaḫ~~
 gamiʿā:t:
 10. gāmʿit ilqa:hīra wigāmʿit ʿe:n šāms wigāmʿit ilʔāzhar.

QUESTIONS

1. ʔilʔa:nīsa Janet min ʔāyyə bālad ?
2. ʿumraḥa kam sāna ?
3. ʔilʔusta: Ibrahīm fi ʔāyyə gāmʿa ?
4. ʔē:(h) lō:n badlitu ?
5. kām gāmʿa filqa:hīra ?
6. fe:n gāmʿit ilʔāzhar ?
7. fe:n gāmʿit ilqa:hīra ?

PASSAGE II

In The Town

في البلد

- ١- نادية نزلت البلد^١ يوم الجمعة صباحا.
- ٢- نزلت مع اختها وإبراهيم. إبراهيم اخوها الكبير.
- ٣- هي كانت عابزة شنطة سوداء وهو كان عابز شنطة كتب.
- ٤- خرجوا^٢ من البيت الساعة ١٠ صباحا^٣

Vocabulary :

- | | |
|------------------------------|---------------------------|
| 1. نزلت البلد "go down town" | 3. صباحا "morning" (adv.) |
| 2. خرجوا "leave, " "go out" | |

- ٥ - ركبوا^١ الاتوبيس وبعد ربع ساعة وصلوا^٢ البلد.
- ٦ - ابراهيم ونادية واختها كانوا عاوزين يشربوا قهوة.
- ٧ - دخلوا^٣ الامريكين يشربوا قهوة.
- ٨ - هناك في الامريكين كانت چانيت. الاربعة شربوا القهوة وخرجوا.
- ٩ - كان فيه محل^٤ شنت قريب من الامريكين. دخلوا محلّ الشنت.
- ١٠ - بعد ساعة خرج الاربعة من المحلّ
- ١١ - كلّ واحد منهم كان معه شنطة.
- ١٢ - شنطة ابراهيم كانت كبيرة لكن شنطة نادية كانت اجمل.
- ١٣ - رجعوا بالاتوبيس و وصلوا البيت الظّهر.

اسئلة

- ١ - إمتا^٥ وصلت نادية البلد؟
- ٢ - مين^٦ كان معها؟
- ٣ - مين^٧ اكبر — نادية أو^٨ اخوها؟
- ٤ - چانيت كانت في اى^٩ محلّ؟

Vocabulary :

- | | | | |
|----------|------------------|----------|-----------------|
| 1. ركبوا | "ride," "get on" | 3. دخلوا | "enter" (pl.) |
| 2. وصلوا | "reach" (pl.) | 4. محلّ | "shop." "place" |

In formal Arabic the question words are :

- | | | | |
|--------|--------|-------|------|
| 5. متى | 6. كمن | 7. أو | "or" |
|--------|--------|-------|------|

٥. ايه^١ شربوا/ شربت؟
 ٦. ازاي^٢ نزلوا البلد؟
 ٧. فين^٣ محلّ الشّنت؟
 ٨. ايه^٤ لون شنته نادية؟
 ٩. كم ساعة كانوا في البلد؟

PASSAGE

1. Nadya nízlit ilbálad yó:m iggúma saba:han.
2. nízlit máa ?uxtāha wi (?)brahī:m. ?Ibrahī:m (?)axū:ha kkibī:r.
3. hiyya kā:nit ēāyza šānta sō:da wihūwwa ka:n ēā:yiz šāntit kútub.
4. xāragu milbē:t issā:ē āšra saba:han.
5. rīkbu l?utubī:s wi bāēda rūbēa sā:ēa wāsalu lbālad.
6. Ibrahī:m wi Nādyā w(i?)uxtāha kā:nu ēawzī:n yišrābu ḡāhwa.
7. dāxalu (?)il?amrikē:n yišrābu ḡāhwa.
8. hinā:k fil?amrikē:n kā:nit Janet. ?il?ārbaēa širbu lḡāhwa wi xāragu.
9. ka:n fi: mahāllē šūnat ḡurāyyib mil?amrikē:n. dāxalu mahāll iššūnat
10. bāēda sā:ēa xārag (?)il?ārbaēa milmahāll.

In formal Arabic the question words are :

1. ماذا
2. كيف

3. أين
4. ما

11. kúllə wá:hid mínhum ka:n maǧá:(h) šánta.
12. šántit Ibrahím ká:nit kibí:ra(h) lá:kin šántit Nádya ká:nit
?agmálhum.
13. ríǧu bil?utubí:s wi wásalu lbé:t idǧuhr.

QUESTIONS

1. ?ímta wásalit Nadya lbálad ?
2. mí:n ká:n maǧá:ha ?
3. mí:n ?ákbar, Nadya ?aw (?a)xú:ha?
4. Janet ká:nit fi ?áyy maḥáll ?
5. šírbu/šírbit ?é:(h) ?
6. ?izzá:y nízlu lbálad ?
7. fé:n maḥáll iššúnat ?
8. ?é:(h) ló:n šántit Nádya ?
9. ká:m sá:ǧa ká:nu filbálad ?

TWO STORIES

GUHA IN THE MOSQUE

جاء في الجامع

Basic Vocabulary

<i>Singular</i>		<i>Plural</i>		
gá:miع	جامع	gawá:miع	جوامع	"mosque"
kálima(h)	كلمة	kalá:m	كلام	"word" ; "speech"
su?á:l	سؤال	?as?íla(h)	اسئلة	"question"
dá:ei	داعي	dawá:ei	دواعي	"reason"
ná:s			ناس	"people"
éar:rif	عارف	earfí:n	عارفين	"know" (active participle)
maérafš	معرفش	manírafš	منعرفش	"I don't know," "we don't know"
?íza	إذا			"if"
maffí:š	مفیش			"There is not."
fáyda(h)	فايدة	fawá:yid	فوايد	"use"
náfs	نفس			"same"
baed	بعض			"some"
?illi	الى			"which," "who"

*Perfect**Imperfect*

rādd	ردّ	yīrudd	يردّ	"answer"
ʿirif	عرف	yīʿraf	يعرف	"know"
mīši	مشى	yīmši	يمشى	"leave"
wāʿaz	وعظ	yīwʿiz	يوعظ	"preach"
?ihtā:r	احтар	yih̄tā:r	يحتار	"be puzzled"
rā:h	راح	yirū:h	يروح	"go"
sāʔal	سأل	yīsʔal	يسأل	"ask"



Passage

- ١ - جحا راح يوعظ في الجامع ، قال للناس
- ٢ - « اتم عارفين حا قول لكم ايه ؟ »
- ٣ - الناس قالوا « لا ... منعرفش . »
- ٤ - قال لهم « اذا كنتم ماتعرفوش مفيش فايده في الكلام . »
- ٥ - في اليوم الثاني سالهم جحا نفس السؤال :
- ٦ - « اتم عارفين حا قول لكم ايه ؟ »
- ٧ - ردوا وقالوا « ايوه احنا عارفين . »
- ٨ - فقال لهم جحا « اذا كنتم عارفين مفيش داعي للكلام . »
- ٩ - في اليوم الثالث سالهم جحا نفس السؤال :
- ١٠ - انتم عارفين حا قول لكم ايه ؟ »
- ١١ - الناس احتاروا ،
- ١٢ - بعضهم قال « ايوه عارفين » وبعضهم قال « لا منعرفش . »
- ١٣ - جحا قال لهم « اللى يعرف يقول للى ميعرفش » ومشى .

1. Gúħa rā:h yiwēiz figgā:miġ ʔa:l linnā:s
2. “ʔīntu(m) earfī:n ħaʔullūku(m) ē:(h) ?”
3. ʔinnā:s ʔā:lu “la ... manīġrafš.”
4. ʔallūhum “ʔīʔa kūntu(m) matīġrafū:š mafī:š fayda fikka-lā:m.”

5. filyó:m i~~ẓ~~á:ni saʔálhum Gúha náfs issuʔá:l :
6. “ʔíntu(m) ʕarfí:n haʔullúku(m) e:(h) ?”
7. ráddu wiʔá:lu “ʔáywa ʔihna ʕarfí:n.”
8. faʔallúhum Gúha “ʔi~~ẓ~~a kúntum ʕarfí:n mafí:š dā:ʕi likka-lá:m.”
9. filyó:m i~~ẓ~~á:lit saʔálhum Gúha náfs issuʔá:l :
10. “ʔíntum ʕarfí:n haʔullúku(m) e:(h) ?”
11. ʔinná:s ihta:ru
12. baʕdúhum ʔá:l “ʔáywa ʕarfí:n.” wibaʕdúhum ʔá:l “la mani-
ráfš.”
13. Gúha ʔallúhum “illi yíʕraf yiʔú:l lílli mayiʕráfš.” wimiši.

Grammatical Notes

1. /ʔi~~ẓ~~a/ اذا and /law/ لو are particles used in “if-then” clauses signifying that a condition must be fulfilled. They are often used with a verb in the past tense, whereas in English a conditional may be followed by a verb that is non-past. e.g. “If I do it ...”

Examples:

Verbal

- a. ʔi~~ẓ~~a nizilt ilbalad “If I go (literally: went) down-
town...”

إذا نزلت البلد

ʔaštiri/haštiri šanta I’ll buy a suitcase.”

اشترى / هاشترى شنطة

- b. ?iʔa kuntə nizilt ilbalad "If I had gone downtown..."

إذا كنت نزلت البلد

kunt ištare:t šaṇṭa I would have bought a suitcase."

كنت اشتريت شنطه

Verbless

- a. ?iʔa...ka:n hina "If he is here..."

إذا كان هنا

?ašu:fu/hašu:fu I'll see him."

اشوفه / هاشوفه

- b. law...ka:n hina "If he had been here..."

لو كان هنا

kuntə šuftu I would have seen him."

كنت شفته

Example (a) in both the verbal and verbless sentences indicates a condition that will probably be fulfilled, e.g. "If I go downtown..." Example (b) shows how the conditional is used when there is no chance of an act being completed.

The order in which the two parts of the conditional occur is flexible. Thus, it is possible to say :

hašu:fu ?iʔa ka:n hina "I'll see him if he is here."

هاشوفه اذا كان هنا

/ʔiʔa/ may be used after an imperative verb.

Examples :

kúl ?íʔa habbé:t "Eat if you like."

كل اذا حَيت

?istaʕmílha ?íʔa ʕúzt "Use it if you want to."

استعملها اذا عزت

2. The active participle in Arabic may function as a verb.

Compare :

Verb ?ána ?aʕráfu أنا اعرفه "I know him."

Active participle ?ána ʕárfu أنا عارفه "I know him."

Examples :

?ána rá:kib tayá:ra(h) "I am riding in a plane."

انا راكب طائرة

huwwa ʕazímni "He is inviting me."

هو عازمني

However, it may also function as a noun or an adverb.

Examples :

rá:kib ittayá:ra(h) ʕarabi "The rider in the plane is an Arab."

راكب الطائرة عربي

gí:t rá:kib "I came riding."

جيت راكب

ruḥt ilmadrāsa(h) mā:ši "I went to school walking."

رحت المدرسة ماشى

In the plural this ambiguity is cleared up, for if the active participle is used as a verb it takes sound masculine plural. If it is used as a noun the plural is of the pattern: $C_1uC_2C_2a:C_3$ or $C_1aC_2aC_3a(h)$.

Examples:

rukkā:b ittayā:ra(h) ʿarab "The passengers of the airplane are Arabs."

ركّاب الطائرة عرب

gī:na rakbi:n "We came riding."

جينا راكبين

rūḥna lmadrāsa mašyī:n "We went to school walking."

رحنا المدرسة ماشين

Formation of Active Participle :

Type Ia $C_1ā:C_2iC_3$ (m.s.) kā:tib كاتب "write," "writer"

$C_1āC_2C_3a$ (f.s.) kātha كاتبة

$C_1aC_2C_3ī:n$ (pl.) katbī:n كاتبين

Type Ib $C_1ā:yiC_3$ ($C_2=y$) xā:yif خائف "be afraid," "afraid"

Type II $C_1ā:C_2i$ (m.s.) mā:ši ماشى "walk," "walking"

$C_1āC_2ya$ (f.s.) māšya ماشية

$C_1aC_2yī:n$ (pl.) mašyī:n ماشين

Type III	miC ₁ áC ₂ C ₃ iC ₄ (m.s.)	mifárfiš	مفرفش	"having a good time"
	miC ₁ aC ₂ C ₃ iC ₄ a (f.s.)	mifarfiša	مفرشة	
	miC ₁ aC ₂ C ₃ iC ₄ ī:n (pl.)	mifarfiši:n	مفرشين	

Compare the following illustrations which show how context determines time in active participle patterns.

húwwa mā:ši min sāʿa "He left an hour ago."
هو ماشى من ساعة

húwwa mā:ši būkra "He is leaving tomorrow."
هو ماشى بكرة

húwwa mā:ši dilwāʾt "He has just left ;" "He is leaving shortly."
هو ماشى دلوقت

3. *Negation* (See page 101)

Negation of Verbs

a. Past (non-prefixed)

katábtə gawā:b "I wrote a letter."
كتبت جواب

ma katábtəš gawā:b "I didn't write a letter."
مكتبتش جواب

katábtī gawā:b "You (f.s.) wrote a letter."
كتبت جواب

ma katabtí:š gawá:b "You didn't write a letter."

مكتبتش جواب

kuntə katábtə gawá:b/ "I had written a letter/the letter."
?ilgawá:b

كنت كتبت جواب / الجواب

ma kúntəš katábtə gawá:b "I had not written a letter."

ما كنتش كتبت جواب

kuntə makatábtəš gawá:b "You had not written a letter."

كنت مكتبتش جواب

b. Non-Past (prefixed yi-)

níktib gawa:bá:t "We write letters."

نكتب جوابات

ma níktibš gawa:bá:t "We don't write letters."

ما نكتبش جوابات

c. Continuous or Habitual (prefixed bi-)

biníktib gawa:bá:t "We are writing/we write letters."

بنكتب جوابات

ma bníktibš gawa:bá:t "We are not writing letters."

ما بنكتبش جوابات

miš biniktib gawa:bā:t "We are not writing letters."

مش بنکتب جوابات

d. Future (prefixed ha-)

hatiktibu gawa:ba:t "You (pl.) will write letters."

هاتکتبوا جوابات

ma hatiktibū:š gawa:ba:t "You will not write letters."

ما هاتکتبوش جوابات

miš hatiktibu "You will not write letters."

مش هاتکتبوا

Negation of Active Participles

ana rā:yih "I am going."

انا رايح

?ana miš rā:yih "I am not going."

انا مش رايح

?ana marā:yihš "I am not going."

انا مارايحش

hūmma ʿarfī:n "They know."

هم عارفين

humma maʿarfīnš "They don't know."

هم معارفينش

humma miš ʿarfī:n “They don’t know.”

هم مش عارفين

Negation of Adjectives, Nouns, and Pronouns

dārs sāhl “an easy lesson”

درس سهل

dārs miš sāhl (mišsāhl) “not an easy lesson”

درس مش سهل

hūwwa mudārris “He is a teacher.”

هو مدرّس

huwwa miš mudārris “He is not a teacher.”

هو مش مدرّس

hūwwa “him”

هو

miš hūwwa/mahuwwā:š “not him”

مش هو / ما هوّاش

Negation of Prepositions and Adverbs

fī:h nā:s “There are people.”

فيه ناس

mafi:š nā:s “There are no people.”

مفيش ناس

?ilhisa:b galáyya

Literally : "The account is on me." (i.e., I'll pay.)

الحساب على

?ilhisa:b miš galáyya

"The account is not on me."

الحساب مش على

min hína

"from here"

من هنا

miš min hína

"not from here"

مش من هنا

Exercises

1. Rewrite the patterns substituting the words below.

híyya

هي

?ihna

احنا

sími

سمع

šakar ilbint

شكر البنت

a. húwwa fihim iddārs

هو فهم الدرس

b. huwwa fā:him iddārs

هو فاهم الدرس

c. huwwa fāhmu(h)

هو فاهمه

2. Put the verbs in parentheses in the appropriate form.

a. ?iḏa (zá:r) libná:n, (rā:h) bayrú:t

إذا (زار) لبنان (راح) بيروت

b. ʔána (šā:f) ilʔahrā:m ʔīza (rā:h) māsr

انا (شاف) الاهرام اذا (راح) مصر

FROM: ONE THOUSAND NIGHTS AND ONE

ALI BABA & THE FORTY THIEVES

من الف ليلة وليلة
حكاية على بابا والاربعين حرامى

Basic Vocabulary

Singular

Plural

ʔāxx	اخّ	ʔixwā:t	اخوان	“brother”
gāni:	غنى	ʔagniyya	اغنياء	“rich”
faʔi:r	فقير	fūʔara	فقراء	“poor”
humā:r	حمار	himī:r	حمير	“donkey”
sū:ʔ	سوق	ʔaswā:ʔ	اسواق	“market”
fā:ris	فارس	fursā:n	فرسان	“horseman”
ḥarā:mi	حرامى	ḥaramiyya(h)	حرامية	“thief”
šāgara(h)	شجرة	ʔašgā:r	اشجار	“tree”
sāxra(h)	صخرة	suxū:r	صخور	“rock”
raʔi:s	رئيس	ruʔasā:ʔ	رؤساء	“chief”

huṣā:n	حصان	ʔihṣīna(h)	إحصنة	“horse”
filū:s	فلوس			“money”
ḏāhab	ذهب			“gold”
hātab	حطب			“fuel,” “sticks”
lāmma	لما			“when”
ʔuddā:m/ ʔamā:m	قدام / امام			“in front of”
xālf / wāra :	خلف / وراء			“behind”

*Perfect**Imperfect*

xā:f min	خاف من	yixā:f min	يخاف	“be afraid”
ʔistaxábba	استخبى	yistixábba	يستخبى	“hide”
fātah	فتح	yīftah	يفتح	“open”
		ʔīftah	افتح	“Open!”
rīkib	ركب	yīrkab	يركب	“ride”
šā:l	شال	yišī:l	يشيل	“carry”
šayyil/ hammīl	شىل حمل			“load”
bā:ع	باع	yibī:ع	يبيع	“sell”
bāss āla :	بصر على	yibūss	يبصر	“look at”
lāʔa	لقى	yilʔa	يلقى	“find”

Passage

حكاية على بابا

- ١ - فى يوم من الايام كان فيه اخين ، اخ غنى واخ فقير .
- ٢ - الاخ الغنى اسمه قاسم والاخ الفقير اسمه على بابا .
- ٣ - كان على بابا عنده ثلاث حمير ،
- ٤ - وكان كلّ يوم يروح يشيّل حطب على الحمير ،
- ٥ - ويروح السّوق ويبيع الحطب ...
- ٦ - وبعدين فى يوم من الايام كان على بابا بيحتمل الحمير ،
- ٧ - بّص لقي عدد كبير من الفرسان .
- ٨ - خاف على بابا وجرى واستخبّى على شجرة .
- ٩ - شاف على بابا الفرسان ،
- ١٠ - كانوا اربعين حرامى .
- ١١ - نزلوا من على الحصنه ،
- ١٢ - وبعدين رئيس الحراميّة وقف قدّام صخرة كبيرة وقال :
- ١٣ - « افتح يا سمسم ! »
- ١٤ - باب كبير اتفتح ، ودخلوا كلّهم من الباب .
- ١٥ - كان معهم فلوس وذهب كثير ...

- ١٦ - وبعدين خرج الحرامية كلهم،
 ١٧ - والرئيس قال : « اقبل يا سمس »
 ١٨ - وركبوا الاحصنة ومشوا...
 ١٩ - لما مشوا نزل على بابا من على الشجرة
 ٢٠ - ووقف قدام الصخرة وقال : « افتح يا سمس »
 ٢١ - الباب الكبير اتفتح ، ودخل على بابا من الباب ...

1. fi yo:m mi(ni) lʔayyá:m ka:n fí: ʔaxxé:n, ʔáxx gáni wiʔáxx faʔí:r.¹
2. ʔilʔáxx ilgáni smu ʔá:sim wilʔáxx ilfaʔí:r ísmu ʕali Bā:ba
3. ka:n ʕali Bā:ba ʕandu xálaʔ himi:r
4. wika:n kulla yo:m yirú:h yiší:l hátab ʕal(a) lhimi:r
5. wiyirú:h issú:ʔ wi ybi:ʕ ilhátab ...
6. wibaʕdé:n fi yo:m mi(ni)lʔayyá:m ka:n ʕali Bā:ba biyihám-mil ilhimi:r,
7. báss láʔa ʕáclad kibi:r mi(ni) lfursá:n.
8. xa:f ʕali Bā:ba wigíri wistaxábba ʕal(a)ššágar(a) (h).
9. šá:f ʕali Bā:ba ilfursá:n,
10. ká:nu ʔarbiʕi:n ʔarā:mi.
11. nízlu min ʕalhišína(h)

1. The sounds in parentheses are elided in speech at normal speed.

12. wibaʿdē:n raʿī:s ilḥaramīyya(h) wiʿif ʔuddā:m sāxra(h)
kbi:ra(h) wiʿā:l
13. “ʔiftaḥ ya sīmsim !”
14. bā:b kibi:r ʔitfataḥ, wiḍāxalu kullūhum milbā:b.
15. ka:n maʿā:hum filū:s wiḍāḥab kiʿī:r ...
16. wibaʿdē:n xārag ilḥaramīyya(h) kullūhum,
17. wirraʿī:s ʔā:l : “ʔiʿfil ya sīmsim !”
18. wirikbu lḥisīna(h) wimišu ...
19. lamma mišu nīzil ʿālī Bā:ba min ʿala šṣagāra(h),
20. wiwiʿif ʔuddā:m issāxra(h) wiʿā:l : “ʔiftaḥ ya sīmsim !”
21. ʔilbā:b ikkibi:r itfataḥ, wiḍāxal ʿālī Bā:ba milbā:b ...

Exercises

1. Complete the sentences using the following patterns :

ʔarbiʿ:n	اربعين
šā:f ilḥaramīyya(h)	شاف الحرامية
ilḥaramīyy(h)	الحرامية
iṣmu ʔā:sim	اسمه قاسم
dāxal ʿālī Bā:ba	دخل على بابا

- a. ʿālī Bā:ba ka:n ʿāndu ʔāxx

.....على بابا كان عنده اخ

- b. ʿali Bā:ba xā:f lāmma
 علي بابا خاف لما
- c. ?ilḥaramiyya(h) kā:nu
 الحراميّة كانوا
- d. lāmma itfātaḥ ilbā:b
 لما افتتح الباب
- e. ʿali Bā:ba xā:f min
 علي بابا خاف من

2. Answer the following questions.

- a. ʿali Bā:ba ka:n faʿī:r wālla ḡāni ?
 علي بابا كان فقير ولا غني ؟
- b. ilḥaramiyya(h) ka:n maʿā:hum ?ē:(h) ?
 الحراميّة كان معهم ايه ؟
- c. ʿali Bā:ba ?istaxābba lé:(h) ?
 علي بابا استخبّى ليه ؟
- d. ?istaxābba fé:n ?
 استخبّى فين ؟
- e. lé:(h) dāxal min ilbā:b/miḥbā:b ?
 ليه دخل من الباب ؟

8. Form sentence patterns as shown in the example.

Example :

ʔāna fataḥt ilbā:b

انا فتحت الباب

ilbā:b itfataḥ

الباب اتفتح

a. ʔāna ʔafalt ilbā:b

انا قفلت الباب

.....

.....

b. hūwwa kāsar ilḡalam

هو كسر القلم

.....

.....

4. Give patterns similar to the examples below.

Example :

١ - الاخ الفقير اسمه على بابا.

البنت الجميلة نادية.

الكتاب « الف ليلة وليلة ».

Example :

٢ - الحرامية كان معهم فلوس وذهب.

الحرامي كان فلوس كثيرة.

انا كان فلوس:

هي فلوس.

٣- الفرسان كلهم خرجوا من الباب.

Example :

انتم من الباب.

احنا من الباب:

5. Rewrite the story in the first person beginning :

... ?anā smi ʿālī Bā:ba

انا اسمى على بابا...

APPENDIXES

I Grammatical Terms

1. In describing the structure of an Arabic form, the three letters ل , ع , ف , are given with the appropriate taški:l “diacritics” to represent the consonantal and vocalic pattern called /wazn/ وَزْن . Thus, the verbs /kataba/ كَتَبَ “he wrote,” “he has written,” /daxala/ دَخَلَ “he entered,” and /šakara/ شَكَرَ “he thanked,” which have the pattern $C_1aC_2aC_3a$ are said to be “on the pattern” of /faʿala/ فَعَلَ .

2. The traditional Arabic grammarians recognized three parts of speech :

- (a) فِعْل “verb;” (b) اِسْم “noun;” (c) حَرْف “particle”.

They also recognized two types of sentences :

- a. جُمْلَةٌ فِعْلِيَّةٌ “verbal sentence”

e.g. دَخَلَ الْوَلَدُ “The boy entered.”

- b. جُمْلَةٌ اِسْمِيَّةٌ “nominal sentence”

اِسْمُهُ زَكِي “His name is Zaki.”

3. Inflections indicate whether the gender is مُذَكَّر “masculine” or مُؤَنَّث “feminine.” Number is مُفْرَد “singular,” جَمْع سَالِم “plural.” The plural may be مُثَنَّى “dual,” or جَمْع سَالِم “plural.”

“regular” (literally: whole or sound) or *جَمْعُ تَكْسِيرٍ* “broken plural.” The case is *مَرْفُوعٌ* “nominative,” *مَنْصُوبٌ* “accusative,” or *مَنْجُورٌ* “genitive.”

Some Basic Terms

Parts of Speech	أَجْزَاءُ الْكَلَامِ
Word	كَلِمَةٌ
Verb	فِعْلٌ
Noun	إِسْمٌ
Preposition	حَرْفُ جَرٍّ
Construct (two parts)	مُضَافٌ وَمُضَافٌ إِلَيْهِ
Pronoun	ضَمِيرٌ
Demonstrative	إِسْمُ إِشَارَةٍ
Relative Pronoun	إِسْمٌ مُوَصُولٌ
Subject (of a verb)	فَاعِلٌ
Subject (of a nominal pattern)	مُبْتَدَأٌ
Object (of a verb)	مَفْعُولٌ بِهِ
Object (of a preposition)	مَنْجُورٌ
Adjective	صِفَةٌ / نَعْتٌ
Adverb	ظَرْفٌ
Predicate (of a nominal pattern)	خَبَرٌ

Present	المُضارع
Past	الماضي
Future	المُستقبل
Command	الأمر
Active Participle	إِسْمُ فاعِل
Passive Participle	إِسْمُ مَفْعُول
Sentence	جُمْلَة
Verbal Noun	مُصَدَّر
Negation	نَفْي
Interrogative	إِسْتِفْهَام
Nunation/tanwīn	تَنْوِين
Colloquial	العَامِيَّة / الدَارِجَة
Formal Arabic ; Classical Arabic	اللُّغَة العَرَبِيَّة الفُصْحَى

Verbless Sentence Patterns

1. [Demonstrative] + [Noun (without /ʔal/)]
 "This is a student." (f.) دى طالبة.
2. [Noun (with /ʔal/)] + [Noun (without /ʔal/)]
 "The girl is a student." (f.) البنت طالبة.
3. [Proper Noun] + [Noun (without /ʔal/)]
 "Nadya is a student." (f.) نادية طالبة.

4. Defined Nominal Construct [= Noun (without /ʔal/) + Noun with /ʔal/)] + [Noun or Adjective (without /ʔal/)]
 "The girl's dress is pretty." فستان البنت جميل .
5. [Noun (without /ʔal/) + Pronominal Suffix] + [Noun or Adjective (without /ʔal/)]
 "Her dress is pretty." فستانها جميل .
6. [Noun (with /ʔal/)] + [Noun (without /ʔal/) + Pronominal Suffix + Noun or Adjective (without /ʔal/)]
 "The girl's dress is pretty." (literally : البنت فستانها
 "The girl her dress pretty.") جميل
7. [ʔal + Noun + Preposition Pattern]
 "Beside the girl is a book." البنت جنبها كتاب
8. [Preposition Pattern + Noun (undefined)]
 "The girl has a book." (literally : مع البنت كتاب .
 "With the girl a book.")

Non-Sentence Patterns

1. "this student" (f.) الطالبة دى
2. "the girl (who is a) student" البنت الطالبة
3. "the pretty girl" البنت الجميلة
4. "a pretty dress of a girl" فستان بنت جميل
5. "a dress of a pretty girl" فستان بنت جميلة
6. "her pretty dress" فستانها الجميل

- | | |
|---|--------------------|
| 7. "the pretty dress of the girl" | فستان البنت الجميل |
| 8. "the book of the girl Gami:la" | كتاب البنت جميلة |
| 9. Literally: "the girl book pretty"
(This pattern does not occur in the language unless the first word refers to the title of a book and the sentence pattern means: "ʔalbint is a nice book.") | «البنت» كتاب جميل |

Examples of "The Construct"

- | | |
|-------------------------------|----------------|
| 1. "the girl's book" | كتاب البنت |
| 2. "her book" | كتابتها |
| 3. "a history book" | كتاب تاريخ |
| 4. "the plays of Shakespeare" | مسرحيات شكسبير |
| 5. "the city of Portland" | مدينة پورتلند |
| 6. "north of Cairo" | شمال القاهرة |
| 7. "good morning" | صباح الخير |
| 8. "the month of Ramaḍan" | شهر رمضان |
| 9. "Friday" | يوم الجمعة |
| 10. "seven girls" | سبع بنات |
| 11. "one of us" | احدنا |
| 12. "some people" | بعض الناس |
| 13. "every/each student" | كلّ طالب |

- | | |
|-----------------------------------|-------------|
| 14. "all students" | كلّ الطّلبة |
| 15. "opening the door" | فتح الباب |
| 16. "the key to the door" | مفتاح الباب |
| 17. "young (in age)" | صغير السنّ |
| 18. "the youngest boy" | اصغر ولد |
| 19. "noon prayer" | صلاة الظّهر |
| 20. "lunch time" | وقت الغداء |
| 21. "the feast of Courban Bairam" | عيد الاضحى |
| 22. "Christmas" | عيد الميلاد |
| 23. "non-believer" | غير مؤمن |
| 24. "any/which country" | اىّ بلد |

II Common Proverbs

(Colloquial and Formal)

- | | |
|--|--|
| What is written (predestined)
must come to pass. (Colloquial) | إلّلى مَكْتُوب على الجّين
لازم تشوفه العين. |
| Patience is the key to solution
(of problems). | الصّبر مفتاح الفرج. |
| If talking is silver, silence is
gold. | إذا كان الكلام من فضّة
فالسكوت من ذهب. |
| Content is a great treasure. | القناعة كنز لا يفنى. |

Charity starts at home. (literally: He who is not good to his people cannot be good to anyone. Colloquial)

إِلَى مَالُوش خَيْرٌ فِي أَهْلِهِ
مَالُوش خَيْرٌ فِي حَدٍّ.

Be prepared for this world as though you would live forever and for the next as though you would die tomorrow.

اعْمَلْ لِدُنْيَاكَ كَأَنَّكَ تَعِيشُ
أَبَدًا وَاعْمَلْ لِآخِرَتِكَ كَأَنَّكَ
تَمُوتُ غَدًا.

Your friend readily forgives you, but your enemy always hopes you are wrong. (literally: Your friend swallows pebbles for your sake and your enemy wishes that you make errors. Colloquial)

حَبِيبُكَ يَبْلَعُ لَكَ الزَّلَطَ
وَعَدُوُّكَ يَتَمَتَّى لَكَ الْغَلَطَ.

Take (as a wife) the one from a good family however poor she may be. (Colloquial)

خُذِ الْأَصِيلَةَ وَلَوْ عَلَى
الْحَصِيرَةِ.

Love is blind.

الْحُبُّ أَعْمَى.

Enjoy it while it lasts. (Colloquial)

سَاعَةُ الْحَظِّ مَا تَسْتَعْوِضُش.

The walls have ears. (Colloquial)

الْحِيطَانُ لَهَا وَدَانِ.

Priority should be given to neighbors.¹

الْجَارُ أَوْلَى بِالشُّفْعَةِ.

1. The right of obtaining possession of a piece of land, by compulsion, for the payment of what it cost the former purchaser by reason of partnership or of immediate neighborhood.

III Listening Practice

The following test may be taken more than once (for example, at the beginning of the course and a few months later). The words are given both in transliteration and in Arabic script.

All the words in a group will be given one time to give you a chance to repeat them aloud. Then only one word will be spoken. Check the one you hear.

- | | | | |
|----------------------|---------|-----------------|------|
| A. () 1. sa:mm | سام | C. () 15. baka | بكي |
| () 2. samm | سمّ | () 16. baqa | بقي |
| () 3. sama | سما | () 17. qalb | قلب |
| () 4. samma | سمّى | () 18. kalb | كلب |
| () 5. sinn | سنّ | () 19. šakk | شكّ |
| () 6. si:n | سين | () 20. šaqq | شقّ |
| B. () 7. kita:batun | كتابةٌ | () 21. raki:k | ريك |
| () 8. kita:ba:tun | كتاباتٌ | () 22. raqi:q | رقيق |
| () 9. katabu | كتبوا | D. () 23. gala | غلا |
| () 10. katabu:(h) | كتبوه | () 24. xala | خلا |
| () 11. kita:ba:n | كتابان | () 25. xa:li | خالي |
| () 12. kita:ban | كتابًا | () 26. ga:li | غالي |
| () 13. šafa | شفى | () 27. fa:rig | فارغ |
| () 14. šafa:(h) | شفاه | () 28. fa:rix | فارخ |

() 29.	?igtiya:l	اغتيال	() 49.	sa:ʔ	ساء
() 30.	?ixtiya:l	اختيال	() 50.	saba :	سبى
() 31.	?ihtiya:l	احتيال	() 51.	sabaʔ	سبأ
E. () 32.	šagr	شعر	() 52.	sa:b	ساب
() 33.	šahr	شهر	G. () 53.	šala:h	صلاه
() 34.	šarr	شرّ	() 54.	sala:h	سلاه
() 35.	ša:ʿ	شاع	() 55.	šala:h	صلاح
() 36.	ša:h	شاح	() 56.	nasr	نسر
() 37.	ša:h	شاه	() 57.	našr	نصر
() 38.	?ila:h	آله	() 58.	naθr	نثر
() 39.	?illa:h	إلاه	() 59.	qass	قسّ
() 40.	?illa	إلا	() 60.	qass	قصّ
() 41.	wala	ولا	() 61.	nasaf	نسف
() 42.	walla	ولاّ	() 62.	našaf	نصف
() 43.	walla	والله	H. () 63.	batt	بطّ
F. () 44.	balaʿ	بلع	() 64.	batt	بتّ
() 45.	balah	بلح	() 65.	ba:t	بات
() 46.	balah	بله	() 66.	ba:t	باط
() 47.	saʔal	سأل	() 67.	fa:b	طاب
() 48.	sa:l	سال	() 68.	ta:b	تاب

- | | | | |
|------------------|--------|------------------|--------|
| () 69. ti:n | تين | () 85. ?alfa:di | الفادي |
| () 70. ti:n | طين | () 86. ?alfa:di | الفاضي |
| () 71. hitta(h) | حِطَّة | () 87. bayda:? | بيضاء |
| () 72. hitta(h) | حَتَّة | () 88. bayda:? | بيداء |
| I. () 73. baɖar | بذر | K. () 89. ra?a | رأى |
| () 74. baɖdar | بَدَّر | () 90. raʕa | رعى |
| () 75. naɖi:r | نذير | () 91. ra:ʔi | رائى |
| () 76. naɖi:r | نظير | () 92. ra:ʔiʕ | رائع |
| J. () 77. ɖarb | ضرب | () 93. baʕd | بعض |
| () 78. ɖarrab | ضَرَّب | () 94. baʕd | بعد |
| () 79. darrab | دَرَّب | () 95. ʕadd | عَدَّ |
| () 80. ɖarab | ضرب | () 96. ʕadd | عَضَّ |
| () 81. mardi | مردى | () 97. ?a:da:? | آدام |
| () 82. mard̥i | مرضى | () 98. ʕada:? | عداء |
| () 83. fa:d̥ | فاض | () 99. ?aʕda:? | أعضاء |
| () 84. fa:d | فاد | () 100. ?aʕda:? | أعداء |

IV A SONG

زفة العرسه

"A Wedding Song"

zaffit il ʿaru:sa(h)

من وردہ یا زینہ یا حلوہ یا اتمختری



ʔitmaxtari ya hilwa(h) ya zi:na(h) ya warda min

عروسه یا قرقل عود یا جنبه جوہ



guwwa giné:na(h) ya ʿu:d ʔurūfil ya ʿaru:sa(h)

علینا ضلل الورد و



wil- wardi ḍal- lil ʿa- lé:- na

اتمختری یا حلوہ یا زینہ یا وردہ من جوہ جنبه

یا عود قرقل عروسه والورد ضلل علینا

ʔitmaxtari witaʿa:li gambi ya hilwa(h) filbadla lbambi

ya ʿu:d ʔurūfil ya lafandi wilwardi ḍallil ʿalé:na

GLOSSARY

Guide to the Use of the Glossary

1. The *Aim* of the glossary is to show the levels of usage and the relationship between speech and writing.

2. Two *Levels of Usage* are represented, namely, the colloquial (CCA) and the formal (F.). The emphasis is on colloquial but formal equivalents are given wherever vocabulary items and pronunciation are significantly different.

The term colloquial (CCA) is used to denote the words and expressions that frequently occur in the conversation of cultivated Cairene Egyptians. Formal (F.), on the other hand, refers to the words and expressions characteristic of contemporary formal Arabic. For example, educated Cairene Egyptians use the word /fulú:s/ فُلُوس “money” in conversation but use /nuqú:d/ نَقُود in formal writing. Similarly, they say /kiti:r/ كَثِير “many” in conversation but /kaθí:r/ in formal speech.

3. The *Arrangement of Entries* is in *Arabic Alphabetical Order*. Thus the word /fustā:n/ فَسْتَان is listed under the letter /f/ ف before the word /fulú:s/ فُلُوس.

Cross References are made to help identify related forms. For example, the plural form /ʔabwā:b/ أَبْوَاب “doors” is listed and reference is made to the singular /bā:b/ بَاب.

4. *Transliteration* is designed to represent accurate pronunciation of both colloquial and formal Arabic. Primary stress is indicated whenever it is significant but it should be noted that in formal Arabic it is less important than in the colloquial.

The symbol /g/ in (CCA) is pronounced as hard g in "good" but in (F.) is pronounced as j in "job" or as final g in "garage."

Final /-(h)/ in a pronominal suffix 3.s.m. is never given the /t/ sound.

Example :

CCA	kitá:bu(h)	كتابه	"his book"
F.	kita:buhu		

But otherwise this final /-(h)/ may be given the /t/ sound in colloquial in a construct :

sú:ra(h)	صورة	"picture"
sú:rit bint	صورة بنت	"a girl's picture"

and in (F.) in a construct :

sú:ratu bintin	صورة بنت	"a girl's picture"
----------------	----------	--------------------

or in (F.) with vocalized case endings :

sú:ratun	صورة	"picture"
----------	------	-----------

(For the full list of symbols used see end of introduction.)

5. *Arabic Script* unless given for both (F.) and (CCA) represents (F.) writing.

6. *Synonyms and Antonyms* unless labeled (F.) refer to colloquial.

7. *Verbs* are listed according to the perfective form 3. s.m. and the English meaning is represented by the infinitive. For example, /kátab/ كتب "he wrote," "he has written" is given as /kátab/ كتب "write."

Verb forms other than Form I are indicated under the English meaning by Roman numerals in parentheses.

Example :

Take someone somewhere وَّصَلَ wāṣsal
(II)

The notation II means that this is verb Form II (Two).

8. *Prepositions* used with verbs or adjectives are also given.

Examples :

xá:f min	خاف من	"be afraid of"
bi'ē:d can	بعيد عن	"far from"

9. Grammatical parts are indicated in some detail. For *Nouns and Adjectives* only irregular plurals are given. For example, the irregular plural /ʔawlā:d/ اولاد "boys" is given but the plural of /ḥāfla(h)/ حفلة "party" is not given because it has the regular plural suffix /-a:t/: حفلات. For *Verbs* the perfect, the imperfect, and the imperative are given. For *Colors* both feminine and plural forms are given. For *Numerals* only the masculine is given. A fuller treatment of numerals may be found in *Writing Arabic*.¹

10. List of Symbols

s.	singular	F.	formal
pl.	plural	per.	perfective
m.	masculine	im.	imperfective
f.	feminine	imp.	imperative

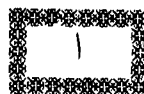
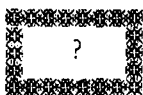
1. A book by the same authors designed to be used with this book.

/	alternative form	syn.	synonym
c.f.	compare/contrast	acc.	accusative case
adj.	adjective	p.	participle
adv.	adverb		(In F. the form
n.	noun		given is m.s.)
con.	conjunction	n.c.	non-countable
prep.	preposition		collective noun
q.	question word	gen.	genitive case
v.	verb	nom.	nominative case
ant.	antonym		

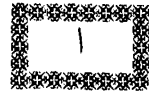
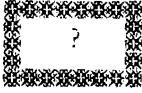
11. The *Order of Letters* in the Arabic alphabet is as follows :

<i>Arabic Letter</i>	<i>Symbol</i>
أ / إ / ا	?a / ?u / ?i / ?a:
ب	b
ت	t
ث	θ / ʔ / ʕ
ج	g (ž / j)
ح	h
خ	x

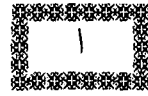
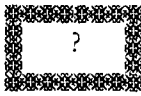
د	d
ذ	ð / ʒ / ʒ
ر	r
ز	z
س	s
ش	ʃ
ص	ṣ
ض	ḍ
ط	ṭ
ظ	ḏ / ʒ / ʒ
ع	ʿ
غ	ġ
ف	f
ق	q / ʔ
ك	k
ل	l
م	m
ن	n
ه	h
و	w / u: / o:/aw
ی	y / i: / e:/ay



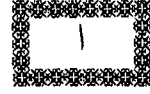
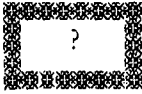
	<i>Formal</i>	<i>Colloquial</i>	
(see ?āgar اثر)		?a:ā:r	آثار (pl.)
HERE IS/ARE	ها هي	?ā:di	آدى
(as an uninflected demonstrative)			
SORRY		?ā:sif	آسف (s.)
	?a:sifa(h)	?ā'sfa(h)	آسفة (f.)
	?a:sifu:n (nom.)	?asfi:n	آسفون (pl.)
FATHER		?abb	أب (s.)
	?a:ba:?	آباء	آبها (pl.)
ant. ?umm ام			
syn. wā:lid والد			
EVER, NEVER		?ābadan	أبدًا (adv.)
APRIL		?abri:l	أبريل
syn. ni:sá:n نيسان			
SON		?ibn	ابن (s.)
		?abná:?	أبناء (pl.)
ant. bīnt بنت			
(see bá:b باب)		?abwā:b	أبواب (pl.)
ABU SIMBIL		?abu símbil	أبو سمبل
WHITE	?abyaḍ	?ābyaḍ	أبيض (m.)



	<i>Formal</i>	<i>Colloquial</i>	
	bayda:ʔ	bé:da:	بيضاء (f.)
	bi:d	bí:d	بيض (pl.)
(see tafāddal تفَضَّل)		ʔitfāddal	اتفضل
BUS		ʔutubí:s	اتوبيس (s.)
MONUMENT	ʔaθar	ʔáʕar	اثر (s.)
	ʔaθa:r	ʔa:ʕá:r	آثار (pl.)
TWELVE	ʔiθna:ʕašara	ʔiθná:šar	اثنا عشر (١٢)
TWO	ʔiθnayn (acc., gen.)	ʔiθné:n	اثنين (٢)
	ʔiθna:n (nom.)		اثنان
MORE/MOST BEAUTIFUL		ʔāgmal	اجمل
(see ḥabb حَبِّب)		ʔaḥíbb	احب (im.)
BE PUZZLED (VIII)	ʔihta:ra	ʔihtá:r	احтар (per.)
	yakta:ru	yiktá:r	يحتار (im.)
	ʔihtar	ʔihtá:r	احتر (imp.)
(see ḥuṣā:n حِصَان)		ʔaḥsína(h)	أحصنة (pl.)
RED	ʔaḥmar	ʔāḥmar	احمر (m.)
	ḥamra:ʔ	ḥāmra :	حمرأ (f.)
	ḥumr	ḥúmr	حمر (pl.)



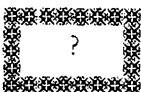
	<i>Formal</i>	<i>Colloquial</i>	
WE	nahnu نحن	?ābna	احنا
(see kāwwid حوّد)		?ihwid	احود (imp.)
BROTHER		?āxx	اخ (s.)
	?ixwa:(h)	?ixwā:(h)	اخوة (pl.)
syn. šaʔi:ʔ شقيق			
SISTER	?uxt	?uxt	اخت (s.)
	?axawa:t	?ixwā:t	اخوات (pl.)
syn. šʔi:ʔa شقيقة			
TAKE	?axada	?āxaḍ/xaḍ	اخذ (per.)
	yaʔxuḍu	yā:xuḍ	ياخذ (im.)
	xuḍ	xuḍ	خذ (imp.)
ant. ʔidda إدّى			
GREEN	?axḍar	?āxḍar	اخضر (m.)
	xḍra:ʔ	xāḍra:	خضراء (f.)
	xuḍr	xuḍr	خضر (pl.)
(see xā:l خال)	?axwa:l	?ixwā:l	اخوان (pl.)
ADMINISTRATION		?idā:ra(h)	ادارة (n.)
MAN OF LETTERS		?adi:b	اديب (s.)
		?udabā:ʔ	ادباء (pl.)



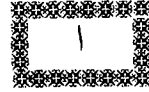
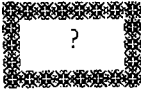
Formal

Colloquial

syn.	kā:tib	كاتب		
IF	ʔida		ʔiḏa	إذا (con.)
syn.	law	لو		
	ʔin	إن		
FOUR			ʔarba- ʕa(h)	أربعة (٤)
FOURTEEN	ʔarbaʕa- taʕaṣāra		ʔarbaʕ- tā:ṣar	أربعة عشر (١٤)
FORTY	ʔarbaʕi:n (acc., gen.)		ʔarbiʕi:n	أربعين (٤٠)
	ʔarbaʕu:n (nom.)			أربعون
(see riǧi	رجع	(رجع	ʔirgaʕ	أرجع (imp.)
EARTH, LAND	ʔard		ʔārd	أرض (s.)
	ʔara:din		ʔara:di:	أراضي (pl.)
HOW ?	kayfa	كيف	ʔizza:y/ ʔizzáyy	أزاي (con., q.)
BLUE	ʔazraq		ʔázraʔ	أزرق (m.)
	zarqa:ʔ		zárʔa:	أزرقاء (f.)
	zurq		zúrʔ	أزرق (pl.)



	<i>Formal</i>	<i>Colloquial</i>
(see sāʔal سأل)		ʔisʔal اسأل (imp.)
(see suʔāl سؤال)		ʔasʔīla(h) اسئلة (pl.)
WEEK		ʔisbūʕ اسبوع (s.)
		ʔasa:bīʕ اسابيع (pl.)
syn. gūmʕa جمعة		
PROFESSOR, MR.	ʔusta:d	ʔustā:ʔ استاذ (s.)
	ʔasa:tida(h)	ʔasātʔa(h) اساتذة (pl.)
HIDE	ʔixtabaʔa اختبأ	ʔistaxābba استخبى (per.)
	yaxtabiʔu يختبئ	yistaxābba يستخبى (im.)
	ʔixtabiʔ اختبئ	ʔistaxābba استخبى (imp.)
USE (v.)	ʔistaʕmala	ʔistāʕmil استعمال (per.)
	yastaʕmilu	yistāʕmil يستعمل (im.)
	ʔistaʕmil	ʔistāʕmil استعمال (imp.)
WAIT	ʔintaḍara انتظر	ʔistānna استنى (per.)
	yantaḍiru ينتظر	yistānna يستنى (im.)
	ʔintaḍir انتظر	ʔistānna استنى (imp.)
FAMILY		ʔusra(h) أسرة (s.)
		ʔusar أسر (pl.)



Formal

Colloquial

syn. عيلة/la(h)/ع

عائلة/ila(h)/ع

QUICKER

اسرع (min) ع asra?
(من)

ant. أبطأ abta?

c.f. سريع ع sari?

(see آسف a:sif)

آسف (m.) a:sif

NAME, NOUN

اسم (s.) ism?

اسماء (pl.) asma:?

(see سوق su:2)

اسواق (pl.) aswa:2?

ASWAN/ASSUAN

اسوان aswa:n?

BLACK

aswad?

اسود (m.) iswid?

sawda:?

سوداء (f.) so:da

su:d

سود (pl.) su:d

BUY

istara?

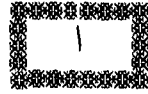
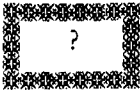
اشترى (per.) istara?

yastari

يشترى (im.) yistiri

istari?

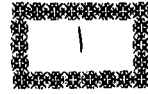
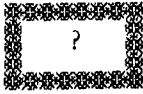
اشتر (imp.) istiri?



Formal

Colloquial

ant. ع: bā	باع		
(see شجرة ṣāgara)		ʔaṣḡā:r	اشجار (pl.)
YELLOW	ʔasfar	ʔāsfar	اصفر (m.)
	safra:ʔ	sāfra:	صفراء (f.)
	sufṛ	sufṛ	صفر (pl.)
(see sanf صنف)		ʔasnā:f	اصناف (pl.)
GENUINE	ʔaṣi:la(h)	ʔaṣi:la(h)	أصيلة (s.)
	ʔuṣala:ʔ	ʔuṣāla	اصلاء (pl.)
(see عيد ʔalʔadha)		ʔādha:	اضحى (n.)
(عيد الأضحى)			
USED TO	ʔiḡta:da	ʔiḡtā:d	اعتاد (per.)
	yaḡta:du	yiḡtā:d	يعتاد (im.)
	ʔiḡtad	ʔiḡtā:d	اعتد (imp.)
(see عرف ʔirif)	ʔuḡarrif	ʔaḡārraf	اعرف (im.)
(see عَمَّ ʔamm)		ʔaḡmā:m	اعمام (pl.)
BLIND	ʔaḡma:	ʔāḡma:	اعمى (m.)
	ʔaḡmya:ʔ	ʔāḡmya:	عمياء (f.)
	ʔumy	ʔūmy	عمى (pl.)

*Formal**Colloquial*

(see ʿām ʿam) عام

ʔaʿwā:m اعوام (pl.)

(see ʿīd ʿid) عيد

ʔaʿyā:d اعياد (pl.)

AUGUST

ʔagūstus اغسطس

syn. ʔā:b آب

(see ḡāni ḡni) غنى

ʔaḡniya:ʔ

ʔaḡniya اغنياء (pl.)

(see fataḥ fatḥ) فتح

ʔiftaḥ افتح (imp.)

(see ʔālam ʔalm) قلم

ʔaqla:m

ʔiʔlā:m اقلام (pl.)

BIGGER, BIGGEST

ʔākbar اكبر

ant. ʔāsgar اصغر

c.f. kibi:r كبير

OCTOBER

ʔukto:ḥar اكتوبر

syn. tišri:n تشرين

alʔawwal الاول

EAT

ʔakala

kal/ʔākal كل / اكل (per.)

yaʔkulu

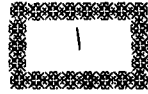
yā:kul يأكل (im.)

kul

kul كل (imp.)

LESS, EXCEPT

ʔilla إلا

*Formal**Colloquial*

syn. ma:ʿáda: ماعدا

(see ʔa:nisa(h) آنسة) ʔal-

ʔilʔa:nísa(h) الآنسة

MONDAY

ʔalʔiθnayn

ʔilʔiθné:n الاثنين

SUNDAY

ʔalʔáħad

ʔilʔáħad / الأحد
ʔilħádd

WEDNESDAY

ʔalʔarbaʿa:ʔ

ʔilʔárbaʿ الأربعاء

JORDAN

ʔalʔúrdun الأردن

ALEXANDRIA

ʔalʔiskandariyya(h) الإسكندرية

(ʔil)ʔiskindiriyya(h)

(see ʔi:d ʔalʔáħa

ʔilʔáħa الاضحى

(عيد الاضحى)

TUESDAY

ʔaθθula:θa:ʔ

~~ʔilʔala:ʔ~~ الثلاثاء

FRIDAY

ʔalgumʿa(h)

ʔiggumʿa(h) الجمعة

GUIZA

ʔalgi:za(h)

ʔiggi:za(h) / الجزيرة
ʔilgi:za(h)

THURSDAY

ʔalxami:s

ʔilxamí:s الخميس

SATURDAY

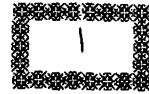
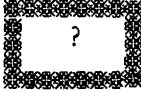
ʔassabt

ʔissábt السبت

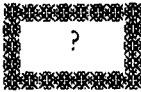
SAUDI ARABIA

السعودية

ʔassuʿu:diyya(h)



	<i>Formal</i>	<i>Colloquial</i>	
(see sāyyid سيّد)		ʔissāyyid	السّيّد
CHINA	ʔassi:n	ʔissi:n	الصّين
IRAQ		ʔalira:q	العراق
YOU'RE WELCOME, I BEG YOUR PARDON	ʔalafwu/ ʔafwan	ʔiláfu عفّوا	العفو
THOUSAND		ʔálf (١٠٠٠)	الف (s.)
		ʔa:lā:f	آلاف (pl.)
CAIRO (syn. masr)		ʔalqa:híra(h)	القاهرة
GOD		ʔallá:h	الله
syn. rabb ربّ			
		ʔilā:h	إله
WHICH, WHO, WHOSE	(m.s.) ʔallad:i	ʔilli الّذي	إلى (relative pronoun)
	(f.s.) ʔallati:	الّتي	
	(pl.) ʔallad:ina	الّذين	
(see nahá:r نهار)		ʔinnahá:r	النّهار (n.)
(see lō:n لون)		ʔalwā:n	الوان
IN FRONT OF		ʔamā:m	امام (prep.)

*Formal**Colloquial*

ant. wāra/ وراء

xālf خلف

syn. ʔuddā:m قدام

YESTERDAY

ʔalba:riha(t)

ʔimbā:riḥ

(adv.) امبارح

البارحة

ʔams

امس

ant. būkra(h) بكرة

WHEN ?

mata: متى ؟

ʔīmta ?

(q.) إمتى ؟ / إمتا

COMMAND (v.)

ʔamara

ʔāmar

(per.) امر

yaʔmuru

yuʔmur

(im.) يأمر

mur

ʔūʔmur

(imp.) مر

AMERICA

ʔamri:ka : امريكا

syn. ʔilwila:ya:t

ilmuttāḥida

الولايات المتحدة

(see miši مشى)

ʔīmši

(imp.) امشى

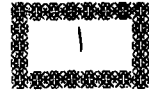
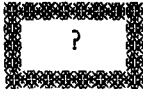
HOPE (n.)

ʔāmal

(s.) امل

ʔa:mā:l

(pl.) آمال



Formal

Colloquial

MOTHER

?um̄m ام̄ (s.)

?ummahā:t امهات (pl.)

syn. wa:līda(h) والدة

c.f. ?abb أب

I (first person pronoun)s.

?āna : انا

BE PLEASED, HAPPY

surra

سرّ ?inbāsaṭ (per.)
(من) انبسط

yimbāsaṭ ينسط (im.)

?inbāsaṭ انبسط (imp.)

YOU

?anta

?inta انت (m.)

?anti

?inti انت (f.)

?antum

?intu(m) انتم (pl.)

MISS (followed by first
name)

?a:nīsa(h) آنسة

DELIGHTED TO HAVE
YOUR COMPANY

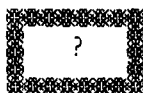
?a:nīstum آنستم

HELLO

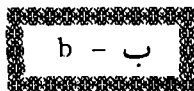
?āhlan أهلاً

wasāhlan وسهلاً

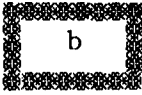
syn. marhāba مرحبا



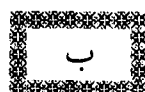
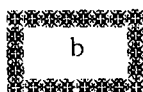
	<i>Formal</i>	<i>Colloquial</i>	
THERE HE IS	ha:húwa	هَاهُو ?āhu	أهو
SHE IS	ha:híya	هَاهِي ?āhi	أهي
THEY ARE	ha:hum	هَاهُمْ ?āhum	اهم
(see walad ولد)		?awlá:d	اولاد (pl.)
FIRST	?awwal	?āwwil	أول
WHICH? WHAT?	ma:/	ما ?é:(h)	ايه (q.)
	ma:da	ماذا	
WHICH? WHAT? (q., con.)	?ayyu	?ayy	آي (m.)
	?ayyatu		آية (f.)
(see yo:m يوم)		?ayya:m	آيام (pl.)
YES	na'am	نعم ?āywa(h)	ايوه
ant. لا	la?		



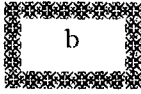
A WELL	bi?r	bí:r	بئر (s.)
	ʔa:ba:r	ʔa:bá:r	آبار (pl.)
DOOR		bā:b	باب (s.)
		?abwā:b	ابواب (pl.)



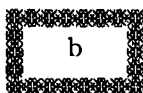
	<i>Formal</i>	<i>Colloquial</i>	
STAY OVERNIGHT	ba:ta	ba:t	بات (per.)
	yabi:tu	yiba:t	يبات (im.)
	bit	bi:t/bayyit	بت/بيت (imp.)
DISCLOSE	ba:ha	bā:h (bi)	باح (ب) (per.)
	yabu:hu	yibū:h	يبوح (im.)
	buh	bū:h	بح (imp.)
BECOME UNPLEASANT	ba:xa	bā:x	باخ (per.)
	yabu:xu	yibū:x	يبوخ (im.)
	bux	bū:x	بخ (imp.)
BLESS	ba:raka	bā:rak	بارك (per.)
(III)	yuba:riku	yibā:rik	يبارك (im.)
		bā:rik	بارك (imp.)
KISS (v.)	qabbala	قبّل bā:s	باس (per.)
	yuqabbilu	يقبّل yibū:s	يبوس (im.)
	qabbil	قبّل būs	بوس (imp.)
SELL	ba:ʿa	bā:ʿ	باع (per.)
	yabi:ʿu	yibī:ʿ	يبيع (im.)
	biʿ	bī:ʿ	بع (imp.)

*Formal**Colloquial*

ant. ʔištāra	اشترى		
REMAINING	ba:qin	باقٍ bā:ʔi:	باقٍ (adj.)
c.f. baʔa	بقى		
BELONGING TO	xa:ss bi	خاص بـ bitā:ع	بتاع (s.)
		bitā:ع	بتاعة (f.)
		bitu:ع	بتوع (pl.)
DECIDE	batta	bātt	بتّ (per.)
	yabuttu	yibitt	يبتّ (im.)
	butt	bitt	بتّ (imp.)
BEGINNING		badʔ	بده (n.)
SUIT	ḥulla(h)	حَلَّة bādla(h)	بدلة (s.)
	ḥullal	حلل bīdal	بدل (pl.)
c.f. fustā:n	فستان		
LEAVE	ḥaraka		برح (per.)
	yabraku		يبرح (im.)
	ʔibraḥ		ابرح (imp.)
syn. sā:fir	سافر		



	<i>Formal</i>	<i>Colloquial</i>		
GOODNESS		birr	بِرّ (n.)	
ant.	šārr	شَرّ		
syn.	xé:r	خير		
MAIL		bari:d	بريد (n.)	
syn.	būsta	بوسطة		
ENOUGH, BUT	fāqat/ / kafa:	فقط / كفى	bāss	بَسّ
LOOK	naḍara	نظر	bāss (li) (ل)	بَصّ (per.)
	yanduru	ينظر	yibūss	يبصّ (im.)
	?undur	انظر	būss	بصّ (imp.)
syn.	ša:f	شاف		
GO AWAY	baʿuda	بعُد (ع)	biʿid	بَعُد (per.)
	yabʿudu	يبعد	yibʿid	يبعد (im.)
	?abʿid	أبعد	?ibʿid	أبعد (imp.)
ant.	ʔarrab (min)	قَرَب (من)		
AFTER		bāʿd/	بعد (prep., con.)	
		bāʿdāma	بعد ما	

*Formal**Colloquial*

SOME

بعض *bāʿd*syn. *šuwayya(h)* شويّة

FAR

*baʿi:d**biʿi:d* بعيد (عن) (s.)
(ʿan)*baʿi:da* (f. s.)*buʿā:d* بعد (pl.)ant. *ʔurāyyib* (min)

قريب (من)

TIPS

baʔšī:š بقتيش (n.)

MIDDLE EASTERN PASTRY

baʔlá:wa(h) بقلاوة (n.)

REMAIN

*baqa**báʔa* بقى (per.)*yabqa**yíʔa* يبقى (im.)syn. *fiḍil* فضل

REMAINDER

baʔíyya(h) بقيّة (s.)*baʔá:ya* بقايا (pl.)

TOMORROW

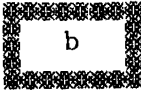
*ba:kir/**būkra(h)* بكره (adv.)*gadan*

غدا

ant. *ʔimḇa:riḥ* امبارح

DATE (to eat)

bálaka(h) بلحة (s.)*balakā:t/* بلحات (pl.)

*Formal**Colloquial*

		bálah	بلح (pl., c.n.)
TOWN, CITY, A COUNTRY		bālad	بلد (s.)
		bilā:d	بلاد (pl.)
	syn. madi:na(h) مدينة		
SWALLOW	balaga	bālaع	بلع (per.)
	yablaeu	yīblaع	يلبع (im.)
	?iblaع	?īblaع	ابلع (imp.)
OVERCOAT	miġtaf	bāltu معطف	بلطو/ بالطو (s.)
	maġa:tif	bālā:ti معاطف	بلاطى (pl.)
STUPIDITY		bālah	بله (s.)
		balā:ha(h)	بلاهة (pl.)
BUILDER	banna:ʔ	bānna	بناء (n.)
	c.f. bāna بنى		
GIRL		bīnt	بنت (s.)
		banā:t	بنات (pl.)
	c.f. wālad ولد		
BANK		bānk	بنك (s.)
		bunū:k	بنوك (pl.)

b

ب

*Formal**Colloquial*

BUILD

bana:

bāna

بنى (per.)

yabni:

yībni

يبني (im.)

ʔibni

ʔībni

ابن (imp.)

BROWN

būnni

بنى (adj.)

MAIL, POST OFFICE

maktab مکتب

būsta(h)

بوسطة (n.)

bari:d

بريد

REED

bū:sa(h)

بوصة (s.)

bū:s

بوص (pl.)

POLICE

bu:li:s

بوليس (n.)

syn. askāri عسکری

HOUSE

bayt

bē:t

بيت (s.)

buyu:t

buyū:t

بيوت (pl.)

syn. mānzil منزل

BEIGE

bē:ž

بيج بيج (adj.)

(see ʔabyaḍ ابيض)

{ bē:ḍa(h)

بيضاء (f.)

{ bī:ḍ

بيض (pl.)

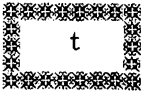
ت - t

REPENT

ta:ba

tā:b

تاب (per.)

*Formal**Colloquial*

yatū:bu

yitū:b

يتوب (im.)

tub

tū:b

تب (imp.)

(see ?axa أخذ)

tā:xu

تاخذ (im.)

HISTORY, DATE

ta:ri:x

تاريخ (s.)

tawa:ri:x

تواريخ (pl.)

(THE) NINTH

tā:si

تاسع (n.)

TAXI

tāksi/

تاكسي

taks

تاكس

(see ?akal اكل)

tā:kul

تاكل (im.)

(see habb حبّ)

tikābb

تحبّ (im.)

UNDER

taht

تحت (prep.)

ant. fo:فوق

(see ra:h راح)

tirū:h

تروح (im.)

ONE-NINTH

tusع

tūsع

(س.) تسع (1/9)

?atsa:ع

?itsā:ع

(pl.) اتساع

NINE

tīsca(h)

(9) تسعة

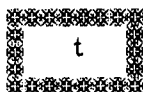
NINETEEN

tiscaṭaṭaṣara

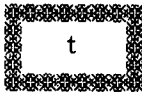
tisaṭaṭaṣar

تسعة عشر

(19)



	<i>Formal</i>	<i>Colloquial</i>	
NINETY	tisʕi:n (acc., gen.)	tisʕi:n	تسعين (٩٠)
	tisʕu:n (nom.)		تسعون
(see simi سمع)		tismaع	تسمع (im.)
(see ?ištára اشترى)		tištiri	تشترى (im.)
IT'S NICE TO MEET YOU, WE ARE HONORED (V)		tašarráfnā	تشرفنا
(see šá:f شاف)		tišú:f	تشوف (im.)
(see ʕámal عمل)		tíʕmil	تعمل (im.)
TAKE AS COMPENSATION	taʕawwadā	?itʕáwwad	تعوّض (per.)
	yataʕawwadū	yitʕáwwad	يتعوّض (im.)
	taʕawwad	?itʕáwwad	تعوّض (imp.)
(see ʕá:š عاش)		tiʕi:š	تعيش (im.)
PLEASE (as an invita- tion) (V)	tafaddal	?itfaddal	تفضلّ (imp.)
c. f. minfáḍlak من فضلك			
DREGS		tifl	تفل (n.)

*Formal**Colloquial*

(see ʔá-ra قرأ)

tíʔra تقرأ (im.)

(see katab كتب)

tíktib تكتب (im.)

(see libis لبس)

tílbis تلبس (im.)

TELEGRAM, TELEGRAPH

tilligra:f تلغراف (n.)

syn. barqíyya(h)
برقية

HILL

táll تلّ (n.)

tilá:l تلال (pl.)

c.f. gābal جبل

TULLE

tull تلّ (n.)

TELEPHONE

tilifo:n تلفون (n.)

DESIRE

tamanna ?itmānna تمنى (per.)

(V)

yatamanna yitmānna يتمنى (im.)

tamanna ?itmānna تمنّ (imp.)

(see nízil نزل)

tínzil تنزل (im.)

(see ta:ri:x تاريخ)

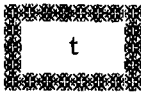
tawa:ri:x تواريخ (pl.)

(see gá:? جاء)

tí:gi تيجي (im.)

FIG

tí:na(h) تينة (n.)

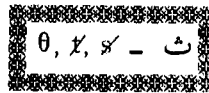
*Formal**Colloquial*

tiná:t/

تِينَات (pl.)

tí:n

تِين (coll.n.)



(THE) THIRD

θa:liθ

ʔá:liʔ

ثالث (adj.)

(THE) EIGHTH

θa:min

ʔá:min

ثامن (adj.)

(THE) SECOND

θa:nin

ʔá:ni

ثان (adj.)

ʔaθ θa:ni

ʔiʔá:ni

الثاني

SECOND (time unit)

θa:niya

ʔánya(h)

ثانية (s.)

θawa:nin

ʔawá:ni

ثوان (pl.)

ANOTHER

θa:niya(t)

ʔánya(h)

ثانية

THREE

θala:θa(h)

ʔalá:ʔa(h)

ثلاثة (٣)

THIRTEEN

θala:θata
ʕaʕara

ʔalaʔá:ʕar

ثلاثة عشر

(١٣)

THIRTY

θalaθi:n
(acc., gen.)

ʔalaʔi:n

ثلاثين

(٣٠)

θalaθu:n
(nom.)

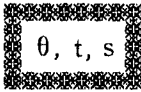
ثلاثون

ONE-THIRD

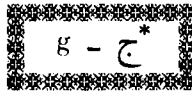
θulθ

ʔulʔ/ʔilʔ

ثلث (s.) (١/٣)



	<i>Formal</i>	<i>Colloquial</i>	
	ʔa θla:θ	ʔiʔlá:t	اثلاث (pl.)
EIGHT	θama:niya(t)	ʔamánya(h)	ثمانية (٨)
EIGHTEEN	θama:niyata eʂara	ʔamantá:ʂar	ثمانية عشر (١٨)
EIGHTY	θamani:n (acc., gen.)	ʔamani:n	ثمانين (٨٠)
	θama:nu:n (nom.)		ثمانون
ONE-EIGHTH	θumn	ʔúmn	ثمان (s.)
	ʔa θma:n	ʔiʔmá:n	اثمان (pl.)

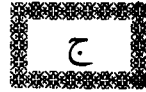
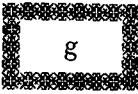


COME	ga:ʔa	gé(h)	جاء (per.)
	yagi:ʔu	yí:gi	يجيء (im.)
	giʔ		جيء (imp.)

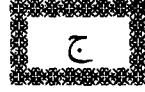
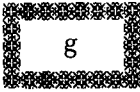
ant. ra:h راح.

FRENCH PASTRY		gató:(h)	جاتوه
NEIGHBOR		gá:r	جار (s.)

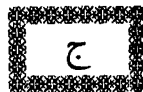
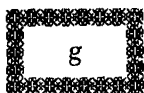
* In formal Arabic it is pronounced /j/ or /ž/, in colloquial Arabic /g/.

*Formal**Colloquial*

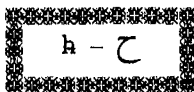
			جيران (pl.)	girá:n
COAT			چاكتة (n.)	žakitta
MOSQUE			جامع (s.)	gá:miʿ
			جوامع (pl.)	gawá:miʿ
syn.	másgid	مسجد		
c.f.	kini'sa	كنيسة		
UNIVERSITY	ga:miʿa(t)		جامعة (n.)	gámʿa(h)
c.f.	kullíyya(h)	كلية		
FOREHEAD	gabi:n		جبين (n.)	gibí:n
GRANDFATHER	gaɖɖ		جد (s.)	gídd
	gudu:d/		جدود (pl.)	gidú:d/
	?agda:d		اجداد	?agdá:d
VERY			جدا (adv.)	gíddan
syn.	ʔáwi	قوى		
	xá:liṣ	خالص		
NEW	gadi:d		جديد (s.)	gidi:d
	gúdad		جدد (pl.)	gudá:d

*Formal**Colloquial*

ant.	ʔadi:m	قديم		
syn.	hadi:θ	حديث		
RUN	gara:	gíri	جری (per.)	
	yagri:	yígri	يجرى (im.)	
	ʔigri	ʔígri	اجر (imp.)	
SHOE	hida:ʔ	حذاء	gázma(h)	جزمة (s.)
	ʔahdiya	احذية	gízam	جزم (pl.)
BEAUTY			gamá:l	جمال (n.)
ant.	qubh	قبح		
SOCIETY ; ASSOCIATION			gamaiyya(h)	جمعية (n.)
WEEK			gúm̥a(h)	جمعة (n.)
syn.	ʔisbú:ʕ	اسبوع		
(FRIDAY – see	ʔiggúm̥a(h))		gúm̥a(h)	جمعة
	(الجمعة)			
CAMEL			gám̥al	جمل (s.)
			gimá:l	جمال (pl.)
syn.	ná:qa(h)	ناقة		



	<i>Formal</i>	<i>Colloquial</i>	
BEAUTIFUL (adj.)		gamí:l جميل (s.)	
		gumá:l جمال (pl.)	
ant. qabí:h قبيح			
GARDEN	gunayna(t)	giné:na(h) جنة (s.)	
	gana:ʔin جنان	ganá:yin جنائن (pl.)	
syn. hadí:qa حديقة			
ONE POUND (100 piasters)	gunayh	giné:h جنيه (s.)	
		ginihá:t جنيهات (pl.)	
LETTER (mail)	xīṭa:b خطاب	gawá:b جواب	
syn. maktú:b مكتوب			
(an) ANSWER		gawá:b جواب (n.)	
ant. suʔá:l سؤال			
PASSPORT		gawá:z جواز (n.)	
syn. basbúrt باسبورت		sáfar سفر	
(see gá:miع جامع)		gawá:miع جوامع	



WALL	ḥa:ʔit	ḥé:ta حائط (s.)
------	--------	-----------------

h

ح

*Formal**Colloquial*

PREVENT

hawa:ʔit حوائط	hiṭá:n	حيطان (pl.)
manaعا	há:š	حاش (per.)
yamnaع	yikú:š	يحوش (im.)
ʔimnaع	hu:š	حوش (imp.)

CERTAINLY

há:dir حاضر

ant. ʔa:sif آسف

CONDITION, STATE

há:l حال (s.)

ʔahwá:l احوال (pl.)

c.f. šárt شرط

LIKE, LOVE, WOULD LIKE ʔahabba احب hább حبّ (per.)

yahibbu يحبّ yihíbb يحبّ (im.)

ʔahibb احبّ híbb حبّ (imp.)

LOVE

húbb حبّ (n.)

SWEETHEART,

habi:b habí:b حبيب (s.)

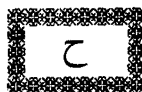
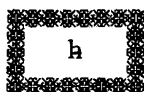
CLOSE FRIEND

ʔahibba:ʔ احباء habá:yib حبايب (pl.)

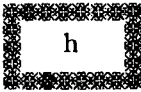
ant. gaduww عدوّ

A PIECE

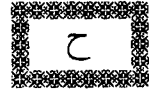
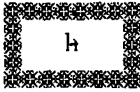
qitعا(t) قطعة hitta(h) حطة (s.)



	<i>Formal</i>	<i>Colloquial</i>	
	qitaع قطع	hítat	حتت (pl.)
A PLACE	maka:n مكان	hítta(h)	حتّة (s.)
	?ama:kin اماكن	hítat	حتت (pl.)
ELEVEN	?ahada عاšara	hidá:šar	حداشر
	احد عشرة		(١١)
SOMEONE, ANYONE	?ahad	احد hadd	حدّ
(used in negative and interrogative)			
syn.	šáxs شخص		
IRON		hadí:d	حديد (n.)
(see síkka hadi:diyya(h))		hadi:diyya(h)	حديدية
			(سكّة حديدية)
THIEF	liṣṣ لصّ	ḥará:mi	حرامي (s.)
	liṣu:s لصوص	ḥaramíyya(h)	حرامية (pl.)
syn.	sá:ri? سارق		
WAR		ḥarḇ	حرب (s.)
		ḥurú:b	حروب (pl.)

*Formal**Colloquial*

ant.	sílm/	سلم			
	salá:m	سلام			
WIFE OF, MRS.			ḥáram	حرم	(s.)
			ḥarí:m	حريم	(pl.)
syn.	záwga(t)	زوجة (F.)			
BILL, ACCOUNT, ARITHMETIC			ḥisá:b	حساب	(n.)
HORSE	ḥiṣa:n		ḥuṣá:n	حصان	(s.)
	?aḥṣina(t)		ḥiṣína(h)	احصنة	(pl.)
syn.	faras	فرس			
RUG, MAT			ḥaṣí:ra(h)	حصيرة	(s.)
			ḥuṣr	حصر	(Pl.)
FIREWOOD			ḥátab	حطب	(n.)
MEANNESS			ḥittá(h)	حطة	(n.)
LOT, GOOD FORTUNE, FUN	ḥadd		ḥázz	حظ	(s.)
	ḥuḍu:d		ḥuzu:z	حظوظ	(pl.)
PARTY			ḥáfla(h)	حفلة	(n.)

*Formal**Colloquial*

STORY

hiká:ya(h) حكاية (n.)

syn. qíssa قصّة

SOLUTION (to a problem)

háll حلّ (s.)

hulú:l حلول (pl.)

DONKEY

hima:r

humá:r حمار (s.)

himí:r حمير (pl.)

PRAISE

hámd حمد (n.)

syn. šúkr شكر

(see ?áḥmar احمر)

ḥámra حمراء (f.)

ḥúmṛ حمرة (pl.)

LOAD (v.)

hammala

hámmil حمل (per.)

(II)

yuhámmilu

yihámmil يحمل (im.)

hammil

hámmil حمل (imp.)

LOAD

híml حمل (n.)

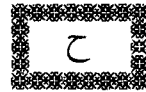
WHALE

hú:t حوت (s.)

hi:tá:n حيتان (pl.)

TURN

?ittajaha اتّجه háwad (عال) حود (per.)

*Formal**Colloquial*

yattajihu يتّجه yíḥwid (im.) يحود (على)

ʔittajih اتّجه ʔíḥwid احوود (imp.)

syn. da:r دار

COURTYARD

fina:ʔ فناء ḥó:š حوش (s.)

ʔafniya افنية ʔíḥwá:š احواش (pl.)

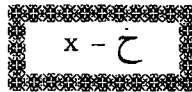
LIFE

hayá:(h) حياة (n.)

ant. mó:t موت

ANIMAL

hayawá:n حيوان (n.)



BE A FAILURE

xa:ba xá:b خاب (per.)

yaxi:bu yixí:b يخيب (im.)

xib xí:b خب (imp.)

ant. fálah فلاح

nájah نجاح

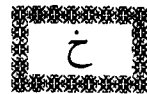
syn. fášal فشل

COLLAPSE

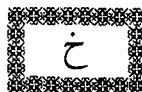
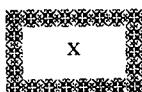
xá:ra xá:r خار (per.)



	<i>Formal</i>	<i>Colloquial</i>	
	yaxu:ru	yixú:r	ينخور (im.)
	xur	xú:r	خر (imp.)
SPECIAL		xá:ss	خاصّ (adj.)
ant. عامّ	ant. á:m		
BE AFRAID	xa:fa	xá:f (min)	خاف (من) (per.)
	yaxa:fu	yixá:f	يخاف (im.)
	xif	xá:f	خف (imp.)
EMPTY, UNOCCUPIED	xa:lin	xá:li	خال (adj.)
	?alxa:li:	?ilxá:li:	الحالّ
ant. مشغول	ant. mašgu:l		
syn. فاضى	syn. fa:ḍi		
UNCLE (mother's side)	xa:l	xá:l	خال (s.)
	?axwa:l	?ixwá:l	أحوال (pl.)
(THE) FIFTH		xá:mis	خامس (adj.)
CHEEK		xádd	خدّ (s.)
		xudú:d	خدود (pl.)
LEAK	xarra	xárr	خرّ (per.)



	<i>Formal</i>	<i>Colloquial</i>	
	yax <u>u</u> rru	yix <u>ú</u> rr	يخّر (im.)
	<u>xu</u> rr	<u>xú</u> rr	خرّ (imp.)
GO OUT	<u>xar</u> aja	xárag	خرج (per.)
	yax <u>ru</u> ju	yíx <u>ru</u> g	يخرج (im.)
	?ux <u>ru</u> j	?úx <u>ru</u> g	اخرج (imp.)
ant.	dáxal	دخل	
syn.	míši	مشى	
MAKE (SOMEONE) LEAVE !		xar <u>ra</u> :g	خرّج (m.)
II			
MAKE A HOLE	xaraqa	xára?	خرق (per.)
	yaxri <u>qu</u>	yíxra?	يخرق (im.)
	?ixri <u>q</u>	?íxra?	اخرق (imp.)
(see ?áx <u>da</u> r اخضر)		{ xá <u>d</u> ra : خضراء (f.) xú <u>d</u> r خضر (pl.)	
SCARE (someone)	x <u>a</u> ḍḍa	xá <u>d</u> ḍ	خضّ (per.)
	yaxuḍ <u>du</u>	yix <u>ú</u> ḍḍ	يخضّ (im.)
	xuḍ <u>d</u>	xú <u>d</u> ḍ	خضّ (imp.)

*Formal**Colloquial*

syn. xáwwif خوف

OPEN SPACE

xala:ʔ

xála خلاء (n.)

syn. faḍá:ʔ فضاء

TAKE OFF (clothes)

xalaʕa

xálaʕ خلق (per.)

yaxlaʕu

yíxlaʕ يخلق (im.)

ʔixlaʕ

ʔíxlaʕ اخلق (imp.)

ant. líbis لبس

BEHIND

xalf خلف

ant. ʔuddá:m قدام

syn. wára وراء

CREATE

xalaqa

xálaʔ خلق (per.)

yaxluqu

yíxlaʔ يخلق (im.)

ʔuxluq

ʔíxlaʔ اخلق (imp.)

syn. ʔáwjad أوجد

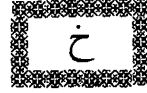
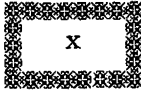
VINEGAR

xáll خلّ (n.)

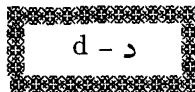
ONE-FIFTH

xúms (١/٥) خمس (s.)

ʔaxmá:s اخماس (pl.)



	<i>Formal</i>	<i>Colloquial</i>	
FIVE		xámsa(h)	خمسة (٥)
FIFTEEN	xamsata gaṣṣara	xamast- á:ṣar	خمسة عشر (١٥)
FIFTY	xamsi:n (acc., gen.)	xamsí:n	خمسين (٥٠)
	xamsu:n (nom.)		خمسون
PRIEST	xu:ri	xú:ri	خوري (s.)
	xawa:rina(h)	xawárna(h)	خوارنة (pl.)
syn.	ká:hin/ qassí:s		كاهن قسيس
PALM LEAF		xú:sa(h)	خوصة (s.)
		xú:s	خوص (pl., c.m.)
GOOD		xé:r	خير (n.)
ant.	ṣárr		شر

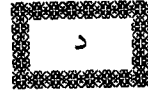
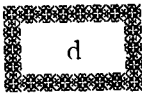


THIS

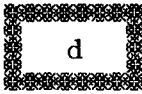
ha:da :

هذا da

دا (m.)



	<i>Formal</i>	<i>Colloquial</i>	
	ha:dihi	هذه di	دی (f.)
	ha:ʔula:ʔi	هؤلاء dó:l	دول (pl.)
ALWAYS	da:ʔiman	dáyman	دائماً (adv.)
TURN	da:ra	dá:r	دار (per.)
	yadu:ru	yidú:r	يدور (im.)
	dur	dú:r	در (imp.)
HOUSE		dá:r	دار (s.)
		dú:r	دور (pl.)
syn. bé:t	بيت		
ONE WHO HAS STUDIED		dá:ris	دارس (p.)
c.f. dáras	درس		
REASON, NEED	da:ʕin	dá:ʕi	داع (s.)
	dawa:ʕin	dawá:ʕi	دواع (pl.)
syn. sábab	سبب		
CONTINUE	da:ma	dá:m	دام (per.)
	yadu:mu	yidú:m	يدوم (im.)
	dum	dúm	دم (imp.)

*Formal**Colloquial*

ENTER

daxala

dáxal

دخل (per.)

yadxulu

yídxul

يدخل (im.)

ʔidxul

ʔídxul

ادخل (imp.)

ant. xárag

خرج

GEM

dúrra(h)

درة (s.)

dúrra

درر (pl.)

syn. gawhára جوهرة

TEACH

darrasa

dárris

دّرس (per.)

(II)

yudarrisu

yidárris

يدّرس (im.)

darris

dárris

دّرس (imp.)

syn. ʿállim عّلم

PAY

dafaʿa

dáfaʿ

دفع (per.)

yadfaʿu

yídfaʿ

يدفع (im.)

ʔidfaʿ

ʔídfaʿ

ادفع (imp.)

MAKE PAY

daffaʿa

dáffaʿ

دفعّ (per.)

(II)

yudaffiʿu

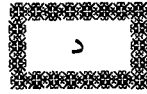
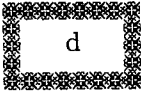
yidáffaʿ

يدفعّ (im.)

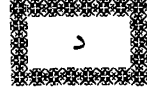
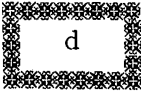
daffiʿ

dáffaʿ

دفعّ (imp.)



	<i>Formal</i>	<i>Colloquial</i>	
MINUTE (of time)	daq̣i:qa(t)	diʔi:ʔa(h)	دقيقة (s.)
	daqa:ʔiq	daʔá:yiʔ	دقائق (pl.)
THAT	ða:lika (m.)	ذلك dúkha	دكها
	tilka (f.)	تلك	
	ʔ:ula:ʔika(pl.)	اولئك	
GUIDE	dalla	dáll	دلّ (per.)
	yadullu	yidiáll	يدلّ (im.)
	dull	díll	دلّ (imp.)
syn.	ʔáršad	ارشاد	
NOW	ʔalʔa:n	الآن dilwáʔt	دلوقت (adv.)
BLOOD		dámm	دمّ (n.)
syn.	dimá:ʔ	دماء	
DAMASCUS		dimášq	دمشق
WORLD, EARTH		dúnya	دنیا (n.)
ant.	ʔa:xíra	آخرة	
syn.	á:lam	عالم	

*Formal**Colloquial*

(see dá:ei دَاع)

dawá:ei دَوَاع (pl.)

FLOOR (on a building) dawr

dó:r دَوْر (s.)

PART (played) ?adwa:r

?adwá:r اَدْوَار (pl.)

DECEMBER

disímber دِيسَمْبَر

syn. kanú:n كَانُون

al?áwwal الْاَوَّل

RELIGION

dí:n دِين (s.)

?adyá:n اَدْيَان (pl.)

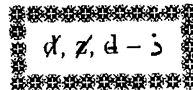
DEBT

dayn

dé:n دَيْن (s.)

duyu:n

duyú:n دِيُون (pl.)



MELT

da:ba

ďá:b ذَاب (per.)

yadu:bu

yidú:b يَذُوب (im.)

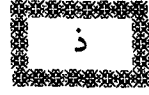
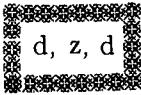
ant. gímid جَمْد

syn. sá:h سَاح

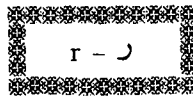
SELF

da:t

zá:t ذَات (s.)



	<i>Formal</i>	<i>Colloquial</i>	
	dawa:t	ẓawa:t	ذوات (pl.)
syn. náfs	نفس		
TASTE (v.)	da:qa	ḏá:ʔ	ذاق (per.)
	yaḏu:qu	yiḏú:ʔ	يذوق (im.)
	ḏuq	ḏú:ʔ	ذق (imp.)
CORN	ḏura(h)	ḏúra(h)	ذرة (n.)
GOLD	ḏahab	ḏáhab	ذهب (n.)
TASTE (n.)	ḏawq	ẓó:ʔ	ذوق (s.)
	ʔaḏwa:q	ʔaẓwá:ʔ	اذواق (pl.)



HEAD	raʔs	rá:s	رأس (s.)
	ruʔu:s	rú:s	رؤوس (pl.)
SEE	raʔa		رأى
	yara		يرى

syn. šá:f شاف

c.f. báṣṣ بصّر



	<i>Formal</i>	<i>Colloquial</i>
CHIEF, PRESIDENT	raʔi:s	raʔi:s/ráyyis رئيس (s.)
	ruʔasa:ʔ	ruʔasá:ʔ/ رؤساء (pl.) ruyása
(THE) FOURTH		rā:biع رابع (n.)
RETURNING		rā:giع راجع (p.)
c.f. rígiع رجع		
GO	dahaba ذهب rā:h	راح (per.)
	yadhabu يذهب yirú:h	يروح (im.)
	?idhab اذهب rú:h	روح (imp.)
ant. rígiع / رجع		
عاد	á:dع	
RADIO		rādyu(h) راديو
RIDING		rā:kib راكب (p.)
c.f. ríkib ركب		
RIDER, PASSENGER		rā:kib راكب (s.)
		rukká:b ركاب (pl.)
ONE-FOURTH	rubع	rúbع (¼) ربع (s.)
	?arba:ع	?irbá:ع ارباع (pl.)



	<i>Formal</i>	<i>Colloquial</i>	
RETURN	ragi <u>ع</u>	rígi <u>ع</u>	رجع (per.)
	yargi <u>ع</u>	yírga <u>ع</u>	يرجع (im.)
	?irga <u>ع</u>	?írga <u>ع</u>	ارجع (imp.)

syn. عاد ع:d

ANSWER	r <u>ا</u> dda	rádd (ع <u>ا</u> la) ر <u>د</u> (على)	(per.)
	yaruddu	yirúdd	ير <u>د</u> (im.)
	rudd	rúdd	ر <u>د</u> (imp.)

ant. sá?al سأل

syn. gá:wib جاوب

LOOK AFTER	r <u>ا</u> ga	rága <u>ع</u>	ر <u>ع</u> ى (per.)
	yar <u>ع</u> ga	yírga <u>ع</u>	ير <u>ع</u> ى (im.)
	?ir <u>ع</u> ga	?írga <u>ع</u>	ار <u>ع</u> (imp.)

RIDE	r <u>ا</u> kiba	ríkib	ر <u>ك</u> ب (per.)
	yarkabu	yírkab	ير <u>ك</u> ب (im.)
	?irkab	?írkab	ار <u>ك</u> ب (imp.)

ant. nízil نزل

CORNER		rúkn	ر <u>ك</u> ن (s.)
--------	--	------	-------------------

*Formal**Colloquial*

GRAY

ʔarká:n اركان (pl.)

ramá:di رمادی (adj.)

(the month of) RAMADAN

(šáḥr) (شهر)

ramadá:n رمضان

THROW

rama

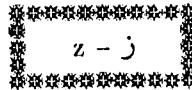
ráma رمى (per.)

yarmi

yírmí يرمى (im.)

ʔirmi

ʔírmí ارم (imp.)



INCREASE

za:da

zá:d زاد (per.)

yazi:du

yízí:d يزيد (im.)

zid

zí:d زد (imp.)

ant. níʔiṣ نقص

VISIT (v.)

za:ra

zá:r زار (per.)

yazu:ru

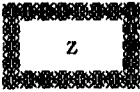
yízú:r يزور (im.)

zur

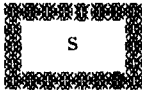
zú:r زر (imp.)

VISIT

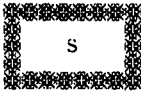
ziyá:ra(h) زيارة (n.)



	Formal	Colloquial
BECOME NOISY		zá:t زاط (per.) yizí:t يزيط (im.) zí:t زيط (imp.)
(see ?ázra? ازرق)	zarqa:?	{ zár?a زرقاء (f.) zúr? زرق (pl.)
BECOME ANGRY / SAD	gaḍib غضب hazina حزن yahzanu يحزن ?ihzan احزن	{ zí'el زعل (per.) yíz'el يزعل (im.) ?íz'el ازعل (imp.)
ant. ?inháṣat انبسط fírik فرح		
ANGRY / SAD		za'elán زعلان (adj.)m
ant. farhá:n فرحان		
PEBBLE		zálata(h) زلطة (s.) zálāt زلط (pl., c.n.)
TIME		záman زمن (s) ?azmá:n ازمان (pl.)
syn. wa?t وقت		



	<i>Formal</i>	<i>Colloquial</i>	
ASK	saʔala yasʔalu ʔisʔal	sáʔal yísʔal ʔísʔal	سأل (per.) يسأل (im.) اسأل (imp.)
ant. جواب ردّ	gá:wib rádd		
QUESTION	suʔa:l ʔasʔila(t)	suʔá:l ʔasʔíla(h)	سؤال (s.) استلة (pl.)
ant. جواب ردّ	gawá:b rádd		
COMMON	sa:ʔir	sá:yir	سائر (p.)
(THE) SEVENTH		sá:biʕ	سابع (adj.)
DOMINATE	sa:da yasu:du sud	sá:d yisú:d súd	ساد (per.) يسود (im.) سد (imp.)
(THE) SIXTH		sá:dis	سادس (adj.)
CLOCK, WATCH, HOUR		sá:ʕa(h)	ساعة (n.)
SEPTEMBER		sibtím̄bir	سبتمبر

*Formal**Colloquial*

syn. ?aylú:l ايلول

ONE-SEVENTH

subع

súbع

(س.) سبع (1/7)

?asba:ع

?isbá:ع

(pl.) اسباع

SEVEN

sábعا(h) سبعة (7)

SEVENTEEN

sabعا-
عاšarasabaعā:šar سبعة عشر
(17)

SEVENTY

sabعi:n (acc.,
gen.)

sabعí:n سبعين (70)

sabعu:n (nom.)

سبعون

OUTRUN

sabaqa

sába?

(per.) سبق

yasbiq

yísba?

(im.) يسبق

?isbaq

?ísba?

(imp.) اسبق

A RACE

siba:q

sába?

(n.) سبق

BLACKBOARD

sabbú:ra(h) سبورة (n.)

LADY, WOMAN

sitt

(n.) ستّ

syn. sayyida(h) سيّدة

SIX

sitta(h) ستة (6)

S

س

*Formal**Colloquial*

SIXTEEN

sittata-
ʿaṣṣaraستّة عشر sittá:ṣar
(١٦)

SIXTY

sitti:n (acc.,
gen.)
sittu:n (nom.)ستّين (٦٠) sittí:n
ستّون sttun

BLOCK

sadda

sádd

سدّ (per.)

yasuddu

yisádd

يسدّ (im.)

sudd

sádd

سدّ (imp.)

DAM

sádd

سدّ (s.)

sudú:d

سدود (pl.)

syn. xazzá:n خزان

ONE-SIXTH

suds

suts } سدس (١/٦) (s.)
súds }ʔizda:s
ʔasda:sʔizda:s } سداس (pl.)
ʔisda:s }

STEAL, ROB

saraqa

sáraʔ

سرق (per.)

yasriqu

yísraʔ

يسرق (im.)

ʔisraq

ʔísraʔ

اسرق (imp.)

BED

sari:r

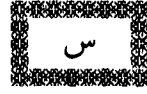
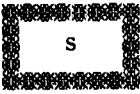
sirí:r

سرير (s.)

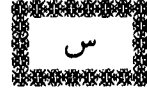
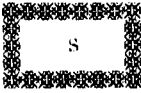
ʔasirra(h) اسرة

sará:yir

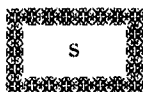
سراير (pl.)



	<i>Formal</i>	<i>Colloquial</i>	
QUICK		sarí:ع سريـع (adj.)	
ant. batí:?	بطيـء		
COUGHING		suʿa:l سعال (n.)	
syn. kúhha	كحة		
TRY	saʿa	sáʿa سعى (per.)	
	yaʿa	yíʿa يسعى (im.)	
	?isʿa	?ísʿa اسع (imp.)	
syn. há:wil	حاول		
HAPPY	saʿi:d	saʿí:d سعيد (s.)	
	suʿada:?	súʿada سعداء (pl.)	
syn. maḥṣú:t	مبسوط		
BOOK (in religion)		sífr سفر (s.)	
		?asfá:r اسفار (pl.)	
TRAVEL		sáfar سفر (n.)	
CEILING	saqf	sáʔf سقف (s.)	
	suqu:f	suʔú:f سقوف (pl.)	
WATER	saqa	sáʔa سقى (per.)	
	yasqi	yíʔi يسقى (im.)	



	<i>Formal</i>	<i>Colloquial</i>	
	ʔisqi	ʔísʔi	اسق (imp.)
WAY		síkka(h)	سِكَّة (s.)
		síkak	سِكَك (pl.)
	syn. ʔari:ʔ طريق		
RAILROAD		síkka(h)	سِكَّة (n.)
		hadi:diyya	حَدِيدِيَّة
SUGAR		súkkar	سَكَّر (n.)
LODGING		sákan	سَكَن (n.)
SILENCE	suku:t	sikú:t	سَكُوت (n.)
	c.f. sakat سَكْت		
PEACE, GREETING		salá:m	سَلَام (n.)
	ant. hárḥ حرب		
GREET	sallama	sállim (عَلَا)	سَلِّم (per.)
(II)	yusallimu	yisállim (عَلَى)	يَسَلِّم (im.)
	sallim	sállim	سَلِّم (imp.)
SKY	sama:ʔ	sáma	سَمَاء (s.)
	samawa:t	samawá:t	سَمَوَات (pl.)

*Formal**Colloquial*ant. ʔárd ارض

PERMIT, ALLOW

samaḥa

sámah (li) سمح (لـ) (per.)

yasmaḥu

yísmah يسمح (im.)

ʔismaḥ

ʔísmah اسمح (imp.)

ant. manāʕ منع

HEAR

samiʕa

símīʕ سمع (per.)

yasmaʕu

yísmāʕ يسمح (im.)

ʔismaʕ

ʔísmāʕ اسمع (imp.)

POISON (V.)

samma

sámm سمّ (per.)

yasummu

yisímّ يسمح (im.)

summ

símّ سمّ (imp.)

POISON (n.)

sumu:m

súmm سمّ (s.)

simú:m سموم (pl.)

NAME

samma

sámma سمّى (per.)

(II)

yusammi

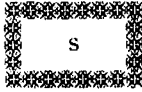
yisámّ يسمح (im.)

sammi

sámّ سمّ (imp.)

c.f. ʔism

اسم

*Formal**Colloquial*

POINT, TOOTH, AGE

sínna سنّ (s.)

ʔasná:n أسنان (pl.)

YEAR

sána(h) سنة (n.)

syn. عام ʔa:m

(see ʔáhlán اهلا)

sáhlán سهلا

(see ʔáswad اسود)

{ só:da	سوداء (f.)
{ sú:d	سود (pl.)

CHAPTER (of the Koran)

sú:ra(h) سورة (s.)

súwaṛ سور (pl.)

SYRIA

suriyya

súrya/ سوريا

MARKET

su:q

sú:ʔ سوق (s.)

ʔaswa:q

ʔaswá:ʔ أسواق (pl.)

MR., MASTER

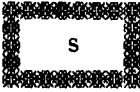
(ʔas)sáyyid سيّد (s.)

ʔasyá:d اسياذ (pl.)

syn. ʔalʔustá:ʔ
الاستاذ

BIOGRAPHY

sí:ra(h) سيرة (s.)

*Formal**Colloquial*

syn. hayá:(t) حياة

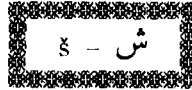
síyar

سير (pl.)

MOVIE THEATER

sínima

سينما



WISH

ša:ʔa

šá:ʔ

شاء (per.)

yaša:ʔu

yašá:ʔ

يشاء (im.)

šiʔ

šíʔ

شيء (imp.)

syn. ʔarád اراد

STREET

šá:riʕ

شارع (s.)

šawá:riʕ

شوارع (pl.)

syn. síkka(h) سكة

SMART

šá:tir

شاطر (s.)

šuttá:r

شطّار (pl.)

ant. xa:yib خايب

BECOME KNOWN

ša:ʕa

šá:ʕ

شاع (per.)

yaši:ʕu

yiší:ʕ

يشيع (im.)

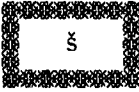
SEE

naḍara

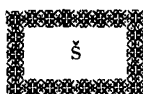
نظر

šá:f

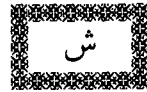
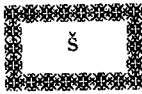
شاف (per.)

*Formal**Colloquial*

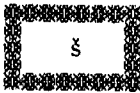
	yanḍuru ينظر	yišú:f يشوف (im.)
	?indur انظر	šú:f شوف (imp.)
c.f. baṣṣ بصّ		
THANKFUL		šá:kir شاكر (p.)
CARRY	hamala حمل	šá:l شال (per.)
		yiší:l يشيل (im.)
		ší:l شل (imp.)
CONSULT	ša:wara	šá:wir شاور (per.)
	yuša:wiru	yišá:wir يشاور (im.)
	ša:wir	šá:wir/ شاور (imp.)
		šú:r شور
TEA		šá:y شاي (n.)
WINDOW	na:fida نافذة	šibbá:k شبّاك (s.)
	nawa:fida نوافذ	šababí:k شبابيك (pl.)
NET		šábaka(h) شبكة (s.)
		šibá:k شباك (pl.)
TREE		šáğara(h) شجرة (s.)



	<i>Formal</i>	<i>Colloquial</i>	
		ʔašgá:r اشجار (pl.)	
DRINK	šaṛiba	širib شرب (per.)	
	yašrabu	yīšrab يشرب (im.)	
	ʔišrab	ʔišrab اشرب (imp.)	
LEAK		šárr شَرَّ (per.)	
		yišúrr يشَرَّ (im.)	
		šúrr شَرَّ (imp.)	
syn. خَرَّ xárr			
CONDITION, PREREQUISITE		šárt شرط (s.)	
		šurú:t شروط (pl.)	
RIGHT OF PRE-EMPTION		šúfعا(h) شفعة	
THANKS		šúkran شكرا (adv.)	
syn. مع الشكر maʿa ššúkr			
THANK	šakaṛa	šákar شكر (per.)	
	yaškuru	yīškur يشكر (im.)	
	ʔuškur	ʔuškur اشكر (imp.)	
THANKS, THANKING		šúkr شكر (n.)	



	<i>Formal</i>	<i>Colloquial</i>	
SHAPE		šákl	شكل (s.)
		?ašká:l	اشكال (pl.)
CHOCOLATE		šikulá:ta(h)	شكولاتة
BECOME PARALYZED	šalla	šáll	شلّ (per.)
	yašullu	yíšill	يشلّ (im.)
	šall	šíll	شلّ (imp.)
LEFT, NORTH		šimá:l	شمال
ant. ganú:b	جنوب		
syn. báħri	بحري		
SUITCASE, PURSE		šánta(h)	شنطة (s.)
		šúṇat	شنط (pl.)
MONTH		šáħr	شهر (s.)
		šuhú:r	شهور (pl.)
ROAST	šawa:	šáwa	شوى (per.)
	yašwi:	yíšwi	يشوى (im.)
	?išwi	?íšwi	اشو (imp.)
A FEW, SOME		šuwáyya(h)	شوية

*Formal**Colloquial*syn. *baʿd* بعض

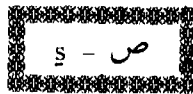
SHISHKABAB

شيش كباب *ši:š kabá:b*

LOAD

šáyyil شيل (per.)

(II)

yīšáyyil يشيل (im.)*šáyyil* شيل (imp.)syn. *hámml* حمل

HUNT, FISH

*ša:da**śá:d*

صاد (per.)

*yaši:du**yīši:d*

يصيد (im.)

*sid**śi:d*

صد (imp.)

PIASTER

śá:g

صاغ

syn. *širš* قرش

FAST

*ša:ma**śá:m*

صام (per.)

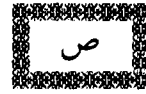
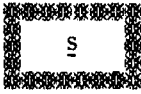
*yašu:mu**yīšu:m*

يصوم (im.)

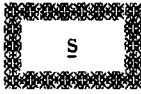
*šum**śú:m*

صم (imp.)

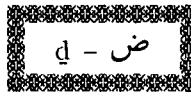
ant. *fiṭir* فطر



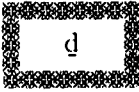
	<i>Formal</i>	<i>Colloquial</i>	
MORNING		ṣabá:h	صباح (n.)
ant. misá:ʔ	مساء		
(IN) THE MORNING		(ʔis)ṣúbh	(ال)صبح
PATIENCE		ṣábr	صبر (n.)
HEALTH		ṣíhha(h)	صحة
ant. māraḍ	مرض		
ROCK		ṣáxra(h)	صخرة (s.)
		ṣuxú:r	صخور (pl.)
syn. ḥágar	حجر		
REPEL	ṣaḍḍa	ṣáḍḍ	صدّ (per.)
	yaṣuḍḍu	yiṣúḍḍ	يصدّ (im.)
	ṣuḍḍ	ṣúḍḍ	صدّ (imp.)
ZERO		ṣífr	صفر (s.)
		ʔasfá:r	اصفار (pl.)
PRAYER		ṣalá:(h)	صلاة (s.)
		ṣalawá:t	صلوات (pl.)
PRAY	ṣalla	ṣálla	صلى (per.)
(II)	yuṣalli	yiṣálli	يصلّي (im.)



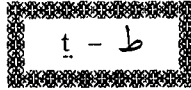
	<i>Formal</i>	<i>Colloquial</i>	
	salli	sálli	صلّ (imp.)
MEMORIZE	ḥaḥḥda حفظ	sámm	صمّ (per.)
	yaḥḥfaḍu يحفظ	yiṣúmm	يصمّ (im.)
	?ihḥaḍ احفظ	súmm	صمّ (imp.)
KIND, TYPE		sánf	صنف (s.)
		?aṣná:f	اصناف (pl.)
syn. نوع ع: nó:			
PICTURE		sú:ra(h)	صورة (s.)
		súwar	صور
FASTING	sawm	só:m	صوم (s.)
	?aṣwa:m	?aṣwá:m	اصوام (pl.)
syn. صيام ṣi:ya:m			
SMALL SALTED FISH		sí:ra(h)	صيرة (s.)
		sí:r	صير (pl.)



MUTTON	daʔn	dá:ni	ضاني (adj.)
HARMFUL		dá:r	ضار
ant. نافع ná:fi ع			



	<i>Formal</i>	<i>Colloquial</i>	
LOSE ONE'S WAY	dalla	dáll	ضَلَّ (per.)
	yadillu	yidíll	يُضِلُّ (im.)
	dill	díll	ضَلَّ (imp.)
EMBRACE, COMBINE	damma	dámm	ضَمَّ (per.)
	yadummu	yidúmm	يُضِمُّ (im.)
	dumm	dúmm	ضَمَّ (imp.)

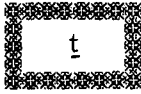


RIPEN, RECOVER	ta:ba	tá:b	طاب (per.)
	yaṭi:bu	yiti:b	يُطِيب (im.)
	tib	tí:b	طَبَّ (imp.)
FLY	ta:ra	tá:r	طار (per.)
	yaṭi:ru	yiti:r	يُطِير (im.)
	tir	tí:r	طَرَّ (imp.)

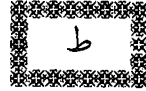
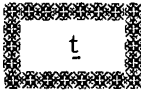
c.f. tayya:ra طَيَّارَة

STUDENT

tá:lib طالب (s.)
 tálaba(h)/ طلبة (pl.)
 tullá:b طُلَّاب



	<i>Formal</i>	<i>Colloquial</i>
CHALK		ṭabašī:r طباشير
FALL DOWN	waqaʿa وقع	ṭább طَبَّ (per.) yiṭúbḅ يَطْبُّ (im.) ṭúbḅ طَبَّ (imp.)
WAY		ṭariʔ طريق (s.) ṭúruʔ طرق (pl.)
syn. šá:riʿ / شارع síkka(h) سَكَّة		
GO UP	ṭalaʿa	ṭiliʿ طلع (per.) yatlaʿu يَطْلَع (im.) ʔitlaʿ اطلع (imp.)
ant. nízil نزل		
LOOK OVER	ṭalla	ṭáll طَلَّ (per.) yaṭillu يَطْلُ (im.) ṭill طَلَّ (imp.)
syn. báss بَصَّ		
BRICK		ṭú:ba(h) طوبة (s.) ṭú:b طوب (pl.)

*Formal**Colloquial*

STRAIGHT AHEAD

(على) طول (ʿála)tú:l

LONG

ṭawí:l طویل (s.)

ṭiwá:l طوال (pl.)

ant. ʔuṣáyyar قصير

AIRPLANE

ṭa:ʔira(t) طائرة ṭayyá:ra(h) طيارة (n.)

GOOD, WELL

ṭáyyib طيب

ant. wíḥiṣ وحش

syn. kuwáyyis كويس

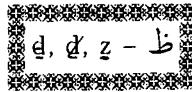
BIRDS

ṭa:ʔir/ طائر ṭér طير (s.)

ṭayr طير ṭiyú:r طيور (pl.)

MUD, LAND

ṭín طين (n.)



INJUSTICE

ḍulm ظلم (n.)

zúlm

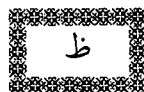
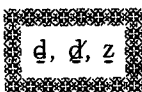
APPEAR

ḍahara ظاهر (per.)

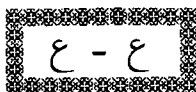
yaḍharu يظهر (im.)

ʔiḍhar اظهر (imp.)

ant. ʔixtáfa اختفى



	Formal	Colloquial	
BACK	ḍahr	ḍáhr	ظهر (s.)
	ḍahu:r	zuḥú:r	ظهور (pl.)
NOON	(ʔaḍ)ḍuhr	(ʔiḍ)ḍúhr	(ال)ظهر



FAMILY	ʕa:ʔila(t)	ʕa:ʔila(h) /	عائلة (n.)
		ʕé:la	عيلة
syn.	ʔúsra(h) أسرة		
KNOWING		ʕá:rif	عارف (p.)
c.f.	ʕirif عرف		
WANT	ʔiḥta:ga احتاج	ʕá:z	عاز (per.)
	yaḥta:gu يحتاج	yiʕú:z	يعوز (im.)
syn.	ḥább حبّ		
LIVE	ʕa:ša	ʕá:š	عاش (per.)
	yaʕi:šu	yiʕi:š	يعيش (im.)
	ʕiš	ʕi:š	عش (imp.)
ant.	má:t مات		
(THE) TENTH		ʕá:šir	عاشر

*Formal**Colloquial*

FINE, GOOD

syn. kuwáyyis كويس

ant. wíhiš وحش

عá:l عال (adj.,
adv.)

HIGH, TALL

ع:lin

عá:li عال (adj.)

syn. murtáfiع مرتفع

ant. wá:ti واطى

?ilعá:li العالى

YEAR

عá:m عام (s.)

?aعwá:m اعوام (pl.)

syn. sána(h) سنة

HELP

عa:wana

عá:win عاون (per.)

yuعa:winu

yiعá:win يعاون (im.)

عa:win/

عá:win/ عاون (imp.)

?aעin

عá:n عين

syn. sá:عid ساعد

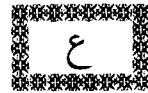
IN NEED (of), WANTING

mukta:g محتاج عá:wiz/ عاوز (p., m.)

عá:yiz عايز

mukta:ga(t) عá:wza(h)/ عاوزة (f.)

عáyza(h) عايزة



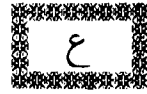
	<i>Formal</i>	<i>Colloquial</i>	
COUNT	عadda	عádd	عدّ (per.)
	yaعuddu	yíعídd	يعدّ (im.)
	عudd	عídd	عدّ (imp.)
c.f.	عádad عدد		
ENEMY		عادúww	عدوّ (s.)
		?aعدá:?	اعداء (pl.)
ant.	حابب habí:b		
EXCUSE	عادara	عázar	عذر (per.)
	yaعادiru	yúعzur	يعذر (im.)
	?iعادir	?úعzur	اعذر (imp.)
ARAB	عارabiyy	عárabí	عربي (s.)
		عárab	عرب (pl.)
ARABIC	?allúgatu	عارabi	عربي
	(?a)عارabíyya(t)		
	اللغة العربية		
KNOW, RECOGNIZE	عارafa	عírif	عرف (per.)
	yaعارifu	yíعraf	يعرف (im.)
	?iعارif	?íعraf	اعرف (imp.)



	<i>Formal</i>	<i>Colloquial</i>	
INTRODUCE	ɛarrafa	ɛárraf (bi) (ب) عرّف (per.)	
(II)	yuɛarrifu	yiɛárraf يعرّف (im.)	
	ɛarrif	ɛárraf عرّف (imp.)	
syn. ʔáddim قدم (ل)			
INVITE	ɛazama	ɛázam عزم (per.)	
	yaɛzimu	yíɛzim يعزم (im.)	
	ʔiɛzim	ʔíɛzim اعزم (imp.)	
syn. dáɛa دعا			
POLICEMAN, SOLDIER	gundi جندی	ɛaskári عسكری (s.)	
	gunu:d جنود	ɛasá:kir عساكر (pl.)	
c.f. ɓuli:s بوليس			
DIFFICULT, HARD		ɛasí:r عسير (adj.)	
ant. sáhl سهل			
syn. sáɛb صعب			
FOR, IN ORDER TO	liʔagl لآجل	ɛašá:n/ عشان (con.)	
		ɛalašá:n علشان	
c.f. liʔann لأن			
ONE-TENTH		úšr عشر (١/١٠) (s.)	
		ʔaɣšá:r اعشار (pl.)	



	<i>Formal</i>	<i>Colloquial</i>
TEN		عشرة (١٠) ʿáṣra(h)
TWENTY	عِشْرِيْن (acc., gen.) عِشْرُوْن (nom.)	عشرين (٢٠) ʿiṣrī:n عشرون ʿiṣru:n
JUICE		عَصِيْر (n.) ʿaṣī:r
ON, UPON		عَلَى (prep.) ʿála
AGE		عَمْر (s.) ʿúmṛ اَعْمَار (pl.) ʿaʿmá:r
syn. سِنَّ sín		
DO, MAKE, WORK	عَمَلَا ʿamala يَعْمَلُو yaʿmalu ؟يَعْمَل ʿiʿmal	عَمَل (per.) ʿámal يَعْمَل (im.) yíʿmil اعْمَل (imp.) ʿiʿmil
syn. فَعَل fáʿal		
UNCLE (father's side)		عَمَّ (s.) ʿámm اَعْمَام (pl.) ʿaʿmá:m
c.f. خَال xa:l		
AT, WITH	عِنْدَا ʿinda	عِنْد ʿand
FEAST, FESTIVAL		عِيد (s.) ʿí:d

*Formal**Colloquial*

COURBAN / GREATER BAIRAM

c.f. ع: d ?alfitr
عيد الفطر

?aeyá:d اعياد (pl.)

ع: d ?al?ádha عيد (n.)
الاضحى

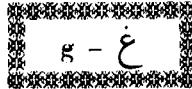
EYE, LETTER ع /
A SPRING

eayn

ع: n عين (s.)

euyu:n

عuyú:n عيون (pl.)



BE ABSENT

ga:ba

gá:b غاب (per.)

yagi:bu

yígi:b يغيب (im.)

gib

gí:b غب (imp.)

ant. hádar حضر

SINK IN

ga:ra

غار (per.)

yagu:ru

يغار (im.)

gur

غر (imp.)

BECOME JEALOUS

ga:ra

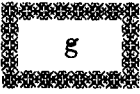
gá:r (min) غار (من) (per.)

yaga:ru يغار

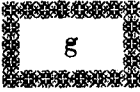
yígi:r يغير (im.)

gir

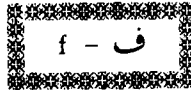
gí:r غر (imp.)



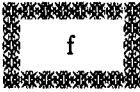
	<i>Formal</i>	<i>Colloquial</i>	
DIVE	ga:sa	gá:s	غاص (per.)
	yagu:su	yigú:s	يغوص (im.)
	guṣ	gú:s	غص (imp.)
EXPENSIVE	ga:lin	gá:li	غالٍ (adj.)
	?alga:li	?ilgá:li	الغالى
ant. rixí:s	رخيص		
LUNCH, FOOD	gada:ʔ	غذاء gáda	غداء
TOMORROW	gadan		غداً (adv.)
syn. búkra /	بكرة		
bá:kir	باكر		
DECEIVE	garra	gárr	غَرَّ (per.)
	yagurru	yigúrr	يغَرِّ (im.)
syn. xáda	خدع		
DROWN	garīqa	gíriʔ	غرق (per.)
	yagraqu	yígraʔ	يغرق (im.)
	?igraq	?ígraʔ	اغرق (imp.)
WRONG	xataʔ	خطأ gálat	غلط (s.)
	?axta:ʔ	اخطأ ?aglá:t	اغلاط (pl.)
ant. sáhh	صحّ		



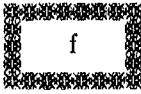
	<i>Formal</i>	<i>Colloquial</i>	
CLOSE, SHUT	galaqa / ?aglaqa	غلق / اغلق (per.)	
	yagliqu	يغلق (im.)	
	?igliq	اغلق (imp.)	
ant. fátaḥ	فتح		
syn. ?áfal	قفل		
RICH	ganiyy	غنى (s.)	
	?agniya:?	اغنياء (pl.)	
ant. faḏí:r	فقير		
WITHOUT	min gayri	(min) gé:r (من)	
syn. bidú:n	بدون	غير	
JEALOUSY	gayra(t)	غيرة (n.)	



REDEEMER	fa:din	fá:di	فادى
	?alfa:di	?ilfa:di	الفادى
HORSEMAN		fa'ris	فارس (s.)
		fursá:n	فرسان (pl.)
c.f. faṛas	فرس		



	<i>Formal</i>	<i>Colloquial</i>	
EMPTY		fá:rig	فارغ (adj.)
ant. malyá:n	مليان		
syn. fá:ḡi	فاض		
USE, INTEREST (profit)	fa:ʔida(t)	fáyda(h)	فائدة (s.)
	fawa:ʔid	fawá:yid	فوائد (pl.)
EMPTY, FREE	fa:ḡin	fá:ḡi	فاض (adj.)
	ʔalfa:ḡi	ʔilfa:ḡi	الفاضى
ant. mašgú:l	مشغول		
syn. fá:rig	فارغ		
CONTINUING, REMAINING		fá:ḡil	فاضل (p.)
syn. bá:ʔi	باق		
c.f. fíḡil	فضل		
UNDERSTANDING		fá:him	فاهم (p.)
c.f. fihim	فهم		
FEBRUARY		fibrá:yir	فبراير
syn. šubá:t	شباط		
OPEN, CONQUER	fataḡa	fátaḡ	فتح (per.)
	yaftaḡu	yíftaḡ	يفتح (im.)
	ʔiftaḡ	ʔíftaḡ	افتح (imp.)
ant. ʔáfal	قفل		



	<i>Formal</i>	<i>Colloquial</i>	
YOUTH	fatan	fáta	فتى (s.)
	fitya:n	fityá:n	فتيان (pl.)
syn.	šá:bb شاب		
COAL		fáhm	فحم (n.)
RELIEF		fárag	فرج (n.)
BE GLAD, JOYFUL		fírih	فرح (per.)
		yífraḥ	يفرح (imp.)
ant.	hizin حزن		
GLAD		farḥá:n	فرحان (adj.)
		(min / bi) (من/ب)	
ant.	zaḥlá:n زعلان		
syn.	mabsú:t مبسوط		
HEN	duga:ga(t)	fárx(a)	فرخة (s.)
	دجاجة		
	duga:g	firá:x	فراخ (pl.)
	دجاج		
INDIVIDUAL		fárd	فرد (s.)
		?afrá:d	افراد (pl.)
syn.	šáxs شخص		
(see fá:ris	فارس)	fursá:n	فرسان (pl.)



	<i>Formal</i>	<i>Colloquial</i>	
DUTY, ASSUMPTION		<u>fá</u> rd (s.) فرض	
		<u>fu</u> ru:d (pl.) فروض	
syn. واجب	wá:gib		
HAVE FUN	farfaša	<u>fá</u> rfiš (per.) فرفش	
	yufarfišu	yifárfiš (im.) يفرفش	
	farfiš	<u>fá</u> rfiš (imp.) فرفش	
syn. انبسط	?imḃāsaṭ		
DRESS		fustá:n (s.) فستان	
		fasatí:n (pl.) فساتين	
CLASSROOM, SEASON, ACT		<u>fá</u> sl (s.) فصل	
(in a play)		<u>fu</u> ṣu:l (pl.) فصول	
syn. صف	sáff		
	(class)		
SPACE	<u>fá</u> da:ʔ	<u>fá</u> da (n.) فضاء	
SILVER	fiḏḏa(t)	<u>fá</u> ḏḏa(h) (n.) فضة	
CONTINUE, REMAIN	baqa	fiḏḏil (per.) فضل	بقي
	yabqa	yifḏal (im.) يفضل	يبقى
syn. استمر	?istaṃárr		

f

ف

*Formal**Colloquial*

PLEASE (as a request)

min faḍlika

(min) faḍlak (من)
فضلك

POOR

faḥí:r فقير (s.)

fuḥára فقراء (pl.)

ant. gáni غنى

CHANGE (money)

fákka(h) فكة (n.)

PALESTINE

falistí:n فلسطين

CORK

fíl فلّ (n.)

MONEY

nuqu:d نقود filú:s فلوس (n.)

syn. ma:l مال

BE TRANSIENT, PERISH

fana:

fána فنى (per.)

yafna:

yífna يفنى (im.)

ʔafni

ʔífna افن (imp.)

UNDERSTAND

fahima

fíhim فهم (per.)

yafhamu

yífham يفهم (im.)

ʔifham

ʔífham افهم (imp.)

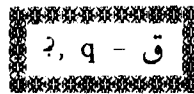
INTELLIGENCE, UNDERSTANDING

fáhm فهم (n.)

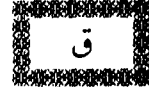
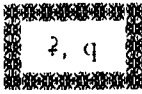
syn. ʔaká:? ذكاء



	<i>Formal</i>	<i>Colloquial</i>	
(see fa:ʔída فائدة)		fawá:yid فوايد (pl.)	
ABOVE, OVER	fawqa	fó:ʔ فوق (prep.)	
ant. táht تحت			
IN, AT, ON		fi في (prep.)	
ELEPHANT		fí:l فيل (s.)	
		ʔafyá:l افيال (pl.)	
WHERE?	ʔayna أين	fé:n فين (q.)	



MEET	qa:bala	ʔá:bil قابل (per.)	
	yuqa:bilu	yiʔá:bil يقابل (im.)	
	qa:bil	ʔá:bil قابل (imp.)	
SAY	qa:la	ʔá:l قال (per.)	
	yaqu:lu	yiʔú:l يقول (im.)	
	qul	ʔú:l قل (imp.)	
LAW		qa:nún قانون (s.)	
		qawa:nín قوانين (pl.)	

*Formal**Colloquial*

BEFORE

ʔábl قبل (prep.)

ʔabləma / قبلما (con.)
قبل ما

ant. báɖl بعد

AS MUCH, OF EQUAL SIZE

miθl

مثل

ʔáɖl قدّ

IN FRONT OF

ʔuddá:m قدام (prep.)

ant. wára وراء

ANCIENT, OLD
(things)

qadi:m

ʔadí:m قديم (adj.)

ant. gidi:d جديد

READ

qaraʔa

ʔára قرأ (per.)

yaqraʔu

yíʔra يقرأ (im.)

ʔiqraʔ

ʔiʔra اقرأ (imp.)

THE KORAN

ʔalqurʔá:n القرآن

PIASTER

qirš

ʔírš قرش (s.)

quɾu:š

ʔuɾú:š قروش (pl.)

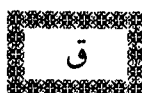
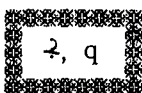
syn. šá:g صاغ

NEAR

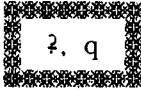
qari:b

ʔarí:b / قريب

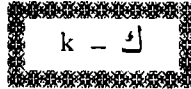
ʔuɾáyyib (من)
(min)



	<i>Formal</i>	<i>Colloquial</i>	
ant. bi'í:d بعيد			
RELATIVE	qari:b	ʔari':b	قريب (s.)
	ʔaqa:rib اقارب	ʔara:yib	قرايب (pl.)
VILLAGE	qarya(t)	qárya(h)	قرية (s.)
	quran	qúra	قرى (pl.)
SECTION, DEPARTMENT	qism	ʔísm / qísm	قسم (s.)
	ʔaqsá:m	ʔaqsá:m	اقسام (pl.)
SHORT	qasi:r	ʔuṣáyyar	قصير
ant. tawí:l طويل			
ROD	qaḍa:b	ʔaḍi:b	قضيب (s.)
	quḍba:n	ʔuḍbá:n	قضبان (pl.)
TRAIN	qita:r	ʔátr قطار	قطر
HEART	qalb	ʔálb	قلب (s.)
	qulu:b	ʔulú:b	قلوب (pl.)
PENCIL, PEN	qalam	ʔálam	قلم (s.)
	ʔaqla:m	ʔiʔlá:m	اقلام (pl.)



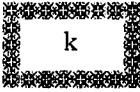
	<i>Formal</i>	<i>Colloquial</i>	
CONTENT	qana:ʕa(t)	qaná:ʕa(h) / ʔaná:ʕa(h)	قناعة
CONSUL	qunṣul	ʔúnṣul	قنصل (s.)
	qaṇa:ṣil	ʔaná:ṣil	قناصل (pl.)
CONSULATE	qunṣuliyya(t)	ʔunṣuliyya(h)	قنصلية (n.)
COFFEE, CAFE (F.)	maqha مقهى	ʔáhwa(h)	قهوه (s.)
	maq̣a:hin مقاه	ʔahá:wi	قهاوى (pl.)
(see qá:l قال)		ʔú:l	قول



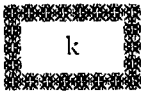
HOW MUCH, HOW MANY?	kam كم	ká:m	كام
PERFECT, COMPLETE		ká:mil	كامل (adj.)
ant. ná:ʔis ناقص			
WAS (to be)	ka:na	ká:n	كان (per.)
	yaku:nu	yikú:n	يكون (im.)
	kun	kú:n	كن (imp.)
GROW UP, BECOME BIGGER	kabura	kíbir	كبر (per.)



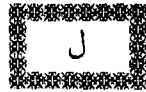
	<i>Formal</i>	<i>Colloquial</i>	
	yakburu	yíkbar	يكبر (im.)
		?íkbar	اكبر (imp.)
ant. <i>ṣígir</i> صغر			
BIG, GREAT, OLD	kabi:r	kibí:r	كبير (s.)
(people)	kiba:r	kubá:r	كبار (pl.)
ant. <i>ṣugáyyar</i> صغير			
BOOK		kitá:b	كتاب (s.)
		kútub	كتب (pl.)
WRITE	kataba	kátab	كتب (per.)
	yaktubu	yíktib	يكتب (im.)
	?uktub	?íktib	اكتب (imp.)
MAKE (SOMEONE) WRITE	kattaba	káttib	كَتَّبَ (per.)
(II)	yukattibu	yikáttib	يَكْتُبُ (im.)
	kattib	káttib	كَتَّبَ (imp.)
MANY, MUCH	ka θi:r	kiʔí:r	كثير (s.)
	ki θa:r	kuʔá:r	كثار (pl.)
BALL		ko'ra(h)	كرة (s.)
		kúwar	كور (pl.)



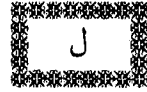
	<i>Formal</i>	<i>Colloquial</i>	
REPEAT	karra	kárr	کَرّ (per.)
	yakurru	yikúrr	يَكُرّ (im.)
	kurr	kúrr	کَرّ (imp.)
syn. kárrar	کَرّر		
NOTEBOOK		karrá:sa(h)	کَرّاسَة (n.)
syn. dáftar	دَفْتَر		
CHAIR		kúrsi	کُرْسِي (s.)
		kará:si	کَرّاسِي (pl.)
BREAK	kasara	kásar	کَسَر (per.)
	yaksaru	yíksar	يَكْسَر (im.)
	?íksar	?íksar	اَكْسَر (imp.)
BREAK INTO BITS	kassara	kássar	کَسَّر (per.)
(II)	yukassiru	yikássar	يَكْسِّر (im.)
	kassir	kássar	کَسَّر (imp.)
DOG		kálb	کَلْب (s.)
		kilá:b	کَلَاب (pl.)
BE TIRED	kalla	káll	کَلّ (per.)



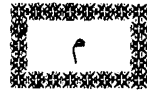
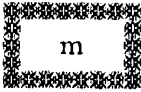
	<i>Formal</i>	<i>Colloquial</i>	
	yakillu	yikíll	يكلّ (im.)
syn. <i>tíʿib</i> تعب			
EACH, EVERY, ALL		kúll	كلّ
syn. <i>gamiʿ</i> جميع			
WORD	kalima(t)	kílma(h)	كلمة (s.)
(SPEECH - pl.)	kala:m	kalá:m	كلام (pl.)
COLLEGE		kullíyya(h)	كلية (n.)
PERFECTION		kamá:l	كمال (n.)
ant. <i>naʿs</i> نقص			
TREASURE		kánz / kínz	كنز (s.)
		kunú:z	كنوز (pl.)
CHURCH	kani:sa(t)	kini:sa(h)	كنيسة (n.)
FURNACE		kú:r	كور (s.)
		?akwá:r	اكوار (pl.)
syn. <i>fúrn</i> فرن			
FINE, GOOD	hasan	حسن	كويسس (adj.)
ant. <i>wíhiš</i> وحش			
KILOMETER		ki:lumítr	كيلومتر (n.)
syn. <i>ki:lu</i> كيلو			



	<i>Formal</i>	<i>Colloquial</i>	
NO		la:	لا (neg. article)
MUST, NECESSARY	la:budda	لا بدّ lá:zim	لازم (adj.)
syn.	darú:ri ضروري		
BECAUSE		li?ánn	لأن (con.)
WEAR, PUT ON	labisa	libis	لبس (per.)
	yalbasu	yílbis	يلبس (im.)
	?ilbas	?ílbis	اللبس (imp.)
ant.	xálaع خلع		
MILK		lában	لبن (s.)
		?albá:n	البان (pl.)
syn.	halí:b حليب		
LEBANON	lubna:n	libná:n	لبنان
STILL, NOT YET	la:za:l	لا زال líssa(h)	لستّه (adv.)
THIEF, ROBBER		líss	لصّ (s.)
		luṣú:s	لصوص (pl.)
syn.	ḥará:mi حرامي		
FIND	laqiya	láʔa	لقى (per.)
	yalqa	yílʔa	يلقى (im.)



	<i>Formal</i>	<i>Colloquial</i>	
		ʔilʔa	الق (imp.)
syn.	wáḡad وجد		
BUT	wala:kin	lá:kin / walá:kin	لكن (con.) ولكن
LAMP	miṣba:h مصباح	láṃba(h)	لمبة (s.)
	maṣa:bi:h مصابيح		(pl.)
WHEN		láṃna	لَمَّا (con.)
IF		láv	لو (con.)
syn.	ʔíʔa اذا ʔin ان		
HOTEL	funduq	lukánda(h) فندق	لوكاندة (s.)
	fana:diq	فنادق	(pl.)
COLOR	lawn	ló:n	لون (s.)
	ʔalwa:n	ʔalwá:n	الوان (pl.)
NIGHT	layla(t) /	lé:la(h) /	ليلة (s.)
	layl	lé:l	ليل (coll. n.)
	laya:lin	layá:li / ʔillayá:li	ليالٍ (pl.) الليالي
ant.	naḡa:r نهار		

*Formal**Colloquial*

SLOW (watches, clocks) mutaʔaxxir متأخر miʔaxxar مآخر

ant. miʔáddim مقدم

DIE ma:ta má:t مات (per.)

yamu:tu yimú:t يموت (im.)

mut mú:t مت (imp.)

ant. á:š عاش

MARCH má:ris مارس

syn. ʔa:da:r آذار

WALKING ma:šin má:ši ماشى (p.)

c.f. míši مشى

MONEY, WEALTH má:l مال (s.)

ʔamwá:l أموال (pl.)

syn. filú:s فلوس

HE DOESN'T HAVE laysa مالوش malú:š ليس

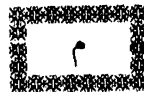
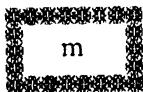
lahu له [miš + lu(h)]

MAY má:yu مايو

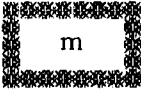
syn. ʔayá:r أيار

BLESSED mubá:raḵ مبارك (adj.)

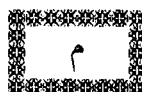
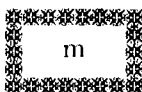
CONGRATULATIONS!, BLESSED mabrú:k مبروك (adj.)



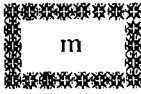
	Formal	Colloquial	
HAPPY, JOYFUL	masru:r مسرور	mabṣú:t مبسوط (min) (من)	
ant. za'á:n زعلان			
MUSEUM		mátḥaf متحف (s.) matá:hif متاحف (pl.)	
syn. ?antikxá:na(h) انتكخانة			
THANKS		mutašákkir متشكر (adj., m.s.)	
syn. šúkran شكرًا			
(see ?ímta امتي)	mata:	متي (q.)	
PROVERB	ma θ al	máʕal مثل (s.)	
	?am θ a:l	?amʕá:l امثال (pl.)	
MAGAZINE	magalla(t)	migáll(a)h مجلة (n.)	
LECTURE	muḥa:dara(t)	muḥáḍra(h) محاضرة (n.)	
ENVIED		mahsú:d محسود (adj.)	
REAPED		mahsú:d محصود (adj.)	
STATION, STOP		maḥátt(a)h محطة (n.)	
MADAM, MRS.		madá:m مدام	

*Formal**Colloquial*

	syn. ʔassayyida(h) السَّيِّدَة	
TEACHER	syn. ʔustá:ʔ اُسْتَاذ muʕállim مُعَلِّم	mudárris مُدَرِّس (n., m.)
SCHOOL		madrása(h) مَدْرَسَة (s.) madá:ris مَدَارِس (pl.)
BOAT, SHIP	mārkab maṛa:kib	mārkib مَرْكَب (s.) mará:kib مَرَاكِب (pl.)
	syn. safi'na(h) سَفِينَة	
EVENING	ant. ṣabá:h صَبَاح	masá:? / مَسَاء misa:?
TRAVELER		musá:fir مُسَافِر (n.)
DISTANCE	syn. búʕd بَعْد	masá:fa(h) مَسَافَة (n.)
PLAY		masrahiyya(h) مَسْرَحِيَّة (n.)
	syn. riwa:ya(h) رَوَايَة	
PLEASURE	syn. lázza(h) لَذَّة	masárra(h) مَسَرَّة (n.)



	<i>Formal</i>	<i>Colloquial</i>
PLEASED		masrú:r مسرور (adj.) (min)
ant. zaclá:n زعلان		
NEGATIVE ARTICLE	ma:	ما miš / m ... š مش muš موش
WALK, GO OUT	maša:	míši مشى (per.)
	yamši:	yímši يمشى (im.)
	?imši	?ímši امش (imp.)
syn. xárag خرج		
EGYPT	mīṣr	māṣr مصر
BUNDLED		maṣrú:r مصرور (adj.)
EXACT	maḍḥu:t	maẓbú:t مضبوط (adj.)
syn. tamám تمام		
AIRPORT		maṭár مطار
WITH		má'ea مع (prep.)
syn. wáyya ويا		
I DO NOT KNOW		ma'rafš معرفش [m ... š + ?á'raf]
KEY	mīfta:h	muftá:h مفتاح (s.)
	mafa:ti:h	mafa:tí:h مفاتيح (pl.)

*Formal**Colloquial*

(see fáḍlak فضلك)

minfáḍlak من فضلك

HAVING FUN

masru:r مسرور

mifárfiš

مفرفش (adj.)

ant. hazi:n حزين

syn. mabsu:t

THERE IS NOT /
ARE NOT

laysa

ليس

mafi:š

مفیش

(huna:ka) هناك

ant. fi:(h) فيه

DESK, OFFICE

máktab

مكتب (s.)

maká:tib

مكاتب (pl.)

BECOME, BORED

malla

máll

ملّ (per.)

yamallu

yimáll

يملّ (im.)

syn. zihí? زهق

POSSIBLE

múmkin

ممکن (adj.)

ant. miš مش

múmkin ممکن

FROM

min

من (prep.)

FROM WHERE

min ?ayna

miné:n

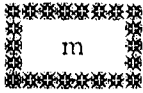
منین

من این

BELIEVER

mú?min

مؤمن (n.)

*Formal**Colloquial*

DEATH mawt mó:t موت (n.)

ant. haya':(h) حياة

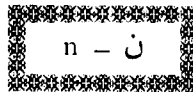
HUNDRED mi?a(t) / مِئَة (١٠٠) miyya(h) مِئَة
مائة

SQUARE (place) maydá:n ميدان (s.)

maya:dí:n ميادين (pl.)

BIRTHDAY, TIME OF BIRTH (ei:d) milá:d (عيد) (n.)
ميلاد

WHO? WHOM? WHOSE? man من mí:n مين (q.)



GOING DOWN na:zil ná:zil نازل (p., m.)

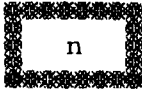
na:zila(t) názla(h) نازلة (f.)

PEOPLE ná:s ناس (pl.)

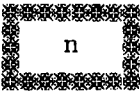
CORNER na:šiya(t) nášya(h) ناصية (s.)

naṡa:šin نواص naṡa:ši (pl.)

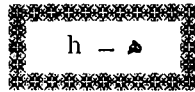
SLEEP na:ma ná:m نام (per.)



	<i>Formal</i>	<i>Colloquial</i>	
	yana:mu	yiná:m	ينام (im.)
	nam	ná:m	نم (imp.)
ant. صَحِي ^{sihi}			
BEE		náħla(h)	نَحْلَة (s.)
		náħl	نَحْل (pl., c.n.)
(sec ?íħna احنا)	naħnu	نحن	
PALM TREE		náxla(h)	نَخْلَة (s.)
		náxl	نَخْل (pl., c.n.)
GO DOWN	nazala	nízil	نَزَلَ (per.)
	yanzilu	yínzil	يَنْزِلُ (im.)
	?inzil	?ínzil	انْزِلْ (imp.)
ant. طَلَعَ ^{tili}			
ONE-HALF	niṣf نصف	núss (نُصْ) (s.)	
	?anṣa:f انصاف	?inṣá:s انصاص (pl.)	
SHOE, SOLE		náʿl	نَعْل (s.)
		niʿá:l	نَعَال (pl.)
c.f. جَزَمَة ^{gazma(h)}			



	<i>Formal</i>	<i>Colloquial</i>	
SAME, PERSON		náfs	نفس (s.)
		?anfus	أنفس (pl.)
MOVING	naql	ná?l	نقل (n.)
DAY		nahá:r	نهار
ant. lé:l	ليل		
LIGHT (n.)		nú:r	نور (s.)
		?anwá:r	أنوار (pl.)
ant. zúlma(h)	ظلمة		
NOVEMBER		nufímber	نوفمبر
syn. tašrí:n	تشرين		
?i//á:ni	الثاني		
SLEEP	nawm	nó:m	نوم (n.)



IMPORTANT		há:mm	هامّ (adj.)
syn. muhímm	مهمّ		
BLOW	habba	hább	هَبّ (per.)
	yahibbu	yihíbb	يهبّ (im.)
	hubb	híbb	هبّ (imp.)

h

ه

*Formal**Colloquial*

GIFT

hadiyya(t)

hidiyya(h) هدية (s.)

hadá:ya هدايا (pl.)

PYRAMID

háram هرم (s.)

ʔahrá:m اهرام (pl.)

YES/NO QUESTION WORD

hál هل

THEY

hum (m.)

húnma هم

hunna (f.) هنّ

WORRY, TROUBLE

hámm همّ (s.)

humú:m هموم (pl.)

HERE-THERE

huna:

hína هنا (adv.)

huna:ka

hiná:k هناك

MAY IT GIVE YOU
MUCH JOY

hani:ʔan

haniyyan هنيئاً (adv.)

HE, IT

huwa

húwwa هو (3.m.s)

SHE, IT

hiya

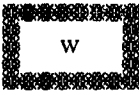
hiyya هي (3.f.s.)

و - w

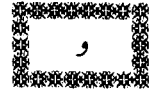
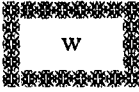
AND

wa

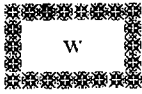
wi / wa / wu و (con.)



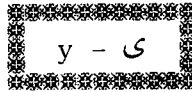
	<i>Formal</i>		<i>Colloquial</i>	
ONE, SOMEONE			wá:hid	واحد
TAKING	?a:xid	آخذ	wá:xiḏ	واخذ (p.)
c.f. ?axaḏ	أخذ			
FALLEN	wa:qi	عاق	wá:ʔi	واقع (adj.)
ACTUAL, REALISTIC			wa:qíʕi	واقى (adj.)
AND OTHER THINGS			waxilá:fu(h)	وخلافه
EAR	?uḏun	أذن	wídn	ودن (s.)
	?a:ḏa:n	آذان	widá:n	ودان (pl.)
TAKE SOMEONE SOMEWHERE	?axaḏa	أخذ	wádda	ودى (per.)
	ya?xuḏu	يأخذ	yiwáddi	يودى (im.)
	xuḏ	خذ	wáddi	ودى (imp.)
syn. wáṣṣal	وصل			
BEHIND	wāra:ʔ		wāra	وراء (prep.)
ant. ʔuddá:m	قدام			
syn. xálf	خلف			
SHEET OF PAPER, LEAF	wāraqa(t)		wáraʔa(h)	ورقة (s.)
	wāraq /		wáraʔ	ورق (pl., n.c.)
	?awra:q		?awrá:ʔ	اوراق (pl.)



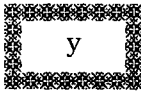
	<i>Formal</i>	<i>Colloquial</i>	
ARRIVE	waṣala	wáṣal	وصل (per.)
	yaṣilu	yíwṣal	يوصل (im.)
	ṣil	?íwṣal	اوصل (imp.)
TAKE SOMEONE SOMEWHERE	waṣṣala	wáṣṣal	وصل (per.)
	yuwaṣṣilu	yíwáṣṣal	يوصل (im.)
	waṣṣal	wáṣṣal	وصل (imp.)
syn. wadda	وَدَّى		
PROMISE (v.)	waʿada	wáʿad	وعد (per.)
	yaʿidu	yíwʿid	يوعد (im.)
	ʿid	?íwʿid	اوعد (imp.)
PROMISE (n.)		wáʿd	وعد (s.)
		wuʿá:d	وعد (pl.)
PREACH	waʿada	wáʿaz	وعظ (per.)
	yaʿidu	yíwʿiz	يعظ (im.)
	ʿid	?íwʿiz	عظ (imp.)
TIME	waqt	wáʿt	وقت (s.)
	?awqa:t	?awʿá:t	اوقات (pl.)
syn. zāman	زمن		



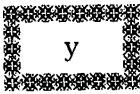
	<i>Formal</i>	<i>Colloquial</i>	
STAND, STOP	waqafa	wiʔif	وقف (per.)
	yaqifu	yúʔaf	يقف (im.)
	qif	ʔúʔaf	قف (imp.)
NOR		wála	ولا
OR	wa(ʔi)lla	والّا	وَلَا
BOY		wálad	ولد (s.)
		ʔawlá:d	اولاد (pl.)
WITH	مع	wáyya:	وَيَا (prep.)



(see báṣṣ بصّ)	yibuṣṣ	يبصّ (im.)
(see báʔa بقى)	yibʔa	يبقى (im.)
(see báʕع باع)	yibiʕ	يبيع (im.)
(see ʔihtá:r احتار)	yih tá:r	يحتار (im.)
(see hámmil حمل)	yihámmil	يحمل (im.)
(see xá:f خاف)	yixá:f	يخاف (im.)

*Formal**Colloquial*

(see rígi عرجع)	yírga عيرجع (im.)
(see rádd ردّ)	yirúdd يرّد (im.)
(see ríkib ركب)	yírkab يركب (im.)
(see sáʔal سأل)	yísʔal يسأل (im.)
(see ʔistaxábba استخبي)	yistixábba يستخبي (im.)
(see sími عسمع)	yísma عيسمع (im.)
(see ʔištára اشتری)	yištíri يشتری (im.)
(see šáyyl شیل)	yišáyyl يشیل (im.)
(see ʕírif عرف)	yíʕraf يعرف (im.)
(see fátaḥ فتح)	yíftaḥ يفتح (im.)
(see fírīḥ فرح)	yífrāḥ يفرح (im.)
(see fīdīl فضل)	yífdal يفضل (im.)
(see ʔá: bil قابل)	yiʔá: bil يقابل (im.)
(see kátab كتب)	yíktib يكتب (im.)
(see láʔa لقي)	yílʔa يلقي (im.)



	<i>Formal</i>	<i>Colloquial</i>	
(see mīši مشى)		yīmši ييمشي (im.)	
RIGHT (direction, hand)	yami:n	yimí:n ييمين (n.)	
ant. šimá:l شمال			
yasá:r يسار			
JANUARY		yaná:yir يناير	
syn. ka:nú:n كانون			
?iʔʔá:ni الثاني			
(see ?inbásat انبسط)		yinbásat ينبسط (im.)	
(see nízil نزل)		yínzil ينزل (im.)	
(see wáʕaz وعظ)		yíwʕiz يوعظ (im.)	
JULY		yúlyu / يوليو	
		yúlya(h) يولية	
syn. tamú:z تموز			
DAY	yawm	yó:m يوم (s.)	
	?ayya:m	?ayyá:m أيام (pl.)	
JUNE		yúnyu / يونيو	
		yúnya(h) يونية	
syn. huzayrá:n حزيران			