Eastern Arabic with MP3 Files

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<td>2:02</td>
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<td>158-61</td>
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<td>Pattern Sentences</td>
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<td>Structure Sentences 1. Ordinal Numbers</td>
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<td>Pattern Sentences</td>
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<td>177-79</td>
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<td>1:32</td>
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<td>190-92</td>
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<td>The Word (§)ili as a Pronoun</td>
<td>0:38</td>
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<td>193-94</td>
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<td>194</td>
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<td>206</td>
<td>22</td>
<td>Additional Vocabulary</td>
<td>2:11</td>
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<td>206-7</td>
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<td>Structure Sentences 1. Connective moo</td>
<td>3:15</td>
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<td>213</td>
<td>23</td>
<td>Pattern Sentences 1. At the Hotel</td>
<td>0:41</td>
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<td>213-14</td>
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<td>Pattern Sentences 2. With the Maid</td>
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<td>214-15</td>
<td>23</td>
<td>Pattern Sentences 3. At the Barber's</td>
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<td>215-16</td>
<td>23</td>
<td>Pattern Sentences 4. At the Publisher</td>
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<td>216-17</td>
<td>23</td>
<td>Pattern Sentences 5. At the Post Office</td>
<td>1:30</td>
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<td>217</td>
<td>23</td>
<td>Structure Sentences</td>
<td>2:30</td>
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<td>223-26</td>
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<td>Pattern Sentences</td>
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<td>226</td>
<td>24</td>
<td>Structure Sentences</td>
<td>2:36</td>
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</tbody>
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Arabic Research at Georgetown University

In the past forty years, the world of research in Arabic theoretical linguistics has expanded but the production of professional quality textbooks in colloquial Arabic has remained limited. Despite the passage of years, the Richard Slade Harrell Arabic series has consistently been in demand from Georgetown University Press because of the quality of research that went into its composition, the solid theoretical foundations for its methodology, and the comprehensive coverage of regional Arabic speech communities.

The Department of Arabic Language, Literature, and Linguistics at Georgetown University (formerly Arabic Department) recognizes the need to sustain the tradition of research and publication in Arabic dialects and has continued dialectology field research and textbook production, most notably with Margaret (Omari) Nydell's Syrian Arabic Video Course, a three-year research project funded by Center for the Advancement of Language Learning from 1991 to 1994. Currently we are engaged in a four-year dialectology research project aimed at producing "conversion" courses to assist learners of Modern Standard Arabic in converting their knowledge and skills of written Arabic to proficiency in selected Arabic dialects. This project is part of a grant administered by the National Capital Language Resource Center under the directorship of Dr. James E. Alatis and Dr. Anna Chamot.

We pay tribute to the tradition initiated and led by Richard Harrell, the founder of this series, and of the original Arabic Research Program at Georgetown University. His scholarship and creative energy set a standard in the field and yielded an unprecedented and as yet unsurpassed series of, as he put it, "practical tools for the increasing number of Americans whose lives bring them into contact with the Arab world." We hope that this series of reprints and our continuing efforts in applied Arabic dialectology research will yield a new crop of linguistic resources for Arabic language study.

Karin C. Ryding
Sultan Qaboos bin Said Professor of Arabic
Foreword to the Georgetown Classics Edition

_Eastern Arabic_ has been republished in order to provide an accessible text for the study of spoken Levantine Arabic, which includes the Lebanese, Syrian, and Palestinian dialects and primarily is the Jerusalem dialect. Until a complete, up-to-date text is written for Palestinian Arabic, this is one of the few resources we have that can be used to learn this dialect. Written in transcription using the Roman alphabet, this book can be used by those without any previous knowledge of the Arabic language or script.

Palestinian Arabic has not been formally described and learning or reference materials have not been written for fifty years unlike many other dialects, notably Syrian and Egyptian, which are well documented. Access is difficult and research funds are hard to come by. The dialect(s) of Palestine undoubtedly have changed, particularly in terms of vocabulary, since the first publication of _Eastern Arabic_, making it important that this text be supplemented by a teacher. Latin transcription could also be copied out in Arabic script, a format that has come into wide use only in the last twenty years.

There will be a steady, probably increasing, demand for Palestinian Arabic, particularly if the region becomes stabilized and opens up economically and politically. The dialect in this book is a central Middle Eastern dialect now widely recognized by Arabs virtually everywhere due, in large part, to the Palestinian diaspora. The Palestinian dialect is a good choice for a foreigner who needs a base dialect, as it can be spoken throughout the Arab world, even when the host country dialect is unfamiliar.

_Eastern Arabic_ provides a basic, structured introduction to the essential features and vocabulary of spoken Palestinian Arabic. This text is a good tool for acquiring an introductory-level familiarity with the dialects of Jerusalem and the wider Levantine region.

Margaret Nydell
Preface

This book is an introduction to the Arabic spoken by Palestinian, Syrian, and Lebanese Arabs.

The Arabic presented and described is the language of everyday conversation, and may be regarded as typical of the speech of the educated city dweller. This book was first issued in 1933 in mimeographed form under the title *Jerusalem Arabic*. As a result of experience gained through extensive classroom use in the Institute of Languages and Linguistics of Georgetown University and in the Foreign Service Institute of the Department of State, the need for certain changes became apparent, and we have incorporated most of these in the book as it now appears.

The Arabic material represents primarily the speech of the second author, but also incorporates usages suggested by other native speakers of Arabic who have used the book in their classes. We are particularly grateful in this regard to Mr. Moukhtar Ami, Mr. Sirri Kaltuki, and Mr. Bourhan Chatti for their constructive criticism and comment.

Our greatest linguistic debt is to Dr. Charles A. Ferguson of Harvard University for his constant help and encouragement while the book was being written.

Finally, we wish to express our gratitude to Dr. Leon E. Dostert, Director of the Institute of Languages and Linguistics of Georgetown University, without whose whole-hearted cooperation the text could never have been produced.

Frank A. Rice
Majed F. Sa'id

Beirut, January 1948
Introduction

1. The Arabic language

The Arabic language is spoken today throughout an area that lies partly in southwest Asia and partly in Africa. The eastern boundary of this region is the Zagros Mountains, dividing Iran from Iraq; the western boundary is the Atlantic Ocean off the coast of Morocco. In the north, the boundary is the Taurus range, dividing Turkey from the Fertile Crescent (Syria and Iraq), and in the south the Indian Ocean, the African jungle, and the Sahara Desert. Outside this region, the spread of Islam carried the language east into Central Asia and south into Africa; and there are substantial groups of emigrants among whom Arabic is spoken in North and South America, especially in the United States, Brazil, and Argentina.

Though Arabic is the everyday speech of most of the inhabitants of the region described above, it would be a mistake to assume that they all speak the same kind of Arabic. Arabic has shared the fate of all languages that are spread out over a large area for a long period of time. It has developed a wide variety of dialects, some of them being so different from one another that they might almost be considered separate languages. The mutual intelligibility of different dialects depends, as in the case of other languages, upon the dialects themselves and upon the educational background and cultural bias of the speakers.

Apart from spoken Arabic, with its many dialects, there is the literary language, frequently called Classical Arabic. This is basically the language of the Koran and early literature.

Classical Arabic is the accepted standard for all written material, but is not used as a language of everyday conversation. As a spoken language it is confined to certain socially prescribed occasions, such as on the radio and in public addresses.
It is necessary to understand that no Arab grows up speaking Classical Arabic. Each Arab grows up speaking a modern dialect and learns the Classical — if he learns it at all — in school. Because of the general low level of education in the Arab world, a command of the Classical language is the possession of a limited number of people.

Classical Arabic enjoys the respect and veneration of all Arabs, in contrast to their attitude toward the modern dialects, which are usually regarded as corruptions of the literary language. Nonetheless, in an effort to salvage some prestige for modern Arabic, each Arab likes to believe that his own native dialect, with all its alleged corruptness, is closer to the Classical (and hence "purer") than any dialect spoken elsewhere.

2. The transcription

Arabic is normally written and printed in a writing system called the Arabic alphabet. However, in this book all the Arabic material is presented in a special writing system called a transcription. The transcription is better suited to represent the sounds and forms of modern spoken Arabic than is the traditional Arabic orthography, and is also a more efficient instrument for purposes of linguistic analysis and stating of grammatical facts.

3. Arrangement of the book

This book is divided into thirty Units. Practically all the Units have the following organization:

Pattern Sentences
Structure Sentences
Grammar
Drills

(1) The Pattern Sentences represent conversational material. Preceding most sentences are "breakdowns" giving the new words that occur in the sentence. The breakdowns are usually literal translations of the Arabic. The sentences are frequently a conversational English equivalent of the Arabic, not a word-for-word translation.

(2) The Structure Sentences do not represent conversational material. They are intended to introduce selected grammatical features in an inductive way. They form the basis both for formal grammatical statements and for grammatical drill.

(3) The Grammar is a formal statement of selected grammatical features of the language. This material is primarily for individual study.

(4) The Drills provide practice in using the vocabulary that has been introduced, and practice in making grammatical changes. The drill material is to be used after the Pattern Sentences and Structure Sentences have been thoroughly learned.

Following the Pattern Sentences of some Units is a sub-section entitled "Additional Vocabulary" containing words closely related to the subject matter of the Unit. These words are of secondary importance, and are only occasionally used to illustrate grammatical points.

4. Suggestions for the use of the book

This book is designed to teach the spoken language, not the written, and is based on the principle that the only way to learn to understand a spoken language is to hear it spoken, and the only way to learn to speak it is to practice speaking.

The book is intended for use with an instructor who is a native speaker of Arabic; he need not be a professional teacher. Less s-
satisfactory, but still useful, are recordings made by a native speaker.
It is preferable to choose as a native speaker someone whose speech
corresponds pretty closely to the kind of Arabic presented in this
book; this will avoid the necessity for making numerous changes.
But in all cases, if there is a disagreement between this book and
the usage of the instructor, imitate the instructor.

The native speaker has three main functions: to serve as a mo-
del for imitation, to serve as the final judge of what is acceptable
usage, and to serve as a conversational partner. The second point
requires some comment. The usage of the instructor is always right.
There is no standard spoken Arabic, and whatever he says is cor-
rect. This does not mean, however, that the instructor can neces-
arily explain the grammar of his language. This is because spoken
Arabic is never taught in the schools; it is studied only by a small
number of specialists. For all grammatical explanation, rely on the
statements in this book.

In what follows we offer a number of recommendations for pro-
cedures that have been found useful in teaching and learning a spo-
ken language. We also offer words of caution against certain prac-
tices that have been found to interfere with successful language
learning.

To the student

(1) Mimic and imitate to the extent necessary to sound like a
native speaker of Arabic.

(2) Review constantly, so that the speech habits of Arabic will
become almost as familiar and well-established as the speech habits
of English.

(3) Avoid the use of English in the classroom, except when
necessary.

(4) Take advantage of every opportunity to use the language.
This is the only way to build up real fluency and control.

To the instructor

(1) Always speak at a normal conversational speed. Slow, de-
liberate, or syllabified speech is not frequent outside the classroom.
If the student is taught to speak in a slow, hesitating way, he will
not sound natural.

(2) Correct mistakes in pronunciation and grammar. If a stu-
dent makes a mistake, stop him and have him repeat the word or
sentence after you. Help him to form proper habits, and try to keep
him from continuing wrong ones.

(3) Avoid the use of English in the classroom except for occa-
sional brief explanations or instructions when necessary.

Teaching techniques

The following recommendations are intended primarily for the
instructor, but the student should be familiar with them as well.

(1) Repetition. With new material the instructor says the sen-
tence and the students repeat after him in chorus. Later, the instruc-
tor calls on each student to repeat individually.

(2) Timing. The words and sentences must be memorized for
the most effective results. If the student repeats haltingly, or must
refer to the book frequently, or makes numerous errors, he is not
ready to proceed to a new lesson.

(3) Dialogue. When possible, practice the sentences as a dialog-
ue. Sometimes the instructor takes one part and a student the other;
sometimes students take both parts.

(4) Variation. The instructor should try to make variations in
the sentences in the book to the extent possible at any given time.

(5) Review. About every five lessons, have a careful review
of all preceding material.

5. Abbreviations and symbols

adj. adjective
f. feminine
lit. literally
m. masculine
pl. plural

Alternating with: w-/wi-means « w- alternating with wi-.
— The hyphen is used to indicate incompleteness: ma-
means « the prefixed element ma- » ; -ast means « the
suffixed element -aat ».
* Indicates a nonexistent or impossible form.
( ) Parentheses in the English text enclose explanatory ma-
terial; in the Arabic text material that is sometimes
omitted.

The meaning of other special symbols is explained as they
occur.

THE SOUNDS OF ARABIC

The variety of Arabic presented and described in this book
has thirty-three consonants and five vowels, indicated by letter
symbols. Both consonants and vowels occur short (indicated by a
single symbol: r, a) and long (indicated by doubling the symbol:
rr, aa). The distinction between short and long is very important,
as it may distinguish otherwise identical words: mara woman
beside marra time, safra travel beside saafr he traveled.

The consonants

Plain: b d f g ǧ h j k l m n p q r s t v w x y ẓ
Velored: d ǧ t s b ẓ m r

Most of the plain consonants have near equivalents in English
or some of the more familiar languages of Europe.
b like the b in bit : baab door
d like the d in dip : dawn medicine
d like the f in fit : thim he understood.
g like the g in gel : siqudara cigarette.

like the r in Parisian French marri : ǧaali expensive.
h like the h in hot : hadda this.
j like the s in measure : jann he brought.
k like the k in kit : katab he wrote.
l like the l in German Lieder : a « clear » l, not like the l in
deal : lanzim necessary.
m like the m in met : maktab office.
n like the n in net : naas people.
p like the p in pet : proova fitting : this sound only occurs
in borrowed words.
r like the r in Spanish pero when short: mara woman,
like the rr in Spanish perro when long: marra time.
s like the s in sit : saada sixth.
t like the sh in ship : saaf he saw.
v like the t in tip : taamn eighth.
w like the w in wet : proova fitting : this sound only occurs
in borrowed words.
x like the ch in German ach : xaamis fifth.
y like the y in yet : yoom day.
z like the z in zine : zeeat oil.

The following plain consonants have no equivalents as dis-
{} tinctive sounds in English or the more familiar languages of Europe.

a quick catch in the throat before, between, or after vo-
wels : ǧa’il he said, ǧa’al he asked, suu’ market; this sound
is called « glottal stop.»
q a k-sound made at a point somewhat behind the c in
English coal: qisim part, maganaie article, mullaq attaché.
h a hissing h-sound made by lowering the back of the
9 a somewhat strained vowel-like sound, produced like h above, but with the vocal cords vibrating: Qarabi Arabic, na’īm yes, banār he sold.

The velarized consonants (also called «emphatic» or «heavy» consonants) are basically like their plain counterparts, but have an accompanying secondary articulation: the back of the tongue is raised toward the soft palate, and the whole tongue is slightly retracted. This secondary articulation modifies the contact surfaces of the tongue in producing the consonants and alters the shape of the mouth cavity in producing the neighboring vowels. The effect on the vowels is the most striking acoustically (see below).

There are two series of velarized consonants: a major series and a minor series. The major series consists of d, t, z. The following list shows words with plain consonants paired with otherwise identical words containing velarized consonants.

- Plain: he repented, saadi, sahib, zaahir, batt
- Volarized: taab, saab, saahib, zaahir, batt

The minor series consists of b, m, r, marked by italics to distinguish them from their plain counterparts. Following are some contrasts.

- Plain: baabha, walla, maa’yy, jaari
- Volarized: baabha, walla, maa’yy, jaari

The velarized consonants of the major series play a very important role in the grammar, and are systematically marked in the transcription. The velarized consonants of the minor series have almost no grammatical importance. In the transcription we mark these only in words that contain no occurrences of d, t, z, and then only in words that virtually all speakers agree on pronouncing with velarization. Since there is no general agreement about the presence or absence of velarized r, we have chosen not to mark it at all in the main text.

The vowels

- Long: ii uu ee oo aa
- Short: i u e o a

Most of the vowels have close equivalents in English, but the following descriptions are only approximate.

- ii like the ea in beet: jiib bring
- uu like the oo in boot: suuf took
- ee like the ai in bat: beet house
- oo like the oo in boat: yoom day
- aa like the a in bad: kaan he was

In the neighborhood of velarized consonants these vowels are considerably modified by the secondary articulation of tongue-raising and retraction: ti and ee are centered, uu and oo are retracted, and resembles the a in father, with retraction.

- tīn clay, suuf wool
- bāsiit simple, soot voice
- ẓeef summer, ẓoor ox
- tēer bird, maṭān airport
- ẓuul length, ṣaḥab officer

The short vowels show more variation than the long ones.
i: at the end of a word, like Arabic it above but shorter; in the middle of a word, like the i in bit: nisi he forgot.

u: at the end of a word, like Arabic uu above but shorter; in the middle of a word, like the u in put: kunta you (pl.) were.

e: like Arabic ee above but shorter: sitte six. In the middle of a word, this sound only occurs in borrowings.

o: like Arabic oo above, but shorter: jibto I brought it. In the middle of a word, this sound only occurs in borrowings.

a: at the end of a word, between the a in father and the u in but; in the middle of a word, varying between the e in yet and the a in eat, depending on the neighboring consonant: bada he began, baka he spoke.

In the neighborhood of velarized consonants, i and u resemble the e in wanted (as pronounced by most speakers of English), with the lips rounded for u; a is between the a in father and the u in but, with retraction; e is lowered; e does not occur.

<table>
<thead>
<tr>
<th>tifl</th>
<th>child</th>
<th>ta'ab</th>
<th>request</th>
</tr>
</thead>
<tbody>
<tr>
<td>sirr</td>
<td>I became</td>
<td>mwazaf</td>
<td>official</td>
</tr>
<tr>
<td>tura'</td>
<td>roads</td>
<td>batto</td>
<td>he put it</td>
</tr>
<tr>
<td>xulm</td>
<td>injustice</td>
<td>bafazo</td>
<td>he kept it</td>
</tr>
</tbody>
</table>

**PRONUNCIATION PRACTICES**

These Practices are not intended to cover all the relevant features of Arabic pronunciation, but rather concentrate on certain features that seem especially troublesome for speakers of English.

All the Practices work on the principle of contrast: items having different meanings and differing from one another only in certain features of pronunciation are grouped together in pairs, so that the differences will stand out when the items are pronounced in sequence.

1. **Contrasts between t and t**

<table>
<thead>
<tr>
<th>ta'ab</th>
<th>he repented</th>
<th>ta'ab</th>
<th>he recovered</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiin</td>
<td>figs</td>
<td>tiin</td>
<td>clay</td>
</tr>
<tr>
<td>tuub</td>
<td>repent !</td>
<td>tuub</td>
<td>bricks</td>
</tr>
<tr>
<td>tall</td>
<td>hilt</td>
<td>tall</td>
<td>he looked</td>
</tr>
<tr>
<td>batt</td>
<td>he decided</td>
<td>batt</td>
<td>ducks</td>
</tr>
</tbody>
</table>

2. **Contrasts between d and d**

<table>
<thead>
<tr>
<th>fadidi</th>
<th>savior</th>
<th>fadidi</th>
<th>free</th>
</tr>
</thead>
<tbody>
<tr>
<td>bifid</td>
<td>it is useful</td>
<td>bifid</td>
<td>it overflows</td>
</tr>
<tr>
<td>marduud</td>
<td>rejected</td>
<td>marduud</td>
<td>bruised</td>
</tr>
<tr>
<td>dali</td>
<td>he directed</td>
<td>dali</td>
<td>he stung</td>
</tr>
<tr>
<td>xadd</td>
<td>cheek</td>
<td>xadd</td>
<td>he shook</td>
</tr>
<tr>
<td>hadam</td>
<td>he destroyed</td>
<td>hadam</td>
<td>he digested</td>
</tr>
</tbody>
</table>

XXXIV

XXXV
3. Contrasts between ș and ș
- saahib: pulling
- 'asas: foundation
- nasib: relative
- mansub: attributed to
- seef: sword
- sabb: he cursed

4. Contrasts between z and z
- zaahir: shining
- haafiz: stimulus
- 9aziime: banquet
- hazz: he severed

5. Contrasts between h and b
- habb: it blew
- badd: he demolished
- hayy: here is
- sabah: resemblance

6. Contrasts between ' and h
- 'aal: he said
- 'aam: he got up
- hid: hand
- 'add: as much as

7. Contrasts between final vowel, and final ' and 9
- 'ala: he fried
- xala: he created
- raafa: he accompanied
- sa'ai: he asked
- su'aal: question

8. Contrasts between b, k, and x
- baal: condition
- bat: he put
- baat: under
- kaaf: the Arabic letter kof
- kaan: he was
- sakar: he thanked
- sabbar: he enlarged

<table>
<thead>
<tr>
<th>Original</th>
<th>Transliteration</th>
<th>Arabic</th>
<th>Meaning</th>
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<tr>
<td>'ala</td>
<td>he fried</td>
<td>9ala</td>
<td>on</td>
</tr>
<tr>
<td>xala</td>
<td>he created</td>
<td>xala9</td>
<td>he overthrew</td>
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<tr>
<td>raafa</td>
<td>he accompanied</td>
<td>raafs9</td>
<td>he defended</td>
</tr>
<tr>
<td>sa'ai</td>
<td>he asked</td>
<td>sa9al</td>
<td>he coughed</td>
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<td>su'aal</td>
<td>question</td>
<td>su9aal</td>
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<td>wara'</td>
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<td>mara'</td>
<td>he passed</td>
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<tr>
<td>fi</td>
<td>in</td>
<td>fi'</td>
<td>wake up !</td>
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<td>lamma</td>
<td>when</td>
<td>lamma9</td>
<td>he polished</td>
</tr>
<tr>
<td>wadda</td>
<td>he led</td>
<td>wadda9</td>
<td>he saw (someone) off</td>
</tr>
<tr>
<td>bala</td>
<td>without</td>
<td>bala9</td>
<td>he swallowed</td>
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<td>baal</td>
<td>condition</td>
<td>xaal</td>
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<tr>
<td>batt</td>
<td>he put</td>
<td>xat</td>
<td>line</td>
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<td>heet</td>
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<td>xaaaf</td>
<td>he was afraid</td>
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<tr>
<td>kaan</td>
<td>he was</td>
<td>xaan</td>
<td>he betrayed</td>
</tr>
<tr>
<td>sakar</td>
<td>he thanked</td>
<td>xaxar</td>
<td>he snored</td>
</tr>
<tr>
<td>sabbar</td>
<td>he enlarged</td>
<td>xabbar</td>
<td>he informed</td>
</tr>
</tbody>
</table>
9. Contrasts between x and š

xaab  he failed  ġaab  he was absent
xaali  my uncle  ġaali  expensive
maxluut  mixed  mağluut  wrong
xeer  goodness  ğeer  other
xeeme  tent  ğeeme  cloud

10. Contrasts between short a and long aa

katab  he wrote  kaatab  he corresponded
jamal  camel  jaamal  he was courteous
nafas  breath  naafas  he competed
dawa  medicine  daawa  he treated medically
haška  he spoke  haška  he talked to
9alām  flag  9alam  world
xabar  news  xabar  he communicated with
ğašal  he spun  gašal  he flirted
batab  he threw down  bašta  he wrestled
9arad  he offered  9arad  he opposed
şađar  it came out  sađar  he confiscated
bačar  he kept  bačar  he maintained

11. Contrasts between single and double consonants

sakan  he dwelled  sakkan  he housed
bana  he built  banna  mason.

jamā9  he added  jamma9  he collected
šaraf  honor  šarraf  he honored
najāb  he succeeded  najjaḥ  he made succeed
haram  sanctuary  harram  he forbid
9alam  flag  9alām  he taught
xabar  news  xabbar  he informed
ğašal  he overcame  gašal  he bothered
ṣaḍar  it came out  saḍar  he exported
šaṭa9  he cut  šaṭa9  he cut into pieces
UNIT 1 • Greetings and Courtesy Expressions.

PATTERN SENTENCES

Hello.
Hello (in reply).
how
your (m) condition
How are you?
well (m)
praise be to God
Well, praise God.
you (m)
How are you?
I
too, also
I’m well too, praise God.

please (to a man, speaker offering something)
rest (to a man)
Please sit down.
Thank you.
the family
How’s the family?
well (pl)
Well, praise God.
the children

marhaba.
marhabeen.
kiif
baalak
kiif baalak?
mabsoot
ilhamdilla
mabsoot, ilhamdilla.
‘inte
kiif baalik ‘inte?
‘ana
kamaan
‘ana mabsoot kamaan, ilhamdilla.
tfaddal
striih
tfaddal striih.
sukran.
‘hibbele
kiif ‘hibbele?
mabsootiiin
mabsootiiin, ilhamdilla.
liwlaad

(Unit 1) 1
How are the children?  
let us thank God  
Well, thank God.  
By your (m) leave.  
Certainly (in reply),  
you (m) permit me  
a little bit  
Will you excuse me?  
Certainly (in reply).  
Good-by (to a man, said by  
person leaving).  
Good-by (said by person re-  
maining).  
May God keep you (m) (in reply  
to maši salaam).  

**STRUCTURE SENTENCES**

1. **Feminine forms**  
your (f) condition  
How are you?  
By your (f) leave.  
Good-by (to a woman).  
May God keep you (f).  
you (f)  
How are you?  
please (to a woman,  
speaker offering something)  

2. (Unit 1)  

kiif liwilaad?  
nuskur 'alla  
nuskur 'alla, mašuutin.  
9an 'iznik.  
tfaddal.  
btismahili  
swayy  
btismahili swayy?  
tfaddal.  
xaatrik.  
maši salaam.  
'alla yaśallim.  

3. **Independent pronouns**  
I (m, f)  
we  
you (m)  

rest (to a woman)  
Please sit down.  
you (f) permit me  
Will you excuse me?  
well (f)  
I'm well, praise God.  

2. **Plural forms**  
your (pl) condition  
How are you?  
By your (pl) leave.  
Good-by (to a group).  
May God keep you (pl).  
you (pl)  
How are you?  
please (to a group, speaker  
offering something)  
rest (to a group)  
Please sit down.  
you (pl) permit me  
Will you excuse me?  
we  
We're well, praise God.  

3. (Unit 1)  

haalkum  
kiif haalkum?  
9an 'izinkum.  
xaatirkum.  
'alla yaśallimkum.  
'inti  
kiif haalkum 'intu?  
tfaddalu  
striibu  
tfaddalu striibu.  
btismahunli  
btismahunli swayy?  
niña  
niña mašuutin, īhamdilla.  

( Unit 1 )  

striibi  
tfaddali striibi.  
btismahili  
bismahili swayy?  
mašuutə  
'ana mašuutə, īhamdilla.
3. Vowel prominence

In addition to word stress, Arabic also has another system of prominence that works independently of the stress. We call this vowel prominence. Like the stress, it too is automatic.

A long vowel has more sonority than a short vowel: compare the *a* in *kamaan* with the *a* in *'ana*; the *i* in *kiif* with the *i* in *'inte*; the *a* in *mabshuut* with the *a* in *nabaran*.

A short vowel immediately followed by a double consonant is more tense than a short vowel elsewhere: compare the first *a* in *tfaad`al* with the first *a* in *ma`ahabba*; also *ysalikum* with *kamaan*.

This tenseness is preserved even when the double consonant is not followed immediately by a vowel: compare the first *a* in *ysalimak* may be *keep you* with the first *a* in *salma Selma* (a girl’s name).

As a result of these three features of word stress, sonority, and tenseness, the acoustic impression of Arabic is quite different from that of English.

4. Sentences without verbs

Arabic sentences of the following type do not have any element corresponding to English *is, am, are.*

*kiif ḥaalaak? How is your condition?*

*‘ana mabshuut. I am well.*

*nihm mabshuutin. We are well.*

5. Independent pronouns

Arabic has the following set of independent pronouns.

*i* (*m, f*)

*‘ana 1 (m, f) inti you (pl)*

*nihm we* *huwwe he*

*i* (*m)*

*‘inte you (m) hiyye she*

*i* (*f)*

*‘inti you (f) humme they*

There is no pronoun corresponding to English *it.*

The independent pronouns are not used so much in Arabic.
as are the corresponding forms in English. They are used mainly as subjects of sentences without verbs, to prevent possible ambiguities, and to add emphasis.

**DRILLS**

1. Give appropriate replies to the following sentences.
   - marḥaba.
   - kiif ḥaṣala?
   - tfaddal striib.
   - 9an ʾiznak.
   - bitismahlī ṣawayy?
   - xaatrak.
   - maẓ ʾissalaame.
   - kiif ʾiṭṭecca?
   - kiif ʾilwaad?
   - kiif ḥaṣala?
   - kiif ḥaatkum?

2. The following sentences are said to a man. How would you say them to a woman? To a group?
   - kiif ḥaṣala?
   - tfaddal striib.
   - 9an ʾiznak.
   - bitismahlī ṣawayy?
   - xaatrak.
   - ʾalla yassallma.
   - saḥaba ḫixeer.
   - saḥaba ḫixeer, or saḥaba ḫinuur.
   - min faḍlaq
   - feen or feen
   - ssafara ṣameer(kaa)niyye
   - min faḍlaq, feen isasafaara
   - ṣameerkaniyye?
   - 9ala, 9a-
   - yamiin
   - 9ala yamiinak.
   - ṣaḥaṣliyye ṣameerkaniyye
   - min faḍlaq, ween ilṣaḥliyye
   - ṣameerkaniyye?
   - ṣmaal
   - 9ala ṣmaalak.
   - feen ḫuiḥooṣa?
   - ṣami
   - duģri
   - baṣdeen
   - ṣisal
   - ṣami duģri, baṣdeen ṣisal.
   - feen issa?
   - ruub

6 (Unit 1)
Go straight ahead. Where is the toilet? Here. Over there. you (m) know house Do you know where Yusif Haddad's house is? sorry (m) not I know Sorry, I don't know. direct me (to a man) hotel Please direct me to the Hotel Plaza. with me Please come along with me. you (m) understood Did you understand? yes I (m, f) understood Yes, I understood. no No, I didn't understand. Additional expressions: Good evening. Good evening (in reply). masa ixeer. masa ixeer. or masa nunur. ruuh da'eri. feen beet ilmayy? hoon. hunaak. bi'traf beet bi'traf ween beet yusuf haddaad? mit'assif maa ba'traf mit'assif, maa ba'traf. diilni 'uteel min fasilak, diilniq2a(la) 'uteel plaaza. ma?i tfaddal ma?i. fhiimt fhiimt? na?am fhiimt na?am, fhiimt. la' la', maa fhiimt. Welcome! Welcome (to a man, in reply)! Thank you. You're welcome (in reply). The peace upon you. And upon you the peace (in reply). Good night. Good night (in reply). One Two Three Four Five Six Seven Eight Nine Ten Zero 'ahlan wasahlan. or 'ahla wasahla. 'ahla wasahla fiik. sukran. 9afwan. 'assalaamu 9alaykum. wa9alaykumu ssalaam. leelee sahiide. sahiide mbaarake. waahad (m), wahde (f) tneen (m), tinteen (f) tlaate 'arba?a xamse siite sabba tanaaanye tisba 9aara sifir

STRUCTURE SENTENCES

1. Feminine forms
   please (to a woman, speaker requesting something) min fadlik

8 (Unit 2) (Unit 2) 9
Please, where is Yusif’s house?
To your (f) right.
To your (f) left.
walk (to a woman)
ask (to a woman)
Go straight ahead, then ask.
go (to a woman)
Go straight ahead.
you (f) know
Do you know where the American Embassy is?
sorry (f)
Sorry, I don’t know.
direct me (to a woman)
Please direct me to the market.
Did you (f) understand?
Please come along with me.
Welcome (to a woman, in reply).

2. Plural forms
please (to a group, speaker requesting something)

Please, where is the Hotel Plaza?
To your (pl) right.
To your (pl) left.

10 (Unit 2)

walk (to a group)
ask (to a group)
Go straight ahead, then ask.
go (to a group)
Go straight ahead,
you (pl) know
Do you know where the American Consulate is?
sorry (pl)
we know
Sorry, we don’t know.
direct me (to a group)
Please direct me to the post office.
direct us (to a group)
Please direct us to the market.
Did you (pl) understand?
Yes, we understood.
with us
Please come along with us.
Welcome (to a group, in reply).

GRAMMAR

1. The transition vowel
The transition vowel, indicated in the transcription by an italic i or u, is a weak vowel glide that serves to interrupt a
sequence of consonants, both within words and across word boundaries. Within a word we find both i and u; across word boundaries only i.

The presence or absence of the transition vowel is almost completely predictable in terms of the consonant clusters involved.

(1) Within a word, a cluster of three consonants generally has a transition vowel between the first and second consonant: 9an 'izinkum by your leave, min fa'dikum, please. Such a cluster generally does not have a transition vowel if the second consonant is t, or if the first consonant is n, and never has one if the first two consonants of the cluster are identical: strih rest', 'unsliyye consulate, dilni direct me!

(2) When two words coming together produce a cluster of three or more consonants, a transition vowel occurs at the point of word division if at least two of the consonants belong to the second word: maraaslihame good-by, feen issafaara? where is the embassy?

The transition vowel differs from the other vowels in four significant ways: it is never stressed; it is never tense, even before a double consonant; its occurrence and position are almost entirely automatic; it does not count as a vowel in determining the position of the main word stress. For example, 'izinkum by your leave is stressed on the first syllable, as though the word were 'izinkum.

Beginning with Unit 3 we shall not mark the transition vowel at word boundaries, where its presence is predictable.

2. Pronoun endings — I

In addition to the independent pronouns, Arabic has a set of pronoun forms that occur as suffixes. These are here called pronoun endings. Six of them have occurred so far.

- i my, me, I
- na our, us, we
- ak your, you (m)
- ek your, you (f)
- winaa my children
- wlaadna our children
- wlaadak your (m) children
- wlaadik your (f) children

-kum your, you (pl)
-ni me
-dilni direct me!

The form -ni occurs only with verbs, where -i does not occur.

The translation of a pronoun ending depends upon the structure of English. For example -na is translated as "our" in wlaadna our children, but as "us" in dilni direct us.

DRILLS

1. Give appropriate replies to the following sentences.

sabaah iixeer. 'ahla waha. 
masa ixeer. sukran.
leele sadhde. 'himi? 
assalaama 9alaykum.

2. The following sentences are said to a man. How would you say them to a woman? To a group?

min fa'dlak. ruuh duqri.
9ala yamiinak. min fa'dlak, dilni 'issuun'.
9ala samaalak. tfaddal ma'di.
'ahla waha fiik. bittiraf ween beet yuusif?
'imsi duqri, babdeem 'is'al. fiimm?

3. Give appropriate replies to the following questions.

feen issafaara l'ameerkaniiyey?
ween il 'unsliyye l'ameerkaniiyey?
ween issuun?
UNIT 3 • Arrival. Numbers 11-20.

PATTERN SENTENCES

your presence (a term of address)
from
Where are you from?
America
I'm from America.
how much, how long
it became for you
How long have you been here?
it became for me
day
two days
three days
I've been here two days.
you (m) came
How did you come?
I came
in
the boat
the airplane
I came by plane.
she was
your trip
if God wills

budictak
min, mni-
budirtak min feen?
'aameerka
'ana min 'ameerka.
'addees
sarlik
'sarlik hoon?
sarli
yoom
yoomeen
tlat tiyyaam
'sarli hoon yoomeen.
'ijji
kiit 'ijji?
'ijji
fit, fi-
lhbaar
(3ayyaara
'iijji fitayyaara.
khaat
safirat
nhaafla
good (f)
How was your trip? Good?

It was good, praise God.
staying (m)

Where are you staying?
I'm staying at the Hotel Plaza.
this (m)
place
good (m)

Oh, that's a good place.
thing, something
fine (invariable adj.)

That's fine.
there is, there are
restaurant

Where's there a good restaurant?
the Salam Restaurant
not
not bad

The Salam Restaurant isn't bad.
inexpensive (m)
It's also inexpensive.
other than it

Is there any other?
Italian (m)
next to

There's an Italian restaurant
next to the hotel.

16 (Unit 3)

but
expensive (m)
But it's a little expensive.
Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen
Twenty

STRUCTURE SENTENCES:

1. Feminine forms
(said to a woman)

your presence
Where are you from?
it became for you
How long have you been here?
your trip
How was your trip?
you (f) came
How did you come?
staying (f)

hadīrtik
hadīrtik min feen?
šarālik
‘adderā šarālik hoon?
saffīrtik
kiif kaanat saffīrtik?
‘iijīti
kiif ‘iijīti?
nazzīl
Where are you staying?

Where are you staying?

2. Plural forms
(said to a group)

your presences
Where are you from?
it became for you
How long have you been here?
your trip
How was your trip?
you (pl) came
How did you come?
staying (pl)
Where are you staying?

3. Plural forms
(said by or for a group)

Damascus
We’re from Damascus.
it became for us
week
two weeks
three weeks
We’ve been here two weeks.
we came
the car
We came by car.

We’re staying at the Hotel Plaza.

4. Masculine forms
(said about a man)

his presence
Where’s he from?
Lebanon
He’s from Lebanon.
it became for him
How long has he been here?
month
two months
three months
He’s been here two months.
his trip
How was his trip?
he came
How did he come?
He came by plane.

5. Feminine forms
(said about a woman)

her presence
Where’s she from?
She’s from America.
it became for her

(nibna naazliin fi ‘uteel plaza.

( Unit 3) 19
How long has she been here?
She’s been here three days.
her trip
How was her trip?
she came
How did she come?
She came by boat.

6. Plural forms
(said about a group)
their presences
Where are they from?
Syria
They’re from Syria.
it became for them
How long have they been here?
They’ve been here three months.
their trip
How was their trip?
they came
or
Did they come by plane or by ship?
They came by plane.

Grammatical

I. Intonation

The accentual features of the sentence in Arabic have never been fully described, and only the chief types of intonation can be indicated here.

There appear to be four main sentence-final intonations:

1. Statement. The voice begins on a mid pitch, rises slightly on the last stressed syllable, and drops to a low pitch at the end.

‘āna min ‘ameerka. I’m from America.
hasāda maḥjul muḥlī. That’s a good place.
‘iṣṣī ḫīṭṭayyara. I came by plane.

2. Yes-or-No Question. The intonation is like that for the statement, but with a distinct rise on the last stressed syllable and no drop at the end.

bīṣmāḥli ʿaṭay? Will you excuse me?
‘iṣṣī ḫīṭṭayyara? Did you come by plane?
ṭīmt? Did you understand?

3. Specific Question (a question containing a special interrogative word). The voice is high on the stressed syllable of the interrogative word, and falls quickly to mid pitch for the rest of the sentence.

kiif ḥālak? How are you?
‘addeē sarlak hoon? How long have you been here?
ḥaḍīrtaq min feen? Where are you from?

4. Alternative Question (a question containing a word for ‘or’). The voice is above mid pitch on the word for ‘or’ and falls to below mid pitch for the rest of the sentence.

‘iṣṣī ḫīṭṭayyara, willa filbaboor? Did you come by plane or by boat?

There are also two non-final intonations.
(1) **Continuing.** The voice rises and dips slightly, with an optional pause.

min fadlak, dillini ḥassun'. Please direct me to the market.
matṭaam s salarii, mii baṭṭaal. The Salam Restaurant isn't bad.

(2) **Suspensive.** The voice is level, with no rise or fall.

'oo, haada muball mnihi. Oh, that's a good place.

An accurate control of intonation is just as important for intelligibility as is an accurate control of the vowels and consonants. Most speakers of a second language fail to master the intonation system, and this failure is one of the principal features of what is called a « foreign accent ».

2. **Pronoun endings — II**

In Unit 2 we listed six of the pronoun endings. The remaining three are given below.

-o  his, him, he  wlaado  his children
-ha  her, she  wlaadha  her children
-hum  their, them, they  wlaadhum  their children

3. **Negation**

The word maa not is used with verbs ( and a few other verb-like words).

maa shmiit. I didn't understand.
maa baṭṭaf. I don't know.
maa fi matṭaam hoon. There isn't any restaurant here.

The word miṣ not is used only with adjectives and adverbs.

hawwe miṣ mabsuut. He's not well.

hawwe miṣ hoon. It's not here.

22 (Unit 3)

Both these words frequently have a louder stress than the words that they negate.

4. **The word nṣaal/a**

The word nṣaal/a ( lit. if God wills ) indicates that the speaker hopes that something has turned out favorably, or will turn out favorably. When used in a question, the sentence frequently has the intonation of the specific question, with the voice high on the word nṣaal/a.

**DRILLS**

1. Give appropriate replies to the following sentences.

   ḥadirtak min feen ?  fii ḥaaro ?
   'addees ṣarlik hoon ?  fii matṭaam filhuteel ?
   kiif 'iijit ?  fii matṭaam tilaami hoon ?
   kiif kaanat safitrak ?  feen 'uteel plaaz ?
   feen naazi ?  feen heet lmaya ?
   wzen fii matṭaam mnihi ?  'iijit fittaayaara ?
   kiif matṭaam ssaliin ?  'iijit filhoaboob ?
   feen matṭaam ssaliin ?  'iijit fissayyaara ?

2. The following sentences are said to a man. How would you say them to a woman ? To a group ?

   min feen ḥadirtak ?  kiif kaanat safitrak ?
   'addees ṣarlik hoon ?  feen naazi ?
   kiif 'iijit ?

3. The following sentences are said about a man. How would you say them about a woman ? About a group ?

   (Unit 3) 23
UNIT 4 • Getting around. Numbers 20 - 100 by tens.

PATTERN SENTENCES

- take me (to a man)
- the town

Please take me to the town.
With pleasure.

ready, present (m)
I'm ready.
going (m)
Where are you going?
you want
you (m) go
Where do you want to go?
I want
I go
the movies
I want to go to the movies.
How much do you want?
it is enough
one pound (currency)
two pounds
three pounds
Two pounds is enough.
much, a lot, too much
That's too much.

xudni
ibalad
min fidiak, xudni 9albalad.
tikram. or 9ala 9eeni. or
9ala raasi.
baadhir.
raayib
ween raayib?
biddak
truuh
ween biddak truuh?
hiddi
'aruuh
ssinama
biddi 'aruuh 9assinama.
'addees biddak?
bikaff
liira
liirtteen
flat liiraat
bikaff liirtteen.
kiir
huada kiir.

24 (Unit 3)
I give you a pound and a half.

I'll give you three pounds.

All right. Get in.
Slow down.
Stop here.
Good-by.
Good-by (in reply).
Twenty
Thirty
Forty
Fifty
Sixty
Seventy
Eighty
Ninety
One hundred

Where are you going?
you want
you (f) go
Where do you want to go?
How much do you want?
I give you
I'll give you three pounds,

2. Plural forms
(said to a group)
go (pl)
Where are you going?
you want
you (pl) go
Where do you want to go?
How much do you want?
I give you
I'll give you four pounds.

3. Plural forms
(said by or for a group)
take us
the airport
Please take us to the airport.
we want
we go
We want to go to the town.

(UNIT 4)
stop tor us   wa’rifina
Stop here. wa’rifina hoon.

4. Masculine forms
(said about a man)

take him xudo
Take him to the airport. xudo 9almaʃaar.
he wants biddo
he goes yruub
Where does he want to go? ween biddo yruub?
How much does he want? ‘addeeʃ biddo?
I give him baʁti(h)
I’ll give him five pounds. baʁtiil xamis liiraat.

5. Feminine forms
(said about a woman)

take her xudha
Take her to the Embassy. xudha 9assafaara.
she wants bidha
she goes truub
Where does she want to go? ween bidha truub?
How much does she want? ‘addeeʃ bidha?
I give her baʁti(h)
I’ll give her six pounds. baʁtiil xamis liiraat.

6. Plural forms
(said about a group)

take them xudhum

Take them to the hotel. xudhum 9aʃateel.
they want bidhum
they go yruubu
Where do they want to go? ween bidhum yruubu?
How much do they want? ‘addeeʃ bidham?
I give them baʃtiilham
I’ll give them seven pounds. baʃtiilhum sab̥ʃliiraat.

GRAMMAR

1. Variants of the pronoun endings

After stems ending in a vowel, four of the pronoun endings have a variant form.

-γ  my, me, I  warasy  behind me
-κ  your, you (m)  baʃtiik  I give you (m)
-κι  your, you (f)  baʃtiiki  I give you (f)
-(h)  his, him, he  baʃtiil(h)  I give him

The ending -(h) his, him, he often drops in the middle of a sentence, but the preceding vowel remains long.

2. Summary of the pronoun endings

The following summarizes the pronoun endings. For a stem ending in a consonant we use baʃti he gives.

beeti  my house  baʃtiin  he gives me
beetna  our house  baʃtii  he gives us
beetak  your (m) house  baʃtiik  he gives you (m)
3. The word bidd-

The word bidd- want combines with pronoun endings to produce the following forms.

- biddi  I want
- bidna  we want
- biddak you (m) want
- bidlik you (f) want
- biddum you (pl) want
- bidda  he wants
- bidha  she wants
- bidhum  they want

This word, in spite of its verbal meaning, is not a verb in terms of Arabic grammar. Its negative is maa biddi I don’t want, maa bidna we don’t want, etc.

4. The word fii

The word fii there is, there are is not a verb in terms of Arabic grammar, in spite of its meaning. Its negative is maa fii there isn’t, there aren’t.

DRILLS

1. Give appropriate replies to the following sentences.
   - ween raayib? feen biddak truub?
   - ’addees biddak? ’inte baadir?
   - raayib 9assinaama?

2. The following sentences are said to a man. How would you say them to a woman? To a group?
   - min faalik, xudni 9albalad. buqtiik xamis liirast.
   - ween raayib? bnaad.
   - ween biddak truub? 9a(la) mahlaak.
   - ’addees biddak?

3. The following sentences are said about a man. How would you say them about a woman? About a group?
   - ween biddo yruu? ’addees bido?
   - buwwwe haadir.
   - buqtiit flat liirast.
   - xudo 9almaatuar.

4. In each of the following sentences replace the word 9albalad by a different place expression.
   - min faalik, xudni buwwwe raayib 9albalad.
   - ween biddo yruu? 9a(la)-biddi ’aruu 9albalad.

5. Answer each of the following questions twice, once affirmatively and once negatively, as illustrated in the first one.
   - fii ma9am hoon? Replies: ma9am, fii.
   - li‘, maa fii.
   - fii hoon beet mavy?
   - fii ma9am rxis hoon?
   - fii sinama hoon?
   - fii ’uteel mniib hoon?
   - fii ma9am fii’uteel?

(End of Unit 4)
Unit 5 • Requests and Information. Numbers 21-29.

PATTERN SENTENCES

heat today
It's very warm today.
the window
Please open the window.
coldness
It's very cold today.
the door
Please close the door.
what in
in Arabic
What's this in Arabic?
This is a book.
And what's this?
This is a map.
Do you want a cigarette?
Please.

šoob
lyoom
šoob kiir lyoom.
'iftah
šubbbaak
min façlak, 'iftah šubbbaak.
bard
bard kiir lyoom.
sakkir
ibaab
min façlak, sakkir ibaab.
šuu, 'eeš
bi-/bi-
bilbaarbi
šuu haada bilbaarbi?
kuab
haada kitaab.
waau haada?
haadi
šaaʃta, šariʃta
haadi xaaraʃta.
siiɡaara
biddak siiɡaara?
min façlak.

No, thanks.
with you
take a match?
with me
Yes, I have. Here (offering it).
Sorry, I haven't.

Additional vocabulary

1. Masculine nouns
   sing. plural
   book kuab kutub
   window šabbaka šababiik
   door baab bwanab
   office maktab makaatib
   chair kursi karaasi
   pencil, pen 'alam laam
   fountain pen 'alam bibir laam bibir
   notebook daftar dafaatir

2. Feminine nouns
   xaaraʃta, xaariʃta xaraayyiʃ
   siiɡaara siigaaraat, siiɡayir
   'addaaba 'addaahat
   tawli tawlaat
   'uuda 'uwadi
   war'a war'aat, wraa'
   jariide jaraayid

(Unit 5) 33
STRUCTURE

1. The prefix for 'the'

- the cup
- the door
- the sheet of paper
- the chair
- the customs
- the day, today
- the map
- the midday meal
- the Koran
- the bath room
- the evening meal
- the identity card
- the pencil

2. Commands

- Please sit down.
- Bring the chair.
- Go straight ahead.
- Ask at the hotel.
- Direct me to the movie.
- Close the door.
- Go straight ahead.
- Give me a pencil.
- Take this.

library
- liwaad
- liktnab
- li'laman
- tlaarix
- tayyara
- dafaar
- dduhar
- saayyara
- shaaabuun
- zeeet
- zaaabit
- saubbaak
- naas
- iilee
- rra'aiss
- ijaride or ijaride

( Unit 5) 35
3. Commands
(said to a woman)

Please sit down.
Bring the newspaper.
Go straight ahead.
Ask at the airport.
Direct me to the office.
Close the window.
Go straight ahead.
Give me a match.
Take the children with you.

4. Commands
(said to a group)

Please sit down.
Bring the children with you.
Go straight ahead.
Ask at the office.
Direct us to the post office.
Close the doors.
Go straight ahead.
Give me the magazines.
Take the identity cards with you.

5. Adjectives
(masculine forms)

Where is there a good restaurant?
new
This is a new restaurant.
The new restaurant is next to the Hotel Plaza.
He’s not well.
I’m sorry (man speaking).

6. Adjectives
(feminine forms)

He has a new car.
He came in his new car.
She’s not well.
I’m sorry (woman speaking).
There are three new hotels here.

7. Adjectives
(plural forms)

Their children aren’t well.
We’re sorry.

36 (Unit 5)
1. The prefix for « the »

The Arabic equivalent of the English definite article the is a prefix. This prefix has the form l- if the first consonant of the word to which it is attached is one of the following: t b m w k g y x ǧ q h ǧ h’ . It is li- if the word begins with a consonant cluster whose first member is one of the preceding series.

The l- is completely assimilated, resulting in a double consonant, if the first consonant is one of the following: t t d d s s z š n l r . The l- may or may not be assimilated if the first consonant is j.

After silence or a pause, this prefix may be preceded by a short ‘i-, as i’ilbaab the door, i’snayyara the car, i’liiktaab the book.

2. Command forms of verbs

The command form of the Arabic verb indicates whether the command is said to a man, to a woman, or to a group. The masculine form has no ending; the feminine form ends in -i; the plural form ends in -u. There is often some change in the underlying form before the endings -i and -u. Following are some examples taken from the Structure Sentences:

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>jīb</td>
<td>jiibi</td>
<td>jiiba</td>
</tr>
<tr>
<td>dill</td>
<td>dili</td>
<td>dillu</td>
</tr>
<tr>
<td>‘is’al</td>
<td>‘is’ali</td>
<td>‘is’alu</td>
</tr>
<tr>
<td>sakkar</td>
<td>sakki</td>
<td>sakku</td>
</tr>
<tr>
<td>’imsi</td>
<td>’imsi</td>
<td>’imsu</td>
</tr>
<tr>
<td>xood, xud</td>
<td>xudi</td>
<td>xudu</td>
</tr>
</tbody>
</table>

The formation of the command stem will be discussed in Unit 8.

3. Nouns

Nouns in Arabic show two grammatical genders, traditionally labelled masculine and feminine. These terms are merely labels, and do not necessarily correspond to natural gender, though nouns denoting male beings are usually masculine, and nouns denoting female beings are usually feminine.

Most feminine nouns end in -a or -a; most masculine nouns end in a consonant. The exceptions are few.

Most nouns have three grammatical numbers: singular, denoting one individual of the kind; dual, denoting two individuals and plural, denoting more than two individuals.

4. Definite and indefinite nouns

A noun in Arabic is said to be grammatically definite if it has the prefix for « the » or a pronoun ending. A small class of nouns, chiefly proper names, is also definite, though lacking these elements. All other nouns are grammatically indefinite.

5. Adjectives

Adjectives in Arabic typically have three forms: masculine, feminine, and plural. The feminine is formed from the masculine by adding -a/-a, frequently with some change in the underlying form. The plural of some adjectives is formed from the feminine by adding -in; with others the plural shows a different internal arrangement of the vowels in respect to the consonants. Following are some typical adjectives.

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>māhsūt</td>
<td>māhsūta</td>
<td>māhsūtilin</td>
</tr>
<tr>
<td>baadīr</td>
<td>baadīra</td>
<td>baadīrin</td>
</tr>
<tr>
<td>mit’assīf</td>
<td>mit’assīf</td>
<td>mit’assīflin</td>
</tr>
<tr>
<td>muṭīḥ</td>
<td>muṭīḥa</td>
<td>muṭīḥa</td>
</tr>
</tbody>
</table>

(Unit 5) 39
The dividing line between an adjective and a noun in Arabic is not sharply drawn.

6. Noun-adjective agreement

Adjectives are tied to the nouns they modify by a system of agreement. With masculine nouns the adjective is masculine; with feminine nouns it is feminine. With personal plurals (i.e., plurals denoting human beings) the adjective is plural. With non-personal plurals the adjective is usually feminine singular, occasionally plural. With dual nouns the adjective is plural.

In a noun-adjective construction the adjective follows the noun. If the noun is definite the adjective has the prefix for "the".

7. The feminine ending -e-a

The typical marker of the feminine noun or adjective is the ending -e-a. The choice of -e or -a is almost completely determined by the nature of the consonant that immediately precedes the ending. If it is a throat consonant (x g q b 9 h ') or a velarized consonant (t d s z) the ending is -a. After r it is usually -a, occasionally -e. After all the other consonants it is -e. There are a few exceptions.

DRILLS

1. Answer each of the following questions twice, once affirmatively and once negatively, as illustrated in the first two.

(1) biddak siigaara? na9am. biddi.
   la'. maa biddi.

(2) ma9ak jariide? na9am. ma9i.
   la'. maa fii ma9i.

biddak 'alam? ma9do hawiyye?
ma9ak majalle? ma9ak daftar?
bidda xarta? ma9ak kibiete?
biddak war'a?

2. Each of the following sentences contains a noun without the prefix for "the". For each make up a matching sentence containing the same noun with the prefix for "the", as illustrated in the first two.

(1) ween fii ma9ham? ween lma9ham?
(2) min fa9lak, 'a9tiini war'a. min fa9lak, 'a9tiini lwar'a.
ma9ak jariide? ween fii xarta?
ween fii 'uteel? ween fii tawlie?
'a9tiini war'a. ween fii jariide?
biddak xarta? min fa9lak, xood 'alam ma9ak.
ween fii 'alam? 'a9tiini ktaab.
xood war'a. jib karsi ma9ak.
jib kursi.

3. In the following sentence replace siigaara by as many different nouns as possible.

bismaabli isisigaara? May I take a cigarette?

4. In the following sentence replace jariide by as many different nouns as possible.

bismaabli bijariide? May I take the newspaper?

5. Each of the following command sentences is said to a man. Match each with two sentences, one a command sentence as

(40 (Unit 5) 41)
said to a woman, the other as said to a group, changing anything in the rest of the sentence that has to be changed. The first two are completed.

1) 'iflah ššabiibik.
   iflahu ššabiibik.
2) min fašāk, jiib ljariide mašak.
   min fašāk, jiibi ljariide mašik.
   min fašākum, jiibu ljariide mašikum.
‘is’al yuusif.
xudhum bašdeen qal’uteel.
xud lwar’a.
min fašāk, 'iflah imaktab.
fašāl striib.
bašdeen, xudni qalmaṭan.

PATTERN SENTENCES

today’s newspaper
Do you have today’s newspaper?
Yes. Here it is.
key
the door key
Where is the door key?
you (m) put it
I don’t know where you put it,
that, which, who
I brought it
Where’s the book that I brought with me?
I put it
suit case, brief case
I put it in the brief case.
you know for me
bookstore, library
Do you know where there’s a good bookstore here?
I find
to, for
the Middle East
the Near East

jariitt lyoom
mašak jariitt lyoom?
nafham, fašāl.
maʃtaab
maʃtaab ilaab
ween mafaʃta ilaab?
baʃteeto
maʃruf ween baʃteeto.
(‘i)li
jibto
ween liktaab lli jibto maʃti?
baʃteeto
santa
baʃteeto fiʃanta.
biʃrani
maktabe
biʃrafli ween fi maktabe
mniha hoon?
‘alans’
ls-
ʃarq l’awsat
ʃarq l’adna
I want to get a good map of the Middle East.
The Arab Library
in it
The Arab Library has good maps.
Where is this bookstore?
between
the hospital
Between the post office and the hospital.
you (m) would like
you (m) come
Would you like to come with me?
why
Why not?
One hundred
Two hundred
Three hundred
Four hundred
Five hundred
Six hundred
Seven hundred
Eight hundred
Nine hundred
One thousand

biddi 'ala'zi xaarita mniiba
laashiq l'awsha.
Imaktabe lBarabiyye
fiiba
Imaktabe lBarabiyye, fiiba
xaranayiit mniiba.
ween haadi Imaktabe?
been
Imustaafa
been lbooosta wilmustaafa.

bitibib
tiiji
bitibib tiiji ma9?

lee 
lee i'a?
miyye 
miteen
tiit miyye
'arba9 miyye
xamis miyye
sitt miyye
sahib miyye
taman miyye
tia9 miyye
'alf

1. Prepositions

in front of
The car is in front of the house.
Walk in front of me.
behind
The chair is behind the door.
Walk behind me.
The restaurant is behind you.

'uddaam
ssayynara 'uddaam lbeet.
'imsi 'uddaami.
waara
Ikursi wara lboab.
'imsi waraay.
imtsham waraak.

2. Prefix tense verbs: simple prefix

necessary
tomorrow
I have to go tomorrow.
I want to close the office.
I want to open the door.
We have to go tomorrow.
We want to close the office.
We want to open the door.
You (m) will have to go tomorrow.
Do you (m) want to close the office?
Do you (m) want to open the door?
You (f) will have to go tomorrow.

laazim
bukra
laazim 'aruu Bukra.
biddi 'asakkiir Imaktab.
biddi 'aftab Ibaab.
laazim nruu Bukra.
biddna usakkir Imaktab.
biddna nftab Ibaab.
laazim truu Bukra.
biddak taakkiir Imaktab?
biddak tiitab Ibaab?
laazim truuhi Bukra.

(Unit 6) 45
Do you (f) want to close the office?

Do you (f) want to open the door?

You (pl) will have to go tomorrow.

Do you (pl) want to close the office?

Do you (pl) want to open the door?

3. Prefix tense verbs: B-prefix

I'll go tomorrow.
I'll close the office.
I'll open the door.
We'll go tomorrow.
We'll close the office.
We'll open the door.
You (m) will go tomorrow.
You (m) will close the office.
You (m) will open the door.
You (f) will go tomorrow.
You ('f) will close the office.
You (f) will open the door.
You (pl) will go tomorrow.
You (pl) will close the office.
You (pl) will open the door.

biddik tsakkri lmaiktah?
biddik tiftahi lbaab?
lazzim truuni bukra.
bidkum tsakkru lmaiktah?
bidkum tiftahu lbaab?

haruub bukra.
basakkir lmaiktah.
baftah lbaab.
binruun bukra.
binsakkir lmaiktah.
binsaattah lbaab.
bitruu bukra.
bitsakkir lmaiktah.
bitsaattah lbaab.

GRAMMAR

1. Verbs

The verb in Arabic consists of a stem and a subject marker. The stem indicates the meaning of the verb. The subject marker indicates the doer of the action. For example, the verb truun you (m) go consists of the stem -ruun bu go, and the prefixed subject marker t- you (m). Similarly, baatat she was consists of the stem -buat- ams, and the suffixed subject marker -at she.

The Arabic verb has two tenses: a prefix tense, having subject markers in the form of prefixes, and a suffix tense, having subject markers in the form of suffixes. The prefix tense usually indicates present or future time, the suffix tense past time.

In addition to the two tenses, most verbs have a command form.

2. The prefix tense — I

The prefix tense has two forms: simple prefix and B-prefix. The following shows the forms that have occurred so far.

Most of the prefixes have variants, depending upon whether the underlying stem begins with one consonant or with a consonant cluster. Note that some of the subject markers are a combination of a prefix (for person) and a suffix (for gender or number).

(1) Stem beginning with a single consonant

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a:ha-</td>
<td>I</td>
</tr>
<tr>
<td>n/-bit-</td>
<td>'we</td>
</tr>
<tr>
<td>t/-bit-</td>
<td>you (m)</td>
</tr>
<tr>
<td>t/-bit-</td>
<td>you (f)</td>
</tr>
<tr>
<td>t/-bit-</td>
<td>you (pl)</td>
</tr>
</tbody>
</table>

(2) Stem beginning with a consonant cluster

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a:ha-</td>
<td>I</td>
</tr>
</tbody>
</table>
3. Demonstratives

The principal demonstratives are: haataa this, that (m); hadii this, that (f); haddoo these, those (pl). When they form a unitary construction with a following noun that has the prefix for « the », they may be reduced to unstressed ha-. For example:

haada kitaab. This is a book.

haadi xaaršt. This is a map.

hadool waaadi. These are my children.

xool haaikttaab. Take this book.

xool halxaarta. Take this map.

min ween haliwlaad? Where are these children from?

DRILLS

1. Give appropriate replies to the following sentences.

feen baʃteet ṣaanata? biddid jariide?

feen jariti iyoon? feen laaktaab baʃarbiyye?

feen xariide lle kanaat? feen bašiisa xaaršt laaʃarq

9aʃtaawlee? Tadna?

2. In the following sentences replace xariide by as many nouns as possible.

feen baʃteet xariide? feen xariide?

baʃteet xariide 9aʃtaawlee. xariide miʃ hoon.

3. In the following sentences replace the various forms of ṭaddaam by the appropriate forms of waara.

lbooʃta 9addaam futeel. lmatio 9addaam.

lmaktaab baʃarbiyye 9addaam. ṣaanata 9addaami.

lmatio. ṣuu haada lle 9addaamha?

lmaksi 9addaam ilbaab. lbooʃta 9addaamkum.

4. Each of the following sentences contains a prefix tense verb in the « 1 » form. Go through the sentences, replacing the « 1 » forms by « we » forms, and changing anything in the rest of the sentence that needs to be changed. The first two are completed.

(1) biddi 9aruni 9albalad. bidna 9uruni 9albalad.

(2) maa baʃraf. maa 9nufraf.

laʃizm 9aruni bukra biddi 9asakki lmaktab.

9albalad. laʃizm ‘aʃaa’ 9ilmuʃaas.

bukra baroo be maʃak. mn biddi 9as’al yawil.

laʃizm ‘aʃiib ṣaanata maʃi. bas’al yawil.

bajii bh ṣaanata maʃi. bmn baʃraf ween baʃteeto.

biddi ‘aʃtaa lmaktab. biddi ‘aʃtraf ween baʃteeto.

haʃdeen buroon 9almaʃtaar. biddi ‘adil 9almaʃtaar.

5. Each of the following sentences contains a verb in the « you (m) » form. Go through the sentences, replacing the « you (m) » forms by « you (pl) » forms, and changing anything in the rest of the sentence that needs to be changed. The first two are completed.

(Unit 6) 49
UNIT 7 • Introductions

PATTERN SENTENCES

I would like
I introduce you
Mr.
Mr. West, I'd like to introduce you to Mr. Ahmad.
How do you do? (Lit. We are honored.)
journalist
Mr. West is a journalist.
before, ago
He came from America a week ago.
he visits
our country
He wants to visit our country, in this country
Do you like it in this country?
I like it very much, thank you.
you (m) visited
places
Have you visited many places?
up to now
Up to now I haven't visited many places.

bahibb
'ašarrāfak
sayyid
mistir west, bahibb 'ašarrāfak
9assayyid 'ahmad.
tiarrafa.
şuhuφi
mistir west şuhuφi.
'abil
'aja min 'ameerka 'abil
'usbuφa9.
yszur
blaadna
biddo yzur blaadna.
bhaliblaad
māsuφt bhaliblaad ?
māsuφt kiir, thamdilla.
zurt
māhallaaat
zurt māhallaaat kiir'e?
liisa or bābd
liisa, maa zurt māhallaaat kiir'e.
Because I was busy, I’ve been very busy going to... you stay
particle of address
How long are you going to stay here, Mr. West?
I return after
I have to return after six months.
knowing in knowing you
I’m honored to have met you, Mr. Ahmad.
to, for honor
The honor’s mine, Mr. West.

Additional vocabulary

consult vice consul counselor ambassador attaché army attaché naval attaché air attaché commercial attaché agricultural attaché press attaché air force officer government official mayor director, manager bank director naval attaché air attaché commercial attaché agricultural attaché press attaché air force officer government official mayor director, manager bank director

STRUCTURE SENTENCES

1. Prefix tense verbs: simple prefix

He has to go tomorrow.
He wants to close the office.
He wants to open the door.
She has to go tomorrow.
She wants to close the office.
She wants to open the door.
They have to go tomorrow.
They want to close the office.
They want to open the door.

2. Prefix tense verbs: B-prefix

He’ll go tomorrow.

(biruub bukra.)
3. Prefix tense stems ending in a vowel

How long are you (m) going to stay here?
How long are you (f) going to stay here?
How long are you (pl) going to stay here?
Go straight ahead (to a man).
Go straight ahead (to a woman).
Go straight ahead (to a group).

4. Counting: 1-10

One month
Two months
Three months
Four months
Five months
Six months

54 (Unit 7)

5. Suffix tense verbs

I haven't visited many places.
I've been very busy.
We haven't visited many places.
We've been very busy.
Have you (m) visited many places?
Have you (m) been very busy?
Have you (f) visited many places?
Have you (f) been very busy?

( Unit 7 ) 55
GRAMMAR

1. The prefix tense — II

In Unit 6 we listed five of the prefix tense subject markers. The remaining three are given below.

(1) Stem beginning with a single consonant

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>y:b-a</td>
<td>he</td>
</tr>
<tr>
<td>t-bi</td>
<td>she</td>
</tr>
<tr>
<td>y:b-i-a</td>
<td>they</td>
</tr>
</tbody>
</table>

(2) Stem beginning with a consonant cluster

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>y:l-bi</td>
<td>he</td>
</tr>
<tr>
<td>t-bi</td>
<td>she</td>
</tr>
<tr>
<td>y:b-i-a</td>
<td>they</td>
</tr>
</tbody>
</table>

Note that the subject marker for ‘she’ is the same as for ‘you (m).’

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2. Prefix tense stems ending in a vowel

Prefix tense verb stems in which the ‘-he’ form ends in a vowel drop this vowel when the endings -i feminine and -a plural are added. The following two verbs illustrate this.

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>bib'a</td>
<td>he stays</td>
</tr>
<tr>
<td>bib'ba</td>
<td>she stays</td>
</tr>
<tr>
<td>bib'u</td>
<td>they stay</td>
</tr>
<tr>
<td>bib'a</td>
<td>you (m) stay</td>
</tr>
<tr>
<td>bib'i</td>
<td>you (f) stay</td>
</tr>
<tr>
<td>bib'u</td>
<td>you (pl) stay</td>
</tr>
<tr>
<td>bib'a</td>
<td>we stay</td>
</tr>
<tr>
<td>bah'a</td>
<td>I stay</td>
</tr>
</tbody>
</table>

Any verb form ending in a vowel lengthens the vowel before a pronoun ending.

<table>
<thead>
<tr>
<th>Simple</th>
<th>B-prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>bib'ai'i</td>
<td>he meets me</td>
</tr>
<tr>
<td>bal'a'ik</td>
<td>I meet you (m)</td>
</tr>
<tr>
<td>bib'ai'uh</td>
<td>they meet him</td>
</tr>
</tbody>
</table>

3. Stem vowels

The vowel that appears before the last consonant of the stem of a word is called the stem vowel. When this vowel is i or u it is almost invariably dropped before an ending beginning with a vowel:

- naazle staying (f), for ‘naazil-e’
- baadra ready (f), for ‘baadir-a’
- naazliin staying (pl), for ‘naazil-in’
- baadrin ready (pl), for ‘baadir-inn’
- bisakku they close, for ‘bisakkir-u’
- bisakko he closes it, for ‘bisakkir-o’
The stem vowel a does not drop:

bis'a'lu they ask
bis'alo he asks him
bis'alak he asks you (m)
maktaba bookstore
sarafi my honor

4. The suffix tense

The following shows the complete suffix tense forms of two typical verbs.

subject markers

— he kaan he was thim he understood
-at she kaannat she was thimmat she understood
-u they kaanu they were thimu they understood
-t you (m) kunt you (m) were thimit you (m) understood
-ti you (f) kunti you (f) were thimiti you (f) understood
-tu you (pl) kuntu you (pl) were thimtu you (pl) understood
-t 1 kunt 1 was thimit 1 understood
-na we kunna we were thimmna we understood

In discussing the suffix tense, we regard the «he» form as basic; it has no subject marker, and thus shows the bare stem.

Most suffix tense verbs have two variants of the stem: one occurs in the third person forms; the other in the first and second person forms. For example: kaan—kun-, thim(imm)-thim-.

Note that the «I» and «you (m)» forms are identical.

5. The verb prefix rah-

The prefix rah- is used before a simple prefix tense verb to indicate the future: will, shall, going to: ‘addees raṣḥib’a hoon? How long are you (m) going to stay here?

Occasionally the participle raṣḥib going (and its feminine and plural forms raṣḥibha and raṣḥibin) are used in place of raḥ-

‘addees raṣḥibin lib’a hoon? How long are you (pl) going to stay here?

6. The verb ‘aja

A verb that may be considered irregular is ‘aja he came. Following is a complete listing of the forms.

‘aja he came biiji he comes
‘ajat she came btiiji she comes
‘aju they came biiju they come
‘ijjut go (m) came btiiji you (m) come
‘ijjiti go (f) came btiiji you (f) come
‘ijjitu go (pl) came btiiju you (pl) come
‘ijjir I came baaji I come
‘ijjina we came bniiji we come

DRILLS

1. Give appropriate replies to the following questions.

mistir west ṣaabīṭ tayaraa? zaar mahallaat ktiire?
min feen huwwee? ‘addees raṣḥib’a hoon?
‘addees šarlo hoon? lees maa zaar mahallaat ktiire?
‘aja yzuur liiblaad? huwwee maḥssaṭ bhalibilbaad?

2. In the following sentences, replace the expression in pa-
3. In each of the following sentences replace the word yoomeen by a different time expression.

(a) aja min beernut 'abil yoomeen.
(b) bidna nzur baa'dum ba5id yoomeen.
(c) raayih 'ab'a hoon yoomeen.
(d) laazim 'arja9 ba5id yoomeen.

4. Go through the following sentences, replacing the 'he' form of the verb by the 'they' form, and changing anything in the rest of the sentence that needs changing. The first two are completed.

(1) biddo yriu b9albad.
   biddum yriu b9albad.

(2) byaqtiiik imajalle.
   byaqtuuk imajalle.

laazim yruuba bukra.
maa biddo yruub, biddo yib'a.
biddo yuurl ba5id sabir.
biddo yidill 'ahmad yuufu b9alba.
feen bilaaxi xaarta mniibag.

5. Go through the sentences of Drill 4, replacing the 'he' forms of the verbs by 'I' forms.

6. Match each of the following sentences with a sentence containing the appropriate form of kaam. The first two are completed.

(1) 'inte feen naa5il?
   'inte feen kant naa5il?

(2) ni9na ma5guulii niitir.
   kunna ma5guulii niitir.

biddo yib'a fiilleet?
laazim yirja9 la'ameeerka.

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PATTERN SENTENCES

How long are you going to stay here, Mr. West?
I have to return in a couple of months.
you have

Do you have a family in America?
my wife

Yes, my wife and children, how many child, boy

How many children do you have, Mr. West?
I have
boy
two boys
girl

I have two boys and a girl, may he leave for you
May God leave them for you.
May God keep you (in reply).
big, old (pl)

small, young (pl)
Are they big or small?
big, old (m)
age, life
sixteen years

The older boy is sixteen years old.
small, young (m)
And the younger one is ten years old.
And what's the girl's age? eleven years

The girl is eleven years old.

Please visit us at our home.
Thank you.

Alternate expressions

How many children do you have?
I have one boy.
May God leave him for you.
May God keep you.
I have one girl.
May God leave her for you.
May God keep you.
I have two boys.
I have two girls.

(a) 'addes raḥīb'a hoon,
yaa mistir west?
laazim 'arjū bāḥīd šahīen.

9indak
fi 9indak 9eele fi 'ameerka?

marti
nitham, marti wawlaadi.
kam
walad
kam walad 9indak, yaa
mistir west?
9indi
šabi
šabīyyeen
bint
9indi šabīyyeen wbint.
yxaliılıak
'alľa yxaliılıak yyaahum.
'alľa yilbažak.
kleer

9iğar
kleer, willa 9iğar?
khīr
9umur
sitt taššar sane
lwalad likkīr, 9umro sitt taššar
sane.
žigir
wīzgīr, ḥaaś sniiin.

wšaš 9umr bihint?
haššar sane
bihint, 9umurha haššar sane.
zuur
faddjäl zuorna šībeet.
sukran.

( Unit 8 ) 63
I have three boys.
I have three girls.
May God leave them for you.
May God keep you.
I haven't any children.
married
I'm not married.
   bachelor
I'm a bachelor.

STRUCTURE SENTENCES

1. Counting: 11-20

   eleven years
   twelve years
   thirteen years
   fourteen years
   fifteen years
   sixteen years
   seventeen years
   eighteen years
   nineteen years
   twenty years

   hdāšar sane
   ‘tnāšar sane
   ‘tal-ṭašar wane
   ‘arba‘ ṭašar wane
   ‘amis ṭašar wane
   silt ṭašar wane
   sabā‘ ṭašar wane
   taman ṭašar wane
   tisā‘ ṭašar wane
   9drīm wane

2. Singular and dual of nouns

   day
   two days
   week
   ‘yoom
   ‘yoomeen
   ‘usbnən9

   two weeks
   girl
   two girls
   child, boy
   two children, two boys
   plastle
   two plastres
   month
   two months
   boy
   two boys
   hospital
   two hospitals
   pound
   two pounds
   year
   two years
   week
   two weeks
   suitcase
   two suitcases
   newspaper
   two newspapers
   room
   two rooms

   ‘usbnən9teen
   hint
   hinteen
   wala’d
   walledeen
   ‘irs
   ‘irsleen
   sahir
   sahreen
   sabi
   sablyeen
   mustafa
   mustasfayeen
   liira
   liirteen
   sane
   santeen
   jumda
   jum9teen
   śanta
   sani’teen
   jariide
   jariitteen
   ‘un9a
   ‘un9teen
1. Counting

The numbers from 3-19 have one form when they are used independently and a variant form when they immediately precede a counted noun: 3-10 lose the ending -e/-a; 11-19 add -ar: sitte six, slitt waaad six children; slitt taarb sixteen, slitt taalbar seme sixteen years.

The Arabic counting system differs from English in the following ways:

(1) The noun by itself means « one », though it may be followed by waahad one (m), wahde one (f), according to its gender.
(2) The noun plus the ending -een means « two ».
(3) Immediately following the numbers 3-10 the noun is in the plural.
(4) Immediately following any of the other numbers the noun is in the singular.

2. The word ḵam

The word ḵam how many is always followed by an indefinite noun in the singular: ḵam walaad ninek? How many children do you have?

3. The dual

The dual ending -een added to a noun is the usual way of indicating two individuals of a kind. Occasionally the number forms tewa (m) and tinueen (f) are used in special expressions.

Nouns ending in -e/-a feminine replace the -e/-a by -t before -een two. For example: tewa a year, tinueen two years; ssyyara a car, ssyyarseen two cars.

Masculine nouns ending in -i or -a modify the stem before the dual ending. For example: saba a boy, sabiyeen two boys; mussels a hospital, musselsayeen two hospitals.

4. Formation of commands

The command form of the verb is based on the prefix tense « you » form. How it is made depends upon whether the stem is stressed or unstressed. In what follows we give the « you » form of the verb for comparison.

(1) If the stem is stressed, the command is the same as the stem.

« you » form  command
bittra̱h  rūh  go!
bitjiib  jīb  bring!
bitstriib  striib  rest!
bitdill  dill  direct!
bitfi♭ddal  fi♭ddal  please!
bitssākkir  sākkir  close!
bitxālli  xālli  keep!, allow!

(2) If the stem is unstressed, the command has a prefixed 'i- or 'u-, depending on the vowel that follows the subject marker.

bitfi♭h  'i♭ha  open!
bitisi  'is'i  ask!
bitimsi  'imsi  walk!
bitib'a  'ib'a  remain!

If the stress shifts as a result of added suffix material, the 'i- (or 'u-) is frequently dropped. For example.

bitisi  'i♭ni  ask me!
bitisi  'i♭ni  ask (pl) me!

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The verb bištī you give has the command form 'addeš, as in 'addeš thiini give me!

The verb bläxand you take has the command forms xood, xud (m), xūdi (f), xūd (pl) take!

The verb biši you come has for its command a suppletive form (i.e. having a different root): taššāli (m), taššāli (f), taššālu (pl) come!

DRILLS

1. Give appropriate replies to the following sentences.
   'addeš rāhib’ā hoon? badirtak mijjawwiz?
   fī 9indak 9eel? 'addeš 9umrak
   'addeš 9umr lwalaad? faddal zuurna filleet.
   'addeš 9umr lhint? 9indak wlaad
   'alša yaallīlak yyahum. 'addeš šarlak mijjawwiz?

2. In the following sentences replace the singular nouns by the corresponding duals. The first two are completed.
   (1) baštīik 'irs.
   (2) fī 9indo 'unda.
   kaan hoon 'abil šahir.
   9indo hint.
   min fadlak, 'aštīini liira.
   baštīik 'irsen.
   fī 9indo 'unlleen.
   laazim 'arjad ba9id 'ushbu9.
   kaan fī 'ameerka 'abil sall.

3. Give the Arabic equivalents of the following.
   three days
   twenty officers
   three weeks
   ten days
   six months
   one year
   eight piastres
   five windows
   seven years
   twenty years
   two tables
   eighteen officers
   fourteen chairs
   nineteen cars
   four doors

4. Go through the following sentences, replacing the singular verbs by the corresponding plurals, and changing anything in the rest of the sentence that needs to be changed. The first two are completed.
   (1) biddo yzur blaadna.
   (2) maa biddi 'azuuro.
   laazim 'arjad ba9id 'ahsreen.
   biddo yzurua filleet.
   leeš bidna tirja9?
   biddak dzuurra?
   biddo yirja9 9albeet.
   maa bidraf 'a9mad.
   biddak tirja9 ma9hun?
   badda blaadna?
   laeeš rāhib’ā hoon?
   rahiib'a hoon santeen.
   hiyye bidzuurna bakra.

5. Go through the following sentences, replacing the «e» forms of the verbs by «i» forms, and changing anything in the rest of the sentence that needs to be changed. The first two are completed.
   (1) laazim nis'al 'a9mad.
   (2) laazim njib 'a9mad
   ma9na.
   laazim 'as'al 'a9mad.
   laazim 'ajib 'a9mad ma96.
UNIT 9 • Where have you been?

PATTERN SENTENCES

Good evening.

Good evening (in reply).

for the safety

Welcome back (an expression said to a person who has just returned from a trip, a hospital, etc.).

May God keep you (in reply). absence

Where have you been?

I was in Damascus.

longing for you

I've missed you very much.

more, most

And I even more.

when

you honored

When did you get back?

yesterday

I got back yesterday.

now

free, empty

masa lxeer.

masa nnuur.

9assalaame

lhamdilla 9assalaame.

'alla ysalimak.

ğeebe

ween halğeebe?

kunt fiśsaam.

miśtaa'lak

'ana miśtaa'lak ktiir.

'aktar

w'una bil'aktar.

'emta(n)

šarraft

'emta šarraft?

mbaarîh

šarrafa'mbaarîh.

halla

faadi
Are you busy now or are you free?

possible
we drink
coffee, coffee shop

Could you come with me and drink a cup of coffee?

Why not?

Alternate expressions

I do, I make
I'm free. I haven't a thing to do.

believe

Believe me, I'm rather busy. we have
visitors
We have visitors at home.

Additional vocabulary

Egypt
Iraq
Jordan
Saudi Arabia
Turkey
Aleppo
Amman

Baghdad
Beirut
Cairo
Dhahran
Jerusalem
Tripoli

masgül halla, willa faadi?
mumkin
nisræb
'næwe
mumkin tilji maši nišrab
finjaan 'nhwe?
lees la'?

'a9mal
'ana faadi, maa fii 9indi
šii 'a9mal(o).
saddi'
saddi'ni mašgūl šaway.
9ìnna
zuwwaar
šii 9ìnna zuwwaar filheer.

STRUCTURE SENTENCES

1. Feminine T-nouns: free forms and combining forms

How was the trip?
How was Ahmad's trip?
His trip was good.
And how was your trip?
This room isn't free.

who, whom
Whose room is this?
This is our room.
His room is over there.

Where is the newspaper?
Where's today's newspaper?
Whose newspaper is this?
Where's Al-Ahram (a newspaper)?
His wife is in Beirut.

kiif kaanat safra?
kiif kaanat safrit 'ahmad?
safrit kaanat ninna.
wkiiif kaanat safritkum?
haadi lauda miš faaadje.
miin
'udvit miin haadi?
haadi 'udvitna.
'uuṭto hunaak.
feen ljaride?
feen jarrett lyoom?
jariidit miin haadi?
feen jarrett lahraam?
marti fii beerraut.
2. The word 9ind

How many children do you have?
I have a girl and a boy.
I don't have any children.
Could you come to my place?
The children aren't at Yusif's.
They're at Ahmad's.

kum walad 9indak?
9indi bint wšabi.
maa (fii) 9indi wlaad.
mumkin tiiji la9indi?
lwaad miš 9ind yusif.
humme 9ind 'ahmad.

GRAMMAR

1. Feminine T-nouns

Nouns ending in -ei/a feminine in their free form have a combining form in which the -ei/a is replaced by -(i)l. This combining form is used before the dual ending -een, a pronoun ending, or a following noun in a unitary construction. Nouns that behave this way will be called feminine T-nouns. For example: sayyaara a car, sayyaarteen two cars, sayyaarto his car, sayyaarluna our car, sayyaartus a Norseman the Embassy’s car.

2. The word 9ind

The word 9ind in the possession of, in the sense of English have, combines with pronoun endings to produce the following forms.

9indi in my possession, I have
9inna in our possession, we have
9indak in your (m) possession, you (m) have
9indik in your (f) possession, you (f) have

9indkum in your (pl) possession, you (pl) have
9ind u in his possession, he has
9indha in her possession, she has
9indhum in their possession, they have

The negative is maa or maa fii, as in maa (fii) 9indi wlaad. I haven't any children.

This word also may mean « at the house of », as in mumkin tiiji la9indi? Could you come to my place? The negative, with this meaning, is mis, as in liwaad miš 9ind yusif the children aren't at Yusif's.

3. Assimilation

Certain consonant clusters that result from the proccesses of the grammar are affected by assimilation: the shift of a sound to match its neighbor. The commoner case is a change in the pronunciation of the first member of the cluster.

Within words

(1) d becomes t before t: jariitti my newspaper (for jariditi).
(2) t becomes d before d, z, and j: biddill you direct (for bidtill), bidzaur you visit (for bitzaur), bidjiib you bring (for bitjiib). Occasionally t becomes j before j: mijjawwiz married (for mitjawwiz).
(3) n may become m before b: jamb next to (for jamb).
(4) b may become m before m: mmawritnak in knowing you (for bnaawriftak).
(5) If one of the consonants is velarized, the velarization extends over the whole cluster: xaariteen two maps (for xaaritten), 'uuţti my room (for 'uudii).

These particular assimilations occur within words, and are

74 (Unit 9)
Across word boundaries

(1) t becomes d before j : tilad jumna three weeks (for tilad juma); occasionally j: tilaj jumna.
(2) s becomes z before s: 'addees sarlak hoon? how long have you been here? (for 'addees sarlak hoon?).
(3) h drops before 9: ruq 9asmalak go to your left (for ruq 9asmalak).

Assimilations like the above are not uniformly handled by all speakers and are not indicated in the transcription.

It is worth noting that velarization very rarely carries across a word boundary.

DRILLS

1. Give appropriate replies to the following sentences.
   1. sabab la exer.
   2. masa la exer.
   3. ibamdilla 9assalaame.
   4. ween halgeeebe?
   5. 'ana mi9t0ak ktiir.
   6. 'eemta(n) sarafta?
   7. ween kuntu?
   8. kiif 'ijjiita? fitayyaara?
   9. willa filhaaboor?

   zurt maanliisaat ktiire?
   maajguut haitla, willa faaadi?
   munkin tiiji maafi ni3rab
   finjaan 'ahwe?
   ween kunu?
   'ana mi9t0ak3ikum ktiir.
   'eemta(n) saraftu?
   kiif 'ijjiita? fessayyaara,
   willa fitayyaara?

2. Match each of the following sentences with a command sentence. The first two are completed.
   (1) munkin tis'al mistir 'is'al mistir west.
   (2) munkin taaxaduni xodui 9assafaara.

   3. Go through Drill 2, replacing the masculine verbs by feminine verbs and then matching each with a command sentence.
   4. Go through Drill 2, replacing the masculine verbs by plural verbs and then matching each with a command sentence.
   5. Give the Arabic equivalents of the following.

   Ahmad's trip:
   his trip:
   my trip:
   your (m) trip:
   your (pl) trip:
   their trip:
   Ahmad's room:
   his room:
   my room:

   our room:
   their room:
   two rooms:
   whose room ?
   today's newspaper:
   his newspaper:
   our newspaper:
   her newspaper:
   your (m) newspaper:

   two newspapers:
   two cigarettes:
   two days:
   two offices:
   two houses:
   two tables:

   6. In the following sentences replace the singular verbs by the corresponding plurals, changing anything in the rest of the sentence that needs changing. The first two are completed.

   (1) bithibb ti9mal haada?
   bithibbu ti9mulu haada?
UNIT 10 • In a coffee shop.

PATTERN SENTENCES

you order, command

What will you order?

Two coffees.

How would you like the coffee?

sweet (f)

plain (invariable adj.)

With sugar or black?

One with sugar and one black.

Yes, indeed (lit. your command).

beer

Do you have beer?

I'm sorry. We don't have beer.

That's all right. No need for beer.

bring to us

water

Please bring us some water.

With pleasure.

May it do you good (said to someone who has just drunk some water).

bu‘amrū

šuu bu‘amru?

teen ‘ahwe.

kiif bithibbu l‘ahwe?

hilwe

saada

hilwe, willa saada?

waahad hilwe, wwaahad saada.

‘amrak.

biira

fi 9indum biira?

mi‘assif. maa fi 9inna biira.

halaaś

muqalaaś. halaaś biira.

jibilina.

mayy

min faađak, jibilina mayy.

tikram.

hanni‘aa.
May God give you joy (in reply).

Alternate expressions
you order
What will you order?
tea
One tea.
How would you like the tea?
light.
heavy
Weak or strong?
Weak, please.
he will be
sweet
But don’t make it too sweet.

Additional vocabulary
cola
hot chocolate
ice cream
milk
sugar
koola
kakaaw
buuza
haliib
sukkar

waahad 'ahwe.
tnee 'ahwe.
tlaate 'ahwe.
'arbaa šaaay.
tnee kakaaw.
tlaate koola.
xamse buuza.

1. Ordering things
One order of coffee.
Two orders of coffee.
Three orders of coffee.
Four orders of tea.
Two orders of hot chocolate.
Three orders of cola.
Five orders of ice cream.

2. The preposition fii
We came by plane.
They came by boat.
I please visit us at home.
His wife is in Damascus.
The Arab Library has good maps.
tourism
The Office of Tourism has lots of newspapers.
They’re staying at the Hotel Plaza.
My wife is in America.
I’m staying in Beirut.

'jiina fiittayyaara.
'aju filbaaboor.
tfaajal zourna filbeet.
marto fisaaam.
lmaaktaba fiizarabiyye, filha xaraayit mniiba.
siyyaaba
makinat salesaaba, fii jaraaayid ktiire.
humme naazliin fii uteel plaza.
marti fii 'ameerka.
'ana naazil fii beeruut.
1. Ordering things

In ordering things, Arabic uses the independent form of the number followed by a singular noun, e.g. teneen ahwe two coffees. Note that the dual in -een is not used here.

2. The preposition fi

The preposition fi in is shortened to fi- before a noun having the prefix for 'the', e.g. Bihalad in the town. Before a pronoun ending it is fi-, e.g. filhum in them.

3. Roots and patterns

So far in our analysis of Arabic words we have concentrated on prefix and suffix elements. For example: he the in lbet the house; -ak your (m) in wlaadak your children; -at she in kaanat she was. It is usually possible to carry the analysis to the stems to which these affixes are attached.

Most stems consist of a nucleus of consonants which occur together with various vowel combinations, including sometimes an added extra consonant. For example, ktaab book consists of the consonant nucleus kth plus long aa between the second and third consonants; nazil staying consists of the consonant nucleus nzl plus long aa between the first and second consonants and short i between the second and third.

This consonant nucleus is called a root (R), and what is left over is called a pattern (P). Expressed symbolically, the word nazil consists of R: nzl + P: -avi-. The hyphens in the pattern indicate the position of the root consonants relative to the rest of the material.

A root frequently has a general lexical meaning that is reflected in all words containing that root. For example, the root kth has the general meaning of 'writing', and this meaning appears in the following words: katab he wrote, kaatab writer, kbab book, mktaab letter, mktaab writing place (i.e. office).

A pattern frequently has a grammatical meaning. For example, the pattern -ii- (occasionally -a-ii-) has the meaning 'simple adjective' as in rxiis cheap, tilil heavy, jild new, xafil light.

4. Vowel harmony

Prefix tense verb forms with the stem vowel u show a kind of vowel harmony: the vowel of the subject marker is u, and when a transition vowel occurs, it is u also. The verb bu'mur he orders illustrates this.

<table>
<thead>
<tr>
<th>Simple Prefix</th>
<th>B-Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>yu'mur</td>
</tr>
<tr>
<td>she</td>
<td>tu'mur</td>
</tr>
<tr>
<td>they</td>
<td>yu'amru</td>
</tr>
<tr>
<td>you (m)</td>
<td>tu'mur</td>
</tr>
<tr>
<td>you (f)</td>
<td>tu'umri</td>
</tr>
<tr>
<td>you (pl)</td>
<td>tu'amru</td>
</tr>
<tr>
<td>l</td>
<td>'a'mur</td>
</tr>
<tr>
<td>we</td>
<td>nu'mur</td>
</tr>
</tbody>
</table>

This harmony is regressive, i.e. the following stem vowel u
affects preceding vowels. The reverse is not usually true: jum/teen
two weeks (and not 'jum/teen) from jumba week.

DRILLS

1. Give appropriate replies to the following sentences.
   mumkin tiiji ma'adi mirab
   min fadlak, jiliba maay.
   finjaan 'ahwe?
   suu bitibib 'ahwe, willa saay?
   sii bu'umru?
   bitibib fahwe hilwe, willa
   kaif bitibib fahwe?
   saada?
   bitibib 'ahwe, willa saay?
   bani'an.

2. In each of the following sentences replace the word 'ahwe by
   a different noun indicating a food or a drink.
   kiif bitibib fahwe?
   ma bahibib fahwe ktiir.
   fii sindkim 'ahwe?
   bitibib fahwe?
   mit'assif ma a fii sinna 'ahwe.
   marti maa bitibib fahwe.
   min fadlak, jibina tineen
   'ahwe.

3. Give the Arabic for the following orders.
   two coffees
   three colas
   four ice creams
   one hot chocolate
   three coffees
   one tea
   three beers
   one coffee and one tea
   two coffees and one tea
   five beers and two coffees and
   one cola
   two colas and a beer

4. In each of the following sentences replace the form of the verb
   kaan war by the appropriate form of bikuun will be. The
   first two are completed.

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UNIT 11 • Telling time.

PATTERN SENTENCES

hour, watch
Please, what time is it?
It's six thirty.
early
That's all right. It's still early.
work
Do you have some work?
eight o'clock
No, but I have to return home before eight o'clock.
out of order (f)
My watch is out of order.
reparing
It needs repairing.
cleaning
It needs cleaning, too.
watchmaker
Where is there a good watchmaker?
look, see
Look, there is a good watchmaker across from the Post Office.

prices
But how are his prices?
reasonable (f)
His prices are reasonable.

Alternate expressions

she delays
My watch is losing time.
she advances
My watch is gaining time.
stopped (f)
My watch has stopped.

Additional vocabulary

alarm clock
hand
wrist watch
pocket
pocket watch

STRUCTURE SENTENCES

1. Time expressions

It's one o'clock.
It's two o'clock.
It's three o'clock.

'saabna'nn
boss, kiif 'asaabaro?
ma9'uule
'asaabaro ma9'uule.

bit'axxir
saa9ti bit'axxir.
bil'addim
saa9ti bil'addim.
wa'a'fe
saa9ti wa'a'fe.

'saabna'nn
i'id
saa9ti 'iid
jeeb
saa9ti jeeb

'saabna'wa9de
'saabna'tinteen
'saabna'tlaate

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It's six thirty. quarter
It's six fifteen. third
It's six twenty. except, minus
It's a quarter to six.
It's twenty minutes to six.
It's five minutes past six.
It's six thirty-five.
It's five minutes to six.
It's six twenty-five.
come (m) minute
Come one minute. come (f) time
Come on time. come (pl) minutes
Come after five minutes.

2. The preposition 9ala

We want to go to the market. He wants to go home. We're going to the coffee shop. I didn't understand you. I didn't understand him.

GRAMMAR

1. The preposition 9ala

The preposition 9ala has two principal meanings: «to,» indicating direction, and «on,» indicating position. It may also have the meaning of «incumbent upon» in certain expressions. The word has four variants.

(1) 9ala, when followed by a word without the prefix for «thes»: 9ala yamiinak to your right.
(2) 9ale-, when followed by a word with the prefix for «thes»: 9alaymiin to the right; also, optionally, in the cases of (1) above: 9abeeruat to Beirut.
(3) 9alee-, when followed by pronoun endings (except -y me): 9aleek on you.
(4) 9alay-, when followed by -y me: 9alayy on me.

2. Types of roots

The typical root consists of three consonants in a fixed order.
Changing the order results in a non-existent root or a root with a different meaning. There are four main types of roots:

1. **Regular.** All the consonants of the root appear in all words containing the root, e.g. ر : فِتْحَ : 
   - فتَحَ he opened
   - فاتِحَ open
   - مَفْتَحَ key

2. **Doubled.** Essentially like regular roots, but with the last two consonants identical, e.g. ر : حَبُّ : 
   - حَبَّ he loved, liked
   - حَبِيبَ loved one
   - مَحْبُوبَ loved
   - حَبّ love

3. **Hollow.** The second consonant is w or y, but this consonant is unstable, alternating between w, y, long vowel, glottal stop (‘), and nothing, e.g. ر : زِيرَ : 
   - زَيْرَ he visited
   - بَسيئَ he visits
   - زَأَيْرَ visiting
   - زَؤَؤَرَ visitors
   - زَيْآَرَ visit
   - زَرَتِ I visited

4. **Weak.** The last consonant is w or y, and behaves much as in a hollow root, e.g. ر : بَيّ : 
   - بَيّ he remained
   - بَيْتَ she remained
   - بَيْتَ he remains
   - بَيْتِ (m) remaining
   - بَيْتِ (f) remaining

Roots that begin with w- and some that begin with glottal stop (‘) show alternations somewhat like the hollow and weak roots. For example:

- R : وَدَ : 
  - وَدَ : 
  - وَدَ : 
  - وَدَ : 

3. **Noun and adjective plurals**

Arabic noun and adjective plurals differ from the corresponding English forms in two principal ways: the plural usually sounds quite different from the singular, and the form of the plural is usually not predictable.

It is traditional to divide Arabic plurals into two classes: sound and broken. There are two varieties of sound plurals: those ending in -ات and those ending in -ين. The broken plurals show more variety; some grammars list about two dozen kinds, but many of these are quite rare. Some nouns have more than one plural.

**Sound plurals in -ات**

These frequently correlate with an underlying feminine T-noun in the singular, and for this reason are often called sound feminine plurals. This plural rarely occurs with adjectives.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>عَسِيَّةُ</td>
<td>عَسِيَّةَاتُ</td>
</tr>
<tr>
<td>سَيْسَارَة</td>
<td>سَيْسَارَاتُ</td>
</tr>
</tbody>
</table>
Sound plurals in -in

These frequently correlate with singulars that may refer to masculine human beings, and for this reason are often called sound masculine plurals.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>English Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mwaqaf</td>
<td>mwaqafun</td>
<td>official</td>
</tr>
<tr>
<td>mulbasq</td>
<td>mulbasqin</td>
<td>attaché</td>
</tr>
<tr>
<td>mustasfar</td>
<td>mustasfarin</td>
<td>counselor</td>
</tr>
<tr>
<td>subuji</td>
<td>subujiyin</td>
<td>journalist</td>
</tr>
<tr>
<td>sane</td>
<td>snin</td>
<td>ready</td>
</tr>
<tr>
<td>baadir</td>
<td>baadriin</td>
<td>staying</td>
</tr>
<tr>
<td>naazil</td>
<td>naazilin</td>
<td>free</td>
</tr>
<tr>
<td>faadi</td>
<td>faadyiin</td>
<td>good</td>
</tr>
<tr>
<td>tayyib</td>
<td>tayyibiin</td>
<td>free</td>
</tr>
<tr>
<td>masuq</td>
<td>masuqulini</td>
<td>well</td>
</tr>
<tr>
<td>masuqulini</td>
<td>masuqulini</td>
<td>busy</td>
</tr>
<tr>
<td>mit’assif</td>
<td>mit’assifin</td>
<td>sorry</td>
</tr>
</tbody>
</table>

Broken plurals

These plurals have the same root as the singular, but a different pattern. They are more common than the sound plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>English Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>kblir</td>
<td>kbaar</td>
<td>big, old</td>
</tr>
<tr>
<td>zgiir</td>
<td>zaar</td>
<td>small, young</td>
</tr>
<tr>
<td>rxiish</td>
<td>rxaas</td>
<td>inexpensive</td>
</tr>
<tr>
<td>mniliy</td>
<td>mnaab</td>
<td>good</td>
</tr>
<tr>
<td>sun’</td>
<td>swaa’</td>
<td>market</td>
</tr>
<tr>
<td>baab</td>
<td>bwaab</td>
<td>door</td>
</tr>
<tr>
<td>walad</td>
<td>wlaad</td>
<td>bog, child</td>
</tr>
<tr>
<td>‘alam</td>
<td>‘aam</td>
<td>pencil</td>
</tr>
<tr>
<td>war’a</td>
<td>wraa’</td>
<td>piece of paper</td>
</tr>
<tr>
<td>yoom</td>
<td>‘ayyaam</td>
<td>day</td>
</tr>
<tr>
<td>zaabihat</td>
<td>zubbaat</td>
<td>officer</td>
</tr>
<tr>
<td>uasayib</td>
<td>uwwaawab</td>
<td>deputy</td>
</tr>
<tr>
<td>mudiir</td>
<td>mudara(a’)</td>
<td>director</td>
</tr>
<tr>
<td>ra’iis</td>
<td>ru’asa(a’)</td>
<td>head man</td>
</tr>
<tr>
<td>‘irā</td>
<td>‘rūnš</td>
<td>piastre</td>
</tr>
<tr>
<td>beet</td>
<td>byrut</td>
<td>house</td>
</tr>
<tr>
<td>muftaah</td>
<td>masfatiib</td>
<td>key</td>
</tr>
<tr>
<td>‘usba9</td>
<td>‘asabi9</td>
<td>week</td>
</tr>
<tr>
<td>shubbaak</td>
<td>shababiik</td>
<td>window</td>
</tr>
<tr>
<td>mat’asam</td>
<td>mat’asamim</td>
<td>restaurant</td>
</tr>
<tr>
<td>maktab</td>
<td>makaatib</td>
<td>office</td>
</tr>
<tr>
<td>saara’ta, xariita</td>
<td>asrarayit</td>
<td>mop</td>
</tr>
<tr>
<td>jaradiide</td>
<td>jarayide</td>
<td>newspaper</td>
</tr>
<tr>
<td>kursi</td>
<td>karaaeti</td>
<td>chair</td>
</tr>
<tr>
<td>’ahwe</td>
<td>‘ahaawi</td>
<td>coffee house</td>
</tr>
<tr>
<td>sahir</td>
<td>‘asfur</td>
<td>month</td>
</tr>
<tr>
<td>9eele</td>
<td>9iyal</td>
<td>family</td>
</tr>
<tr>
<td>jun’i9a</td>
<td>jun’i9</td>
<td>week</td>
</tr>
</tbody>
</table>

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Occasionally the plural is a suppletion form (i.e. has a different root).

Some nouns have a special counting plural, used after the numbers 3-10.

The examples above are for illustration; for complete listings see the vocabulary at the end of the book.

4. Velarization by assimilation

If the root of a word has one or more velarized consonants, the velarization generally carries over to other consonants in the word. We call this velarization by assimilation. In the transcription we mark it only under two conditions: when velarization by assimilation affects t, d, s, and only when these form a cluster with a velarized root consonant. The following examples will illustrate this.

<table>
<thead>
<tr>
<th>root</th>
<th>transcribed</th>
<th>pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>9ty</td>
<td>biṣṭiini</td>
<td>biṣṭiini</td>
</tr>
<tr>
<td>tyr</td>
<td>maṭṣaraat</td>
<td>maṭṣaraat</td>
</tr>
<tr>
<td>blt</td>
<td>batṭeteet</td>
<td>batṭeteet</td>
</tr>
<tr>
<td>'wd</td>
<td>'udiiina</td>
<td>'udiiina</td>
</tr>
<tr>
<td>'wd</td>
<td>'uulṭi</td>
<td>'uulṭi</td>
</tr>
<tr>
<td>slb</td>
<td>tasliib</td>
<td>tasliib</td>
</tr>
</tbody>
</table>

94 (Unit II)

<table>
<thead>
<tr>
<th></th>
<th>taddīj</th>
<th>taddīj</th>
<th>cleaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bṣṭ</td>
<td>ma₃sūt</td>
<td>ma₃sūt</td>
<td>well</td>
</tr>
<tr>
<td>tīl</td>
<td>tfa₃dal</td>
<td>tfa₃dal</td>
<td>please</td>
</tr>
</tbody>
</table>

DRILLS

1. Give appropriate replies to the following sentences.

   min faḍlak, 'addeeq ssa₃ṭa ?
   fīi ssa₃ṭati mniiḥ hoon ?
   'eemta laażim tirja₃ 9albeet ?
   kīi 'aṣ₂₃ḥaaro ?
   fīi 9aleek šuγul ?

2. In each of the following sentences replace the expression ssa₃ṭa xamse by a different time expression.
   laażim 'arja₃ 9albeet 'abl
   ssa₃ṭa xamse.
   tsa₃la ḫa₃d ssa₃ṭa xamse.
   'aḥmad ka₃n hoon ssa₃ṭa xamse.
   xamse.
   xamse.

3. Go through the following sentences replacing the noun in parentheses by the appropriate pronoun ending. The first three are completed.

   (1) feen batṭeet (ša₃anta) ?
      feen batṭeetha ?
   (2) feen batṭeetu (ša₃anta) ?
      feen batṭeetuḥua ?
   (3) batṭeena (ša₃anta) hoon.
      batṭeenaḥa hoon.
   biṭraf ('aḥmad) ?
      'iṣ₂₃ḥ (l'ahwe).
   basuuf (lmuḍir) ba₃ḍ ṣwayy.
      'iṣ₂₃ḥ (lša₃ay).
   batṭeet (lmuṭhaḥ) ḫa₃ta₃wle.
      'iš₂₃l (l'ahmad),

   (Unit II) 95
4. Go through the sentences of Drill 3 changing all the singular verbs to plural and replacing the noun in parentheses by the appropriate pronoun ending.

5. Give the following times in Arabic.

<table>
<thead>
<tr>
<th>Time</th>
<th>1:00</th>
<th>1:05</th>
<th>2:00</th>
<th>2:40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2:15</td>
<td>10:00</td>
<td>11:00</td>
<td>11:15</td>
</tr>
<tr>
<td></td>
<td>3:20</td>
<td>12:30</td>
<td>3:15</td>
<td>4:55</td>
</tr>
<tr>
<td></td>
<td>6:00</td>
<td>4:00</td>
<td>7:45</td>
<td>10:56</td>
</tr>
<tr>
<td></td>
<td>3:40</td>
<td>4:10</td>
<td>12:00</td>
<td>6:20</td>
</tr>
<tr>
<td></td>
<td>2:00</td>
<td>3:00</td>
<td>3:02</td>
<td>3:15</td>
</tr>
<tr>
<td></td>
<td>9:45</td>
<td>9:30</td>
<td>7:05</td>
<td>6:45</td>
</tr>
<tr>
<td></td>
<td>9:00</td>
<td>5:00</td>
<td>8:50</td>
<td>1:12</td>
</tr>
<tr>
<td></td>
<td>5:35</td>
<td>7:25</td>
<td>8:35</td>
<td>6:25</td>
</tr>
</tbody>
</table>

96 (Unit 11)

(Unit 12) 97

Unit 12 • Eating Out

**Pattern Sentences**

- **Opinion**
  - What do you say we go eat?
  - That's a good idea.
  - Where do you prefer we go?
  - It makes no difference to me.
  - The important thing is to find a clean place and good food.
  - Let us go to the National Restaurant.
  - Welcome! What will you order?

- **Food**
  - Naa kul
  - Bitfaddil
  - Ween bitfaddil nruub
  - Maa bitfiri ma'ahi
  - Muhimm
  - Ndiif
  - 'akil
  - Lmuhimm naa'zi mudali ndiif, w'akil 'ayyib
  - 'ayyib, 'izan
  - Xalliina
  - Lmaatoom Iwataani
  - Xalliina nruub 9almaatoom Iwataani
  - 'ahla wshla, 'uu bti'umru

- **We eat**
  - Nuqul
  - Mnaa biifra
  - Mnaa biifri ma'ahi
  - Muhimmm
  - Ndiif
  - 'akil
  - Lmuhimm naa'zi mudali ndiif, w'akil 'ayyib
  - 'ayyib, 'izan
  - Xalliina
  - Lmaatoom Iwataani
  - Xalliina nruub 9almaatoom Iwataani
  - 'ahla wshla, 'uu bti'umru

- **Idea**
  - Fikra
  - Bitfaddil
  - Ween bitfaddil nruub
  - Bitfiri

- **You prefer**
  - Maa bitfiri ma'ahi
  - Muhimm
  - Ndiif
  - 'akil

- **She makes a difference**
  - Maa bitfiri ma'ahi
  - Muhimm
  - Ndiif
  - 'akil

- **Clean**
  - Ndiif
  - 'akil

- **Important**
  - Maa bitfiri ma'ahi
  - Muhimm
  - Ndiif
  - 'akil

- **Difference**
  - Maa bitfiri ma'ahi
  - Muhimm
  - Ndiif
  - 'akil

- **Place**
  - Xalliina
  - Lmaatoom Iwataani
  - Xalliina nruub 9almaatoom Iwataani

- **Order**
  - Janj
roasted
plate
salad
Please bring me roast chicken and a salad.
soup
Please bring me a bowl of soup.
squash
stuffed
vine leaves
And stuffed squash with vine leaves.
second, other
Do you want anything else?
No, thanks.
Would you like anything to drink?
arak (an alcoholic beverage)
Please bring us two araks, you want
Do you want anything sweet?
What do you have?
baklava
kenafeh
maamul
There is baklava and kanafeh and maamul.

98 (Unit 12)

mḥammar
šāḥīn
šalāta
min faḍlak, jiblišahin mḥammar,
wašāḥīn šalāta.
šоорaba
min faḍlak, jibli šahin šooraba.
kuusa
maḥṣī
warah 9inah
wkuusa maḥṣī, ma9 wara' 9inah.
laani
bittimru šii laani?
la', salaamlak.
bittibbu tišrabu šii?
9ara'
min faḍlak, jibliša ineen 9ara'.
bītīidu
bītīidu šii ḥilu?
šuu fī 9indkum?
bo'lsaawe
knaafe
ma9muul
fī bo'lsaawe, wknasafe, wmu9muul.

fruits
Don't you have any fruit?
Of course
Of course we have.
bananas
apples
grapes
figs
There are bananas and apples and grapes and figs.
Bring me some grapes, please.
Bring me some apples.
bill, account
Please give us the bill.

Additional vocabulary
boiled
bottle
bread
breakfast
broiled
butter
cheese
eggs
evening meal
fish
fork
fried

fwaṣa:kīh
māa fī 9indkum fwaṣa:kīh?
ma9luum, 9inna.
mo9
tu9faab
9inab
tiin
fī mo9, wtu9faab, w9inab, wtiin.
jibli 9inab, min faḍlak.
jibli 'ana tu9faab.
baa9ab
min faḍlak, 'aṣṭiina liḥṣaab.

maslul' 'annime
xubz
fuur
mo9wi
zibde
jihne
beed
9a9a
samak
sooke
ma'li

(Unit 12) 99
1. **Verb phrases**

Most English verbs have a general form that can be preceded by to, as in to see, to go, to stay. This general form does not specify any particular doer of the action, and is often called the infinitive. The infinitive often appears in phrases together with another verb, as in I'd like to go to see him.

The Arabic verb, in contrast to English, has no infinitive; all verbs indicate the doer of the action. When Arabic verbs occur together in phrases, each verb has its own subject marker. Thus the phrase ِسَوْعَ بِحْيْبْبٍ تَسْكَعْ ? *what would you like to eat?* is literally « what would you like you eat? ».

The first verb in the phrase may or may not have the ب- prefix, depending on what precedes. The second and subsequent verbs have (almost invariably) the simple prefix.

2. **Types of patterns**

In the Grammar of Unit 10 it was shown that it is usually possible to analyze the stem of an Arabic word as consisting of two elements: a root and a pattern. The root consists of consonants, typically three in number and in a fixed order, having a general lexical meaning. The pattern consists typically of vowels staggered in respect to the consonants of the root. Patterns frequently have a grammatical meaning. Note that neither the root nor the pattern ever occurs alone (compare the re- and -ceive of English receive).

In its simplest form, the pattern consists of one or more vowels and no other material. This will be called the *simple* pattern. For example:

- **root**
- **pattern**
- **stem**

| ktb | -aa- | ktaab | book |

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### 3.

3. Match each of the following sentences with a sentence beginning with xalliina let us. The first two are completed.

1. xalliina xalluub 9alamtaam.
2. xalliina niis'al 'ahmad.

3. binruuh 'ablam.
4. binruuh 9aama.

### 4.

4. In each of the following sentences replace the singular verb by the corresponding plural. The first two are completed.

1. 'ajum bi'labbi bi'rabbi.
2. 'ajum yi'wun.

---

**Drills**

1. Give appropriate replies to the following sentences.

    'asham wasasham.
    'ablam wasablam.
    kiif baalam?
    suu ra'yak nruub naaaklu?
    suu bi'hibbu ti'srabu?
    suu bi'hibbu ti'srabu?
    bi'hibbu ti'srabu?
    suu bi'hibbu ti'srabu?
    bi'hibbu ti'srabu?

---

**RAW TEXT END**
UNIT 13 • Buying some cloth.

PATTERN SENTENCES

Persons: W: Mr. West; A: Ahmad; C: Cloth merchant.

you help tsaafiid
I buy 'asiri
suit badle
W: Ahmad, could you help mumkin tsaafiidni, yaa 'ahmad,
me buy a suit? 'asiri badle?
all, every kull
pleasure suruur
A: With pleasure. bikull suruur.
you want her biddak yyaaha
What kind of suit do you sug lhadle lii biddak yyaaha?
want?
I buy for myself 'asiriili
summer (adj.) seefi, f. seefiyye
winter (adj.) datawi, f. datawiyye
W: I want to buy myself a biddi 'asiriili badle seefiyye.
summer suit.
cloth 'maas
Do you know where I can bitiibraf ween baalaa'i 'maas
find some good cloth? mniib?
wait stanna
A: Please wait a moment. I'll min fadlak, stanna s'wawya.
go right along with you. halla baruub ma9ak.

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I put on jacket
I just want to put on my jacket.

(In the shop)
kind, sort you want him
C: What kind of cloth do you want?
W: I want something for summer.
choose
C: Here you are. Choose what you want.
here is everything
Here’s everything right in front of you.
price meter
A: What’s the price per meter? word
C: Do you want the bottom price?
A: Of course.
I sold it dinar two dinars

'albas jaket
bass biddi 'albas ljakeet.
jins
biddah yya(h)
suu jins li'maan ili biddak yya(h)
biddi sii ŋeefii.
na"i tfaadal na"i ili biddak yya(h)
hayy kullisi
hayy kullisi 'uddaamak.
siir, ba"
motir
suu soro lmitir?
kilme
biddak kilme wabde?
maaiuum.
biičo diinaar
diinaareen

three dinars
C: A little while ago I sold it for two dinars.
for your sake
I give it to you
But for your sake I’ll give it to you for a dinar and a half.
usually
he is necessary for you
How many meters do you usually need?
cut for me
W: Please cut me three meters.
C: Blessed (an expression said to someone who has just purchased a new article).
W: May God bless you (in reply).

Additional vocabulary

1. Articles of clothing

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>blouse</td>
<td>blauze</td>
</tr>
<tr>
<td>dress</td>
<td>fuštaan</td>
</tr>
<tr>
<td>hat</td>
<td>burneeta</td>
</tr>
<tr>
<td>handkerchief</td>
<td>mahrame</td>
</tr>
<tr>
<td>necklace</td>
<td>gravaat</td>
</tr>
<tr>
<td>shirt</td>
<td>'amiš</td>
</tr>
<tr>
<td>pair of shoes</td>
<td>'umshaan</td>
</tr>
<tr>
<td>kundara</td>
<td>kanaadir</td>
</tr>
</tbody>
</table>

(tlat danamir
'abi swayy, biikt oodiicaareen.
min saan xaatrak
ba'itiik yya(h)
bass min saan xaatrak,
ba'itiik yya(h) bdiicar wnuš.
9aadatan
bilzamak
kam mitir 9aadatan bilzamak?
'i'taari
min fa'andal, 'i'taari llaat maataar.
mabruuk.

'al'a ybsarik šik.
2. Kinds of cloth
- cotton
- linen
- silk
- wool

3. Measures
- dra' (an arm's length)
- two dra's
- three dra's
- yard
- length
- width

4. Seasons
- the spring
- the summer
- the fall
- the winter
- the summertime
- the wintertime

STRUCTURE SENTENCES
1. The suffix -l-
   - he became
   - he became for me
   - I've been here a month and a half.
   - bring
   - bring to me
   - Bring me one beer.
   - I buy
   - I buy for myself
   - I want to buy myself a new hat.
   - you give permission
   - you give permission to me
   - Will you excuse me?
   - stop
   - stop for me
   - Stop here for me.
   - I brought
   - I brought for you
   - I brought you the book.
   - you know
   - you know for me
   - Do you know where there's a good bookstore here?

şaar
şalrī
şalrī ḥoon ṣahr wnuṣṣ.
jiib
jiib
jibi
jibi waḥab biira.
'aštrī
'aštrīlī
biddi 'aštrīlī burneeṭa jdiide.
blismaḥ
blismaḥlī
btismaḥlī šwayy?
wa'īf
wa'īfi
wa'īfī hoon.
jibt
jibtillāk
jibtillāk liktaḥab.
bṭīraφ
bṭīraφlī
bṭīraφlī ṣeen fīi maktabe
mniḥā hoon?
2. The particle yya-

you want him
What kind of cloth do you want?
you want her
What kind of suit do you want?
Choose what you want.
I give you it
I'll give it to you for three dinars.
put them for me
Put them on the table for me.

biddak yya(b)
šuu jins li'maaš lī biddak yya?
biddak yyaaha
šuu lbadile lī biddak yyaaha?
na'í lī biddak yya.
bāštiik yya(b)
huštik yya bīlat dananir.
huštili yyaahum
huštili yyaahum 9atlaawie.

GRAMMAR

1. The suffix -i.

The suffix -i, to, for, on behalf of is added to verb forms and some other words. The pronoun endings (-i, -sk, -na, etc.) are then added to the -i, as in jibli bring to me! and jibluna bring to us! Note that the pronoun ending for ñeši is -i (and not -ni).

Most words having a long vowel before the final consonant shorten this vowel when the suffix -i is added. For example, jibli plus -ii becomes jiblii.

When the underlying word ends in two consonants, or (optionally) with the subject marker -i you (m), I, the -ii has the variant -ilii, as in jiblilaak 1 brought for you, bašteelilak (or bašteetilak) I put for you.

This suffix has two main uses. One is to indicate the second or indirect object of a verb (i.e. the person or thing indirectly affected by the action) as in jibli wnaahad 'ahwe bring me a coffee. The other use is to indicate the person in regard to whom the statement is being made, as in bilnriīn ween lī sašaaati mniž boon? do you know for me where there's a good watchmaker here?

In this second use it is frequently not translated in the English equivalent.

2. The particle yya-

This particle cannot be translated; it is, so to speak, an "empty" word that serves as a support for a pronoun ending. The forms are as follows:

yya(b) him
yyaha her
yyashum them
yyaak you (m)
yyaaki you (f)
yyaakum you (pl)
yyaani me
yyaana us

Note that the pronoun ending for ñeši is -ni (and not -y).

The particle yya- plus a pronoun ending is used in expressions involving two pronoun endings that go with a single verb or verb-like word. Arabic cannot have two pronoun endings attached to one word, and if the expression requires two, then one goes with the verb or verb-like word, and the other goes with yya-

3. Suffix tense verb classes — i

There are four main classes of suffix tense verbs, some with subdivisions: Regular, Doubled, Hollow, and Weak. In what follows we discuss the Regular class. The remainder will be discussed in the Grammar of Unit 14.

(Unit 13) 111
Regular. The examples are: 'addam he advanced, sa'ald he helped, sa'ol he asked, thim he understood.
be 'addam saa9ad sa'al fihim
she 'addamet saa9adat sa'alt fihmat
they 'addamu saa9adu sa'alul fihmu
you (m) 'addamti saa9attu sa'altli fihmit
you (f) 'addamti saa9attii sa'altti fihmiti
you (pl) 'addamtu saa9attu sa'alulu fihmitu
I 'addamti saa9att sa'altli fihmit
we 'addamna saa9adna sa'aluna fihminna

The verbs of this class have in the -es form a stem that ends in a single consonant preceded by a short vowel, either a or e (u does not occur).

The short a drops before the subject marker -at she (e.g. sa'ala), unless it is protected. It may be protected in two different ways: by an immediately preceding consonant cluster (e.g. 'addamat) or by a preceding long vowel (e.g. saa9adat).

In the thim type, the second short i drops before subject markers beginning with a vowel (e.g. fihmat, fihmu), and the first short i drops before subject markers beginning with a consonant (e.g. fihmit, fihminna).

Most of the verbs of this class have regular roots, though doubled and hollow roots occur.

Like 'addam (hi'addim) advance:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'axar</td>
<td>(bi'axir) delay</td>
</tr>
<tr>
<td>faddal</td>
<td>(bi'faddil) prefer</td>
</tr>
<tr>
<td>sadaa'</td>
<td>(bi'saddii) believe</td>
</tr>
<tr>
<td>sakkar</td>
<td>(bi'sakkir) close</td>
</tr>
<tr>
<td>sallam</td>
<td>(bi'sallim) keep safe, greet</td>
</tr>
</tbody>
</table>

Like saa9ad (biisaa9id) help:
sarraf (biisarrif) bounor
wa'aaf (biwa'aif) stop
'ayrraf (biayriff) introduce
tfaddal (biifaddal) be kind enough to
tsarraf (bitsarraf) be honored

Like sa'al (biis'al) ask:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'atay</td>
<td>(bi'atay) cut</td>
</tr>
<tr>
<td>'akal</td>
<td>(biyakul) eat</td>
</tr>
<tr>
<td>'aman</td>
<td>(bi'amur) order</td>
</tr>
<tr>
<td>'axad</td>
<td>(byaxud) take</td>
</tr>
<tr>
<td>fara'</td>
<td>(biifri) make a difference</td>
</tr>
<tr>
<td>fatab</td>
<td>(biiftab) open</td>
</tr>
<tr>
<td>hafaz</td>
<td>(bihfaz) keep</td>
</tr>
<tr>
<td>samah</td>
<td>(bihsam) permit</td>
</tr>
<tr>
<td>sakar</td>
<td>(bihkur) thank</td>
</tr>
</tbody>
</table>

Like thim (bihfham) understand:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>libis</td>
<td>(bilbas) dress</td>
</tr>
<tr>
<td>lizim</td>
<td>(bilizam) be necessary</td>
</tr>
<tr>
<td>rji9</td>
<td>(birja9) return</td>
</tr>
<tr>
<td>sirib</td>
<td>(bisra9) drink</td>
</tr>
<tr>
<td>9imil</td>
<td>(bihmila) do</td>
</tr>
<tr>
<td>9irif</td>
<td>(bihrijf) know</td>
</tr>
</tbody>
</table>

The preceding includes all Regular verbs that have occurred in Units 1-13, with the exception of tikram with pleasure. This verb has only three forms: tikram, tikrami, tikramu.
1. Give appropriate replies to the following sentences.
   mumkin tsa3ildni 'astri   suu jins ir'maas li biddak
   badle?    yya(h)?
   suu lbadle li biddak yyaaha? 'addees '3a' ddraa3?
   biddak badle sceeflyye, willa kam yard 9aadatan
   6atawiyye? bilzamak?
   bi3raaf ween balaa'i 'maas maruuk.
   mniib?  

2. In each of the following sentences replace the word in parentheses by an expression denoting a different article of clothing.
   biddi 'astriili (badle).
   mumkin tsa3ildni 'astri
   suu sifr (lamis) ?
   (jakeel)?
   si 9indkum (barranii)?
   si 9indkum ('umsaan)?

3. In each of the following sentences replace -lak for you (m) by -ikum for you (pl). The first two are completed.
   (1) ba3jiblak lbadle bukra.
   baji6ibikum lbadle bukra.
   (2) ba'as6lak tlaat mtaar.
   ba'as6ilikum tlaat mtaar.
   biddak 'astriilik shii
   bana'iliak shii mniib.
   mniibalad? basufik ileet.
   basraflak saa3aati mniib.
   bas'alalak yuusif.

4. Go through the sentences of Drill 3 replacing -lak for you (m) by -lo for him.

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5. Go through the following sentences adding the following to the verb forms:
   -li for me
   -Ina for us

   The first two are completed for -li for me.
   (1) jiib teneen 'ahwe. jibili teneen 'ahwe.
   (2) 'istrii badle. 'istriiiii badle.
   'Tat9 mitir wnu9. bukra bi3iibu lbadle.
   'iraah lbah. naii badle mniib.
   xud lbadle. 'eemta bi3isuf ileet?
   suuf 'adderii ssa3u9. bi3raaf saa3abi mniib?
   bi3rii sagaayir. wa'3iif hoon.

6. Match each of the following sentences with a sentence beginning with the appropriate form from the following list. The first two are completed.
   xalliiini let me
   xalliiini let us
   (1) bas'ahum.
   xalliiini 'as'ahum.
   (2) banisrah 'ahwe.
   xalliiini nisrah 'ahwe.
   basakkar lbah.
   basadii lbah.
   biiruu9 9alma39am lwati9ani.
   bniik'a hoon.
   ba3tiibbo ma3i.
   bniitanna 'a3mad.
   bi3tafl shant.
   biiuru9u ma39 'a3mad.
   bniitiib hidal.
   bi3ju bukra.
   bi3iib 'a3mad 9a3iintel.
   bissahuddu 'a3mad.
   bana3i lii biddi yyaah.
   bts'aalo.
   bii'bu hoon.
   bts'aalii.
7. In each of the following sentences replace the word in parentheses by the appropriate form of 'yaqaan' plus pronoun ending. The first two are completed.

(1) baqtiik (ljariide).
(2) basuflak (ahmad).

bajiblak (ibadle) bukra.
has'allak (yuuuf).
strii (ljakeet).
ftlabli (ibaab).

baqtiik yyaaha.
basuflak yyaah.

hut Gilli (ssagaayir) 9a'atwaawle.
'alla yxaaliiilak (wiaaddak).

'a9tiini (Imuultaab).

jibii (Fumshaan).

UNIT 14 • At the tailor's.

PATTERN SENTENCES

Persons: W: Mr. West; A: Ahmad; R: Rashed.

tagor

tailor

W: Now, Ahmad, I want you to find me a good tailor. With the

halla, yaa 'ahmad, hiddi yyaak

ttaa'ilii xayyaast mmiih.

'ariib min

hbbid mm

mbaatta

A: I know a good tailor near the station.

baqraflak xayyaast mmiih,

'ariib min limbaatta.

W: Are you free to go now?

faadi nruuh halla?

A: Certainly. Certainly.

ma9tuum, ma9tuum.

(At the tailor's)

A: Hello, Sayyid Rashed.

marbab, yaa sayyid raasid.

R: Hello, Sayyid Ahmad.

marbabteen, sayyid 'ahmad.

Welcome. You honor us.

'ahlan wasahlan. sharraafuna.

A: We are honored (in reply).

tsarraafna. kilf baalak

How are you these days?

haliyyaam?

R: Let us thank God. Not bad.

niskur 'alla. miis baa3al.

A: I'd like to introduce you to Mr. West.

baalibb 'abarrfak 9ala mistir

Mr. West is a journalist

west.

from America.

mistir west suhfi min

'ameerka.
R: I'm honored. You're very welcome.
Prosperous, successful

A: How's business?
Prosperous?

R: Well, it's not very good.

Business is at a standstill,
and people haven't any money.

Now, can I do anything for you?

piece

A: Why, yes. We have a piece of cloth with us.
cut out a garment

And Mr. West wants you
to cut a suit out of it for him.

R: Welcome. With pleasure.

It's a very nice color.
I take
measurement

If you please, I'll take your measurement, Mr. West.

A: Have you made up your mind yet?

R: Not yet.

A: How much are you going
to charge for it?
as much as, whatever

R: Whatever you want.

it means, that is, well...

A: Well, how much?
as much as, as

R: As much as I charged you
last month.

A: All right.
to my place
Monday
fitting

R: (To Mr. West) Could you come here Monday to have
a fitting?

what, which, any
be convenient, be suitable

W: What time is convenient
for you?

R: Any time after five o'clock.

(To one of his boys) Zaki,
go get us three coffees.
necessary
bother
yourself

 affid (a term of address)

'adlee's rahtaaxud walaahja?
'add maa
'add maa bitrid.
yaa'ni
yaa'ni, 'addees?
mitil maa
mitil maa 'axad minnuk 'abil sahir.
tayyib mniib.
las'indi
yoom tlineen
proova
mumkin tijji las'indi yoom
lineen, taa'd proova?
'ayy
nassab binassib
'ayy wa't binasabak?

(18) (Unit 14) 119
A: It's not necessary to bother yourself, Rushed Effendi. Trouble, bother at all (with negative)
R: It's no trouble at all. You're very welcome.
A: & W: Always. (Expression said after drinking coffee and returning the cup.)
R: Two healths (in reply).

(N.B. The expression daayme is not used if there is misfortune in the family of the host.)

Additional vocabulary

1. Days of the week

<table>
<thead>
<tr>
<th>Day</th>
<th>(yoom)</th>
<th>(yoom)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>l'ahad</td>
<td>tineen</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>italaata</td>
</tr>
<tr>
<td>Tuesday</td>
<td>l'arba9a</td>
<td>lxaamiis</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>ljum9a</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>ssaabt</td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Color adjectives

<table>
<thead>
<tr>
<th></th>
<th>masc.</th>
<th>fem.</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>'aswad</td>
<td>sooda</td>
<td>sud</td>
</tr>
<tr>
<td>blue</td>
<td>'azra</td>
<td>zar'a</td>
<td>zuru</td>
</tr>
<tr>
<td>green</td>
<td>'axdar</td>
<td>xandra</td>
<td>xudur</td>
</tr>
<tr>
<td>red</td>
<td>'ahmar</td>
<td>hadra</td>
<td>hadur</td>
</tr>
<tr>
<td>white</td>
<td>'abya9</td>
<td>beeda</td>
<td>biid</td>
</tr>
<tr>
<td>yellow</td>
<td>'asfar</td>
<td>sakra</td>
<td>sufur</td>
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3. Sewing needs

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<tr>
<td>thread</td>
<td>xeet</td>
<td>xiitbii</td>
</tr>
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</table>

STRUCTURE SENTENCES

1. Noun annexion

the newspaper of today       jariitt lyoom
Who took today's newspaper?  miin 'axad jariitt lyoom?
Do you know the head man of the Office of Tourism?

Do you know the head man of the Office of Tourism?

G R A M M A R

1. Noun annexion

A frequent construction in Arabic is one consisting of two or more nouns in a closely-knit arrangement called annexion. This is a translation of the Arabic grammatical term 'idoofe. An example of annexion is the noun mwazaf official and the noun hukuume government in the phrase mwazaf hukuume a government official.

The annexion construction has the following special characteristics:

(1) The prefix for «the,» or a pronoun ending, may occur only once in the construction, and then only with the last noun. For example, with maktab office and mudir director in that order we have the following possibilities: maktab mudir a director's office; maktab l mudir the director's office; with a pronoun ending, maktab l mudirna our director's office.

(2) Each noun «governs» the immediately following noun, which is «dependent.» All feminine T-nouns in a governing position have the combining form in -a(i). For example, maktaba library and mudir director combine as maktaba l mudir the director's library.

(3) If the last noun is definite (i.e. has the prefix for «the,») or a pronoun ending, or belongs to the class called proper nouns), the construction as a whole is grammatically definite; otherwise it is grammatically indefinite. For example, 3umur hintak the age
of your daughter and sayyariit 'ahmad Ahmad's car, are definite; 
sa'it 'maaš a piece of cloth is indefinite.

(4) An accompanying adjective follows the construction and modifies only one of the nouns. For example, 9umur bintak zgiire the age of your small daughter, sayyariit 'ahmad jjiide Ahmad's new car, and sa'it 'maaš biwe a nice piece of cloth.

In meaning, the Arabic annexion phrase is the equivalent of various constructions in English: constructions with the possessive, as in the girl's age; constructions with 'of,' expressing a similar relation, as in the age of the girl; noun phrases, as in the door-key (= the key of the door).

2. Suffix tense verb classes — II

In the Grammar of Unit 13 we discussed the Regular class. In what follows we discuss the remaining three classes: Doubled, Hollow, and Weak.

(1) Doubled. The example is dall he directed.
he  
she  
they  
you (m)  
you (f)  
you (pl)  
I  
we  

The verbs of this class have in the 'he' form a stem that ends in a single consonant preceded by long a.
Before subject markers beginning with a consonant this stem is extended by 'ee' (e.g. dalleet, dalleena).
Most of these verbs have doubled roots.
Like dall (bidill) direct:

babb (bibibib) like, love
butt (bibutt) put

(2) Hollow. The examples are: saaf he saw, jaab he brought, staraaq he rested.
he saaf  
she saafat  
they saafa  
you (m) suff  
you (f) sufi  
you (pl) sufur  
I suft  
we sufna  

The verbs of this class have in the 'he' form a stem that ends in a single consonant preceded by long a.
Before subject markers beginning with a consonant this long a is replaced by a short vowel (e.g. suft, sufna).
The replacement short vowel is u if the corresponding prefix tense has long au (e.g. saaf bisuuf); it is i if the corresponding prefix tense has the simple pattern -ii- (e.g. jaab bijib); it is a if the corresponding prefix tense has a pattern complex (e.g. staraab bistriib).

All these verbs have hollow roots.
Like saaf (bisuuf) see:
kaan (bikaun)  
raab (biraub)  
zaar (bizara)  

Like jaab (bijib) bring:
baar (bibib9) sell
saar (bisir)  

124 (Unit 14)
Note: Omitted is the suffix tense of biriid want: its occurrence is rare.

(3) Weak. The examples are: mašaŋ he walked, bi’iŋ he stayed:

he maša b'iŋ
she mašat b'i'yt
they mašu b'i'yu
you (m) mašet b'i'it
you (f) mašeti b'i'lti
you (pl) mašetu b'i'litu
I mašet b'i'it
we mašeena b'inya

The verbs of this class have in the «he» form a stem that ends in a vowel, -a or -i.

The -a drops before subject markers beginning with a vowel (e.g. mašat, mašu), and is replaced by -ee before subject markers beginning with a consonant (e.g. mašet, mašeena).

The -i becomes y before subject markers beginning with a vowel (e.g. bi'yt, bi'yu) and -ii- (with loss of the first i) before subject markers beginning with a consonant (e.g. bi'it, bi'ina).

All these verbs have weak roots.

Like maša (bimisi) walk:

'aŋta (byaŋti) give
hanna (bihannii) give joy
kafla (biikali) be enough
laa’a (bilaa’ii) find, meet
na’a (binni) choose
staanä (biistaa’) wait

stara (biisti) buy
xalla (biisalli) keep, allow

Omitted is the suffix tense of the verb ‘ajaa biiji come. This verb is somewhat irregular; the forms are given in the Grammar of Unit 7.

3. Prefix tense of ‘axaad and ‘akal.

The prefix tense forms of ‘axaad take and ‘akal eat lose the glottal stop (‘) and have a stem beginning with long aa.

be byaaxsd yaaxud
she btaaxud taaxud
tey byaaxsd yaaxdu
you (m) btaaxud taaxud
you (f) btaaxdi taaxdi
you (pl) btaaxdu taaxdu
I baaxud ‘aaxud
we bnaaxud naaxud

The command is xood, xud (m), xudi (f), xuda (pl). The shorter form xud is used when a transition vowel is present. For example, xood handa take this! as against xud iljiride take the newspaper!

The verb ‘akal eat behaves the same way: byakul, btaakul, yaskul, taakul, etc. The command is kool, kul, kuli, kulu.

Other verbs that have a glottal stop as the first consonant of the root do not behave this way. For example, ba’amur l order, ba’ta’i’l cut.
DRILLS

1. Give appropriate replies to the following sentences.

b'deeks baqak limitir?
mumkin 'aaxud 'yaasak?
mumkin tiiji la9indi yoom saabt taxad proova?
'ayy wa't binaasbak?
m"ad daraari ij4alib halak.
min weejen starret baal'saa7?

2. In the following sentences replace yoom saabt by different days of the week.

raayib yzuurma yoom saabt.
sufo fii beeruut yoom saabt.
suu ra'yak suruub 9al'ads yoom saabt?

3. In each of the following sentences replace the suffix tense «I» form of the verb by the suffix tense «wes» form. The first two are completed.

(axadna lbadle min 9ind laxaysta.
(2) starreel lbadle min beeruut.
'takali hoon mbaariib.
faalbi iyababiik.
maa 'axatt fumsaan.
'axatt lbadle.

4. In each of the following sentences replace the suffix tense «he» form of the verb by the suffix tense «she» form. The first two are completed.

(1) maa sa'al 'ahmad.
(2) fihim kulisi.
leees fatah lbaab?
'axad sssayaaara.
'skal khiir.
rij9 yoom ljuum9a.
sakkar libwaaq?
ssaqad 'ahmad.
raab 9alimista.
zaar fuds.
kaan fii 'ameerka'abil
santeen.
maa baa9 lbeet.
laa'ec Beet mniib.
starreel lbadle min 9ind raasid.
nsit 'as'alak 9anno.
nsit 'asakkir imaktab.
'ijit m90 raasid.
'ijit fii sssyaarto.
kunt 9indak yoom l'arba9a.
'jarli yoomeen maa suftak.

128 (Unit 14)
5. Go through the sentences of Drill 4 replacing the suffix tense «he» forms of the verbs by «they» forms. For example:
(1) maa sa'al 'ahmad.  
       maa sa'alu 'ahmad.  
(2) fihmi kullisi.  
       fihmu kullisi.

6. In each of the following sentences replace the prefix tense verb forms by the corresponding suffix tense forms. The first two are completed.
(1) leeš maa bila' al yuusif?  
       leeš maa sa'alt yuusif?  
(2) raayib dzuur raasid?  
       bissaa9idui bkkullisi.  
       fii 'aay ma9am rahtaukul?  
       rabaaxud minni tlat  
       dananiiir.  
       'aay sa'da raybiin tiejda  
              9aluteel?  
       basaa9id raasid.  
       baruub ma9um yoom  
       ttineen.

7. Give the English equivalents of the following Arabic noun annexions.
jaritiit lyoom  
maasbaah sianta  
maktab inmiir  
si9r limitir  
9umr ibint lihbiire  
9umr bintak  
maktab ssiyaaba  
       mustaasaaar ssafaara  
       safrit 'ahmad  
       mwazzaf bukuume  
       mwazzaf ihkuume  
       naa'ib 'unsuul  
       mudiir bank  
       zaabi' thayaraan

8. In each of the following sentences replace the expression in parentheses by a pronoun ending. The first two are completed.
(1) haadi saafit (‘ahmad)?  
       haadi saafit?  
(2) suu si9r (libdil)?  
       suu si9r?  
beet (inmiir) hunaak.  
       sii 9umr (libint)?  
shuft sayyaarit (rasidi) hoon?  
       kiif suqul (rasidi)?  
kiif kaanat safrit (yuusif)?  
       kiif haal (wlaaday)?  
feen beet (ssayyir rasidi)?  
       beet (ssafir) 'ariib min hoon.  
       suu 9umr (tvalad)?
UNIT 15 • Speaking Arabic.

PATTERN SENTENCES

speak
You speak Arabic well.
Mr. West.
Well, I speak a little bit.
tell
learn
Tell me, where did you learn Arabic?
university
I learned it in an American university.
seem, appear
school
teach
It seems that you have a lot of schools that teach Arabic.
currently
be concerned
Yes, they’re very concerned these days.
read
write
Do you read and write, too?
reading

baka bihi
bihki 9arabi mnih, yaa
mistir west.
ya’ni. bahki swayy.
’aal bi’uul
9allam bi9allam
’uli. feen 9allam 9arabi ?
jaam(i)9a
saddi’. 9allamto fii jaam9a
’ameerkaaniyye.
zahar biqhar
madrase, pl. madaaris
9allam bi9allim
bighar fii 9ind9um madaaris
ktiire bi9allim 9arabi.
9am-
hlamm bihlamm
na9am. 9amhihttamu ktiir
hallyan.
’iri bi’ra
katab buktub
bi’ra wihuktub kamaan ?
’raay(e)
Well, I’m not so bad in reading,
difficulty
writing
But I have difficulty in writing.
teacher, professional man,
maestro
Who’s the teacher that taught you?
an Arab
An Arab or an American?
An Arab.
name
What’s his name?
His name’s Abdullah Salem.
Do you know him?
hearing, having heard
I’ve heard about him,
personally
But I don’t know him personally.
study
How long have you been studying Arabic?
approximately
About two years.

y9ni. fii’raay mi9 ha’taan.
shu9be
ktaabe
bass 9indi shu9be filiktabe.
’ustaaaz
miin l’ustaaaz lii 9allamak ?
’ibin 9arab
’ibin 9arab, willa ’ameerkaani?
’ibin 9arab.
’isim
shu ‘ismo ?
’ismo 9abdall’a saa1im.
bti9rafo ?
saami9
saddi’. saami9 9anno.
9axsiyyan
bass, maa bahrafo 9axsiyyan.
daras budrus
’addee9 arlek btxdrus 9arabi ?
ta’riiban
ha’ra9ib an saanteen.

132 (Unit 15)
Additional vocabulary

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STRUCTURE SENTENCES

1. Negative commands

- don’t go
- Don’t go with him.
- Don’t bother
- Don’t bother yourself.
- Don’t forget
- Don’t forget to ask him.

- lla truuð
- lla truuð maðo.
- lla tgalib
- laa tgalib baalak.
- laa tinsa
- laa tinsa tis’alo.
- laa truuði
- lla tgalibi
- laa tgalibi baalik.
- laa tinsi
- laa tinsi tis’alii(h).

GRAMMAR

1. Negative commands

A dependent prefix tense verb in the <you> form preceded by laa no has the meaning of a negative command: lla truuð maðo do not go with him!

2. Place nouns

A given pattern may be associated with a specific added feature in such a way that it is best to regard the combination as a unit. Such a combination is called a pattern complex.

One very common added feature of this sort is a prefixed -m-, which occurs with a variety of patterns: maktab, mas’alal, mwazzaf, mil’assif, mudiir, mulhaq, muqtaab.

One very common pattern complex of this sort is ma- -a- (and its variant ma- -i-), which often has the meaning "place of or for the action or state indicated by the root." This pattern, like most others, has variants depending on the root type. With this pattern may also occur the feminine ending -e/-a.

The following lists show place nouns that have occurred in Units 1-15, plus a few others that contain roots that have appeared in words in those Units.

(Unit 15) 135
1. Give appropriate replies to the following sentences.

bti'ra bittahlum kimman?  
miin 9allama? 9arabi?  
feen 9allam? 9arabi?  
bti'ra bittahlum kimman?

2. Go through the following sentences, replacing -ak you (m) by -kum you (pl), changing anything in the rest of the sentence that needs to be changed. The first two are completed.

(1) 'ali biddo yaas6dam,  
'ali biddo yaas6damum.

(2) kam sane 9arlak bti'hi  
kam sane 9arlak bti'hi

3. Go through the following sentences, replacing -o(h) him by -hum them, changing anything in the rest of the sentence that needs to be changed. The first two are completed.

(1) 'ayy wa't binaash?  
'ayy wa't binaashum?

(2) mumkin tsaahdu?  
mumkin tsaahdu(h)?

136 (Unit 15)
4. Change each of the following sentences into the negative, as illustrated in the first two.

(1) ruub ma9o.
   laa truub ma9o.

(2) bitki 9arabi muuGB.
   maan bitki 9arabi muuGB.

'iistri baadi min 9ind raasid.
   buu liianta 9aadaawle.

'is'al 9anno.
   stanna 9abdalla.

xud lijariide.
   ta9aal lyoom.

hakeet ma9o.
   bi9allim 9arabi.

ba9rafo muuGB.
   'akalt kliir.

basadd'o.
   9allam kliir.

'riit lijariide.

(1) daras 9arabi fildamidra.
   darasu 9arabi fildamidra.

(2) shu bi'ulu?
   shu bi'ulu?

shu 'aal?
   'iri lijariide.

katab la'a9mad.
   9allam 9arabi fi 'ameerka.

ma9 miin raah 9ala beeraut?
   bi'ra whuktuub kamaan?

fi'i 'ayy madrase haat wiado?
   biddo yiibki ma9 lamudhiir.

9ala 'ayy baaboor 'aja?
   miin 9allamo?

5. In each of the following sentences change the «you (m)» verb form to the «you (pl)» form, as illustrated in the first two.

(1) 9ala 'ayy baaboor 'jiit?
    9ala 'ayy baaboor 'jiitu?

(2) shu bi'ulu?
    suu bit'ulu?

fi'i 'ayy madrase haatteet
    suu 'uul?

wlaadak?
    bi'ra wistuktub kamaan?

leex fataht Ihaab?
    fi'i 'ayy madrase biti9allam

min feen 9areer li 'maas?
    9arabi?

ma9 miin ruht 9ala beeraut?
    bi9liiki 9arabi muuGB.

fi'i 'ayy jaamu9 9allam?
    ween daras 9arabi?

9arabi?
    suu 9ambudrus halla?

'riit lijaanayid?
    hakeet ma9 fiustaaz?

6. In each of the following sentences change the «he» form of the verb to the «they» form. The first two are completed.

138 (Unit 15)
Good morning, Abu Khalil. 
Good morning, Mr. West. 
How's your health today? 
So-so. 
Is business good? 
good, fine 
Fine, praise God. 
We need a few vegetables. 
What do you have that's new? 
fresh (invariable adj.) 
Everything I have is fresh. 
box 
tomatoes 
as you wish 
I've just received a box of tomatoes that you'll like. 
kilo 
ukiyeh (200 grams) 
Fine. Put out two kilos for me. 
Do you want something else? 
Yes, give me a kilo of squash. 
beans 

And two kilos of beans. 
cabbage 
And three kilos of cabbage. 
Have you also got some good fruit? 
whatever 
Of course, of course. There's whatever you want. 
a watermelon 
All right. Give me a small watermelon. 
go up, come out, amount to 
Now, how much does our account amount to? 
It amounts to three pounds and a quarter. 
send 
Please send them to the house. 
Gladly.

Additional vocabulary
1. Vegetables
artichokes 
beans (dried) 
beans (Spanish beans) 
beets 

witween kilo lushya. 
malfunuf 
wileate kilo malfunuf. 
fi 'indak kamaan fawaakih mniiba? 
'eees maa 
ma9luma. ma9luma. fi 'ee9 maa biddak. 
batipiixa 
tuyibu, 'a7tiini batipiixa zgiirece. 
ji9 bi9lay 
halla, suu bi9lay bisaaba? 
bilay 9aleek, talat lii9aad wrubie. 
ba9hat bi9baat 
mun fallak, baatli yyaahum 9albeet. 
tikram.

'ardi soki 
fasunulya 
faul 
'amanadar
cabbage
carrots
cauliflower
chickpeas
cucumbers
eggplants
garlic
lettuce
mint
okra
olives
onions
parsley
peas
potatoes
radishes
spinach
turnips

2. Fruits
apricots
cherries
lemons
mulberries
oranges
peaches

maluuf
jazar
‘arnabiit
bunnus
xyaar
beetlinjaan
tuum
xass
na9na9
baamya
zeetun
ba3al
ba’dunnis
bazeella
batthaata
fijil
sabaanix
lift

pears
plums
strawberries
tangerines

3 Meat and fish
beef
chickens
ham
lamb
liver
pork
shrimp
turkey
veal

labim ba’ar
juuj
jamboon
labim xaruf
kibde
labim xanbiir
‘reedis
diik habaas
labim fjil

STRUCTURE SENTENCES

1. Collective nouns
Do you have watermelons?
Fi fiindkum batjiix?

We have fresh fish today.
Liiburd’aan rxiis haliiyaam.

Oranges are cheap these days.
Fi mooz, wiuflaah, w’uunab, w’tiin.

There are bananas and apples
I don’t like eggs.
Maab ba3ikb lbeed.
2. Unit nouns

Give me a little watermelon.
Give me just one fish.
How many oranges did you take with you?
Have an apple.
How many eggs do you give me for a pound?
Give me three watermelons.
Put out four fish for me.
Give me six oranges.
I ate three apples.
Six eggs for a pound.

3. Unit expressions

grain, seed, berry
a tomato
a cherry
an apricot
a fig
a grape
Give me a tomato.
head
an onion
a radish
Give me an onion.

144 (Unit 16)

1. Collective nouns

Arabic has a class of nouns called collectives. These nouns indicate a species of object, not an individual specimen. An example is beed eggs. The typical collective noun is masculine in gender (e.g. beed) and has no plural.

Accompanying many collective nouns is a unit noun. This noun indicates an individual specimen, not the species as a whole. An example is beeda an egg. The typical unit noun is feminine in gender (e.g. beeda) and has a dual (beetteen) and a plural (beesaat). The plural is usually in -aat.

The collective noun with the prefix for «the» includes in its meaning all the specimens: bihiibb l'beed do you like eggs? Without the prefix for «the» it means some of the specimens: bihiibb beed would you like some eggs?

Some collective nouns lack an accompanying unit noun (or have one that is not frequently used). These often use an annexion phrase to indicate an individual specimen: habbit bandoor a tomato, raas baasal an onion.

DRILLS

1. Give appropriate replies to the following sentences.
   kiif siibtak?
   nisaallatu siittamii?
   suu biitabka muuse?

2. In each of the following sentences replace kuusa by the name of another vegetable or fruit.
   laazimna awiin kuusa.

(Unit 16) 145
3. In each of the following sentences replace the noun in parentheses by the appropriate pronoun ending. The first two are completed.

(1) ja'abu (ssayyaara)  
    ma3hum.
jaabuuhu ma3hum.

(2) 5ufna ('abu xalil) fi
    beerruut.
5ufnaa fi beerruut.

sa'ala ('lstaaz) 9an ismadras.
maa la3'uu ('ahmad).
ba7ta (wiaadhoom) filmadras.
sa'aina ('lstaaz) 9anno.
9allamu ('ahmad).
batteena (ibinti) filmadras.
mua bi3rifu ('ahmad).
liisa maas zurna ('lstaaz).
5axsiyyan.
jibna (ssanduu') 9albeet.
zaaru ('lstaaz).
laa'veena ('ahmad) fiibeet.
5afa5u (biinwa) fi'luds.
nsiina (ljaraasyid).
l3es ba3fuu (lbee1) ?
'axadu (ssayyaara).

4. For each of the following verbs in the suffix tense 'hes form give the prefix tense 'hes form. The first example of each group is completed, and all the verbs within any one group work the same way.

samaab bismaaa  
7'addam bi7'addim  
maa bimsi
sa'al  
'axaar  
haaka
fataab  
9allam  
sakkar

146 (Unit 16)
UNIT 17  •  Invalids.

PATTERN SENTENCES

(Visiting Abu Najib)

Abu Najib

Good morning, Abu Najib.

Abu Akram

Good morning, Abu Akram.

your safety (an expression said to a person who is sick)

my brother (an informal term of address used among equals or to an inferior)

Your safety, my friend.

May God keep you (in reply), problem

It’s nothing serious, I hope.

What’s the matter?

simple

A simple matter, praise God.

cold

I have a slight cold.

better

Are you better today?

Praise God. I’m a little better.

fever

The fever went away today.

be upset when

hear that you

sick

Really, I was very upset when I heard that you were sick.

bed

How long have you been in bed?

It’s been two weeks.

by God (here a mild interjection)

I just heard yesterday that you were ill.

doctor

Because they told me the doctor was at your place.

yes strike

needle


'sabsan

n'saala 'absan lyoom

I'hambdilla, 'absan 'swayy.

baraara or axuune

lyoom, raa'at Ibaraara.

zi'il bi'zal

lamma(ן)

simiθ bimaθ

'innak

mariθ

saddi', ziiθiit ktiir lamma smiiθ innak mariθ.

farθe

'addeθ šarθak fiθθarθe?

ṣariθ jumaθteen.

walaθhi, wala

walaθhi, bass mbaaθiθ smiiθ innak mariθ.

duktoor

l'anno 'aaluλi ddukoor kaan 9indak.

'aywa

ṣaraθ buθrub

'ilθre

( Unit 17 ) 149
give an injection

Yes, he came and gave me an injection.

medicine

And gave me some medicine.

get up

I hope you’ll be all right soon.

Thank you (in reply).

(Inquiring about Abu Akram)

How’s Abu Akram’s health?

He isn’t very well.

What’s wrong with him?

influenza

He has the flu.

And he has a fever.

Well then, why doesn’t he go to the hospital?

He is in the hospital.

And he’s been there five days.

Well, why didn’t you tell me?

think

Why, I thought that you knew.

Additional vocabulary

pain, ache
ear ache

150 (Unit 17)

darab ‘ibre
‘aywa. ‘aja darabni ‘ibre.

dawa
wa’qtaani swayyiit dawa.
‘nam bi’uum
‘ayyib, nsaaf/a bit’uum
9assalaame.
‘alla ysaalma.

STRUCTURE SENTENCES

1. Nisbe adjectives and nouns

The National Restaurant isn’t bad.

Do you like Arabic food?

Do you know the military attaché?

Where’s the American Embassy?

Please direct me to the Arab Library.

Do you want a summer suit, or a winter suit?

He studied in the American University.

Where did you study the Arabic language?

head ache
stomach ache
tooth ache
upset stomach
pill
thermometer
have an operation

waja9 raas
waja9 miid/Xe, waja9 ba’tiin
waja9 snaan
talabbuq miid/a
babbe, pl. bhuub
miizaan baraara
9inil 9amaliyye

imaat9am iwntani miis ba’ttaal.
bittihibb l’akl 9arabi ?
bti9raf Imstuq 9askari ?
wen saafaara l’ameerkaniyye?
min fa’dlok, dillai 9almaktabe
9arabiyye.
biddak badle scefiyye, willa
satawiyye ?
daras 9ijaam9a
l’ameerkiiya.
wen darast iluja 9arabiyye ?
Mr. West is a journalist.
Where is there a good watchmaker?
What’s this in Arabic?
Do you speak French?
Where’s the English Consulate?

GRAMMAR

1. The nisbe

The suffix -i, meaning “of, pertaining to, connected with,” makes adjectives out of nouns. (Compare the -of of English personal, the -ar of consular, the -ic of economic.) The Arabic grammatical term for this kind of word is nisbe relation, proportion. Following the Arabic practice, we shall call them nisbe adjectives.

The following lists show several types of nishes, most of which have occurred in Units 1-17.

<table>
<thead>
<tr>
<th>Nisbe</th>
<th>Underlying Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>waṭani</td>
<td>national</td>
</tr>
<tr>
<td>lubnaani</td>
<td>Lebanese</td>
</tr>
<tr>
<td>baladi</td>
<td>municipal</td>
</tr>
<tr>
<td>maḥalli</td>
<td>local</td>
</tr>
<tr>
<td>šaṣṣi</td>
<td>personal</td>
</tr>
</tbody>
</table>

The -e/-a of feminine T-nouns is regularly dropped before the nisbe suffix.

daruuri | necessary | daruura | necessity

152 (Unit 17)
The feminine form of a noun
is sometimes used as an
indoor noun, with a plural in-

baladiyye  municipality
‘unsliyye  consulate
9amaliyye  operation
8asliyye  personality

It is important to note that not all adjectives that end in -i are
nisebe. For example, the fuul-i of aalal expensive is part of
the root gey; this is shown quite clearly in the feminine and plural
forms: gaaalye, gaaalyilin.

DRILLS

1. Give appropriate replies to the following sentences.

xeer nsaalla. suu inmas’ale?
\$u maasalak?
saalaf ‘absan lyoom?
‘addees sarlaq filmustasfa?
9aleek barara?

2. In each of the following sentences replace the pronoun ending
\-ha her by -o(h) him, changing anything in the rest of
the sentence that needs changing.

maa$ha swayyit rasih.
smi$t ‘inha mariida.

3. In each of the following sentences replace the “she” form of
the verb by the “he” form, changing anything in the rest
of the sentence that needs changing. The first two are completed.

(1) bass mbaarih sim9at inno mariid.
(2) ‘aalatli ddukoor kaan

4. In each of the following sentences replace the word parenthesized
by a different noun or adjective.

fil ‘aay jamaaf 9bllamt
(9arabi)?

154 (Unit 17)
5. Give appropriate replies to the following.

'assalaamu 9alaykum.

kiif ḥaalak?
tfaddal striib.
šukran.
9an 'iznak.
bitisbašli šwayy?
xaakhirak.
xaširkum.
marbaša.
'ašlan wasahlan.
šabaš lxeer.
masa lxeer.

6. For each of the following verbs in the suffix tense 'he form give the prefix tense 'he form. The first example of each group is completed, and all the verbs in any one group work the same way.

'axad byaxaxud

'akal

'san u defna

'san u defna

'lisem bašillakun

'ašab bašillakun

'abid bašillakun
UNIT 18 • A political figure.

PATTERN SENTENCES

Salayman ‘Abdo
We’re currently hearing a lot about Sulayman ‘Abdo.

article
And the newspapers have written a lot of articles about him.

that he
And they told me that he’s from your town.

Do you know him personally? meet

Have I met him several times.

man
please

And you’d like the man.
give a speech

problem

Listen to him give a speech on the national problems.

move, shake
the world

a moving, a shaking

He moves people profoundly.

And the people like him very much.

the second time

elect

member

parliament

And this is the second time they’ve elected him member of parliament.

interest

people

Because with him the interest of the people comes before everything else.

if (contrary to fact)

poor, unfortunate

life

suffer

And if you knew how much trouble the poor man has had in his life.

isma\d'o yux\d'tub filnas\d'a\d'il

lwata\d'niyye.

hazz bihizz

dd\d'nya

hazz

bihizz dd\d'nya hazz.

wina\d'aas bi\d'bab\d'uu kti\d'ir.

ta\d'ni marra

ntaxab bint\d'xb

\d'udu

barlam\d'aan

wh\d'\d'ndi ta\d'ni marra bint\d'xb\d'uu

\d'udu barlamaan.

masla\d'ha

\d'\d'\d'bb

\d'\d'anno \d'\d'udo masla\d'\d'h \d'sa\d'\d'bb

'ab\d'i\d'\d'\d'i.

law

maski\d'in

haya\d'ah

\d'taz\d\d'ab bi\d'taz\d\d'\d'ab

w\d'law t\d'\d'raf 'adde\d'\d' h\d'maski\d'in

\d'taz\d\d'ab fi\d'haya\d'\d'ato.
And when the elections took place they elected him mayor.

sincere
like
The man was sincere and not like the others.

be deceitful
He isn’t deceitful.

if only
responsible
thus, so
we would be
situation
If only all the responsible ones were like that, we’d be in a different situation.

Additional vocabulary
knowledge, science
9ilm, pl. 9uluum

Accounting
muhaassabe
Agriculture
zira'ata
Commerce
tijaara
Economics
iqtiisaad
Education
tarikiye
Engineering
handase
1. Ordinal numbers

The Arabic ordinal numbers are as follows:

<table>
<thead>
<tr>
<th>Masc.</th>
<th>Fem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>'awwal</td>
<td>'una</td>
</tr>
<tr>
<td>taani</td>
<td>taanye</td>
</tr>
<tr>
<td>taalit</td>
<td>taalte</td>
</tr>
<tr>
<td>raabi³⁹</td>
<td>raabi³⁴</td>
</tr>
<tr>
<td>xaamis</td>
<td>xaamse</td>
</tr>
<tr>
<td>saadis</td>
<td>saadsa</td>
</tr>
<tr>
<td>saabî³⁹</td>
<td>saabî³⁴</td>
</tr>
<tr>
<td>taamin</td>
<td>taamne</td>
</tr>
<tr>
<td>taasî³⁹</td>
<td>taasas</td>
</tr>
<tr>
<td>9aasîr</td>
<td>9aasîre</td>
</tr>
</tbody>
</table>

When these words follow the noun they modify, they behave as regular adjectives: šabbaak thalit the third window, l'unda ttaalit the third room. However, the ordinal frequently precedes the noun. In this case, the ordinal is always masculine singular: 'awwal marra the first time, taalit maktab the third office. No definite rules can be given about which construction is preferred.
UNIT 19  •  Friends. Higher numbers.

PATTERN SENTENCES

Welcome, Hanna.  ʔaɬa  wsahla, yaa ʃana ɬa.
Welcome to you.  ʔaɬa  wsahla ʃik.
How are you?  ʃiʃ la ɬa times.
Sit.  ʕiḥa  huʔud
in order to.  la-
Good. Sit down and let’s see.
I haven’t seen you for a long
family.  ʃiiɬl
How’s your family?
greet.  saltaa  bisallim
They send greetings.
bisallimu ʃalek.
May God keep you (in reply).
news.  ‘ala  yusallimak.
friend.  ‘axbaa
What’s the news of our
friends?  ʃii  ‘axbaa  faʃhaab?
Well, who do you want to
ask about?  yaʃna, miin  bisak tiʃal ʃaʃmaa?
Husayn and Ali and Samir and Ibrahim and Mahdi. Slowly. One by one. on his condition Listen. Husayn is just as he was.

teacher
He's a teacher in the government school.
he wanted to go Didn't he want to go to Iraq?

but
Yes, but his wife wouldn't let him.
weather, climate She says the climate is too hot.
All right. And Ali? leave position, job department 'Ali left his job in the Department of Health. clerk And now he's a petty clerk in the Orient Hotel.

bseen, w8aší, wsamir, wihraam-
hiim, wmahdi.
swawy, swawy, washad, washad.
9ala haalo
'isma9. bseen, liisato 9ala
haalo.
m9aallim
m9aallim, fii madrast ilhukunme.

kaan bido yruuḥ
man kaan bido yruuḥ
9a9iraaq?
lackin
'aywa. lackin marto maa
xallato.

'ta's
'aan (ta's) soob ktiir.
'tayyib, w9ali?
tarak bitrik
wa3iife
da9ira
9ali, tarak wa3iifto fii daa'irt
shibha.

kaatib
whalla, kaatib qijir fii 'uteel
saaq.

But does he like his work? More or less.
And Samir? promote
As for Samir, I heard they intend to promote him because his work is good. deserve
Believe me, he deserves it. correct
That's correct. you had asked me You had asked me about Ibrahim.
travel
mother's brother Ibrahim went to Damascus to his uncle's.
arrange
broadcasting (station)
And his uncle got a job for him in the radio station. And his wife went with him? Yes, and she works in the radio station, too.

hass, mtaba9ut banglo?
y9imni.
wsamir?
ra'a bira'i
samir, smift bidhum yra9u.
l'anno suglo kwayyisa.

'staba' bitibih' saddi', bitibhi'.
ma9buut
haada ma9buut,
kunt sa'altni
kunt sa'altni 9an brahiim.

saafar bisaaafir
xaal
brahiim saafar 9aššaam, 9ind xaal.
dabbar bidabbir
'tzaəa9a
wa9alo dabbario wa3iife
fil'izaa9a.
wmaaro raabta ma9o?
'saywa. whiyye, kamaan, bitigil
fil'izaa9a.

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And what's the news of Mahdi?
Has he got a job?
As for Mahdi, I saw him in Beirut.

He works for a tourist agency.
get ready
travel
the United States
And he's getting ready to go to the United States.
What's he going to do there?
I think he's going to study.
anyone
if
If you see any of them, say hello to them for me.
May God keep you (in reply).

Additional vocabulary
Airline  širkit layaraan
electricity  kahriba
Electric company  širkit kahriba
Oil Company  širkit zeeb
steamship  baaxira, pl. bawaaxir
Steamship company  širkit bawaaxir

Higher numbers
One hundred and one  miyye waa$hii
One hundred and two  miyye wii'teen
One hundred and fifteen  miyye waxmiis 'aʃii
One hundred and sixty  miyye wa$ti'ilin
One hundred and seventy-five  miyye waxmaan waa$bi'in
One thousand  'aʃii
Two thousand  'aʃeen
Three thousand  tal taalaaf
Twelve thousand  ṭa$haar 'aʃii
Thirty thousand  tiΞa$tii 'aʃii
Fifty-five thousand  xanme waxmaasiin 'aʃii
One hundred thousand  miit 'aʃii
One million  malyoon
Two million  malyoonneen
Three million  tal malyiiin
Twelve million  tna$haar malyoon

STRUCTURE SENTENCES

1. Strict agreement

Where is there a good restaurant?
This is a clean place.
His father was poor.
All left his job.
The trip was good.

ween fii ma$aam nniih?
haad a mahall ndii£.
'abuu kaan fa'iir.
9ålì taraakhir.
sasaada kaanta nniiba.

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172 (Unit 19)

2. Deflected agreement

Things are at a standstill.
His prices are reasonable.
Do you have schools that teach Arabic?
The newspapers have written a lot of articles about him.
Listen to him give a speech on the national problems.
People don’t have any money.
I bought two summer suits.

1. Compound numbers

In compound numbers above 20, the millions, thousands, hundreds, tens, and units are joined by w-wi-and. A higher number precedes a lower one, except in combinations of units and tens, where the unit comes first: 'afl witi9 miyye wtamaanye wxamsiin one thousand and nine hundred and eighty and fifty (1958).

2. Agreement

A formal system of agreement (also called concord) connects subordinate words (adjectives, verbs, and pronouns) to the nouns on which they depend. Arabic has two principal types of agreement: strict and deflected.

(1) Strict agreement: Subordinate words have the same gender (masculine or feminine) and number (singular or plural) as the noun on which they depend.

‘abu9 kaan fa’iir. His father was poor.
ssafra kaamat mniiba. The trip was good.
wlaadak kbaar, willa z9aar? Are your children big or little?
maas biibibu ktiir. The people like him very much.

(2) Deflected agreement: The noun is plural but the subordinate words are feminine singular. With non-personal plurals (i.e. plurals that do not refer to human beings) deflected agreement is more common than strict agreement. Deflected agreement may also occur with some noun plurals that refer to human beings; one of these is naas people.

’as9aaro mafi’uule. His prices are reasonable.
The dual is a kind of plural. It shows deflected agreement if the noun is non-personal and the adjective is a mihbe: badilteen seefiyee two summer suits. Otherwise there is strict agreement badilteen jadad two new suits, subulkyyeen 'ameerkaan two American journalists.

3. In each of the following sentences change the singular suffix tense verb form to the corresponding plural, making any other changes that may be necessary.

raah 9alliraq 'abbi santeen

saafer 9abeerunt 9ind xaalo

bii galt fi'izaaga.

'allii 'innu rahiyiji lahoon.

eemta tarak tshaaam?

jamaah u majo 9iddii marraa.

on ka xalaa yruuh 9asaaam.

feen laa'a luchul?

bii gald fi 'uteel lsharq.

3aafar 9abeerunt 9ind xaalo.

saafar 9abeerunt 9ind xaalo.

bii galt fi'izaaga.

'allii 'innu rahiyiji lahoon.

eemta tarak tshaaam?

jamaah u majo 9iddii marraa.

on ka xalaa yruuh 9asaaam.

feen laa'a luchul?

bii gald fi 'uteel lsharq.

4. In each of the following sentences change the prefix tense verb forms to the corresponding suffix tense forms.

biseen birruu 9abeerunt.

binaaafir 9alliraq.

binaaafir 9alliraq.

biseen birruu 9abeerunt.

bii gald fi 'uteel lsharq.

bii gald fi 'uteel lsharq.

bii gald fi 'uteel lsharq.

bii gald fi 'uteel lsharq.

bii gald fi 'uteel lsharq.

bii gald fi 'uteel lsharq.
5. Give the Arabic equivalent of the following numbers.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>71</td>
<td>93</td>
<td>54</td>
<td>632</td>
</tr>
<tr>
<td>102</td>
<td>726</td>
<td>81</td>
<td>91</td>
<td>1917</td>
</tr>
<tr>
<td>115</td>
<td>31</td>
<td>88</td>
<td>999</td>
<td>1929</td>
</tr>
<tr>
<td>140</td>
<td>550</td>
<td>228</td>
<td>425</td>
<td>1939</td>
</tr>
<tr>
<td>41</td>
<td>65</td>
<td>61</td>
<td>307</td>
<td>1941</td>
</tr>
<tr>
<td>400</td>
<td>51</td>
<td>75</td>
<td>650</td>
<td>1953</td>
</tr>
</tbody>
</table>

6. For each of the following verbs in the suffix tense "he" form give the prefix tense "he" form. The first example of each group is completed, and all the verbs within any one group work the same way.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>fara'</td>
<td>َبَصَرُ (بَصِيرُ)</td>
</tr>
<tr>
<td>bifri</td>
<td>ُكَاَنَ (كَاَنَ)</td>
</tr>
<tr>
<td>tarrak</td>
<td>َرَضَأَ (رَضِأَ)</td>
</tr>
<tr>
<td>sallam</td>
<td>ُتَسَلَ (تَسْلَ)</td>
</tr>
<tr>
<td>bisallim</td>
<td>َتَسَلَ (تَسْلَ)</td>
</tr>
<tr>
<td>dabbar</td>
<td>ُبَحَارَ (بِحَأَرَ)</td>
</tr>
<tr>
<td>jarraf</td>
<td>ُكَافِرَ (كَافِرَ)</td>
</tr>
<tr>
<td>saaf</td>
<td>ُلَفَ (لَأَفَ)</td>
</tr>
<tr>
<td>saafar</td>
<td>ُلَمَ (لَمَأَ)</td>
</tr>
<tr>
<td>naasab</td>
<td>َأَضَابَ (أَضِأَبَ)</td>
</tr>
</tbody>
</table>

UNIT 20 • A radio station — 1.

PATTERN SENTENCES

Persons: F: Fathi, the director of the station; A: 'Ali, his assistant; W: Mr. West; A group of Americans from the Embassy.

('Ali speaks to Mr. West and the group of Americans)

before you have visited the divisions of the broadcasting station.

A: Let's drink a cup of coffee before we have you visit the divisions of the broadcasting station.

In a little while the director will come, and I'll introduce you to him.

(All goes in to see the director)

Mr. Fathi, could you give us a few minutes of your time?

Because we have some American visitors that work in the Embassy, he is introduced

yaa َعَظَاذَ فَاتِى، مَمْكِين
lašīína min wašak kam díla?
li’anno fi 9inna zuwwaarr
bistīglu fimmáfsara.
jarraf bījarraf

176 (Unit 19)
And they'd like to be introduced to you.
F: They're very welcome. Have them come in.
A: I think their intention is first of all to meet you. Look around, look over and then to look around the broadcasting station.

F: But it's very necessary for us to give them more attention than other people. So that so that they'll leave here with a good impression.

('Ali returns to the group of Americans)

A: Please come with me to the director.
F: I'm delighted at your visit, and hope you'll have a good time here.

W: The honor is ours, only if it won't be an inconvenience for you. (not) at all.
F: No, there's no inconvenience at all. You're very welcome.

STRUCTURE SENTENCES

I. Relative sentences with ('illi)

Where is the book?
It was on the table.

178 (Unit 20)
Where is the book that was on the table?
Do you know the man?
He was across from us.
Do you know the man who was across from us?
This is the restaurant.
I told you about it.
This is the restaurant that I told you about.
What's the price of the car?
You want to buy it.
What's the price of the car that you want to buy?
Who is the teacher?
He taught you.
Who's the teacher who taught you?
Who?
They visited the broadcasting station today.
Who are (the people) that visited the broadcasting station today?

2. Relative sentences without ('illi)

Do you have schools?
She teaches Arabic.
Do you have schools that teach Arabic?
We have American visitors.
They work in the Embassy.
We have some American visitors that work in the Embassy.
This is the third job.
He took it.
This is the third job he's taken.
There's a man here.
He wants to speak to you.
There's a man here who wants to speak to you.
I have a friend.
I want to introduce you to him.
I have a friend I want to introduce you to.

fii 9indka madaariska ?
bit9alliim 9arabi.
fi 9indka madaaris, bit9allim 9arabi ?
fi 9inna zuwaar 'ameer-kaan.
bistiigu fissaafaara.

'addeex ha" saayyara ?
biddak tiirihiha.
'addeex ha" saayyara lii biddak tiirihiha ?
miin l'ustaaz ?
9allamak.
miin l'ustaaz lii 9allamak ?

miin ?
zaar u fizaagii 9oom.
miin lii zaar u fizaaga 9oom ?
The word (')illi as a pronoun

You want it. biddak yyas(h).
Choose what you want. na'i lili biddak yyaa.
I know him. baiface.
As far as I know, he's not here. 'illi bahrafo, inneen miis hoon.
He wants me. biddo yysani.
He who wants me, let him come to me. 'illi biddo yysani, yijji lajindi.
You told me it. 'illi yyalili yyas(i).
What you told me is right. 'illi yyalili yyas, ma3buut.

GRAMMAR

1. Relative sentences

A compound sentence like feen liktaab lili kanaa 9aitaawle? where is the book that was on the table? consists of two independent sentences: feen liktaab? where is the book? and kanaa 9aitaawle it was on the table, connected by the word (')illi the one. The first sentence is called the principal sentence, the second the relative sentence. The relative sentence is like an adjective; it modifies or describes a noun, called the antecedent, in the principal sentence (in this case liktaab the book).

If the antecedent is definite (e.g. liktaab the book), the two sentences are linked by (')illi. If the antecedent is indefinite (e.g. rijaal a man) there is no linking word, as in fil rijaal hoon, biriid yiikhi madak there is a man here who wants to speak to you.

The relative sentence almost always contains a cross-reference to the antecedent noun. This may be the subject marker of a verb, as in the sentences above; this is the case when the antecedent is the subject of the relative sentence. Or it may be a pronoun ending: this is the case when the antecedent is not the subject of the relative sentence. For example, in the compound sentence hasda lamaa alisi 'ulilili yyano this is the restaurant I told you about, the pronoun ending -o him refers back to lamaa the restaurant.

In sentences like na'i lili biddak yyas(h) choose what you want, the word (')illi is a pronoun. It is here the antecedent of the following relative sentence biddak yyas(h) you want it; the pronoun -h refers back to (')illi.

2. Simple and complex verbs

The Arabic verb is divided into two main groups: simple verbs, having stems consisting of a root plus a simple pattern, and complex verbs, having stems consisting of a root plus a pattern complex.

Following the tradition of the native Arab grammarians, we distinguish nine classes or Forms of the complex verb, and mark them with the customary roman numerals, ii-X, number i being reserved for the simple verb.

3. Verbs of Form I

The characteristic of verbs of Form I is that they have a simple pattern. There are four main variants, depending on the root type.

(1) Regular roots. Suffix tense may be -a- or -i-; prefix tense -a-, -i-, -u-.

root
fih fatah bitah open

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<table>
<thead>
<tr>
<th>Root</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>dill</td>
<td>bidill</td>
</tr>
<tr>
<td>bbb</td>
<td>bibb</td>
</tr>
<tr>
<td>btt</td>
<td>bitu</td>
</tr>
<tr>
<td>tmm</td>
<td>bitamm</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Root</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>jyb</td>
<td>bijib</td>
</tr>
<tr>
<td>syr</td>
<td>bisir</td>
</tr>
<tr>
<td>kwn</td>
<td>bikuun</td>
</tr>
<tr>
<td>zwr</td>
<td>buzir</td>
</tr>
<tr>
<td>nwm</td>
<td>binaam</td>
</tr>
</tbody>
</table>

4. Verbs of Form II

The characteristic of verbs of Form II is doubling of the second consonant of the root. There are two variants of the pattern, depending on the root type.

(1) Regular, Doubled, and Hollow roots. Suffix tense -a-; prefix tense -a-.

<table>
<thead>
<tr>
<th>Root</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>šr</td>
<td>šarraf</td>
</tr>
<tr>
<td>9lm</td>
<td>9allam</td>
</tr>
<tr>
<td>9rf</td>
<td>9arraf</td>
</tr>
<tr>
<td>jdd</td>
<td>jaddad</td>
</tr>
<tr>
<td>xff</td>
<td>xaffaf</td>
</tr>
<tr>
<td>zwd</td>
<td>zawwad</td>
</tr>
<tr>
<td>'yd</td>
<td>'ayyad</td>
</tr>
</tbody>
</table>

(2) Weak roots. Suffix tense -a-; prefix tense -a-.

<table>
<thead>
<tr>
<th>Root</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>r'y</td>
<td>ra'a</td>
</tr>
<tr>
<td>xly</td>
<td>xalla</td>
</tr>
</tbody>
</table>
Many of these verbs have the meaning ‘cause something to happen’; 9arraf make (someone) know, introduce, beside girif knowing: fahham make (someone) understand, beside fimin understanding; zawwar have (someone) visit, beside zaar visiting.

5. Verbs of Form III

The characteristic of verbs of Form III is long on between the first and second consonants of the root. There are two variants of the pattern, depending on the root type.

(1) Regular, Doubled, and Hollow roots. Suffix tense -aa-a; prefix tense -aa-i.

root
'bd 'aabal bi'aabibil meet
sfr saaafar bisaaafir travel
shd saaadad bisaaqid help
'qš 'aasqas bi'aasqis punish
jwb jaawab bijaawib answer

(2) Weak roots. Suffix tense -aa-a; prefix tense -aa-i.

bky baaska bibaaki talk to
fy laa'a bilaa'i meet, find

Many of these verbs have the meaning ‘reciprocal interaction or cooperation’.

DRILLS

1. Give appropriate replies to the following sentences.
miin mudirr l'izaad? seen biittiira humme?
miin lli zaaru l'izaad? sun kaan garaajhum?

2. In each of the following sentences replace the expression in parentheses with the appropriate pronoun ending.
zaawarm (l'ameerkaan) binfarji (zuwuwar) sun maa
a'qsaam l'izaad?
9arrafa (l'ameerkaan) xallasaan (bauggi)
9almudiir.

sa'aalna (hasan) 9anno.
biihibbu yit9arrafa 9ad(imudiir).
bi9arafo (l'mudiir)?
biihibbu y'abblu (l'mudiir).

3. In each of the following sentences change the prefix tense form of the verb to the corresponding suffix tense.
binzawwirhum l'izaad? lee'm maa bit'aablo saaxiiyey?
baadheen biij fustaaz fathi.
baadheen bitfarraaj 9al'izaad?
Give the Arabic for the following.

Who's the teacher that taught him?
This is the car he wants to sell.
Who's the man that came with you?
Where's the bookstore you told me about?
Is this the article I ought to read?
Is this the hospital that Hasan went to?
We have some visitors who want to meet the director.

He understands everything that I tell him.
This is the fourth time he's asked me.
I have a car that needs fixing.
This is the first time I've seen him.
We have several schools that teach Arabic.
This is a problem that we have to study.
I've heard that he has a house that he wants to sell.

For each of the following verbs in the suffix tense «he» form give the prefix tense «he» form. The first example of each group is completed, and all the verbs within any one group work in the same way.

fihim bifism  saaad bisaa9id  'aal bi'ul
sirib  naasab  kaan
9irif  'anbal  'aam

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night and day
And we have there five employees that take turns at the work night and day.
bulletin
news (adj.)
broadcast
W: How many news bulletins do you broadcast per day?
morning (adj.)
evening (adj.)
F: We have a morning bulletin at seven o'clock.
afternoon
Then there's the two o'clock afternoon bulletin.
And there are two bulletins in the evening.
One at six o'clock and the other at ten o'clock.
All of these bulletins are in the Arabic language.
suppose
And I suppose that you hear our English bulletin at 5:30.

bada bibda
ghurfe
tayyib, yaa 9ali. xalliina nilba
hiirfii fiixaar.
wakaale, pl.-sat
zawwad bizidawid
fi 9inna 9idhii wakaasaat
bidzawwidna biilaxbaar.
matalan
wakaalit rooytar
wakaalt fanaab' Ibarabiiyye
matalan, wakaalit rooytar,
wakaalt fanaab' Ibarabiiyye,
wgeerhum.
tahiriir
tarjame
qism itahiriir wittajame, fil-
ghurfe itaaanye.
tnaawab bitnaawab
9amal

tuul ileel winnaar
w9inna hunaak xams mwaagga-
fil, bitnaawabu 9amal, tuul ileel winnaar.
naara, pl.-sat
'tixbaari
'aza9 biiri9
kaan naara 'ixbaariyye bidzi9u
filyoom ?
sabaaahi
masai'
fi 9inna naara sabaaahiyye,
ssaaj9a sab9a.
baad djuu9ur
ba9deen, fi naaarii saaj9a tin-
teen baad djuu9ur.
wili naa9tiine filmasa.
waahde saaj9a sittie, wiittanny
ssaaj9u 9aara.
haadi naaarii kuliba, filiiga
Ibarabiiyye.
zaan bizim
waajun 'inkum bitisma9u na-
sitiin ilgiliziyye, saaj9u xamse
winu9s.
Now excuse me for a little while.

appointment
ministry, cabinet
the prime minister
Because I have an appointment with the Prime Minister.
I hope I’ll see you in an hour.

have (someone) go around
’Ali, have them go around the other divisions.
program
child
And let them hear the children’s program.
studio
recording
And then take them to the recording studio.
party
music (adj.)
So that they may hear our music recital.

halla bismahumuri swayy.
maw9id
wazaara
ra’iis lwazaara
f’anno 9indid maw9id ma9
ra’iis lwazaara.
nsaal/a basunfum ba9id saadu

dawwar bidawuir

yaa 9ali. dawwirhum 9a’alq
saam tsanyye.
barnaamaj
ții, pl. ‘aflaal
wxallihum yismudu barnaamaj
f’alfaal.

studyo
tasjii

wa’dum组成部分 astundyo

bafle
muusuqi

lahatta yisma9u haflina
imusuqiyyye.

STRUCTURE SENTENCES
1. The comparative
bigger, older
He’s older than I am.
farther
Which is farther from here?
Hughasad or Cairo?
better
He speaks Arabic better than I do.

more
He knows more French than his wife does.
nicer
There’s nothing nicer than that.
better for you
It’s better for you to come with me.
He’s the youngest of them.

more important
The most important problem of today is the problem of the elections.

‘akbar
huwwe ‘akbar minni šifhumur.
‘ab9ad
miin ‘ab9ad min hoon?
ba9dasad, willa lqaabira?
‘aḥsan
biḥski šarabi ‘aḥsan minni.

‘aktar
biṭraf fransaawi ‘aktar min marto.
‘aḥla
‘aḥla min heed, ma fiy.

‘aḥsanak
‘aḥsanak tiiji ma9i.

huwwe ‘ażgar waabad šihuom.

‘ahann
‘ahann mas’ale lyoom,
mas’alt lintixaaabat.
middle
I studied the history of the Middle East.

near
This is a map of the Near East.

far
I don’t know much about the Far East.

supreme
His father works in the Supreme Court.

busier
I’m busier than you are.

2. Comparative after maa
How nice she is!
How big it is!

maa 'ahla.'
maa 'akbaro.

GRAMMAAR

1. The comparative

Arabic has a class of words called comparatives. The typical comparative correlates with an underlying adjective, has the same root as the adjective, has a predictable pattern, and has a meaning closely related to the meaning of the adjective.

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Most adjectives with a pattern complex do not form the comparative by a pattern, but by a phrase with 'akar more: masgul 'akar busier; mishallim 'akar more educated. One adjective, minha good, has a suppletion root: 'absan better.

The Arabic comparative is the equivalent of both the English comparative (nearer, more important) and superlative (nearest, most important). When two objects or classes are compared the usual translation is the English comparative: bekeet 'akbar min 9amman Beirut is larger than Amman; the Arabic equivalent of than is min. When more than two objects are compared, or when an absolute statement is made, the usual translation is the English superlative: Imahkame I'hulya the supreme court, 'ahamm mas'ale the most important problem.

A very common construction consists of the comparative immediately followed by an indefinite singular noun: 'ahamm mas'ale the most important problem. This is generally translated by a definite superlative, although the Arabic construction is grammatically indefinite.

A special use of the comparative is in a construction following unstressed maa. The meaning is exclamatory: maa 'akbaro how big it is!

2. Verbs of Form IV

The characteristic of verbs of Form IV is that it is a prefixed 'a- in the suffix tense; this element drops in the prefix tense. There are four variants of the pattern, depending on the root type.

(1) Regular roots. Suffix tense 'a-; prefix tense -i-.  

- 9jb 'a9jab bib9jab please 
- 2ij 'a92aj bizzaj disturb

(2) Doubled roots. Suffix tense 'a-; prefix tense i-.  

- src 'asarr bitaarr insist 

(3) Hollow roots. Suffix tense 'a-; prefix tense -ii-.  

- zy9 'aza9 bizii9 broadcast 

(4) Weak roots. Suffix tense 'a-; prefix tense -i-.  

- 9ty 'a9ty bily9ti give

Verbs of Form IV are very rare in spoken Arabic.

3. Verbs of Form V

The characteristics of verbs of Form V are two: doubling of the second consonant of the root, and prefixed i-. There are two variants of the pattern, depending on the root type.

(1) Regular, Doubled, and Hollow roots. Suffix and prefix tense patterns identical: t-a-.  

- root 
  - 6f tsarraf bitSarraf be honored 
  - 9im t9allam bita9allam be taught, learn 
  - 9lf t9arraf bit9arraf be introduced 
  - 9s t'assas bit9assas be established 
  - jwz djawwaz bitjawwaz be married

(2) Weak roots. Suffix and prefix tense patterns identical: t-a-.  

- r'ya t'ra'a bitra'a be promoted

Many of these verbs have the meaning « the subject is being acted upon », often translated by the English passive phrase.
4. Verbs of Form VI

The characteristics of verbs of Form VI are two: long or between the first and second consonants of the root, and prefixed t-. There are two variants of the pattern, depending on the root type.

(1) Regular, Doubled, and Hollow roots. Suffix and prefix tense patterns identical: t-aa-a.

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Tense Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>19b</td>
<td>bitlaa9ab</td>
<td>be deceitful</td>
</tr>
<tr>
<td>9d</td>
<td>bitlaa9ad</td>
<td>be helped</td>
</tr>
<tr>
<td>98</td>
<td>bitaasaq</td>
<td>be punished</td>
</tr>
<tr>
<td>nwb</td>
<td>bitnaawab</td>
<td>take turns at</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix</th>
<th>Tense Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>fy</td>
<td>bitlaa'a</td>
<td>meet together</td>
</tr>
</tbody>
</table>

Some of these verbs have the meaning «reciprocal action by more than one actor», and are usually in the plural: bitnaawabu 8amal they take turns at the work.

Others have the meaning «the subject is being acted upon», much like verbs of Form V.

Form VI stands in a reciprocal relation to Form III. When the Form III verb means «do (something)», the corresponding Form VI verb means «be done»: saa9ad help, tsaa9ad be helped.

1. Give appropriate replies to the following sentences.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ṣuu 'awwal šii 8aa9uu?</td>
<td>kam našra biziišu filmsa?</td>
</tr>
<tr>
<td>min feen itiiji 'axbaar l'iza9a?</td>
<td>b'ayy luğa biziišu našraat</td>
</tr>
<tr>
<td>kam mwaašaf šii qism inbaařir?</td>
<td>'axbaar?</td>
</tr>
<tr>
<td>wittarjame?</td>
<td>'ayy bunaanay sim9u baad</td>
</tr>
<tr>
<td>kam našra 'i'xaariyye biziišu</td>
<td>maa tarakhum imdiir?</td>
</tr>
<tr>
<td>filyoom?</td>
<td>9la 'ayy stuudy raahu?</td>
</tr>
<tr>
<td>'ayy saa9a našra šaašaa9iyye?</td>
<td>šuu sim9u hunak?</td>
</tr>
<tr>
<td>'eeemta biziišu našrit baad</td>
<td>dduhur?</td>
</tr>
</tbody>
</table>

2. In each of the following sentences change the suffix tense form of the verb to the corresponding prefix tense.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>zawwarraahum 'aqsaam</td>
<td>tnaawabaa 8amal, l'iza9a</td>
</tr>
<tr>
<td>kam našra 'aza9u filyoom?</td>
<td>b'ayy luğa 'aza9u našraat</td>
</tr>
<tr>
<td>'aabalu saxsiyyan.</td>
<td>l'axbaar?</td>
</tr>
<tr>
<td>bada ḥqurfit l'axbaar.</td>
<td>dawwarthom 9al'aqsaam</td>
</tr>
<tr>
<td>'ayy saa9a baadat l'iza9a?</td>
<td>ttanaye.</td>
</tr>
<tr>
<td>zawwadaaža bit'axbaar.</td>
<td>'axsaadnaahum 9ala qism inbaařir.</td>
</tr>
</tbody>
</table>

3. Give the Arabic for the following, using the noun annexion construction.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>the news of the friends</td>
<td>the director's visit</td>
</tr>
<tr>
<td>the news of our friends</td>
<td>the news room</td>
</tr>
</tbody>
</table>
4. For each of the following verbs in the suffix tense «he» form give the prefix tense «he» form. The first example of each group is completed, and all the verbs within any one group work the same way.

rijja birtja tlaaəab bitlaaəab
simj瘙 tnaawab
fihim
9imil
'addam bi'addim bitt bihyt
zawwar gann
dawwar
zawwad

UNIT 22 • Filling out applications.

PATTERN SENTENCES

(Farid is talking to a secretary in the Consulate)

coming, having come
jaay
present
jaay
request 'addam bi'addim talab
I’ve come to present a request 'ana jaay 'a'addim talab šuqul for a job in the Consulate. fil'unsliyye.
Who should I see? miin šaazim 'ašuuf?
Please wait a moment. miin fadik, stanna šwuyy.

(The secretary goes out and returns)

In five minutes the consul ba9id xamis da'asayi, l'unsul would like to meet you hibhibb y'aablak šaxṣiyyan.
personally.

(Farid goes in to see the consul)

sort noo9
What sort of work do you Šuu noo9 šuqul li biddak yyaa? want?
pertaining to writing kitaabi

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typing
or
accounting
Oh, a secretarial position such as translating and typing or accounting.
fill out
official, formal
Fine. But you'll have to fill out a formal application.
I'm ready.
information
Well then, could you give me the necessary information?
reply, answer
prompt, quick
Because I'd like to give you a prompt reply.
generous
What's your name?
Farid Hanna Abu Salman.
How old are you?
Twenty-five.
date
birth

What's the date of your birth?
February fourth, 1933.
place
All right. Where's your place of birth?
Bethlehem.
father
Your father's name?
Hanna Abu Salman.
address
Your father's address?
street
Star Street, Bethlehem.
mother
Your mother's name?
Huda Abu Salman.
sel, same
I suppose it's also the same address, isn't it?
Yes.
Your nationality?
Jordanian
certificate, testimony
sun taariix lwilaade?
'arbiisa shaat, sant 'alif witsiO
miyye wiitaate wilaastiin.
makaan
'tayyib. makaan lwilaade, feen?
beet lahib.
waalid
'ism Iwaalid?
banna 'abu salmaan.
9unwaan
9unwaan Iwaalid?
saari9
najme
saari9 nnejme, beet lahib.
waalide
'ism Iwaalide?
huda 'abu salmaan.
nafs or zaat
'azunn kanaan nafs 9unwaan, miis heek?
nomam.
ljinisiyye?
'turduni.
shaade, pl. -aat
What are your diplomas?
I have a B.A. from the American University in Beirut, be graduated.
What year were you graduated?
The year 1954.
specialty
What was your major?
Accounting.
Where did you work after you graduated?
I was working in the Accounting Department of the Government.
Why did you leave your work?
wages, salary
small, slight
My salary was low.
hope
And I hope to find a better job.
authority, reference
Could you give us three references?

9amiid
na9am. 9amiid jaami9at beerout, wnutdir daa9irat Imu9haarabe, wra9is baladiyyit beet labihm.

mamnuun
Taayib, mamnuunak ktiir.
radd biradd
n9aali7a baruddilak jawanb, bala9id 'usbu9teen.

Additional vocabulary
1. The months of the year
January
February
March
April
May
June
July
August
September
October
November
December

kaanuu nu taani, kaanuu nu taa4nu
'sbaat
'adnaar
niisaaq
'ayyaar
'heeraan
tamuqoos
'aab
'ayluul
taa4ruu 'awwal, ta4ruu l'aawwal
ta4ruu taani, ta4ruu taa4nu
kaanuu 'awwal, kaanuu l'aawwal

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2. Occupations and professions

Accountant  m(u)baasib
Contractor   m(i)baahhid
Editor       m(u)barrir
Engineer     m(u)handis
Judge        'aadji
Lawyer       m(u)baami
Merchant      taajir
Translator   m(u)jarjim

STRUCTURE SENTENCES

1. Connective maa

Where were you living before you came here?
Where did you work after you were graduated?
I'll give you as much as you want.
As you wish.
I'll go wherever I find work.
Let him do whatever he wants to.
Come here whenever you want to.

Do it however you want to.
Whenever you want, I'll go with you.
The day that you come here we'll go visit him.
I went to Egypt the year that I got my diploma.
I'll eat at the place where you eat.

'9maloo kii maa biddak.
wa't maa biddsk, bariin ma'adhak.
yoom maa bliji lahoon, binnruu' nzzuuro.
ruubit Sala ma'sir, saant maa 'axatt ishaade.
mabali maa biskul baakul.

GRAMMAAR

1. Connective maa

Connective maa occurs after prepositions, question words, and certain nouns of time or place. Here this particle is a connective between the preposition, question word, etc. and an immediately following sentence.

After prepositions, this particle has no convenient translation; both ba9id and ba9id maa mean « after. » Connective maa simply converts the preposition into a conjunction joining two separate sentences: feen kunt saakin 'abili maa 'ijiji lahoon? where were you living before you came here?

After question words, maa can be translated as « every »: feen maa wherever, suu maa whatever, kiif maa however: ta9aal lahoon 'eemta maa biddak come here whenever you want to.

After nouns of time, maa means « when » or « that »: yoom maa the day when; sanq maa the year that. After nouns of place it means « where » or « that »: mabani maa the place where, saadon maa the hour that.

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2. Verbs of Form VII

The characteristic of verbs of Form VII is a prefixed n-. There are four variants of the pattern, depending on the root type.

(1) Regular roots. Suffix tense n-a-a; prefix tense n-(i)-i.

- Root
  - ḥṣṭ  nbaṣṭ  binbṣṭ  be happy
  - fḥ  nfaṭḥ  binfṭḥ  be opened

(2) Doubled roots. Suffix and prefix tense patterns identical: n-a-a.

  - bbb  nbabb  binbbabb  be liked
  - 9dd  9add  bin9add  be counted

(3) Hollow roots. Suffix and prefix tense patterns are identical: n-a-a.

  - ʾwi  nʾaʾl  binʾaʾl  be said
  - zwr  nzaʾr  binzaʾr  be visited

(4) Weak roots. Suffix tense n-a-a; prefix tense n-ī, or n-a-a (identical with the prefix tense), depending on the verb.

  - ḥky  nbaka  binḥaka  be said
  - twy  nṭawa  bintwi  be folded

Matching most Form I verbs that are regularly accompanied by a direct object (e.g., fataḥo he opened it) is a Form VII verb that indicates the subject as being acted upon (e.g., nfaṭḥ it was opened). Used in the negative, these verbs often have the meaning «not able to be done»: lḥasb mas binfṭḥ the door can’t be opened.

3. Verbs of Form VIII

The characteristic of verbs of Form VIII is an prefixed -t- after the first consonant of the root. There are four variants of the pattern, depending upon the root type.

(1) Regular roots. Suffix tense -t-a-a; prefix tense -t(i)-i.

  - ʾḡl  ʾṭgāl  biṭḡil  work
  - jn9  jṭmna9  biḥtmni9  meet
  - nxh  nṭaxb  bintxib  elect

(2) Doubled roots. Suffix and prefix tense patterns identical: -t-a-a.

  - bmn  blmm  biḥlmm  be concerned

(3) Hollow roots. Suffix and prefix tense patterns identical: -t-a-a.

  - ḥwį  bktaj  biḥktaj  need
  - šwʾ  štāʾ  bištāʾ  long for

(4) Weak roots. Suffix tense -t-a-a; prefix tense -t-i.

  - ṣry  ṣtara  biṭṭri  buy

(5) With roots whose first consonant is w, the combination wt becomes it.

  - wltʾ  tttaʾ  biṭṭlʾ  agree
  - wbd  tṭḥād  biḥlbd  be united

Form VIII verbs have no apparent systematic correlations of meaning, either within the class, or with other verbs.
4. Verbs of Form IX

The characteristic of verbs of Form IX is doubling of the last consonant of the root. There are no variants of the pattern.

(1) Regular and Hollow roots (Doubled and Weak do not occur). Suffix and prefix tense patterns identical: -a-i. **

- hmr bilmarr bilmarr become red
- swd swadd biawadd become black
- byd byadd bilyadd become white

The meanings of Form IX verbs relate to colors and physical defects.

5. Verbs of Form X

The characteristic of verbs of Form X is prefixed sta- before the first consonant of the root. There are four variants of the pattern, depending on the root type.

(1) Regular roots. Suffix tense sta-aa; prefix tense sta-ii.

- smstmast chaásta bistanta use

(2) Doubled roots. Suffix tense sta-a-; prefix tense st-i-.

- by stabi bisbiORB deserve

- dod staadd bidadd get ready

(3) Hollow roots. Suffix tense sta-aa-; prefix tense st(a)-ii.

- rwb staraah bistriih rest

- swr stasaar bistasir consult

210 (Unit 22)

(4) Weak roots. Suffix tense sta-; prefix tense sta-.

- biw stahba bistahbi find nice

Form X verbs have no apparent systematic correlations of meaning, either within the class, or with other verbs.

6. Summary of the verb

The following is a schematic summary of the ten Forms of the verb, showing the suffix tense and prefix tense. For illustration we use the imaginary root fks, which stands for any occurring Regular root.

<table>
<thead>
<tr>
<th>Root</th>
<th>Suffix Tense</th>
<th>Prefix Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>faks</td>
<td>bifkas, bifkis</td>
</tr>
<tr>
<td>II</td>
<td>fakkas</td>
<td>bifakkis</td>
</tr>
<tr>
<td>III</td>
<td>faakas</td>
<td>bifnakis</td>
</tr>
<tr>
<td>IV</td>
<td>'afkas</td>
<td>bifkis</td>
</tr>
<tr>
<td>V</td>
<td>tfakkas</td>
<td>bitfakkas</td>
</tr>
<tr>
<td>VI</td>
<td>tfankas</td>
<td>bitfankas</td>
</tr>
<tr>
<td>VII</td>
<td>nfakas</td>
<td>biffakis</td>
</tr>
<tr>
<td>VIII</td>
<td>fkas</td>
<td>bitfikis</td>
</tr>
<tr>
<td>IX</td>
<td>fkas</td>
<td>bifkass</td>
</tr>
<tr>
<td>X</td>
<td>stfkas</td>
<td>bistafkis</td>
</tr>
</tbody>
</table>

** DRILLS **

1. Give appropriate replies to the following questions.

- Šuu 'isman akkadd tabal? seen t9allam?
- Şuğul bi'unsliyye? Šuu ma9o shaadaat?
UNIT 23 • Goods and services.

PATTERN SENTENCES

1. At the hotel
   - person
   - bath(room)
   - private
   I want a room for two with private bath.
   - wake
   - the morning
   Wake me at seven o’clock in the morning.

2. With the maid
   - wash
   - sheet
   Wash the sheets.
   - hang up
   - roof
   Hang the wash on the roof.
   - sweep
   - kitchen

212 (Unit 22)
Sweep the kitchen.
clean
Clean the house.
prepare
Prepare dinner for eight
o'clock.
throw out
basket
garbage
Throw this into the garbage can.
wipe off
floor
Wipe off the floor.
wash down
Wash down the floor.
iron
Iron the shirts.
turn
attention
Take care of the child.
3. At the barber's
cut
hair
How do you want me to cut your hair?
214 (Unit 23)

kaunsi ima'abax.
nadda' bi'na'ddif
nadda' lbeet.
ba'ddar bi'ba'ddir
ba'ddiri lla'sa lassaa'la tamaa'ntc.
zatt bizitt
sale
zba'al
ziti haadi ba'ali zzba'al.
masb bi'maab
'a'dr
'insabi l'a'dr.
sha'tuf bushtuf
'usufi l'a'dr.
kawa bikwi
'ikwi l'im'saan.
daar bidur
ba'al
diiri baali'l 9aa'sabi.
9ind la'alaa'
'na'g bi'ur'ur
9aatle
kiif bi'ddak 'a'ussiilakk 9aa'trak?
lighen
above
please (lit. by your life)
Please shorten it a bit on top.
comb
dry
Please comb it dry.
shave
heard
Do you want a shave?
favor
If you please.
No, thanks.
May it be to your pleasure
(expression said to someone who has just had a hair cut, a shave, or a bath).
May God favor you (in reply).
4. At the presser's
laundry
ironing, pressing
I have five shirts to be washed
and ironed.
And three pairs of pants to be cleaned and pressed.
xu'uf bi'tu'tuf
9oo'
bii'yataak
biiyataak, xi'if li yaa 5wayy
min 9oo'.
masa'sat bi'ma'a'stit
naasif
min fa'alak, masi'to 9an'aasit.
hala' bi'hi'il
da'in or li'bye
biddak lihi'il da'nak?
m9aruf
'i'za biti'ufal ma'9aruf.
lai', mannuun.
na9imran.
'al/a yiin'ib 9aleek.
9ind 9awwa
gasiiIl
kawi
fi 9ind li'andim 'um'saan, gasiiIl
kwaii.
wii'lat baan'alooonaa, tan'diif
kwaii.
(Unit 23) 215
When do you want them?
The day after tomorrow, if possible.
All right. Would you like me to send them to your house or will you come and get them while, when returning about.
I'll come and get them on my way back from work, say about five o'clock.

5. At the post office
stamp
regular, ordinary
airmail
Please give me five regular stamps and ten airmail stamps.
registered
I have an airmail letter that I want to send registered to America.
need

216 (Unit 23)
The important thing is for me to see him today.
Who's the director of the company?
I'm sorry.
I came late.
I was thinking that you were coming.
Why are you in a hurry?
I'm ready.
Imuhimmu 'asufo lyoom.
miin mudir šhirke?
'ana miťassif.
'iğiit miťaxir.
kunt miňkir 'innak jaay.
leče mistağiil?
'ana mistašid.

GRAMMAR

1. Participles

Arabic has a class of words called participles. The typical participle correlates with an underlying verb, has the same root as the verb, has a predictable pattern, and has a verb-like meaning. There are two kinds of participles: active and passive. Not every verb has both.

Participles are typically adjectives, but sometimes function as nouns, often with a specialized meaning and a plural different from the adjective plural. Occasionally they function as verbs.

2. The active participle

The active participle of the simple verb has the pattern -aa-i-. This pattern has three variants, depending on the root type.

218 (Unit 23)
Active participles function as verbal adjectives, as nouns, and occasionally as verbs. As adjectives, they have the usual masculine, feminine and plural forms.

<table>
<thead>
<tr>
<th>masc.</th>
<th>fem.</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>āaadib</td>
<td>āadib</td>
<td>āadibn</td>
</tr>
<tr>
<td>ḥāṣit</td>
<td>ḥāṣtə</td>
<td>ḥāṣtii</td>
</tr>
<tr>
<td>ṣāṣib</td>
<td>ṣāṣibə</td>
<td>ṣāṣibii</td>
</tr>
<tr>
<td>bābi</td>
<td>bābi</td>
<td>bābi</td>
</tr>
<tr>
<td>mūṣafir</td>
<td>mūṣafir</td>
<td>mūṣafirn</td>
</tr>
<tr>
<td>mūṣaṣallim</td>
<td>mūṣaṣallim</td>
<td>mūṣaṣallim</td>
</tr>
<tr>
<td>mūṣal jil</td>
<td>mūṣajiljil</td>
<td>mūṣajiljil</td>
</tr>
</tbody>
</table>

Some active participles indicate an action taking place in the present and to be continued in the future, or going to take place in the future: ṣeem ṣaṣib? where are you going? These mostly correlate with verbs that mean motion or remaining in one place.

Other active participles indicate an action that began or took place in the past: 'amā saṣmi 9 ṣaṣmi I’ve heard about him. Here the participle is (apparently) equivalent to a suffix tense verb.

Functioning as nouns, they frequently mean «the one who...» and sometimes have a plural different from the adjective.

DRILLS

1. Go through the following sentences changing the masculine singular active participles first to feminine singular and then to plural, changing anything in the rest of the sentence that needs changing.

   huwwa ṣaṣmi 9 ṣaṣmi?
   feen nazzil huwwa?
   feen ṣaṣmi 9 ṣaṣmi huwwa?
   feen ṣaṣib?
   huwwa ṣaṣṣif boon.
   'eemtan bitkoon ṣaṣadir?

2. Give the active participle for each of the following verbs. The first example of each group is completed, and all the participles within any one group work the same way.

   katab kaṭib ızizm laażim
   'aṣad libis

220 (Unit 23)
UNIT 24  •  From New York to Beirut.

PATTERN SENTENCES

When did you get here?
I’ve been here three days.
coming out

How long has it been since you left America?
past

I left on the eighteenth of last month.

How did you come? By airplane or by boat?

journey varied

Well, the journey was mixed.

ride

I flew from New York to Paris.

train

Then I took the train to Marseilles.
And from Marseilles I took the boat to Beirut.

'eemla 'ijit lahoon?
šarlı tlat tiyyam.

'taali9

'addeē šarlak 'aali9 min 'ameerka?

mæddi
tarakt fi taman ŋa9š ŋaahr lmaæddi.

kiif 'ijit ? šttaayyara, willa šlibaaxira?

rible

mnawwa9

waflašhi, riible kaanaat mnawwa9a.

rikib birkab

rkib šttaayyara min nyuus yoork labaariz.

treen

bæddeen 'aaxt treen lamarsiilya.

wmin marsiilya, rkib šlbaaxira labeerut.
Tell me, did you like Paris?
be visited
Really, that's a town to be visited.

The truth is that it's a very lovely town.
full garden
And filled with gardens.
trees side road
And trees on the sides of all the streets.
street well arranged
Also its streets are clean and well arranged.
thing be able
And Paris has lots of things that one can see and ought to see.
Like what, for instance?

One should see, for example, the Palace of Versailles.
museum
And the Louvre museum.
grave, tomb
And Napoleon's tomb.
memorial, monument
And the Bastille.
tower
And the Eiffel Tower.
How many days did you stay in Paris?
I stayed in Paris twenty four hours.
And I would have liked to stay longer.
And how's Marseilles?
Well, it's not bad.
But I didn't have a very good time there.
And where did you stop next?
cemetery
We stopped in Genoa for ten hours during which we visited the cemetery.

(a Unit 24)
And on the way we also visited Naples and Athens.
And then we came on to Beirut.

STRUCTURE SENTENCES

1. Passive participles of simple verbs

He's not well.
I'm busy now.
What he says, goes.
That's correct.
I got an airmail letter today.

Leaf the door open, please.
I'd be very much obliged.
This house is sold.
Bring me stuffed squash.
Is the shirt ironed?

2. Passive participles of complex verbs

Why is the door closed?
The journey was mixed.

The house is well arranged.
This is not filled out correctly.
Do you know the names of those who were elected?
I'd like to give you a prompt reply.

GRAMMAR

1. The passive participle

The passive participle of the simple verb has the pattern ma--uu-. This pattern has two variants, depending on the root type.

(1) Regular, Doubled, and Hollow roots: ma--uu-

<table>
<thead>
<tr>
<th>root</th>
<th>underlying verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>maftuuh</td>
<td>open</td>
</tr>
<tr>
<td>masemuuh</td>
<td>heard</td>
</tr>
<tr>
<td>ma'suus</td>
<td>cut</td>
</tr>
<tr>
<td>mahbuut</td>
<td>placed</td>
</tr>
<tr>
<td>mabyyuu9</td>
<td>sold</td>
</tr>
</tbody>
</table>

(2) Weak roots: ma--i

<table>
<thead>
<tr>
<th>root</th>
<th>underling verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>mabhi</td>
<td>stuff</td>
</tr>
<tr>
<td>kawo</td>
<td>iron</td>
</tr>
</tbody>
</table>

(Unit 24) 227
Passive participles of complex verbs have a stem pattern that is identical with the pattern of the suffix tense. To this stem is prefixed m-;u- (occasionally mi-). Verbs of Forms V, VI, and VII rarely have passive participles. Note that Form IV loses the prefixed 'a-

<table>
<thead>
<tr>
<th>Form</th>
<th>underlying verb</th>
<th>verb</th>
<th>present</th>
<th>underling verb</th>
<th>verb</th>
<th>present</th>
</tr>
</thead>
<tbody>
<tr>
<td>II</td>
<td>m'addam</td>
<td>addam</td>
<td>present</td>
<td>m'addam</td>
<td>addam</td>
<td>present</td>
</tr>
<tr>
<td></td>
<td>mrattab</td>
<td>ratta</td>
<td>put in order</td>
<td>mrattab</td>
<td>ratta</td>
<td>put in order</td>
</tr>
<tr>
<td></td>
<td>m'abba</td>
<td>m'abba</td>
<td>fill out</td>
<td>m'abba</td>
<td>m'abba</td>
<td>fill out</td>
</tr>
<tr>
<td>III</td>
<td>mbaarak</td>
<td>mbaarak</td>
<td>bless</td>
<td>mbaarak</td>
<td>mbaarak</td>
<td>bless</td>
</tr>
<tr>
<td>IV</td>
<td>mulhaq</td>
<td>mulhaq</td>
<td>annex</td>
<td>mulhaq</td>
<td>mulhaq</td>
<td>annex</td>
</tr>
<tr>
<td>VIII</td>
<td>muntaxab</td>
<td>muntaxab</td>
<td>elect</td>
<td>muntaxab</td>
<td>muntaxab</td>
<td>elect</td>
</tr>
<tr>
<td>X</td>
<td>mustafjal</td>
<td>mustafjal</td>
<td>hurry</td>
<td>mustafjal</td>
<td>mustafjal</td>
<td>hurry</td>
</tr>
</tbody>
</table>

These words are typically adjectives, with the usual masculine, feminine, and plural forms.

masc. feminine plural
mafuuha mafuuha mafuuhiin
m'abba m'abba m'abbayiin
mabsi mabsiyye mabsiyyiin
mrattab mrattab mrattabiin
mbaarak mbaaroke mbaarakiin
mulhaq mulhaq mulhaqiin
muntaxab muntaxabe muntaxabiin
mustafjal mustafjule mustafjaliin

Occasionally these words function as nouns with a specialized meaning, and sometimes with a plural different from the adjective.

maktuub makatiib letter
masruub masruubant alcoholic beverage
mwaqṣaf mwaqṣafiin official
mabsi mabasii stuffed vegetable
mulhaq mulhaqiin attaché
mustaasir mustaasariin counselor

Occasionally no singular exists.

ma'kuulaat things to eat
ma'luumaat information

DRILLS

1. Give appropriate replies to the following questions based on the Pattern Sentences of this Unit.

'ee'ima 'aʃa min 'ameerka ? šiu bi'dar iwaahad yuuf fi
kii saafar min nuur yoork baariiz ?
labaariiz ? kam saaʃa 'aʃad fili baariiz ?
kii saafar min baariiz nbaʃat kamaan fili marsiiliya ?
lamarsiiliya ? wʃeen wa'af fiʃtarri, been
nbaʃat fili baariiz ? marsiiliya wheeruu t ?

2. In the following sentences change the suffix tense verb forms to the corresponding prefix tense.

tarakt nuuu york yuom saabt. 'aʃatt fili baariiz yooneeen.
3. For each of the following verbs in the suffix tense «he» form give the prefix tense «he» form. The first example of each group is completed, and all the verbs within any one group work the same way.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>katab</td>
<td>baktub</td>
<td>'akal byaakul kaan bikunin</td>
</tr>
<tr>
<td>šakar</td>
<td>'axad</td>
<td>šaaf</td>
</tr>
<tr>
<td>daras</td>
<td></td>
<td>zaar 'aal 'aam</td>
</tr>
<tr>
<td>fičim</td>
<td>bifham</td>
<td>dabbar bidabbir jaab bijīb</td>
</tr>
<tr>
<td>9irif</td>
<td>wa'af</td>
<td>šaar baas9</td>
</tr>
<tr>
<td>rikib</td>
<td></td>
<td>xallas</td>
</tr>
<tr>
<td>simi9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'idir</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Give the passive participle for each of the following verbs. The first example of each group is completed, and all participles within any one group work the same way.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>katab</td>
<td>maktiub simi9 masmuu9</td>
</tr>
<tr>
<td>fiča9</td>
<td></td>
</tr>
<tr>
<td>sama9</td>
<td></td>
</tr>
<tr>
<td>sa'al</td>
<td></td>
</tr>
<tr>
<td>ḫatt</td>
<td>mabtuut bdar mbiaddar</td>
</tr>
<tr>
<td>ḫabb</td>
<td></td>
</tr>
<tr>
<td>radd</td>
<td></td>
</tr>
<tr>
<td>fičm</td>
<td></td>
</tr>
<tr>
<td>9ilin</td>
<td></td>
</tr>
<tr>
<td>9allu</td>
<td></td>
</tr>
<tr>
<td>9akkar</td>
<td>'addam</td>
</tr>
<tr>
<td>9asal</td>
<td>fašal</td>
</tr>
</tbody>
</table>

230 (Unit 24)
minhaaj, pl. manaahij
smiit minhaaj lwizzaara jjiidide, flii nasrit ssaaad9a tinteen.

zashir
wizzaahir inno minhaaj kwayyis.
faat bifuut
xaara
yaa xasaara, faatin 'asmaa9o.

munkin tulli, suu 'ahamm maa fi?
xiit, pl. xiit9
'ayyad bi'ayyid
qadiyye, pl. qadaaya
xiiti lubkume, 'inha t'ayyid
lqadaaya Barahiiyye.
baafaz bihaafiz
9ala'a, pl. 9ala'aat
dawle, pl. duwal

major
And at the same time to main-
tain good relations with the
great powers.
informal term of address
(lit. our master)
mention
project
And then, sir, they mentioned
the new projects that they
intend to carry out.
arming
army
constructing
factory, plant
For example, arming the army,
and constructing war plants.
organizing
department
reviving
industry
And organizing the government
departments, and reviving the
national industry.
expanding

kubra
wfi naafl twa't, taadaf 9a19a-
laa'aat tayybe, ma9 dduwal
lkubra.
yaa sidna

zakar buzkur
maatrauf, pl. maasaari9
wbaodeen, yaa sidna, zakaru
imaasaari9 jjiidide lii bidhum
yobmaluhi.
tasliib
jees, pl. jyuus
'in9aa'
ma9mal, pl. ma9aamil
mataalan, tasliib jees, win'san'
ma9aamil 9askariyye.
tanziim
daara', pl. dawa9'ir
'in9aa9
shaana9a
wtnaaziim dawa9'ir lubkume,
win9aa9 shaana9a lwaaniyye.
tawsii9
movement
corporate
economic
And expanding commercial
and economic activity.
lowering
tax
And lowering taxes.
program
teaching
Then they spoke about the
education programs.
promise
industrial
agricultural
They promised to open indus-
trial and commercial and agricul-
tural schools.
compulsory
And to make education
compulsory.

barake
tijara
'iqtiisaad
wtawsii' lbarake ttiijaariyye
wiliiqtiisaadiiyye.
taxfiid
dariibe, pl. daraa'ib
wtaxfiid d'daraa'ib.
barnaamaj, pl. baraamij
laakiim
baa'deen baku 9an baraamij
laakiim.
waa'dh buyu9id
shaqi
ziraaqi
wa9ad yiifahu madaaris
shaqiyye, wtiijaariyye,
wziraa9iyye.
'iibaari
wiyaxulu laakiim 'iibaari.

I'm not so bad in reading.
I'm very pleased at your visit.
They take turns at the work.
The shirt needs ironing.
I'm honored to have met you.

filiraay, miisa baatjaal.
'ana masruu jiddan
biznartikum.
bittanawabu laamal.
'i'amish biddo kawi.
ltaaraafna mma9riitak.

2. Verbal nouns : Form II verbs
The car needs repairing.
The watch needs cleaning.
He works in the editing
division.
Arming the army.
Organizing the government
departments.
Expanding commercial
activity.
Where is the Ministry of
National Education ?

Ssayaara bidha ta'aslii.
Ssaal9a bidha tandiiif.
Biisigli fiq qism ttaabiriir.
Tasliib ijeek.
Tanqiiim dawaa'iir luukume.
Tawasi' lbarake ttiijaariyye.
Feeen wiiwaarr ttaabibii
liwataaniyye ?

1. Verbal nouns

Arabic has a class of words called verbal nouns. The typical
verbal noun correlates with an underlying verb, has the same root

234 (Unit 25)
as the verb, has (with stative exceptions) a predictable pattern, and has a verb-like meaning.

Many verbal nouns have two kinds of meaning. One is the abstract activity of the verb without reference to time: zyaara visiting; in this usage it has no plural. The other is a more concrete meaning: zyaara a visit; in this usage it has a plural: zyaaraat visits.

The verbal noun may be translated by an English infinitive, participle, or noun: ssaysara bidha tašlih the car needs to be repaired....needs repairing....needs repair.

2. Verbal nouns of simple verbs

Verbal nouns of simple verbs may have any one of a large number of patterns. There is no predictability.

<table>
<thead>
<tr>
<th>verbal noun</th>
<th>underlying verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ktaabe</td>
<td>writing</td>
</tr>
<tr>
<td>zyaara</td>
<td>visiting</td>
</tr>
<tr>
<td>'raay(e)</td>
<td>reading</td>
</tr>
<tr>
<td>9amal</td>
<td>work</td>
</tr>
<tr>
<td>hazz</td>
<td>shaking</td>
</tr>
<tr>
<td>kawi</td>
<td>ironing</td>
</tr>
<tr>
<td>mašrifah</td>
<td>knowing</td>
</tr>
</tbody>
</table>

3. Verbal nouns of complex verbs: Form II

Verbal nouns of complex verbs are very regular. For Form II the pattern is ta-.ii-, with two variants, depending on the root type.

(2) Weak roots: ta-.iiye.

(1) Regular, Doubled, and Hollow roots: ta-.ii-

<table>
<thead>
<tr>
<th>root</th>
<th>underlying verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>ndf tandiif</td>
<td>cleaning</td>
</tr>
<tr>
<td>sllb tasliib</td>
<td>repairing</td>
</tr>
<tr>
<td>bhr tabriir</td>
<td>editing</td>
</tr>
<tr>
<td>zwd tazwiid</td>
<td>supplying</td>
</tr>
</tbody>
</table>

rhy tarbiye eduction rubba educate
And repairing the railways and the harbors.
  concern
  matter, affair
And concern for matters of health.
  increase
  number
And they're going to increase the number of hospitals.
  combat
  disease
  contagious
And combat contagious diseases.
  shortly, soon
  carry out
  amendment, modification
  law
  parliamentary
And soon they're going to carry out amendments to the parliamentary election laws.
  free
So that the elections will be free.
magnificent
That certainly is a magnificent plan.
  apply, put into practice
  application
  practical
But I hope they’ll put it into actual practice.

STRUCTURE SENTENCES
1. **Verbal nouns: Form III verbs**
   Ahmad works in the Accounting Department.
   Helping thefallahin.
   Combating diseases.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'abmad bīṣīgīl fī dā'irāt lmuḥāsābe.</td>
<td>helping</td>
<td>helping</td>
</tr>
<tr>
<td>musaaḍad ifallābhiin.</td>
<td>reece</td>
<td>reece</td>
</tr>
<tr>
<td>mūkāfasab l'āmrasād.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Verbal nouns: Form IV verbs**
   It’s no inconvenience at all.
   Reviving the national industry.
   Constructing war plants.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mssa fī 'izāaaj 'abadan.</td>
<td></td>
<td>meet</td>
</tr>
<tr>
<td>'in9aas ṣṣīnaa9a lwaṭāniiyye.</td>
<td></td>
<td>become red</td>
</tr>
<tr>
<td>'ināsaa ma9aamil 9askariyye.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Verbal nouns: Form V verbs**
   He has an upset stomach.
   What was your specialty?

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma9o talabbuk miṣde.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>šuu kaan ṭxaṣṣaṣṣak ?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Verbal nouns: Form VIII verbs**
   Today the elections begin.
   Reviving the national economy.
   Concern for matters of health.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>lyoom bībdāa liinxuabbaat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'in9aas liqtiṣṣaad lwaṭānī.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>liḥīmaaam fī 'umūr šībḥa.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

240 (Unit 26)
UNIT 27 • Telephone conversations.

PATTERN SENTENCES

1. B: Mr. Batte; H: Mr. Haddad; M: Maid

M: Hello? Who’s speaking?
B: Is this Mr. Haddad’s house?
M: Yes, who do you want?
B: I’d like to speak to Mr. George Haddad.
M: Who wants him?
B: William Batte. I’m an attaché at the American Embassy.

B: I’ve called you several times, but there wasn’t any answer.

H: Well, I was on vacation last week, and I wasn’t here.
B: I’d like very much to see you, if possible.
H: Come visit us whenever you want.
B: You’re most welcome.

2. K: Mr. Key; M: Maid

H: Hello?
M: Hello? Who’s this?
K: I’m Major Key. Is this Mr. Salameh’s house?

B: Hello?
M: Hello? Who’s this?
K: ‘Ana mejar kii. Hoon beet ssayyid salaame?
B : Hello, hello? This is Mr. Black.
Please give me 59378.
answer try
O : One minute, please.
I've telephoned twice, Mr. Black, but they don't answer.
If you'll wait a little longer, I'll try again.
B : If you please.
O : Mr. Black, go ahead now.
B : Hello. Is Mr. Khalil there?
M : Yes. One minute, please.
K : Hello? Who's speaking?
father's brother request arrive
numra galat mit'assfe. numra galat.
haloo, haloo? hoon mistir blak.
'altini, min fa'diik, samse tish tiaate sa'ibis tamaanye.
radd biradd jarrab bijarrrib d'ib'a, min fa'dlak.
talfant marreteen, mistir blak, bass maa biruddu.
'iza bistanna swayan, bajarrib marra taanye.
'omali ma'druuf.
mistir blak, fa'ddiil 'ibki.
haloo, ssayyid xalil mawjuud?
na'tum. d'ib'a, min fa'dlak.
haloo? miin 9ambhiik? 9amm
'talab butjab wisil buusal

B : I'm James Black, a friend of your cousin Elias in Detroit.
And he asked me to call you when I arrived in Beirut.
(The connection is suddenly cut off)
B : Hello, hello, hello?

(O to the operator)

Why did you cut off the line?
O : I'm sorry. I thought you'd finished.
One minute, I'll give you the line again.

O : Mr. Oakes; S: Secretary
S : Hello? Who's speaking?
O : This is Fred Oakes.
I'd like to speak to Mr. Munir Al-Halabi.
S : He's not here now.
O : When will he be back?

'ana jermez blak, sahib ibin 9ammak lyaas fii ditrooyt.
whuwe 'talab miini 'atalfinlak lamma buusal labearuut.
haloo, haloo, haloo?
xaṭ lees 'aṭaṭi lxaṭ?
mit'assfe. raktuak xalasṭ.
d'ib'a halla ba'dtiik lxaṭi min jdiid.
haloo? miin 9ambhiik?
'ana fredd 'ooks.
bahibb 'abki ma7 ssayyid munir lhalabi.
huwe miis mawjuud halla.
'eemta birja9?
S: He'll be back at three. Would you like to leave a message for him?

O: Yes. I'd like to make an appointment with him for tomorrow morning.

S: Would ten o'clock be all right?

O: Very good. Thank you.

S: Mr. Batte; S: Secretary

B: Mr. Batte; S: Secretary

electricity

S: Hello? This is the Electric Company.

B: I'd like to speak to Mr. Nadim Haddad, please.

S: Mr. Nadim is on another line. I'll transfer you to him.

xahtar
birja9 ssa9sa tlaate.
biriid titriklo xabar?

na9am. babibb 'a9mal maw9id
ma9o labukra ssu9ubah.

ssaa9a 9aa9ra, mniib?

ktir mniib, marrnuun.

kahrabaa
baloo? hoon sirkit Ikahrabaa.

babibb 'ahki mas9 ssayyi9
nadiim haddaad, min fa'dlik.
hawwal bihawwil
ssayyi9 nadiim 9asaati taani.

halla ba9jawwilak 9alee.

UNIT 28 - A Juha story.

PATTERN SENTENCES

world

9aalam

bmaar

The world and Juha's donkey.

9aalam wi9maar juha.

raahib, pl. ruhaban

fii fla ruhaban, kaanu

milaarfiim.

kull maa

thaabas bitbaabas

9aalim, pl. 9ulama

wkull maa wi9lu lablad,

kaanu yiibaa9hasu mas9 9ulama

lii fiiba.

masuu9

marra wi9lu lablad, sim9u

'inha masuu9ra b9ulama9haa.

sul9aan

raa9u zaaru s9ul9aan fiiba.

wazaar, pl. wuzara

("Unit 27") 246
proclaim  
beginning  
dispute  

After they had all dined, the sultan proclaimed the beginning of the dispute. The first monk began and asked Juha:

sheikh  
middle  

"Can you tell me, sir, where is the middle of the world?"

hold, seize  
stick  
point out

Juha seized his stick and pointed with it to the place where his donkey had put his right hoof, and said:

"Here is the middle of the world."

The monk asked him:

prove  

"But how can you prove that this is the middle of the world?"

248 (Unit 28)
He said to him: «If you don’t believe me, go measure the world.»

talk
deficiency
liar

«And if there is any exaggeration or deficiency in what I have said, I shall be a liar.»

The second monk began and asked:

star
sky

«All right, what is the number of the stars of the sky?»

answer

Juba answered: «As many as there are hairs on my donkey.»

be astonished

The monk was astonished and said:

proof

«And what’s your proof?»

250 (Unit 28)
Juha said to him: "As many as there are hairs in my donkey's tail.

The monk answered and said: "And what's your proof?"

Juha said to him: "That's a simple matter."

"We'll begin plucking out the hairs of your beard, hair by hair."

"And every time we remove a hair from your beard, we'll remove a hair from the donkey's tail. Then we'll see."

"If the two totals don't agree, I shall have to divorce my stepmother."

EXPLANATORY NOTES

Juha is the hero of an enormous number of stories of wit and stupidity, in which he is frequently accompanied by his donkey. Who Juha was, and when he lived, is uncertain. Some accounts say he was a learned man of the time of Harun ar-Rashid (766 - 809); others place him variously in the 12th century, the 13th century, and the 15th century. One scholar says that Arabic droll stories about a certain Juha were current in large numbers at the end of the 10th century. Juha is also frequently identified with, or possibly confused with, Khodja, an Imam (mostem religious leader) who lived, according to some accounts, in Anatolia during the 13th century, about whom similar stories are told. In any case, Juha's curious mixture of wit and stupidity have become proverbial among the Arabs.

The phrase 'talasa' bittala the threefold divorce refers to a
prescription in the Shari'a (carithu religions law of Islam) concerning divorce. Under this law the husband, and not the wife, has the right to break, by repudiation, a validly contracted marriage. A man may divorce his wife merely by saying «You are divorced.» He may do this twice, and each time take her back without any ceremony. One utterance of this formula is called simple repudiation; two utterances constitute double repudiation. But if the man says the formula a third time, or repudiates his wife with a triple formula in one sentence, this is known as repudiation through the triple formula, and the divorce is final.

UNIT 29 • A village.

PATTERN SENTENCES

1. An invitation

My family would like to meet you, Mr. West, before you return to America. 
spend (time) 
village
And I wanted to ask you if you could come with me and spend three or four days with them in the village. 
up to now 
be available 
opportunity
Really, I'd like to very much, because up to now I haven't had a chance to get acquainted with the life of the fallahin in the villages.

2. In the village

go around, turn around 
daar biduur

'ahlī bibībbu y'aablūuk, yaa misīrīr waṣṣīlīr maā tirīja9 la'ameerkā.
'ādā bi'dī
'ārīye, pl. qura 
waḥbaḥḥet 'as'alak, 'īza mumkin tiijī maqī, nīdī tīl tārīja9 tiiy̧aam 9īndhum 9īl'ārīye.
laḥadd halla 
šabh bīsībh 
furṣa 
saddī', habībb ktiir,  AuthenticationService-9a9na 
laḥadd halla, maa šabbīlii 
furṣa 'aṭarr̄āf ūjiha 9a9la ḥayaat ifalalabīiin fīlqura.
Now we'll go together and go
around for two or three hours,
and I'll show you the most im-
portant things here.

mosque
curch
First of all I'd like to show you
the mosque, and then we'll go
see the church.
mixed
Christian
Moslem
Our town is mixed. About
half Christian and half Moslem.

wedding
Today the Christians are
having a wedding, and if
you'd like to we'll go watch it
for a couple of hours.

evening party
This evening we'll go to the
evening party if you'd like to.

What do they do at the
evening party?

dancing
dabke (a folk dance)
singing

drinking
good time
There's dancing and dabke and
singing and drinking and a
good time.

3. The headman

vineyard, orchard
And what do you think of
going with me today to the
vineyards and fig orchards?
she is undertaking it

And while we're on the way
we'll look at the new agricul-
tural projects that the govern-
ment is undertaking.

mukhtar (headman)
Then we'll introduce you, after
we come back, to the mukhtar
of the town.

guest
Really, he's a fine man, and
he likes to be introduced to the
guests of the town.

dearer, dearest

sûrub
bašt
fî raʾs, wdbke, wjiʾa,
wârb, wbašt.
And what he likes most of all is to talk to them about the town.

Wait till you go to his place.

He'll tell you the history of the town from the day it was founded up to today.

He'll also explain to you the internal politics of the town.

He'll explain to you about the products of the town, and its sources of income, and its expenditures, and whatever you want.

Whenever I bring guests here I always introduce them to him.

w'abbib maa 9alee, 'inno yibkiilhum 9an ilbalad.
stanna labruuh 9indo.
t'assas bit'assas bibkiilak taarix ilbalad, min yoom maa t'assasat, labadd lyoom.

It happens that I've spent most of my time away from here and I only come to the town on feast days to visit my family and relatives.

I have a lot of questions about life in the villages.

I want to write a book about what I've seen in the Near East when I get back to America.

And after it's printed I'll send you a copy.

And he explains to them all about the town.

Because I don't know very much about it.

It happens that outside feast day relative

question

compose, write
personal observation

And after it's printed I'll send you a copy.
I'd be very grateful.
Additional vocabulary

1. Feast Days and Holidays

Birthday 9idi miiłaad
Christmas 9idi miiłaad
Easter 9idi lfišib
Independence 9idi listiqlaal
New Year’s 9idi raas saane
Birthday of the Prophet 9idi lmawlid
Breaking of the fast of 9idi lfitir
Ramadan
Feast of the Sacrifice 9idi l’adba.

2. General Feast Day and Holiday Greetings

May you be safe and sound every year. kull sane w’inte saalim.
And may you be safe and sound (in reply). w’inte saalim.

3. Kinship terms

These are terms of reference and are listed from the point of view of Ego, i.e., my father, etc. The term without the ending -i is given in parentheses.

my father 'abuuy (‘ab)
my mother 'immi (‘imm)

my brother 'axuuy (‘ax)
my sister 'uxti (‘uxt)
my husband zooji (zooj)
my wife joozi (jooz)
my son zooji (zooj)
my daughter marti (mara)
my grandfather (either side) 'ibnī (‘ibin)
my grandmother (either side) binti (bint)
siddi (siid)
jiddi (jidd)
sitti (sitt)

jooz 'immi (jooz 'imm)
mart 'abuuy (mart 'ab)
9ammii (9ammi)
9ammti (9ammme)
xalii (xaal)
xaliti (xaalit)
'ibin 'axuuy (‘ibin ‘ax)
bint 'axuuy (bint ‘ax)
'ibin 'uxti (‘ibin ‘uxt)
bint 'uxt (bint ‘uxt)
'ibin 9ammi (‘ibin 9amme)
bint 9amm (bint 9ammi)
'ibin 9ammti (‘ibin 9amme)

260 (Unit 29)
Kinship terms

Terms like jiddi my grandfather and 'ibin 9ammi my father's brother that designate a relative are known as kinship terms. The Arabic kinship system is not very different from our own and employs terms similar to ours.

There are some uses of Arabic kinship terms that are different from Western usage. For instance, it is customary for parents to be called by the name of their first-born son: 'abu 'akram the father of Akram; 'imm 'akram the mother of Akram. This is a common term of address and reference and is used by persons both inside and outside the kinship group.

UNIT 30 • Going home.

PATTERN SENTENCES

.pack
Have you packed everything, Mr. West, or do you need some help?

rest
Thank you, everything's packed. I only want you to rest.

make (something) come down under
All right, then. I'll come help you take the suitcases downstairs.

see (someone) off
And then we'll go see you off at the harbor.

But don't forget us, Mr. West, while you're in America.

line

dabb bi3ubb
dabheet kullii yaa mistir west, Willa bidak m(o)saatade?

ma3buub
ra3ba
sukran. kullii ma3buub. maa biddi 'illa raa'bta.

nazzal binazzil
tabht
tayyib, 'izan. baaji 'asaatdak nazzil ssantast lataht.

wadda9 biwadda9
whaaddeen, binruub uwaaddat 9alminna.
bass laa tinsaana yaa mistir west, w'inte fi' 'ameerka.

'satir, pl. 'ashtur
Write us two or three lines when you arrive.

keep (someone) informed
And always keep us informed
about yourself.

It's inconceivable that I should
forget you, Ahmad, after all
the kindness you've shown me.

forgiveness, pardon
embrace
gratitude

Don't mention it, Mr. West.
You embarrass me. What have I
done for you that I should
deserve all this gratitude?

kindness, favor
I won't forget your kindness
all my life.

If you or any of your relatives
come to America, you must
come to visit me at my home.

My house is your house (an
expression extending
hospitality).

be safe
owner

klubulna sa'reen ilaate, lamnun
tuusal.

tamman bi'ammin
wadaaynm tanminma 9an
ba'dirtak.

mis ma'wul 'ansaskum, yaa
'ahmad, ba'9d kull lma'ruuf lii
9miltuu ma9i.

9afa
xaajal bixajjil
mamnuuniyye

l9afa, yaa mistir west. xajjaltna,
shu 9milnaalak, lahatta nisbi"n
kull halamnuuniyye?

faqil, pl. 'afqal
faqilkm, maa hansaa tuul
hayaati.

bihyaaat, 'iza 'ijii 'inte,
'aw bad min 'araaybak
9a'ameerka, laazim tiiju
zuwuruni fibeet.

lbeet beetkum.

silim bislam
saa'hib, pl. ('a)shabaab

May the house and its owners
be safe (in reply).

I hope to send my oldest boy
to America to be educated,
and he will come to visit you.

gift, present
Before I forget, Mr. West. I
have a small gift I want you
to take to your family.

Why bother, Ahmad?
duty
It's no bother. It's a duty.

I beg forgiveness of God
(a reply to a compliment)

overwhelm

kindness
Not at all. You've overwhelmed
me with your kindness.

make (someone) arrive
I think I have to go back now.

Good luck, and may God be
with you and bring you back
safely to your family.

May God keep you.

yislam lbeet wa'ashaabo.

nsa'lla rab'a'bdin 'libi likbiir
9a'ameerka, hatta yitfahllam.

whuwwi biij yzaarukum.

hadiyye, pl. hadasaya
abi maa 'ansa, yaa mistir west,
fiI maal hadiyye qiijire, biddi
taaxadha lajiile.

leeji haljiiha, yaa 'ahmad?
waajib
maa fii gaftabe. haada waajib.

'staqfuru llaa, staqfaralla

'janur bujmur
lu'tuf

'staqfuru llaa, janurtuuna
blu'tufkum.

wa'sal biwaasill
hafftir laazim 'arajah halla.

mwafla, nsa'alld. w'alld ykuun
ma9ak, wiwasyilaq 9ind 'ahliak
bisalaama.

'a'all ysaalma.
This Vocabulary is arranged alphabetically, according to the transcription used in the text. The ordinary letters and special symbols appear in the following order: 'a b d d e f g h h i j k l m m n o p q r r s s t t u v w x y z 9.

Verbs are entered in the third person masculine singular (the "he" form) of the suffix tense, followed by the third person masculine singular of the prefix tense. They are translated by the English infinitive without "to".

Nouns are entered in the singular, followed by the plural, if any. Plurals are not entered separately, except for the relatively few plurals that lack a singular. Singular nouns ending in -a or -e are feminine, unless otherwise marked; all other singular nouns are masculine.

Adjectives are entered in the masculine singular, followed by the feminine singular, and the plural, if any.

The abbreviations are the same as those used elsewhere in the book.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>'a'rab</td>
<td>nearer, nearest</td>
</tr>
<tr>
<td>'aab</td>
<td>August</td>
</tr>
<tr>
<td>'asbal bi'aabil</td>
<td>meet</td>
</tr>
<tr>
<td>'andaar</td>
<td>March</td>
</tr>
<tr>
<td>'andi 'ada(a) or quadaat</td>
<td>judge</td>
</tr>
<tr>
<td>'aal bi'aul</td>
<td>tell, say</td>
</tr>
<tr>
<td>'aam bi'iim</td>
<td>remove</td>
</tr>
</tbody>
</table>
get up
undertake
measure
punish
cutting
father
(not) at all
before, ago
before
grove, tomb
white
farther, farthest
direct
literature
as much as
as much as, as many as,
whatever
lighter
advance, present
how much, how long
nearer, nearest
spend (time)
sacrifice
be useful
written (a term of address)
tangerines
more expensive, most expensive
concern

more important, most important
family
welcome
welcome
coffee
coffee shop
derarer, dearest
nicer, nicest
red
better, best
come
newer, newest
carry out
eat
bigger, biggest; older, oldest
food
more, most
fray
pencil, pen
fountain pen
thousand
two thousand
three thousand
annex
small, slight
compose, write
God
may God keep you (m)
in reply to ma'a salaam
let us thank God
German
hope
order, command
America
American
shirt
command
yes, indeed (lit. your command)
matter, affair
be possible
1
news
bottle
favor
may God favor you (in reply to na9ilman)
revive
farther, farthest
four
four years
fourteen
fourteen years
forty
floor
ground, land
artichokes

'ariib 'ariibe 'raab
'ariib min
'ariib 'araayib
'arnabiit
'arye qura
'asaaas 'asasaasat
'aswad soo da suud
'asaa4 'asasaasat
'asarr bisiir
'asfar safra sufur
'asir 'sur
'as9 'u99
'askar bi'iisir
atiina
'at99 bi'ta9
'atta9 bi'a'9
'styab
'aw
'aw9a9 wusja
'awwal 'uula 'awa9'il
'awwal shi
'ax 'ixwe
'axi
'axuuy
'axad byaaxud
close, near
close to
relative
cauliflower
village
foundation
black
punishment
insist
yellow
palace
cut
point out
Athens
cut
cut to pieces
tastier, tastiest
or
middle, central
first
first of all
brother
my brother (an informal term of address)
my brother
take

(Vocab. 1) 271
<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>'ināaš</td>
<td>reviving</td>
</tr>
<tr>
<td>'iqīsad</td>
<td>economics</td>
</tr>
<tr>
<td>'iqīsa'di</td>
<td>economic</td>
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<td>'iqīsa'diyiin</td>
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<tr>
<td>'iri</td>
<td>read</td>
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<td>'irš</td>
<td>piastre</td>
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<td>'isim</td>
<td>name</td>
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<tr>
<td>'istiqlaal</td>
<td>independence</td>
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<tr>
<td>'ixbaari</td>
<td>news (adj.)</td>
</tr>
<tr>
<td>'ixbaariyiin</td>
<td></td>
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<tr>
<td>'ixwaan</td>
<td>brethren</td>
</tr>
<tr>
<td>'iza</td>
<td>if</td>
</tr>
<tr>
<td>'izaqża</td>
<td>broadcasting : radio station</td>
</tr>
<tr>
<td>'izan</td>
<td>then</td>
</tr>
<tr>
<td>'izin</td>
<td>leave, permission</td>
</tr>
<tr>
<td>'izzu</td>
<td>inconvenience</td>
</tr>
<tr>
<td>'maaš</td>
<td>cloth</td>
</tr>
<tr>
<td>'raay(e)</td>
<td>reading</td>
</tr>
<tr>
<td>'reedis</td>
<td>shrimp</td>
</tr>
<tr>
<td>'uddaam</td>
<td>in front of</td>
</tr>
<tr>
<td>'unsliyye</td>
<td>consulate</td>
</tr>
<tr>
<td>'unsul</td>
<td>consol</td>
</tr>
<tr>
<td>'urduni</td>
<td>Jordanian</td>
</tr>
<tr>
<td>'urduniyye</td>
<td></td>
</tr>
<tr>
<td>'urduniyyiin</td>
<td></td>
</tr>
<tr>
<td>usbūn</td>
<td>week</td>
</tr>
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<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
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</thead>
<tbody>
<tr>
<td>'ustaaz</td>
<td>teacher, maestro</td>
</tr>
<tr>
<td>'asatze</td>
<td>professional man</td>
</tr>
<tr>
<td>'uteel</td>
<td>hotel</td>
</tr>
<tr>
<td>'uteelast</td>
<td>cotton</td>
</tr>
<tr>
<td>'uṭun</td>
<td>room</td>
</tr>
<tr>
<td>'uwaḍ</td>
<td>sister</td>
</tr>
<tr>
<td>'uxt (f)</td>
<td>measurement</td>
</tr>
<tr>
<td>'uxwaat</td>
<td></td>
</tr>
<tr>
<td>'yaas</td>
<td></td>
</tr>
<tr>
<td>'yaaṣaat</td>
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**B**

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<td>bi-</td>
</tr>
<tr>
<td>bhalīblaad</td>
<td>bhaliblaad</td>
</tr>
<tr>
<td>bilsarabi</td>
<td></td>
</tr>
<tr>
<td>ba'ar</td>
<td>in</td>
</tr>
<tr>
<td>ba'ara</td>
<td>in this country</td>
</tr>
<tr>
<td>ba'araat</td>
<td>in Arabic</td>
</tr>
<tr>
<td>ba'duunis</td>
<td>cows</td>
</tr>
<tr>
<td>ba'laawe</td>
<td>parsley</td>
</tr>
<tr>
<td>baa'i</td>
<td>baklava</td>
</tr>
<tr>
<td>ba'a'ye</td>
<td>remaining</td>
</tr>
<tr>
<td>baa'yin</td>
<td>door</td>
</tr>
<tr>
<td>baab</td>
<td>boot</td>
</tr>
<tr>
<td>baaboor</td>
<td>attention</td>
</tr>
<tr>
<td>bawabiir</td>
<td>okra</td>
</tr>
<tr>
<td>baal</td>
<td>bless</td>
</tr>
<tr>
<td>baamye</td>
<td></td>
</tr>
<tr>
<td>haarak</td>
<td></td>
</tr>
<tr>
<td>bibaarik</td>
<td></td>
</tr>
</tbody>
</table>

274 (Vocab. 1)
'alla ybaarik fiik

baata'ib bibasitiib
baaxira bawaaxir
baay9i baa9a baay9iilin
baa9 bibi9
bada bibda
badel badlaat
baqadaad (f)
ba'iri bahriiyye bahriyyiiin
bakkiiir
bala
balaas
balad (f) blaad
baladii balsadiyye
balajiyye baladiyyaat
bala9 biba9
bana bibi
bandoonaa
bank bnuuk
banna (m) bannayiin
bard
barhan bibarhin
bariid
bariid jaywii

may God bless you
(in reply to mabruuk)
wrestle
steamship
sell
begin
suit
Baghdad
naval
early
without
no need
town
municipal
municipality
swallow
build
tomatoes
bank
mason
coldness
prove
mail
airmail

barlamaan barlamaanaat
barnaamaj baraamij
baar
baas
baqal
basili ba'isi ba'isitiin
baqi
bat bibitt
batista
baab bibtaab
baatin btauun
baat
batla ba'tlaat
batitaal bathaale bataaliilin
batliix
batliixa batliixaat
baixeela
baatib bibatib
baad
baadleen
baad / baad
baad djuhuur
baad maa (+ verb)
beed
beeda beedaat

parliament
program
outside
but
onions
simple
good time
decide
potatoes
throw down
belly
ducks
a duck
bad
watermelons
a watermelon
peas
send
up to now
later on
after
afternoon
after
eggs
an egg

276 (Vocab. I)

(Vocab. I) 277
been
beerruut (f)
beet byuut
beet mayy
beetinjaan
beetinjaane beetinja(a)naat
beet la'him (f)
bi'i bib'a
bid-/bidd-
bidkum
bidna
biddak
bihyaatak
biira
binni binniyye binniyyiin
bint (f) banaat
bint 'arab
blaad (f)
blaad lingliiz
bluuze bluuzaat
boosta boostaat

between
Beirut
house
toilet
eggplants
an eggplant
Bethlehem
stay, remain
want
you (pl) want
we want
you (m) want
please (lit. by your life)
beer
brown
daughter, girl
Arab (f)
country; countries
England
blouse
post office
d'i'i'a da'aayi'
da'in d'uuun
daar'ira dawaa'a’ir
daan dineen
daar bidii
diir baalak
daar biduur
daarrij darrjye darrjiin
daasa bidaawi
daaxii daaxliyye daaxliyyyiin
daayman
daayme
dabbar bidabbir
dabbuus dababiis
jabke dabkaat
daflar dafaatir
dall bidill
danab dinaab

minute
heard
department
ear
turn
take care
go around, turn around
current	
treat medically
internal, domestic
always
always (expression said after drinking coffee and returning the cup)
arrange
pin
dabke (a folk dance)
notebook
direct
tail

278 (Vocab. 1) (Vocab. 1) 279
<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>daras</td>
<td>budrus</td>
</tr>
<tr>
<td>dawa (m)</td>
<td>'adwiye</td>
</tr>
<tr>
<td>dawle</td>
<td>duwal</td>
</tr>
<tr>
<td>dawwar</td>
<td>bidawwir</td>
</tr>
<tr>
<td>daxii</td>
<td></td>
</tr>
<tr>
<td>diik</td>
<td>dyuuk</td>
</tr>
<tr>
<td>diik</td>
<td>habas</td>
</tr>
<tr>
<td>diiniaar</td>
<td>dananiiir</td>
</tr>
<tr>
<td>diini</td>
<td>diiniyye diiniyyiin</td>
</tr>
<tr>
<td>dinya</td>
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</tr>
<tr>
<td>djawwaz</td>
<td>bidjawwaz</td>
</tr>
<tr>
<td>draa9</td>
<td>'adrub9 / tudrub9</td>
</tr>
<tr>
<td>tlat</td>
<td>tudrub9</td>
</tr>
<tr>
<td>du'gri</td>
<td></td>
</tr>
<tr>
<td>duktoor</td>
<td>dakaatra</td>
</tr>
<tr>
<td>durraa'</td>
<td></td>
</tr>
<tr>
<td>dabb</td>
<td>bidubb</td>
</tr>
<tr>
<td>dall</td>
<td>bidall</td>
</tr>
<tr>
<td>darab</td>
<td>bu'drub</td>
</tr>
<tr>
<td>darah</td>
<td>'ibre</td>
</tr>
<tr>
<td>study</td>
<td></td>
</tr>
<tr>
<td>medicine</td>
<td>state, nation</td>
</tr>
<tr>
<td>have (someone) go around</td>
<td>sources of income</td>
</tr>
<tr>
<td>rooster</td>
<td></td>
</tr>
<tr>
<td>turkey</td>
<td>dinar</td>
</tr>
<tr>
<td>religious</td>
<td>world</td>
</tr>
<tr>
<td>be married</td>
<td></td>
</tr>
<tr>
<td>dra' (an arm's length)</td>
<td>three dra's</td>
</tr>
<tr>
<td>straight ahead</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>peaches</td>
<td></td>
</tr>
<tr>
<td>dabb</td>
<td>bidubb</td>
</tr>
<tr>
<td>dall</td>
<td>bidall</td>
</tr>
<tr>
<td>darab</td>
<td>bu'drub</td>
</tr>
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<td>darah</td>
<td>'ibre</td>
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<tr>
<td>study</td>
<td></td>
</tr>
<tr>
<td>medicine</td>
<td>state, nation</td>
</tr>
<tr>
<td>have (someone) go around</td>
<td>sources of income</td>
</tr>
<tr>
<td>rooster</td>
<td></td>
</tr>
<tr>
<td>turkey</td>
<td></td>
</tr>
<tr>
<td>religious</td>
<td></td>
</tr>
<tr>
<td>be married</td>
<td></td>
</tr>
<tr>
<td>dra' (an arm's length)</td>
<td>three dra's</td>
</tr>
<tr>
<td>straight ahead</td>
<td></td>
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<tr>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>peaches</td>
<td></td>
</tr>
<tr>
<td>F</td>
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</tr>
<tr>
<td>fa'ir</td>
<td>fa'ire fu'ara</td>
</tr>
<tr>
<td>faa</td>
<td>hifii'</td>
</tr>
<tr>
<td>faadi</td>
<td></td>
</tr>
<tr>
<td>faad</td>
<td>bitiid</td>
</tr>
<tr>
<td>faadi faadye faadyiin</td>
<td>fast bifunt</td>
</tr>
<tr>
<td>fast</td>
<td>bifunt</td>
</tr>
<tr>
<td>faathi faathi faathiin</td>
<td>fast bifunt</td>
</tr>
<tr>
<td>fast bifunt</td>
<td></td>
</tr>
<tr>
<td>faddal</td>
<td>bifaddil</td>
</tr>
<tr>
<td>fa'dil</td>
<td>'af'daal</td>
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<tr>
<td>faham</td>
<td>bifahhim</td>
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<tr>
<td>fallaa'</td>
<td>fallashiiin</td>
</tr>
<tr>
<td>falsafe</td>
<td>falsafast</td>
</tr>
<tr>
<td>lux</td>
<td>necesstiy</td>
</tr>
<tr>
<td>necessity</td>
<td>necessary</td>
</tr>
<tr>
<td>Dhahran</td>
<td>guest</td>
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<tr>
<td>laugh</td>
<td></td>
</tr>
<tr>
<td>noon</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
<tr>
<td>pack</td>
<td></td>
</tr>
<tr>
<td>stay</td>
<td></td>
</tr>
<tr>
<td>strike</td>
<td></td>
</tr>
<tr>
<td>give an injection</td>
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(Vocab. 1) 281
fara' bifri
farja bifarji
farše faršat
faṣṣal bifaṣṣil
faṣuulya
fatāb bifatāb
fawaakhīh
fayya' bifayyī'ī
feen
feen maa (+verb)
fiḍī bifḍā
fiḥim bifḥam
fiī
fiī/fiī-/fiī-
fiẓil
fiкра bifkar
fiḍī
fiṣjaan fanaṣjaīn
fiṣīb
fiṣir
foo'
fransa
fransaawi fransaawiyiye
fransaawiyiyn
freez
make a difference
show
bed
cut out a garment
dried beans
open
fruit
wate
where
wherever
be free, be vacant
understand
there is, there are
in
radishes
idea
pepper
cup
Easter
breaking fast
above
France
French
strawberries
flūkar bifǐlkar
flūur
furṣa furāṣ
fuṣha
fuṣaṭan faṣaṭilīn
fuul
fuṭa fawaṭ
think
breakfast
vacation, opportunity
pure
dress
Spanish beans
napkin
G
gravaat (f) gravattaat
gumruk gamaarik
necktie
customs
G
gaab bigiib
gaalī gaalye gaalyiin
gaaye gaayaat
gaazal bigaaziil
gaḍa (m)
be absent
expensive
object, intention
flirt
midday meal
(Vocab. 1) 283
galab biğlib
galabe galabaat
galat (invariable adj.)
gallab biğallib
ğamar buğmur
ğani șanîyye 'ağniya
ğarad 'ağraad
ğasîl
ğassal biğassil
ğazal biğzîl
ğeebe ğeebaat
ğeeme ğeemaat or ğyuum
ğeer
ğili biğla
ğina (m)
ğurfe șuraf

overcome
trouble, bother
wrong
bother
overwhelm
rich
purpose
laundry, wash
wash
spin
absence
cloud
other than, different
be expensive
singing
room

hadam bihdim
hadd bihidd
hadiyye hadaaya
hadool
hadam bihdim
hall
haloo
handase handasaat
hani'an

hanna bihanni
'alâa yhaniik
hawiyye hawiyyaat
hayy
hazz bihizz
hazz
heek
biyye
hoon
htamm bihtamm
humme
hunsaak
huwwe
destroy
demolish
gift, present
these
digest
now
hello (on telephone)
engineering
may it do you good (said to someone who has just drunk some water)
give joy
may God give you joy (in reply to hani'an)
identity card
here is, here are
move, shake
a moving, a shaking
thus, so
she
here
be concerned
they
there
he

284 (Vocab. 1)

285 (Vocab. 1)
<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>habbe</td>
<td>price</td>
</tr>
<tr>
<td>habib</td>
<td>right</td>
</tr>
<tr>
<td>habbilbe</td>
<td>truth</td>
</tr>
<tr>
<td>habaayib</td>
<td>ready, present</td>
</tr>
<tr>
<td>had(a)</td>
<td>maintain</td>
</tr>
<tr>
<td>had(d)</td>
<td>stimulus</td>
</tr>
<tr>
<td>hadiid</td>
<td>keeper</td>
</tr>
<tr>
<td>haddar</td>
<td>talk to</td>
</tr>
<tr>
<td>hadra</td>
<td>it happens that</td>
</tr>
<tr>
<td>hadraat</td>
<td>condition</td>
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<td>hadirtak</td>
<td>self</td>
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<td>haalaat</td>
<td>situation</td>
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<td>sour</td>
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<tr>
<td>baale</td>
<td>putting</td>
</tr>
<tr>
<td>baamel</td>
<td>like, love</td>
</tr>
<tr>
<td>baanab</td>
<td>grain, seed, berry</td>
</tr>
<tr>
<td>babbe</td>
<td>a tomato</td>
</tr>
<tr>
<td>babbe</td>
<td>an olive</td>
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<tr>
<td>babbit</td>
<td>a grape</td>
</tr>
<tr>
<td>babbe</td>
<td>pill</td>
</tr>
<tr>
<td>babbe</td>
<td>loved one</td>
</tr>
<tr>
<td>babbe</td>
<td>anyone</td>
</tr>
<tr>
<td>babbe</td>
<td>boundary</td>
</tr>
<tr>
<td>babbe</td>
<td>iron</td>
</tr>
<tr>
<td>babbe</td>
<td>prepare</td>
</tr>
<tr>
<td>babbe</td>
<td>presence</td>
</tr>
<tr>
<td>babbe</td>
<td>your presence (a term of address)</td>
</tr>
<tr>
<td>babbe</td>
<td>keep</td>
</tr>
<tr>
<td>babbe</td>
<td>may God keep you</td>
</tr>
<tr>
<td>babbe</td>
<td>party</td>
</tr>
<tr>
<td>babbe</td>
<td>speak</td>
</tr>
<tr>
<td>babbe</td>
<td>shave</td>
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<td>babbe</td>
<td>Aleppo</td>
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<tr>
<td>babbe</td>
<td>milk</td>
</tr>
<tr>
<td>babbe</td>
<td>barber</td>
</tr>
<tr>
<td>babbe</td>
<td>bath, bathroom</td>
</tr>
<tr>
<td>babbe</td>
<td>fever</td>
</tr>
<tr>
<td>babbe</td>
<td>movement</td>
</tr>
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<td>babbe</td>
<td>sanctuary</td>
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<tr>
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<td>silk</td>
</tr>
<tr>
<td>babbe</td>
<td>forbid</td>
</tr>
<tr>
<td>babbe</td>
<td>edit</td>
</tr>
<tr>
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<td>stuff</td>
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</tbody>
</table>

286 (Unit 29)
batta
baṭṭi bībuṭi
hawaali
ḥawwal bīḥawwil
bayaa(h) (f)
bassy bayye 'abyaa'
bazz bīhizz
bazz bīruuz
bdašš/ bdaššar
bdaššar sāne
beet biiṭan
bibir
bīlu bīlwe bīliwiin
bīmsar bīmīir
bmarr bīmarr
bīsaab
btaaj bihtaaj
bubb
ḥukuume hukuumaat
humnuṣ
ḥuquq
hurr burra 'abrāar
ḥzeeraan

jaab bijiib
jaadal bijaadil
jaaj
jaajje jaajaat
jaamal bijamīil
jaami9 jawaami9
jaam(i)9a jaam(i)9hat
jaari jaarye jaaryiin
jaar jiiraan
jaawab bijaawib
jaay jaa ye jaayiin
jadadd bijjaddid
jakeet jake(e)taat
jamal jmaal
jams9 bijmas9
jamb
jamboon
jamma9 bijjamī9
janb
janb jawaanib

bring
dispute
chickens
a chicken
be courteous to
mosque
university
flowing
neighbor
answer
coming, having come
renew
jacket
camel
add
next to
ham
collect
next to
side
jariide  jaraayid
jarrab  bijjarrib
jawaab  jawasabaat  or  'ajwibe
jawwi  jawwiyye  jawwiyyiin
jazar
jdiid  jdiide  jdaad
jeeb  jyaab
jeeš  jyušš
jibne
jidd  jduud
jiddan
jins  jnaas
jinsiyye  jinsiyyaat
jooz  jwaaz
    jooz 'imm
jtama9  bijtmii9
juma9  juma9

newspaper
try
answer
air  (adj.)
carrots
new
pocket
army
cheese
grandfather
very
kind,  sort
nationality
husband
stepfather
meet
week

kaanuuun  (is)awwal
kaanuuun  (is)aaani
kaas  kaasaat
kaatab  bikaatib
kaatib  kaatbe  kaatbiin
kaatib  kuttaab
kabbar  bikabbir
kafla  bikafi
kuhraba
kakaaw  (f)
kalaam
kalsaat  (pl)
kalkoon  kalsoonaaat
kom
kamaan
kannas  bikannis
karaz
kariim  kariime  kurama
karm  kraum
katab  buktub
kawa  bikwi
kawi
kawwa  (m)  kawwayiin
kazzaab  kazzaabiin
kbiir  kbiire  kbaar
December
January
glass
correspond
writing
writer,  clerk
enlarge
be  enough
electricity
hot  chocolate
talk
socks
undershorts
how  many  ;  some,  a  few
also,  too
sweep
cherries
generous
vineyard,  orchard
write
iron
ironing,  pressing
presser
liar
big  ;  old

K

kaaf

the  Arabic  letter  kaf
combat
be

290  (Vocab.  I)
292 (Vocab. 1)

L

lāḥād
l’arba9a
l’udx (f)
l’urdun
la’
laa
lāa’ bilaā’ī
laakin
laazim laazme laazmiin
lahje lahjaat
lahalta
lahim
lahim ba’ar
lahim xanzir
lahim xaruuf
lahim 9ijīl
lahme
lamma(n)
lamma9 bilammi9
laṭīif laṭiife laṭiifiin or luta9a
Sunday
Wednesday
Jerusalem
Jordan
no
no, not
find, meet
but
necessary
dialect
so that
meat
beef
pork
lamb
veal
meat
when
polish
pleasant

wish
liver
box of matches
how
how are you?
however
kilo
word
bottom price
pertaining to writing
linen
church
cola
books
writing
much, a lot ; too much
major
all, every
whenever
college
pair of shoes
chair
thimble
squash
good, fine

cull maa (4-verb)
culliyie kulliyyaat
cundara kanaadir
cursi karaasi
kusibaan kastaatbiin
kuusa (m)
kwayyiis kwayyse kwayysiin

(Vocab. 1) 293
law
lel
leelee layaali
leele sa3liide
leelee
leemuun (haamid)
lees
lhamdilla
lianno
libis bilbas
lift
lihye liha or lihyat
liira liiraaet
listema liistaat
lissaa
lzim bilzam
ljam9a
lla
lili
loon 'aiwaan
lqaahiraa
lqur'aan
lubnaan
lubnaani lubnaaniyye
lubnaaniyyiin

294 (Vocab. 1)

if ( contrary to fact )
nighttime
night
good night
tonight
lemons
why ; because
praise be to God
because
put on
turnips
beard
pound ( currency )
menu
up to now
be necessary
Friday
except, minus
that, which, who ; the one
color
Cairo
the Koran
Lebanon
Lebanese

luqa luqaat
llugaa ddaarje
llugaa luuba
llugaa 3haammiyye
lutuf 'altaaf
luubya
lxmlaas
l9iraasq

language
the colloquial language
the pure language ( i. e. Classical Arabic )
the colloquial language
kindness
beans
Thursday
Iraq

M

m'addam m'addsane
m'addamiin
m'ass m'as3aat
ma'bara ma'aabir
ma'kuulaat (pl)
ma'li ma'liyye ma'liyyiin
ma'snuus ma'snuusa ma'snuusiin
maa
maa
maa

(see Grammar of Unit 22)
that which

presented
scissors
cemetery
things to eat
fried
cut
not

(Vocab. 1) 295
maa
maa 'ahlasha
maa 'akbaro
maa'di maadye
maali maaliyye
maasi maasye maasiiin
maasi ilhaal
maaza
mabruuk mabruuke
mabruukiin
mabsuuṭ mabsuuṭa
mabsuuṭiin
mabyuuṭ mabyuuṭa
mabyuuṭiin
madrasi madaarīs
madbuub maddbuube
madbuubiiin
mafra' mafaaari'
maftuuba maftuuba
maftuubiin
maftuuṭ maftuuṭa
maftuuṭiin
mahil
mahalli mahallaast

how!
how nice she is!
how big it is!
past; last
financial
walking
so-so
hors d'oeuvres (with drinks)
blessed
well
sold
school
packed
cross roads
opened
wrong
slowness
place

mahalli mahaliyye
mahaliyyiin
mahbuub mahbuube
mahbuubiin
mahkmee mahkaakim
mahramee mahramiin
mahṣi mhςiyye mhςiyyiin
mahṣi maahaaśi
mahstuut mahstuuta
mahstuutiiin
majalle majallaaat
majmuuṭ majmuuṭaat
makaan 'amkine
maktab makiitlib
maktabe maktabaat
maktuub makitaabilit
makwi maksiyye maksiyyiin
malfuuf
malfuufaat
malyyaaan malyyaaane malyyaaaniin
malyyoon malyyiin
manmuun manmuunu
manmuuniiin
manmuunak
manmuuniiyye

local
loved
court
handkerchief
stuffed
stuffed vegetable
placed
magazine
total
place
office
bookstore, library
teter
ironed
cabbage
a cabbage
full
million
thankful, grateful
thank you
gratitude
mamsa (m) mamasi
mansuub mansuube
mansuuubiin
mansuub mansuube
mansuuubiin
mantuujat (pl)
maqaale maqaalaat
mara niswaan
mart 'ab
mara‘ bumru‘
marad 'amraad
marduud marduude
marduudiin
marduud marduuda
marduudiin
marhaba
marhabteen
mariid marid marad
marja9 maraaj9
marra marraat
maa‘ale maa‘il
maa‘ul maasuule mas‘uullin
masa
masa laxer
corridor
attributed to
suspended
products
article
wife, woman
stepmother
pass
disease
rejected
bruised
hello
hello (in reply)
sick
authority, reference
time
problem
responsible
evening
masa
masa nnuur
masa‘i masaa‘iyye
masab bimsab
masihi masihiyye
masihiyyiin or masihiyye
maskii maskiiine masakiiin
masluu‘ masluu‘a masluu‘iin
masmuu9 masmuu9a
masmuu9iin
masruur masruura
masruuriin
masaari
masir (I)
maslaa ba masaliih
masa bima si
ma‘aal ma‘aalgil
masguul masguule
masguuliin
masluur masluura
masluuriin
masruub masruubaa
masruu9 maa‘ariir9
ma‘aalt bimaasii\t
maa‘la (m) maa‘ali
maa‘wi ma‘awiyye ma‘awiyyiin
good evening
evening (in reply)
good evening (adj.)
wipe off
Christian
poor, unfortunate
boiled
heard
delighted
money
Egypt
interest
work
workshop
busy
famous
alcoholic beverage
project
camb
winter resort
broiled
for example
museum
airport
kitchen
restaurant
stopping place
present

birth
season
appointment
mixed

shrine
correct

with
good-by
you have
reasonable

wages, salary
it doesn't matter
spoon
of course, certainly
information
factory, plant
knowing


favor
blessed

yesterday
engineer
lawyer
accountant
prepared

roasted
editor
accounting
accounting
station
thinking
married

birth
who, whom, whose
harbor, port
scale
thermometer
salt

from : than
faith

min saan
min saan saatrak
minhum
minnak
mnibalad
huwwe 'akbar minni
minhaaj manaabih
misik himsik
mislim mislih miislih
mistaqjil mistaqqijle
mistaaqjil
mistaaqjil
mis
mi baijul
mi heek ?
misnaa
mistaaqjil
mistaaqjil
mit'aqf mit'aqjil
mit'aqf mit'aqjil
mitil
mitil maa (+ verb)
law
lawyer
accounting
accountant
dispute
annexed
possible
helping
hospital
personal observation
translator
united
music
sincere
mukhtar (headman)

mwafla: mwafla'a mwafla'iin
mwaflaf mwaflafiin
m9abb (m) m9abbay (f)
m9abbayiin
m9alim m9alimiin

prosperous, successful
official
filled out
teacher

M

mayy (f)
mayyitna

water
our water

N

n'aal bin'aal
be said
choose
decrease
deputy
vice consul
Naples
call
compete

(Vocab. 1) 305
side, aspect
sleep
people
be convenient, be suitable
dry
deputy
vice consul
staying
clean
breath
self; soul; same
the same time
succeed
make succeed
star
relative
lot
bulletin
pluck
make (something) come down
yes
may it be to your pleasure
(expression said to someone
who has just had a haircut,
a shave, or a bath)
mint
have a good time, be happy
wine
clean
explode
be opened
daylight
be liked
be said
we
April
forget
women, wives
parliamentary
pears
sort
if God wills
elect
be printed
be folded
deficiency
joke, witty remark
number
copy
half, middle

вааба
ваам бинам
вааз (пл)
ваазаб бинаазих
ваазиф вазаафнун
ваазиб вуазааб
ваазиб 'унсал
вазиб ваззле ваззлии
вааздаф винаатдиф
вааза
вааз
вааз Iwa'l
ваазаб биназаб
ваазаб винаазиб
ваазиб ваазиб
ваазра вазраат
ваазаб винаазаб
ваазам
ваазилим
ваазан
ваазан9

306 (Vocab. 1)
nuur 'anwaar
biiszal
9add bin9add
light
be visited
be counted, be countable
ra'is rus'ata's
ra'is baladiyye
ra'is waazaara
ra's
raabi9 raabi9a
raad biriid
raafa ' biraafi'
raafa9 biraafi9
rahib rubbaan
raâh biruu9
raâha
raajj9 raajj9a raajj9iin
raakib raakbe raakbiin
raas ruux
raas basal
raas fijil
raayi9 raayha raayhiin
rabba birabbi
rahib9
radd birudder
raab/-/raayi9
ramaadi ramaadiyye
ramaadiyyiiin
rasmi rasmiiyye rasmiiyyiiin
raâhi9
heal man
mayor
prime minister
dancing
fourth
want
accompany
defend
monk
go
rest
returning
riding
head
an onion
a radish
going
educate
spring
return, send back, answer
going to, will, shall
grey
formal, official
a cold

P
proova proovaat
fitting
Q
qadiyye qadaaya
qaanuun qawaaniin
qird qurru9
qisim 'aqsaaam
qtarâb biqti9i9
cause, question
law
loan
part, division, section
propropose
R
ra'a 'ira/i
ra'i 'aaraa'
raajj9
promote
opinion
308 (Vocab. 1)
sa'ål bis'al
saadā (invariable adj.)
saabī' saabī'a
saadis saadse
saafar bisaafir
saaha saahaast
saabib saaḥbe saabhiin
saakin saakne saakniin
saamī' saamī'ha saamī'hiin

S

saa'iri saa'iree
saadaa saa'dast
saadaa muabbihi
saadaati pl. saaddatiyye
saadd ad bissaa6id
saa'anix
saabī' ta68a /saaabī' ta68ar
saabī' ta68ar sane
sabbi bissibbi
sabbi' /sabbi' /sabbi'
sabbi tu6shur
sabbi sniin
sabbiin
sadda' bisaddi'
saa'ara saa'araast
saa'ar
saafir sufare(a')
saafa saa'raast
saara sahrahast
sakkan baskum
sakkan bisakkin
sakkar bisakkir
saalain
's'asalaammu 9alaykum
saalame

contagious
hour, watch
alarm clock
watchmaker
help
spinach
seventeen
seventeen years
curse
seven
seven months
seven years
seventy
believe
embassy
travel
ambassador
trip
evening party
dwell
house
close
peace
the peace upon you
safety

310 (Vocab. 1)

(Vocab. 1) 311
salam bislim
'salla yaslimak
'sallimli 'alee(h)
sale-sallaat
sama
sama bismah
'bitsimahli bisignara?
samak
samake samakaat
sanduu' sanadii'
sanawi sanawiiye
sane sniiin
sawa
sayyaara sayyaaraat
asyyid
saaal baashul
sa9ilide su9ada
sa9ilide mbaarak
abanyooli abanyooliyye
abanyool
seef syaaf
sifir ـfaar
siid syaad
siignara siignaarat or sagaayir

your safety (an expression said to a person who is sick)
keep safe: greet
may God keep you (in reply to ma9 sssalaame)
say hello to him for me
basket
sky
permit
may I take a cigarette?
fish
box
annual
year
together
car
Mr.
cough
happy
good night (in reply)
Spanish
sword
zero
grandfather; master
cigarette

sikke sikak
sikkit ـaadiid
sikkiin sakakiin
silim bislam
simii9 bisma9
sinama sinamaat
sinn snaan
sinn tuum
sitt (f) sittaat
sitt/sitt
sitt sniin
sittiiin
sitt ta9i/sitt ta9sar
sitt ta9sar sane
siyaasha
siyaase
siyaasti siyansiiyye
si9ir 'as9aar
ssaab
ssu9undiiyye
sta9gar bista9gar
'asta9garu ila or sta9garalii
sta9ba' bistra9
sta9bla bista9li

rail
railway
knife
be safe
hear
movie, movie house
tooth
a clove of garlic
grandmother
six
six years
sixty
sixteen
sixteen years
tourism
politics
political
price
Saturday
Saudi Arabia
seek forgiveness
I beg forgiveness of God (a reply to a compliment)
deserve
find nice

312 (Vocab. 1)
wait
be independent
rest
consult
get ready
hurry
use
studio
question
sugar
pleasure
market
Syria
coughing
become black
fever

S

soap
friend; owner
maid
become; take place

shaab
shaab ixeer
shaab ixeenas
shaab nnuur
shaabi shaabhiyye
saa'dar bi.saad dir
sabb bi.ubb
sabi su.byaan
sadar bu.shdir
sad dar bi.saad dir
shaaf
daar daa'fiyye
sa bi bishib
sah hteen
shihife shuuf
shamin shu'un
sala'a sala'aat
sallab biqallih
sath stuuh
satir 'astur/tustur or stuur
lla't tus tur
seef
seefi seefiyee
seefiyee seefiyeyeant
sibha

morning
good morning
good morning (in reply)
good morning (in reply)
morning (adj.)
confiscate
pour
boy, child
come out
export
journalism
journalistic
be available
two healths(in reply to danyme)
newspaper
plate
salad
repair
roof
line
two lines
three lines
summer
summer (adj.)
summertime
health

shaabun
shaabib ('a)shaab
saan'za saan'zant
saar bi.shiir

314 (Vocab. 1)
S

healthy
industry
industrial
voice
the morning
minor (f)
journalist
sultan
wool
difficulty

S

ša'fe šu'af
šanf bišuuf
šāami šaanmiyye šwannah
šaan
šarıf šawārīf
šāyy
šaayif šaayfe šaayfīn
šabab
šabab 'ażzaab

316 (Vocab. 1)

piece
look, see
Damascene
matter, concern
street
tea
looking, seeing
resemblance
phantom

šahir 'āshur/tushur
tlat tushur
šajar
šakar buskur
šamanDar
šanta šantaat
šaraf
šarah bišrah
šarij9a
šarq
šsarq l'awsat
šsarq l'adna
šsarq l'aqsa
šarraf bišarrif
šarraf šaraařif
šatawi šatawiyye
šatawiyye šatawiyyaat
šataf busīf
šaxar buškur
šas šašas
šaxši šaxšiyye
šaxšiyyan
šaxšiyye šaxšiyyaat
šāb
šašir

month
three months
trees
thank
beets
suit case, brief case
honor
explain
religious law of Islam
east
the Middle East
the Near East
the Far East
honor
sheet
winter (adj.)
wintertime
wash down
snore
person
personal
personally
personality
people
hair

(Vocab.) 317
a hair
February
sheikh
certificate, testimony, diploma
thing, something
drink
company
airline
winter
left (side)
heat
fork
soup
Damascus
long for
work
bag
window
work, business
thank you
drinking
what
what's wrong with him?
whatever
a little bit
swayyit sukkar
swayy, swayy
a little bit of sugar
slowly

T

be punished
be established, be founded
be late
heavily
approximately
repent
merchant
third
eighth
second, other
history, date
ninth
editing
improving
under
under (adj.)
talabuk

talabu waude

talabbuk melk

talfan bitalin

talj

tall tlaal
	tamaanye /taman / tamm
	taman tushur
	tamm sniin

tamanin
	taman ta98 /taman ta9sar
	taman ta9sar sene

tamm bitamm
	tammuuz

tandiif

tanuurra tananii
	tanziim

tarak bitrik or butruk
	tarbiye

tarjane tarjamaat

tasjil tasjiilat

tasliib

tasliib
	ta7be’ ta7be’eaat
	tawsii9

taxaasus

320 (Vocab. 1)
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsiiri (j)awwal</td>
<td>October</td>
</tr>
<tr>
<td>tsiiri (j)laani</td>
<td>November</td>
</tr>
<tr>
<td>tizkaar tizkaaraat</td>
<td>memorial, monument</td>
</tr>
<tr>
<td>tib bitib</td>
<td>become tired</td>
</tr>
<tr>
<td>tla'a bitla'a</td>
<td>meet together</td>
</tr>
<tr>
<td>tlaate /tlaat /tlat</td>
<td>three</td>
</tr>
<tr>
<td>tinat wlaad</td>
<td>three children</td>
</tr>
<tr>
<td>tlat tiiyaam</td>
<td>three days</td>
</tr>
<tr>
<td>tlaatiin</td>
<td>thirty</td>
</tr>
<tr>
<td>tlan9ab bitlana9ab</td>
<td>be deceitful</td>
</tr>
<tr>
<td>tlat ta9i /tlat ta9i9ar</td>
<td>thirteen</td>
</tr>
<tr>
<td>tlat ta9i9ar sane</td>
<td>thirteen years</td>
</tr>
<tr>
<td>tnaawab bitnaawab</td>
<td>take turns at</td>
</tr>
<tr>
<td>tuen f. tinteen</td>
<td>two</td>
</tr>
<tr>
<td>tra'a bitra'a</td>
<td>be promoted</td>
</tr>
<tr>
<td>treen treenaat</td>
<td>train</td>
</tr>
<tr>
<td>tsaa9ad bitsaa9ad</td>
<td>be helped</td>
</tr>
<tr>
<td>tsarraf bittsarraf</td>
<td>be honored</td>
</tr>
<tr>
<td>tsarrafaa</td>
<td>how do you do ?</td>
</tr>
<tr>
<td>tlafa' bitla'</td>
<td>agree</td>
</tr>
<tr>
<td>tlhab bitlahd</td>
<td>be united</td>
</tr>
<tr>
<td>ttaalaata</td>
<td>Tuesday</td>
</tr>
<tr>
<td>ttineen</td>
<td>Monday</td>
</tr>
<tr>
<td>tuFnaban</td>
<td>apples</td>
</tr>
<tr>
<td>tuFsaba tuFsabaat</td>
<td>an apple</td>
</tr>
<tr>
<td>tult tlaat</td>
<td>third</td>
</tr>
<tr>
<td>turkiyya</td>
<td>Turkey</td>
</tr>
<tr>
<td>tuum</td>
<td>garlic</td>
</tr>
<tr>
<td>tuut</td>
<td>mulberries</td>
</tr>
<tr>
<td>txarraj bitxarraj</td>
<td>be graduated</td>
</tr>
<tr>
<td>txasasa bitxasasa</td>
<td>specialize</td>
</tr>
<tr>
<td>txajab bitxajab</td>
<td>be astonished</td>
</tr>
<tr>
<td>txailam bitxailam</td>
<td>learn, be taught</td>
</tr>
<tr>
<td>txarraf bitxarraf</td>
<td>be introduced</td>
</tr>
<tr>
<td>txassaa bitxassaa</td>
<td>dine</td>
</tr>
<tr>
<td>txazzab bitxazzab</td>
<td>suffer</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**T**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ta'a</td>
<td>weather, climate</td>
</tr>
<tr>
<td>taibi bitiib</td>
<td>recover</td>
</tr>
<tr>
<td>taabi' tawaabi'</td>
<td>floor, story</td>
</tr>
<tr>
<td>taabi9 tawaabi9</td>
<td>stamp</td>
</tr>
<tr>
<td>taafi9 taafi9a tafi9iin</td>
<td>coming out</td>
</tr>
<tr>
<td>taawle taawlaat</td>
<td>table</td>
</tr>
<tr>
<td>taaza (invariable adj.)</td>
<td>fresh</td>
</tr>
<tr>
<td>tabba' bitabbi'</td>
<td>apply, put into practice</td>
</tr>
<tr>
<td>tala'a'</td>
<td>divorce</td>
</tr>
<tr>
<td>tala'a' bittalaate</td>
<td>triple divorce</td>
</tr>
</tbody>
</table>

(Vocab. I) 323
324 (Vocab. 1)

325 (Vocab. 1)
 fail
 communicate with
 maid
 be afraid
 uncle (mother’s brother)
 aunt (mother’s sister)
 fifth
 betray
 map
 wish, pleasure
 good-bye (to a man, said by
 person leaving)
 news, message
 inform
 cheek
 shake
 lighten
 light (of weight)
 embarrass, put to shame
 create
 overthrow

 wala
 wala'at walaad
 walla biwallii
 walla or walaahi
 war'a war'aant or wraa'
 wara'
 wara' binab
 wara
 wasil biwasil
 wata'as wata'san
 wata'asi wata'aniyye
 wazaara
 wazil wuzara
 wazif wazaayif
 waqad byaabid
 ween
 ween maa (+verb)
 wilaade wilaadast
 wilaaye wilaayast
 wilaayat limutathide
 willa
 wisi byusu'al
 wizaara wizaaraal
 wuuata

 at all (with negative)
 boy; child
 appoint
 by God
 sheet of paper
 leaves, paper
 wine leaves
 behind
 make (someone) arrive
 homeland
 national
 ministry, cabinet
 minister of state
 position, job
 promise
 where
 wherever
 birth
 state; province
 the United States
 or
 arrive
 ministry, cabinet
 central (f)

 xab bixiib
 xabbar bixabhir
 xadd xadant
 xadd bixaddd
 xaff bixafif
 xafif xafife xfasf
 xajjal bixajjil
 xali' bixill
 xali' bixdil
 xali' bixsh
keep, allow
finish
five
five pounds
five years
fifty
fifteen
fifteen years
pig
out of order
all; autumn
map
expenditures
lamb
lettuce
give a speech
line
tailor
tent
good fortune, goodness
it's nothing serious, I hope.
thread
service
lightness

xiša xitaft
xoox
xsoara xasaar'ir
xubz
xudra
xususuți
xyaara xyaaraat
xyaara xyaaraat

plan
plums
loss
bread
vegetables
private
cucumbers
da cucumber

Y

yan
yaa siidna
yaa xsaara
yaaareet
yamiin
yard yardaat
yaqii

particle of address and exclamation
informal term of address
(lit. our master)
what a shame!
if only
right (side)
yard
it means, that is, well, more or less, for instance.
day
today

(Vocab. 1) 329
Z

za'af biza'il
zaad biziiid
zaahir zashre
zaar bizuur
zaat
zaayir zaayre zaayriin
zaayir zaayre zuwwar
zaka (m)
zakar buzkar
zamaan
zatt bizitt
zawwad bizawwid
zawwar bizawwir
zbasle
zeet zyuut
zeetum
zbide
zirandaa

three dogs
tangerines
ziraadik ziraadhiyye
ziraadhiyyiin
rir zraar
ziyaara ziyaaraat
ziihil biziihil
zooj zwaaaj
zoojje zoojaat
zyaade zyaadaat
zyaara zynaaraat
agricultural
button
visit
be upset
husband
wife
increase
visit

Z

zaabi' zubbaat
zaahir zashra zashriin
zabhar bizhar
zann bizunn
zgiir zgiiire zgiiar
zulum
officer
appearing
seem, appear
suppose
small : young
injustice

330 (Vocab. 1)
usually
regular, ordinary
fine
world
high
learned man
year
worker
general
oppose
ten
fill out
number
count
fogiveness, pardon
you're welcome (in reply to 
šukran)
to: on; incumbent upon
to your right
on you

9aadi 9aadiiyye 9aadiiyiin
9aadatan
9aal (invariable adj.)
9aalam
9aali 9aaliye 9aaliyiin
9aalm
9aam 9aammiin
9aammi 9aammiyye
9aamrad bišnaarid
9aansir 9aaste
9aabba bišabbi
9aadad bišdaad
9aad bišidd
9afu
9afwan
9ala / 9alee / 9alay / 9a-
9ala yamiinak
9aleek

9alayy
9alyamiin
9abbeerut
9a(ia) mahlak
9ala ḥaalo
9ala 9eeni
9ala rasii
9ala keefak
9alaan's 9ala'ast
9alam 'aqalam
9alla bišalli'
9alam bišallim
9amal 'ašmaal
9amali 9amaliyye 9amaliyyiin
9amaliyye 9amaliyyat
9amiid 9amada
9amm 9maam
9ammam (f)
9ammme 9ammman
9an / 9an- / 9ann-
9an 'izinak
9anhum
9annak
9an 'ariib
9ara'
on me
to the right
to Beirut
slow down
as he was
with pleasure
with pleasure
as you wish
relation
flag
hang up
work
learn
practical
operation
deal
uncle (father's brother)
Amman
aunt (father's sister)
about
by your (m) leave
abut them
about you
shortly, soon
arak (an alcoholic beverage)
Certain kinds of expressions are omitted from this Vocabulary: many special combinations; most names of places; personal names; some number expressions; words with mainly a grammatical meaning.

A

able, be 'idir bi'dar
about 9an
about (approx.) ḥawaali
above foo'
absence ġeebe ġubaast
absent, be ġaab biğiib
accompany raafa' biraafl'
account (bill) bsaab
accountant mḥasib mḥasbiin
accounting m(u)b̲aṣṣaṣhaat (pl)

(Vocab. 2) 337
accounting
ache
across from
add
address
advance
afraid, be
afternoon
after
again
age
agency
ago
agree
agriculture
agricultural
air (adj.)
airline
airmail
airplane
airport
alarm clock
alcoholic beverage
Aleppo
alive

m(u)basababe
waja9 wjaat9
'baat
jama9 bijma9
9unaan 9anaawiin
'addam bi'addim
xaaf bixaaaf
ba9d dduhum
ba9id ba9id maa(+ verb)
min jdiid
9umur '9umaar
wakaale wakaalaat
'abil
tafsa' bittif
zira99a
zira99i zira99ii ye zira99iiyiin
jawwi jawwiyye jawwiyyiyin
sirkit tayaraan
bariid jawwi
tayyaara tayyaaraat
masaar masaraast
saai9a maabbih
masruub masruubaat
balab (f)
bhay hayye 'shyaa'

all
allow
all right
also
always
ambassador
amendment
America
American
Amman
amount
annex
annexed
annual
answer
any
anyone
appear
appearing
apples
application
apply
appoint

kull
xalla bixallii
taayib
kamaan
daayman
saflir sufara(a)
ta9diil ta9diilaat
'ameequa
'ameequaani 'ameequaaniyye
'ameequaan
9amamaan
tili9 bitlaa9
'ailbaq bilbiq
mulbaq mulbaqa mulbaqiin
sanawi sanawiyiin
jawwab bijjawwib ; jawwab -aat
or 'ajwibe
'yy
bad (a)
zhahir zhihar
zaalir zaahra zaahriin
tuффaabb
7abiil 7abiilaat
7abba' bitabbi'
walla biwalli
appointment
approximately
apricots
April
Arab, Arabic
arak (an alcoholic beverage)
army
arming
arrange
arranged
arive
arive, make (someone)
artichokes
article
as
as many as
as much as
ask
aspect
assistant
astonished, be
attaché
attention
attributed to

mawrid mawaarid
τάριθβ
misīm
niisaan
9arabi 9arbiiyye 9arab
9ara
jees jyuus
tasliih
dabbar bidabbir
mrattab mrattabe mrattabiinn
wišil byuušal
wašsil biwašsil
ʿardi ʿooki
maqaale maqaalaat
mitil maa (+ verb)
ʿadd maa (+ verb)
mitil maa (+verb); ʿadd maa
(+ verb )
ṣaʿal biṣʿal
nashye nawaabhi
musaṭidental musaṭidadin
9ajjab bi9ajjab
mulḥaq mulḥaqiin
baal
mansuub mansuube
mansuubiiin
August
aunt (father's sister)
aunt (mother's sister)
autumn
available, be
aviation

bad
Baghdad
baklava
bananas
bank
banquet
barber
basket
bath (room)
be
beans

baab
9amme 9ammaat
xaale xalaat
xarif
sahh bišilib
ṭayaran

bachelor
bad
Baghdad
baklava
bananas
bank
banquet
barber
basket
bath (room)
be
beans

ʿaṭtab 9izaan
battalaal battaale bāṭtalaalin
baqdaad (f)
baʿlaawe
mooz
bank bnaak
9aalaime 9aazaayim
baʿlaa ʿallaalin
saille sallalat
ḥammaam ḥammaamaat
kaan hikuun
luubyaa

(Vocab. 2) 341
beans, dried
beans (Spanish)
beard
because
become
bed
beef
beer
beets
before
begin
beginning
behind
Heirat
believe
belly
berry
best
Bethlehem
betray
better, best
between
big
bigger, biggest
bill

fasuulya
fuul
da'in d'uun; libye liha or libyufat
lees; li'anno
saar biihir
farfe farfeast; taxt txuute
lahim ba'ar
biira
samandar
'Sabil; 'abil maa (+ verb)
bada bibda
'iltidaa'
bara
beeruut (f)
sadda bisaddil'
batin bitoon
babbe babbaast
'absan
beet lahim (f)
xaan bixun
'absan
been
khiir kbiire kbaar
'akbar kubra (f)
hsaah

bird
birth
birthday
black
black, become
bless
blessed

blouse
blow
blue
boat
book
bookstore
boiled
bother

bottle
boundary
boy
box
bread
breakfast
breath

teer tyuur
wilsade wilaadast
mawlid; miilaad
'aswad sooda suud
swadd biswadd
baarak bibaarik
mabruuk mabruukske mabruukiin; mbaarak mbaarake mbaarakiin
bluuze bluaazaat
habb hibibb
'azra' za'a zuru'
baboor bawabiir
kaab kutub
maktabe maktabaat
maslou' maslun'a maslun'iin
jalab bigallib; jalabe jalabaat
'annine 'anaani
'addi baddou
sabi shuwayn; walaad wlaad
sandu' sanadii' xube
fluur
nafas

(Vocab. 2) 343
brethren
bricks
briefcase
bring
broadcast
broadcasting
broiled
brother
brown
bruised
build
bulletin
business
busy
but
butter
button
buy

txaaw
tuub
santa santaa
jaab bijib
'aazaa bizii9
'izaadha
maawt maawiiye maawiiyiin
'ax ixe
binni binniyiye binniyiin
marjuaad marjuuda
marjuund
bana bibni
nasra naastra
suqal 'asgaaal
maaqool maausule maqooliin
bas ; laakin
zibde
zirr zraar
'slara biistri

344 (Vocab. 2)

cabbage
cabinet

Cairo
calf
call
camel
car
carrots
carry out (fulfill)
cauliflower
cause
cemetery
central

344 (Vocab. 2) 345

malfuuuf
wazaara wazaaraat ; wazaara
wazaaraat
lqaaahira
bijil 9joul
naada bnaadi
jamaal jmaal
saayyaraa saayyaraat
jazar
'ajra bijri
'arabibit
qadiiye qaadaaya
ma'bara ma'aabir
'awsat wustaa (f)
maaqool
shaaade shaadast
xadd xduud
siigaaraa siigaaraat or
saaayir
korsi karasi
cheese
cranberries
dried cherries
dried apricots
chickens
chickpeas
child
chocolate (hot)
choose
Christian
Christmas
cane sugar
church
clap (the hands)
clay
clean
cleaning
clerk
climate
clock
close
closet
cloth
cloud
coffee
coffee shop
jibwe
caran
jaaj
hummus
țîfl ‘atfaal; walaad wlaad
kakaaw (f)
na’d bina’i
masili masiliyye masiliyyiin
or masiliyye
giid lmiilaad
kniiše kanaayis
za’af biza’if
țiin
na’daf binaddif; ndiif
ndiife ndaaf
tandiif
kaatib kuuttaab
ța’s
saatba saabhaat
sakkar bisakkar
msakkar msakkara msakkariiin
‘maas
‘geme ‘gemaas or ‘gyuum
‘ahwe
‘ahwe ‘ashaawî
cola
cold (illness)
coldness
collect
college
color
come
come!
come out
comb
combat
combating
coming, having come
coming out
command
commerce
commercial
communicate with
company
compete
compose
compulsory
concern
concerned, be
koola
raaib
hard
jamma9 bijammi9
kulliyye kulliyaat
loon ‘aiwaan
‘uja biilji
ta’laal
țîli9 bi’lla9
masa9 bi masâsil
kaafa9 bi kaafa9
nukaafa9a
jaay jaaye jaayiin
ța’la9a ta’la9iin
‘amar bu’mur; ‘amir
‘awamir
ti’ara
 ti’ara ti’ariyye ti’ariyyiin
xaabar bixaabir
seirke ‘seerkaat
naafaas binaafaas
‘alaaf bi’alaaf
‘i’laarii ‘i’laariyye ‘i’laariyyiin
‘aamum bihim; ‘ihtimaam
htamm bihtamm

(Vocab. 2) 347
create
cross roads
cucumbers
cup
current
curse
custams
cut
cut
cut out (a garment)
cutting
cut to pieces

Damascene
Damascus
dancing
date
daughter
day

xala' bixfi
mafra' mafaari'
xyaar
finjaan fanajjiin
daarij daarje daarjiin
sabb hisibb
gumruk gaminariik
'asass b'asass
'taas b'ataas ; ma'ssuus ma'ssuus
ma'ssuusiiin
faaqal baqaaqil
'asass 'asass 'asassiiin
'taa9 b'atii9

(349)
daan dineen (dual)  
waja9 dineen  
bakkir  
saq  
9iid lëṣib  
'akal byaskul  
mà'kuulaat (pl)  
'iqtı̄sadi 'iqtı̄sadiyye  
'iqtı̄sadiyyiin  
'iqtı̄sadi  
ḥarrar biharrir  
tabriir  
m(u)ḥarrir m(u)ḥarririin  
rabba bira'bbi  
mitṣaliim mitṣalime  
mitṣaliimiin  
tarbiye  
beetinjaan  
beed  
egypt  
eight  
eighteen  
eighth  
eighty  
elect  
elected  
electing  
elections  
electricity  
eleven  
embassy  
embarrass  
empty  
engineer  
engineering  
england  
english  
enlarge  
enough, be  
established, be  
evening  
evening (adj)  
masir (f)  
tamaanye  
taman ta'9e  
taamin taamne  
tamanin  
litàxà bintaib  
muntaxab muntaxabe  
muntaxabilin  
'intìxaab  
'intìxaabaat (pl)  
kabrabà  
bida9e  
safaara safaraat  
xajjil bixajjil  
fàddi fàadî ye fàadyiin  
m (u) handis -iin  
handase handasaat  
'inglitra ' blaad lingliiz  
'ingliizi 'ingliiziyye 'ingliiz  
kabbar bikabbir  
kaffa bikaffi  
t'assas bit'assas  
masa; 9ašiyeye 9ašiyyaat or 9ašaaya  
massaai' masaasiyye  

(Vocab.2) 353
336 (Vocab. 2)
get up  grave
get  gray
gift  green
girl  greet
give  ground
glass  guest
go  go around
go around, have (someone)  dawwar bidawwir
God  'alla
good  raayib raayba raaybiin
  kwayyis kwayyse kwayysiin;
  mniiba mnaah;
  tayyib tayybe tayyiin
  xeer
  bagh
  tillee bittaa
  bukuume bukuumaat
  txaarraj bittaaarraj
  habbe habbaal
  jidd jduud; siid syyad
  sitt sittaat
  9inab
  mamnuun mamnuune
  mamnuuniin
  mamnuuniyee

goodness
  hair
  half
  ham
  hand
  handkerchief
  hang up
  happy
  happy, be
  harbor
  hat
  he
  head

government

graduated, be

grain

grandfather

grandmother

grapes

grateful

gratitude

358 (Vocab. 2)
head (chief)
head man of village
health
healthy
hear
heard

hearing, having heard
heat
heavy
hello

help
helped, be
helping
here
here is, here are
high
higher, highest
hill
hold
homeland
honor
honored, be
hope

360 (Vocab. 2)

ra'is ru'asa(a)
mustnhar masatir
siibba
siibhi siibhiyye
simi9 bisma9
masmu9 masmu9a
masmu9iin
saami9 saam9a saam9iin
soob
lii l'illi l'aal
marbaba; haloo
(on telephone)
sa9ad bisaa9id
tsa9ad bitsaa9ad
masaa9ade masaa9adaat
hoon
hayy
9anli 9aalye 9aalyiin
9'8la 9ulya
tall tlaal
misik bimsik
watam 'awtaan
sarraf hisarrif; saraf
tsarraf bitsarraf
l'ammal bit'ammal;
'amal 'aamaal

hors d'oeuvres (with drinks)
hospital
hotel
hour
house

how
how many
how much
hundred
hurried
hurry
hurry, in a
husband

maaza
musta9la (m) musta9layaat
'uteel 'uteelsat
saal8a saal8aat
beed byuut
sakkun bisakkin
kiif
kam
'addees
miyye
musta9jal musta9jale
musta9jaliin
sta9jal bistaa9il
mista9jiil musta9jiile
mista9jiilin
zoom zhwaaj; jooz jwaaj

I

1
ice
ice cream

'tana
talj
buuga

(Vocab 2) 361
job
joke
Jordan
Jordanian
journalism
journalist
journalistic
journey
judge
juice
July
June

wazifah
wazaayuf
nukte
nukat
'urdun
'urdunyiyun or 'urduniyiyne
saba'fe
saba'fiyin
saba'fi saba'fiyyne
rible
riblaat
'aadi 'uda or 'uda'aa
or qudaat
Basil
tammuuz
bzeeraan

K

keep
keeper
key
kind
kind enough, be

bafez
bafez
bafez bafez bafez
muftaah muftaah
jins
jnaas
fsaddal
bitfaddal

lamb
lamb (meat)
land
language
late
late, be-
later on
laugh
laundry
law

fadil 'afdaal; lujaaf
'altaaf
mutlaxx mataasix
sikkiin sakakiin
Sirif bit'traf
mawriye
Gilim
quluum
iqra'aan

K

364 (Vocab. 2)
xaruuf
xirfaan
labim
xaruuf
'ard (f) araadi
luga laqaat
mit'aaxir
mit'aaxre
mit'aaxriin
't'axsar bit'aaxar
baadeen
dibik
bidbak
gasill
huquq;
muhaamsah (f);
qamnuun
qawaaniin

(Vocab.) 365
law (Islamic)
lawyer
lead
learn
learned man
leave
leave (permission)
leaves
Lebanese
Lebanon
left (side)
lemons
length
letter
lettuce
lier
library
life
light
light (weight)
lighten
lighter, (cigarette)
lighter, lightest
lightness

like (similar)
like
liked, be
line
Linen
literature
little bit, a
liver
loan
local
long for
longing
look
look around
looking
look over
loss
lot
love

mitil
habb bibibb
nhabb binhabb
ṣāṭīr ‘asṭūr or ṣūṭur;
xaṭī xṭuṭ
kītīsann
‘adhab ‘aadhab
swayy (f)
kibde
qird qurruud
mahāli mahāliyye
mahāliyyīn
šīqā bištāq
mištās mištās’ā
mištās’ā’in
šānq bišūuf; ʕall
bīṭul
tفارraj bitfarraj
šayyīf šāyfe
šāyliin
tFarraj bitfarraj
xassar xasaar’īn
nāsiib
ḥabb bibibb; babb

(Vocab. 2) 367
maestro
magazine
magnificent
maid
mail
maintain
make
man
manager
major
map
March
market

loved
loved one
lowering
lack

mabbuub mabbuube
maabbuubin
babib babayib
taxfidd
babzz bguuz

M

'mastaaz 'asaaatee
majalle majallaaat
'azaam 'azaame 'azaamilin
'saan9a saaan9aat;
xaadme xaadmaaat
barii9

'alsaaz biibaazg
9imil bi9maal
rijjaal rjaal
mudhir mudara(a)'
'akbar kubra
xaasa (or xarita)
xarayit
'asdaaz
suu ' ( f ) swaa'

married
married, be
mason
master
matches ( box )
matter
May
mayor
meal ( evening )
meal ( middag )
measure
measurement
meat
medicine
meet

meeting
meet together
member
memorial
mention
menu
merchant
message

mijjawwiz mijjawwze
mijjawwziin
djawwaz bidjawwaz
banna (m) bannayiin
siid syaad
kibrii7e kibrii7aat
'amir 'umnuur
'ayyaar
ra'ilis baladiiyye
9a9a (m)
'ada (m)
'asa bi'ilis
'yaas 'yaasaat
labim; labme
'dawa (m) 'adwiye; 'tibb
'saab bi'sabil; jttmaa9
bijjmi9; laa'a bilaaz'i
'ittimaaz 'ittimaaz9aat
'tisa'a bitlaa'a
'du'u 'a7dja'a
'tizkaar tizkaaraat
zakar buzkur
lista liistaat
tajir tujaar
xabar 'axbaar

(Vocab. 2) 369
miller
middle

Middle East, the
military

milk
million
minister (of state)
ministry
minor
mint
minus
minute
mister
mixed

modification
Monday
money
monk
month
monument
more, most
morning

morning (adj.)
morning, the
Moslem
mosque
most
mother
move
movement
movie
moving
much
mulberries
municipal
municipality
museum
music

music (adj.)

šnabaḥi šabaḥiyye
šubuh
nisālim misilme
misilmiin
jaami9 jawaami9
‘aktar
’imm (f) ’immayaat
waalde waa’daat
hazz bihizz
barake barakaat
sinama sinamaat
hazz
ktir ktiire ktaar
tuut
baladi baladiyye
baladiyye baladiyyaat
mataḥfa mataḥib
muusiiqa
muusiiqi muusiiqiyye

370 (Vocab. 2)
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<td>waĵa9</td>
<td>waĵa9</td>
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<td>'ṣnum</td>
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<td>papa</td>
<td>baâba (m)</td>
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<td>paper</td>
<td>waɾa'</td>
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<td>pardon</td>
<td>9afa</td>
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<td>pears</td>
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<td>fallaab</td>
<td>fallaabhiin</td>
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<td>pen, pencil</td>
<td>'alaam</td>
<td>'laam</td>
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<td>people</td>
<td>naas</td>
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<td>fi9fl</td>
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<td>'izin</td>
<td>'zunne or 'azumaat</td>
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<td>samaa'b</td>
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<td>šabaab</td>
<td>'usbaab</td>
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<td>'irâ</td>
<td>'ruus</td>
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<td>šu'af</td>
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<td>babbie</td>
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<td>dabbuus</td>
<td>dababiis</td>
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<td>sandu</td>
<td>(invariable adj.)</td>
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<td>xišta</td>
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(Vocab. 2) 377
reasonable
reckon
recording
recover
red
red, become
redness
reference
registered
rejected
relation
relative
religion
religious
remain
remaining
remove
renew
repair
repairing
repent
reply
request
resemblance
responsible
rest
restaurant
return
returning
revive
reviewing
rice
rich
ride
riding
right
right (side)
road
roasted

mas'uuł mas'ułe
haaab bihaasib
tasjiil
taab bitiib
'abmar hamra humur
hmarr bihmarr
'lhmiraar
marja9 maraaj9
msajjal msajjale msajjalii9 ;
msogar msoogara
msoogarii9
marduud mardunde
marduudiin
9lala'a 9lala'aast
'ariib 'araayib ; nasiib
nasaayib
9uluum diiniyye
diini diiniyye
diiniyyiin
bi'i bi'i9 ; tamm bitamm
baa9 baa9ye baa9yiin
'ann bi'iim
jaddad bijaddid
salla9 bisalli9
	aslii9
	aab bituub
jawaab jawa(a)baat or
'ajwibe
'talab butlub ; talab
talabaat
sahab
mas'uuł mas'ułe
mas'uu9iin
staraah bistriiib ; raa9a
ma9am ma9a9iim
raad birudd ; ri9i9
bira9
raaj9a raaj9a raaj9iin
'ndaas bin9a9
'tin9a9
ruzz
'gani 'ganiyye 'ag9iya
rikib birkab
raakib raakbe raakbiin
bu' 'buu'
yamiin
'tarii 'uru'
m9ammar m9ammar
m9ammariin
sacrifice
safe, be
safe, keep
safety
said, be
sake of, for the
salary
salt
same
sanctuary
Saturday
Saudi Arabia
savior

'sabih 'shaub
'uda 'uwad;
'urufa 'uruf
diik 'dyunik
russi rusiyye ruus

S

'saba (m)
salim bisalam
sallam bisallim
salaame
n'aal bina'aal;
nbaka bina'baka
min saam
'sala'ate sala'at
ma$dbas ma$basat
miili
nafs; zaat
'haram
(yoom) saabt
sasuundiyye
faadi

say
scale
school
science
scissors
season
second
secretarial
section
see
seed
seeing
seem
see (someone) off
seize
self
sell
selling
send
send back
September
service
seven
seventeen
seventh

'nal bi'uul
miizaan mayaziin
madrase madaaris
'iliim 'uluum
'm'a$ $a$saat
maw'aim mawaasim
tani tannyaye
kitabii kitabiyye
qisim 'a$aam
'saab baisuf
habbe $habbaat
'saayif saayfe saayfiin
zahar bighar
wadda9 biwadda9
misik bimsik
nafs; zaat
bas9 bibis9
baay9 baay9a baay9iiin
ba9at bib9at
radd birudd
'aelyul
xidme
sab9a
saba9 ta98
saaabi9 saab9a

384 (Vocab. 2)
seven
sever
shake
shaking, a
shame, put to
shape
she
sheet
sheet (of paper)
shoelijk
shoes (pair)
shortly
show
shining
shirt
shrimp
shrine
sick
side
side (aspect)
silk
simple
sincere
singing
sister
sahhitun
hazz bihizz
hazz bihizz; xadd bixudd
hazz
xajjal bixajjil
bala' bili'
hiyye
sarraf sarasif
war'a war'ant or wraa'
seex ayuux
kundara kanaadir
9an 'ariib
farja bifarji
zaahir zaahre
'amii' 'umshaan
'reedis
mazaar mazaaraat
maridi marida marda
jamb jawaanib
naabye nawaalhi
barir
basliit basliita basliitiin
muxliis muxliisa muxliisiin
'gina (m)
'uxt (f) xawaat
sitt
situation
six
sixteen
sixth
sixty
skirt
sky
sleep
slight
slowness
small
smaller, smallest
snore
so
soap
sociology
socks
sold
soldier
some
something
son
soon
'arid bu'rud
baale baalaast
silte
sitt b696
saadis saadse
sitiin
tannura tananir
sama
naam binaam
'alii' 'aliile 'aliiliin
mahil
z6jiir z6jiire z6aar
'aqar
saxar bu5xur
heek
saabun
9ilm lijitima9
kalsat (pl)
mabyuu9 mabyuu9a
mabyuu9in
9askari 9asaakir
kom
'sii 'niiya(a')
'ibin wlaad; 'abi sabiyaan
9an 'ariib
sorry

sorry, be

sort

so that

soul

soup

sour

source (of income)

Spanish

speak

specialize

specialty

speech, give a

spend (time)

spin

spinach

spirit

spoon

spring (season)

squash

stamp

standing

star

mit'assaf mit'assfe
mit'assfeen
l'assaf bi'assaf
jins jnaas; noo9 'anwa9
(la)hatta
nafs
sooraba
baamid baamda baamdjin
daxil
sh'anyooli sh'anyooliyye
sh'anyool
baha bikh'i
txasa'as btxasa'sas
txasa'sus
xatab buxtab
'ada bi'di
jazail bigzi'l
sabsanix
ruuh 'arwaab
ma9la'a ma9aali'
rabi'9
kuusa (m)
taabi'9 tawaabi'9
wa'af wa'afe
wa'a'fin
najme njuum

state

station

stay

staging

steamship

stepfather

stepmother

stick

stimulus

stomach

stomach ache

stop

stopped

stopping place

story (floor)

straight ahead

strawberries

street

strike

studio

study

stuff

dawle duwal;
wilaaye wilaayanat
mbat'ta mbaat'taat
bi'ti bib'a; dall bidall
naa9iil naa9le naa9liin
baaxira baawaaxir
jooz 'imm
mart 'ab
9a9a 9u9i
baafi bawaafiz
mi9de mi9daat or mi9ad
waaj9 baat9in; waaj9
mi9de
wa'af biwa'a'if
wa'af wa'afe
wa'a'fin
maaw'if maawa'aif
taabi' taawaabi'
dugri
freez
shaari9 sawaari9
darab budrab
stuudyo stuudyowaast
daars budrus
baha bikh'i

( Vocab. ) 389
<table>
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<td>succeed</td>
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<td>succeed, make</td>
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<td>successful</td>
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<td>summer</td>
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<td>summer (adj)</td>
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(390 (Vocab. 2) 391)
treat (medically)  
trees  
trip  
Tripoli  
trouble  
truth  
try  
Tuesday  
turkey  
Turkey  
turn  
turn around  
turnips  
turns, take  
twelve  
twenty  
two  
typing  
uncle (father's brother)  
uncle (mother's brother)  
under  
under (adj.)  
undershorts  
understand  
unfortunate  
united  
united, be  
United States, The  
university  
upset, be  

9am 9aam  
xaal xaanal  
talit  
tahtaani tahtaaniyee  
kalsoon kalsoonnaal  
ḥim ḥīham  
maskiin maskīne  
maskiin  
muttaḥid muttaḥīde  
muttaḥīliin  
tsīḥad sīḥīd  
lwaalayaat lmuttābide  
jaam(ī)jaam(ī)jaat  
zīrill bizriil
way
we
weather
wedding
Wednesday
week

what (adj.)
what (pron.)
whatever
when
whenever
where
wherever

which (adj.)
white
white, become
who, whom, whose
why
width
wife
window
wine

brii' turu'
nibna
lu's
9urs 'a'fraas
(yoom) l'arba'9a
'usbu9 'asabi9 ;
jum9a juma9
'nyy
'ee9 ; 'sun
'add maa (+ verb)
'eemta (n) ; lamma(n)
'eemta maa (+ verb)
feen ; ween
feen maa/ween maa
(+ verb)
'nyy
'aahad beeda biid
hyudd bibyudd
miin
lee9
9ard
zooje zoojaat ;
mara niswaan
9ubbank 9ababiik
nbiid

winter
winter (adj.)
winter resort
wintertime
wipe off
wish
with
without
woman
wool
word
work

worker
workshop
world
wrestle
write
writer
writing
writing (adj.)
wrong

siita
9atawi 9atawiyye
9atawiyyiin
maat (m) maasati
9atawiyye 9atawiyyaat
maasib bimsah
keef
ma9
bala
mara niswaan
suuf
kilme kilmaat
stojal biistiijil ; 9amal
'9humaal
9aamil 9ummaal
maa9al maasaqil
dinya ; 9alam
baaab biibaati9
kalab buktub
kaatib kuttaab
ktaabe
kaatib kaalbe kaalbiin
jual (invariable adj.)
maaluut maaluutta
maaluutiiin

(Vocab. 2) 399
Y

yard (measure)
year
yellow
yes
yesterday
you
young
younger, youngest

yard yardaat
sane sniin; 9aam
'a9waam
'a8far 8afra 8ufur
'aywa; na9am
mbaarib
inte (m); inti (f.);
'intu (pl)
ziir ziire z8aar
'azg8ar

Z

zero

sifr 8faar

400 (Vocab. 2)