SAUDI ARABIC
URBAN HIJAZI DIALECT

BASIC COURSE

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FOREIGN SERVICE INSTITUTE
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1975

DEPARTMENT OF STATE
PREFACE

In 1974 in the midst of a growing U. S. interest in the Arabian Peninsula the Foreign Service Institute undertook to fill a significant gap in language learning materials: there was no convenient manual for speakers of English who wished to learn the Hijazi dialect of Saudi Arabia. Spoken natively by about two million people and understood and used by at least three million more, it is the most widely understood dialect on the Arabian Peninsula.

The Saudi Arabic Basic Course [Urban Hijazi Dialect] is principally the work of Dr. Margaret K. Omar of the FSI linguist staff. In two trips to Saudi Arabia she collected language material and conducted the linguistic research on which the Arabic passages and the grammatical statements in this volume are based. Dr. Omar has elsewhere expressed appreciation to four Jidda residents who were particularly helpful as sources of the Hijazi dialect material appearing in this text. One of them, Mrs. Ayesha Al-Marzouki, worked with Dr. Omar in Jidda at an early stage of the project and later reviewed the Arabic portions page by page with Dr. Omar in the United States.

Dr. Omar planned the book, selected the Hijazi materials, fitted them together in their present form, provided the English language glosses, and wrote the explanatory passages. Consultation with a number of specialists in the field assured the accuracy of the work. Dr. Mahmoud Sieny of the University of Riyadh provided counsel on the design and content of the manuscript in its early stages and reviewed it again when it was in near final form. The manuscript also had the benefit of study and comment by Dr. Peter Abboud of the University of Texas, Dr. Ernest Abdel-Massih of the University of Michigan and Dr. Hamdi Qafisheh of the University of Arizona.

Dr. Harlie L. Smith of the FSI linguist staff made helpful suggestions as to form and Mr. Naim Ouais, FSI Arabic language instructor, edited the Arabic language content. Mr. Augustus A. Kashfi edited the English language content and provided support and assistance to Dr. Omar from the earliest stages of planning through the submission of the manuscript for publication.

Typing of the camera copy was done by Mrs. Maryko Deemer, with assistance from Miss Denise Coleman. Cover and title page were prepared by the FSI Audio-Visual Staff, under the direction of Joseph A. Sadote.

The Foreign Service Institute is indebted to the U. S. Office of Education for financial support which has made it possible to prepare and publish this volume.

James R. Frith, Dean
School of Language Studies
Foreign Service Institute
Department of State
INTRODUCTION

There are three major groups of dialects in Saudi Arabia—Hijazi, spoken on the western coast, in Jidda, Taif, and the holy cities of Mecca and Medina; Najdi, spoken in and around Riyadh, in the north central part of the country; and Shargi, spoken in the oil-rich eastern region. While the Najdi dialect enjoys prestige by virtue of its conservatism and relative closeness to Classical Arabic and the fact that it is the dialect of the royal family, the Hijazi dialect is used throughout the country for government and commercial purposes, and has become the most widely-understood dialect in the Arabian Peninsula. The Hijazi dialect is not "pure" Saudi Arabic, and reflects recent borrowings from other dialects, especially Egyptian, Jordanian and Palestinian; for this reason, sometimes one word or expression was selected from several which may be heard, and sometimes alternative expressions are introduced, since two or even three forms may be in frequent use.

Since there is no "standard" Hijazi dialect, this book reflects the dialect as spoken in Jidda. Whenever forced to choose between language usage in the other Hijazi cities and that of Jidda, the Jidda usage was given preference. A few of the most common words from Najdi and from other cities are introduced for recognition and identified as such. There has also been a preference for "modern" words and structures, despite the fact that this sometimes means rejecting an older, more "Saudi" usage. This dialect has been designated "urban" Hijazi to distinguish it from Bedouin dialects also native to the Hijaz region.

No doubt Saudi instructors will find that, depending on their place of origin, they may wish to substitute words or alter certain forms used in this text. The student should follow the model of his instructor.

The pronunciation of some sounds in Hijazi is variable. There are three interdental consonants (variations of 'th') which may be pronounced as they are in Classical Arabic and in Najdi, as for example in /thalaatha/, or as they are in Egyptian and Palestinian, which would be /talaata/. Since the latter type of pronunciation is more common in Jidda, it will be presented. This is discussed further in the Pronunciation section.

After completion of this book, the student should have attained a "working" proficiency in the language (approximately S-2 level by the FSI rating system). In other words, the student will be able to satisfy routine social demands and limited business requirements, carry on conversations regarding a wide range of general subjects (asking directions, ordering a meal, giving personal information, making purchases, etc.), and comprehend speech about such subjects at a normal rate of speed. This book will provide a student with all the basic grammatical structures of the dialect, so that he will be ready to proceed on his own to acquire the speed and new vocabulary which lead to real fluency.

Design of the Book

The book is divided into 50 lessons. Each lesson (beginning with Lesson 4) has the following parts:

Dialogue. The dialogues have been kept short and were designed to be practical and worth memorizing. Each dialogue should be memorized for recitation and practice among the students.
Structure Sentences. In each lesson, certain words and grammatical structures are presented. Structures which did not appear in the dialogue will be illustrated in these sentences. Structure sentences serve the purpose of linking the dialogue sentences, which are necessarily limited in type, with the grammatical explanations coming up in the Grammatical Notes. They contain examples of new structures used in a sentence context.

Grammatical Notes. New structures are presented and explained, with examples.

Vocabulary Notes. Included in this section are only the new words which need the illustration of additional forms (for example, the present tense of a verb, or the plural of a noun). Words which are clear from their presentation elsewhere in the lesson will not be repeated here. The student is held responsible for all new vocabulary regardless of where it appears in a lesson, although it is recognized that some words are more essential for the students' own production than others. The instructor will determine which words should be learned for production and which are sufficient for the student to recognize passively.

Drills. New words and structures are drilled by substitution, by the transformation of sentences (for example, from affirmative to negative), by questions and answers, and by translation. The part of a model sentence which is to be substituted is underlined.

Situations. These are typical situations, with the sentences given in English, which the student should be able to say in Arabic after he has mastered the lesson. This section may be used as a self-test at the end of every lesson.

Cultural Notes. Where appropriate, comments on speech attitudes, situational behavior, or social etiquette are presented.

Every tenth lesson is a review lesson.

In addition to the 50 lessons, the book contains a series of appendices dealing with specialized vocabulary, social expressions, gestures, and Saudi names. There is also a glossary and an index of grammatical structures.
ACKNOWLEDGEMENTS

I owe thanks to many persons for their assistance in the preparation of this book. I am indebted to Dr. Mahmoud Sieny of the University of Riyadh for his help in all stages of the project. His dissertation, "The Syntax of Urban Hijazi Arabic", was an important source of grammatical information; it is the only scientifically-designed linguistic study of this dialect.

I appreciate the assistance of Mr. Charles Cecil and Mr. Hamdi Rida of the American Embassy in Jidda in helping me meet Saudis who provided me with language information. I thank my informants, among them Mr. Younis Ishaq, Mr. Talal Qusti, and Mr. Mustafa Darwish, all of Jidda, and especially Mrs. Ayesha Al-Marzouki. I also thank Captain Stephen Franke of the U.S. Army, Fort Bragg, for his useful comments.

Finally I express appreciation to the family of Badr El-Din Negm El-Din of Jidda, for their kind hospitality during my two stays there.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m)</td>
<td>masculine</td>
</tr>
<tr>
<td>(f)</td>
<td>feminine</td>
</tr>
<tr>
<td>(p)</td>
<td>plural</td>
</tr>
<tr>
<td>c</td>
<td>consonant</td>
</tr>
<tr>
<td>v</td>
<td>vowel</td>
</tr>
<tr>
<td>C₁</td>
<td>initial consonant of a verb root</td>
</tr>
<tr>
<td>C₂</td>
<td>medial consonant of a verb root</td>
</tr>
<tr>
<td>C₃</td>
<td>final consonant of a verb root</td>
</tr>
<tr>
<td>lit.</td>
<td>literally (i.e., literal translation)</td>
</tr>
</tbody>
</table>
GRAMMATICAL TERMS

Most grammatical terms used here are defined as they are introduced. Listed below are a few other general terms which the student should know:

classicism. A word or expression which is borrowed from Classical Arabic. Classicisms will be identified as such.

colloquial. Arabic as it is spoken (as opposed to the written variety of Arabic). Colloquial words are usually slightly modified from Classical or written Arabic and vary considerably from one dialect to another.

conjugate. To list all forms of a verb for the various persons, for example, 'I go, he goes', etc.

decline. To list the various forms of a noun or adjective, for number ('book, books') or gender ('waiter, waitress'). Most nouns in colloquial Arabic are declined for number and gender.

idiom, idiomatic. An expression which is not part of the regular language pattern, and which must be accepted as it is without trying to explain its structure. Idioms will always be identified as such.

literal translation. The word-for-word translation which often does not sound natural in another language. For example, 'Good morning' in Arabic is literally translated as 'the morning of the goodness'. It is better to think of "equivalent translations" when learning a foreign language.

modal word. A helping word which is used with verbs to form a phrase, for example, 'should': 'I should go, we should try', etc.

modify. To refer to or describe another word in the sentence, for example, the adjective 'big' modifies the noun 'tree' in the sentence, 'The tree is big'.

prefix. A grammatical form attached to the beginning of a word, for example 'un-' as in 'unable'.

suffix. A grammatical form attached to the end of a word, for example, '-ing' as in 'going'.

transitive verb. A verb which takes an object, for example, 'hit': 'Bob hit Bill.' In this sentence, 'Bill' is the object of the verb. An intransitive verb does not take an object, for example, 'live'.

The Transcription System

The following is a list of the symbols used in the transcription of the sounds of Saudi Arabic and their approximate equivalents in English. It was decided to write this textbook using a transcription system rather than the Arabic alphabet because the alphabet cannot accurately represent the pronunciation of all words in the dialect (some consonant and vowel distinctions would be missing) and the instructor or student may be tempted to pronounce the word in the classical way if it is spelled the same. The Arabic alphabet has been added, however, as a supplement to the dialogues, drills, and some vocabulary lists, and is intended for use by the native-speaking instructor. The spelling of some words has been changed to reflect colloquial speech.

It should be borne in mind that Arabic and English sounds rarely correspond exactly, and the correct Arabic pronunciation is to be learned from the instructor.

<table>
<thead>
<tr>
<th>Arabic Letter</th>
<th>Symbol</th>
<th>Approximate English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>ә</td>
<td>a, aa</td>
<td>the catch in the throat between the vowels of oh-oh ranges from a in cat to a in father; may be long or short</td>
</tr>
<tr>
<td>ә</td>
<td>b</td>
<td>b in bet</td>
</tr>
<tr>
<td>ә</td>
<td>d</td>
<td>d in dead</td>
</tr>
<tr>
<td>ә</td>
<td>g</td>
<td>not in English; g pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>ә</td>
<td>ee</td>
<td>ai in bait; usually occurs as a long vowel</td>
</tr>
<tr>
<td>ә</td>
<td>f</td>
<td>f in fee</td>
</tr>
<tr>
<td>ә</td>
<td>g</td>
<td>g in get</td>
</tr>
<tr>
<td>ә</td>
<td>gh</td>
<td>not in English; somewhat like a Parisian x but harsher</td>
</tr>
<tr>
<td>ә</td>
<td>h</td>
<td>h in head</td>
</tr>
<tr>
<td>ә</td>
<td>H</td>
<td>not in English; similar to h, but strongly whispered from deep in the throat</td>
</tr>
<tr>
<td>ә</td>
<td>i, ii</td>
<td>if short, i in bit, except at the end of words; at the end of a word or when long, ee in meet</td>
</tr>
<tr>
<td>ә</td>
<td>j</td>
<td>j in jet</td>
</tr>
<tr>
<td>ә</td>
<td>k</td>
<td>k in king</td>
</tr>
<tr>
<td>ә</td>
<td>l</td>
<td>l in let</td>
</tr>
<tr>
<td>ә</td>
<td>l</td>
<td>l in ball</td>
</tr>
<tr>
<td>ә</td>
<td>m</td>
<td>m in man</td>
</tr>
<tr>
<td>ә</td>
<td>n</td>
<td>n in net</td>
</tr>
<tr>
<td>ә</td>
<td>oo</td>
<td>oa in coat; usually occurs as a long vowel</td>
</tr>
<tr>
<td>ә</td>
<td>q</td>
<td>not in English; like the c in cool but farther back in the throat</td>
</tr>
<tr>
<td>Arabic Letter</td>
<td>Symbol</td>
<td>Approximate English Equivalent</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>ر</td>
<td>r</td>
<td>not in English; a tongue-tip trill as in Italian or Spanish</td>
</tr>
<tr>
<td>س</td>
<td>s</td>
<td>s in sit</td>
</tr>
<tr>
<td>س</td>
<td>s</td>
<td>not in English; s pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>ش</td>
<td>ش</td>
<td>sh in ship</td>
</tr>
<tr>
<td>ت</td>
<td>t</td>
<td>t in tip</td>
</tr>
<tr>
<td>ت</td>
<td>t</td>
<td>not in English; t pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>م</td>
<td>م</td>
<td>if short, u in put, except at the end of words; at the end of a word or when long, oo in cool</td>
</tr>
<tr>
<td>ن</td>
<td>ن</td>
<td>w in wet</td>
</tr>
<tr>
<td>خ</td>
<td>خ</td>
<td>not in English; ch in German acht</td>
</tr>
<tr>
<td>و</td>
<td>و</td>
<td>y in wet</td>
</tr>
<tr>
<td>ز</td>
<td>ز</td>
<td>z in zero</td>
</tr>
<tr>
<td>ظ</td>
<td>ظ</td>
<td>not in English; ظ pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>غ</td>
<td>غ</td>
<td>not in English; voiced equivalent of H; pronounced by tightening muscles deep in the throat</td>
</tr>
</tbody>
</table>

The symbol /' / over a vowel indicates that the syllable containing that vowel is stressed.

The Consonants

The consonants drilled here will be those which are different from English. Words used are all real Arabic words, but they will not be translated, since the meanings are not relevant for the drills.

1. /' / is the sound produced when the breath is stopped in the throat and then released. This sound occurs in English before vowels, such as in the expression oh-ch. It is easy for English-speakers to produce, but in Arabic you must become accustomed to using it in the middle and end of words, as well as in the beginning. Since the sound is automatically at the beginning of a word which starts with a vowel, it will not be marked in the transcription.

   insaan      انسان
   awwal      أول
   sa'al       سأل
   mas'ala     مسألة
   la'        لا

2. /H/ is pronounced by tightening the muscles in the middle of the throat so that a harsh H results. It sounds like a whisper and is produced without any voice.

   Habb   حب
   raah   راح
   aHad   أهاد
   LubuH  لب
   shiiH  شيئ
   Haal   حال
   ahwaal  احوال
   marHaba  مرحبا
   aHmad  أحمد
   xi
Contrasts between /h/ and /H/:

hamal  Hamal
hal    Haal
minha  minHa
taah   saah
nahar  naHal
ahlan  aHsan

3. /9/ is the voiced counterpart of the /H/. It is pronounced by tightening the muscles deep in the throat, while using the voice, and results in a sort of strangled sound.

Contrasts between /'a/ and /9a/:

'arabi  saa9a
9ala    ma9aaya
ma9a    baa9
raaj9a  baa9

Contrasts between /'a/ and /9a/:

aala    9ala
sa'9al   saa9ad
aadaab  9ada
iid     9iid

Contrasts between /h/ and /9/:

haada   9ada
mahmuul ma9muul
haadi   9adi
'ahar   sa9ar

Contrasts between /H/ and /9/:

saamiH  saami9
baalah  bala9
Haal    9aal
minHa   min9a

Contrasts between /i9/ and /9a/:

saami9  saami9
saabi9  saabi9
'taali9  'taali9
raaj9i  raaj9a

4. /x/ is pronounced by raising the back of the tongue to the position for /k/, but without blocking the air passage. It results in a friction sound, and is voiceless.

Contrasts between /k/ and /x/:

xaaf  xaaf
xaan  xaan
axu  axu
suxun  susun
Contrasts between /h/ and /x/:

Haal  xaal  خال
Har'am  xaram  حرام
şahān  saxar  صحل

gheer  ghaali  غهير
baghdād  abgha  بغداد
dimāgh  ghariib  غريب

Contrasts between /g/ and /gh/:

yībga  yibgha  ينبج
ɡarīb  ghariib  غرب
saayīg  saayigh  سيخ
ɡuul  ghuul  غول
istiglaal  istighlaal  استغلال

Contrasts between /x/ and /gh/:

xeer  gheer  خير
xaali  ghaali  خالي
yīxayyiţ  yighayyir  ينبخي
matbāx  mablagh  مطاب

6. /q/ is pronounced farther back in the throat than /k/, accompanied by tightening the muscles at the top of the throat. The back of the tongue touches the top of the throat, then pulls away suddenly. (This sound occurs only in "classicized" words; it often alternates with /g/.)

qur'ān  القرآن
al-qaahira  القاهرة
iqtiṣaad  اقتضاء

Contrasts between /k/ and /q/:

kaaf  qaaf  كاف
kamān  qaamuuş  كام
istikraar  istiqbaal  استقرار

7. /r/ is pronounced by tapping the tip of the tongue against the ridge above the upper teeth. The quality of /r/ may range from "light" to "heavy". This contrast, however, rarely makes a difference in the meaning of words.

ɡaarrif  gaari9  غارف
raah  raadyu  راع
ɡarab  gar9  ضرر
door  guruu9  دور
Haadir  xeer  خير

When doubled, /rr/ is a trill, made by holding the tip of the tongue against this ridge and vibrating it.

marra
barra
murr
Harr
xarraj

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8. **Velarized Consonants.**

There are five consonants which are "velarized", and contrast with their "plain" counterparts. They will be symbolized with a comma under the letter: ð, ð, ð, ð. They differ from the "plain" consonants in that the back of the tongue is raised toward the top of the mouth while the sound is being articulated at the front of the mouth, and the result is a resonant sound. This is also known as "emphasis", and has a noticeable lowering effect on surrounding vowels in the word.

**Contrasts between /d/ and ð/:**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>راضي</td>
<td>raaddyu</td>
</tr>
<tr>
<td>رال</td>
<td>raadi</td>
</tr>
<tr>
<td>عطارد</td>
<td>9add</td>
</tr>
<tr>
<td>صوف</td>
<td>dulaar</td>
</tr>
</tbody>
</table>

**Contrasts between /t/ and ð/:**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>نشر</td>
<td>tiin</td>
</tr>
<tr>
<td>نور</td>
<td>tuut</td>
</tr>
<tr>
<td>نائل</td>
<td>taalit</td>
</tr>
<tr>
<td>نور</td>
<td>gatal</td>
</tr>
</tbody>
</table>

**Contrasts between /s/ and ð/:**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>تسين</td>
<td>siin</td>
</tr>
<tr>
<td>تسف</td>
<td>seef</td>
</tr>
<tr>
<td>سبأ</td>
<td>sab9a</td>
</tr>
<tr>
<td>ساطر</td>
<td>xas</td>
</tr>
<tr>
<td>ساق</td>
<td>magaas</td>
</tr>
<tr>
<td>سق</td>
<td>gaas</td>
</tr>
</tbody>
</table>

**Contrasts between /z/ and ð/:**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>زهور</td>
<td>zeet</td>
</tr>
<tr>
<td>مثبت</td>
<td>mazkuur</td>
</tr>
</tbody>
</table>

**Contrasts between /l/ and ð/:**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>الله</td>
<td>lillaah</td>
</tr>
</tbody>
</table>

9. **The "TH" Consonants.**

Three consonants in Classical Arabic have been changed in Hijazi pronunciation. The Classical (and Najdi) pronunciation is heard often enough, however, that the student should be aware of the reason for the variation. The correspondences are:

**th** as in 'this' (voiced; the phonetic symbol is ð). This is usually pronounced as d or z:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حاذ</td>
<td>haaða</td>
</tr>
<tr>
<td>أستاذ</td>
<td>asta'zan</td>
</tr>
</tbody>
</table>

**th** as in 'think' (voiceless; the phonetic symbol is ð). This is usually pronounced as t or s:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>علاة</td>
<td>ðalaa6a</td>
</tr>
<tr>
<td>مساعد</td>
<td>masalan</td>
</tr>
</tbody>
</table>

xiv
th, which is th (voiced), pronounced with the back of the tongue raised
(the phonetic symbol is ʃ). It is usually pronounced as z:

\[
\text{mashbuṭ} \quad \rightarrow \quad \text{mašbuṭ}
\]

Of course this does not mean that all the occurrences of g, z, t, or d
are in fact 'th' consonants; on the contrary, these consonants are relatively
rare. z, however, is always ʃ in Classical Arabic.

**Doubled Consonants**

All consonants in Arabic may be doubled, and occur in the middle and at
the end of words. In the case of sounds where friction is produced, doubling
the consonant means holding it longer:

\[
\begin{align*}
\text{tāli} & \quad \rightarrow \quad \text{tāla9} \\
\text{fīhim} & \quad \rightarrow \quad \text{fahham} \\
\text{daxal} & \quad \rightarrow \quad \text{daxxal} \\
\text{min} & \quad \rightarrow \quad \text{sinn} \\
\text{gāghir} & \quad \rightarrow \quad \text{gāghhar} \\
\text{kam} & \quad \rightarrow \quad \text{damm}
\end{align*}
\]

Some consonants are produced by completely stopping the flow of air.
These cannot be actually "doubled", but holding them before releasing them
gives that impression:

\[
\begin{align*}
\text{kati} & \quad \rightarrow \quad \text{kattar} \\
\text{kabīr} & \quad \rightarrow \quad \text{kabbar} \\
\text{maka} & \quad \rightarrow \quad \text{makka} \\
\text{baṭal} & \quad \rightarrow \quad \text{baṭaal} \\
\text{mudu} & \quad \rightarrow \quad \text{mudda} \\
\text{sūgā} & \quad \rightarrow \quad \text{sagga}
\end{align*}
\]

As noted above, /r/ changes its quality when doubled:

\[
\begin{align*}
\text{bara} & \quad \rightarrow \quad \text{barra} \\
\text{xaraj} & \quad \rightarrow \quad \text{xarraj} \\
\text{daras} & \quad \rightarrow \quad \text{darras}
\end{align*}
\]

**The Vowels**

There are five basic vowels in Saudi Arabic; three may be long or short:
/a, a/, /i, i/, and /u, u/. Two usually occur as long vowels: /ee/ and /oo/
(because they came from Classical Arabic /ay/ and /aw/, so they are not fully
part of the vowel system).

Note that the long vowels are held approximately twice as long as the
short vowels, which affects the rhythm of the word.

1. /a, a/. There is great variation in this vowel, ranging from the flat
   a of cat to the broad a of father. The pronunciation is usually predictable,
   and depends on the consonants around the vowel.

   The broad /a/ occurs in the environment of the velarized consonants,
   at the end of words, and in most words which contain /r/ or /w/:

\[
\begin{align*}
\text{aarr} & \quad \rightarrow \quad \text{sayyaara} \\
\text{sarabi} & \quad \rightarrow \quad \text{waAlkid} \\
\text{tayyiba} & \quad \rightarrow \quad \text{taAll9} \\
\text{walad} & \quad \rightarrow \quad \text{raadyu}
\end{align*}
\]
The flat /a/ occurs in any other environment:
malik Haal
xamsa 9aali
qalam qaal
kam salaama

The quality of /a/ is not entirely predictable, however; for example, it is flat in some words which contain /r/ or /w/, such as /aari/ and /mawaad/. In such cases, follow the pronunciation of the instructor. There is great variation among Arabic dialects regarding the pronunciation of /a/, and the precise quality rarely affects the meaning of words.

2. /i, ii/. /i/ is pronounced like the i in bit except at the end of words; final /i/ and /ii/ are pronounced like the ee in meet, except that of course /ii/ is held for more time. Since the quality of these vowels differs, it is easy to hear and produce the difference, but remember that the long vowel must be held longer as well.

min miin
inti iidi
hina Miil
inta ibrahiim

3. /u, uu/. /u/ is pronounced like u in put, except at the end of words; final /u/ and /uu/ are pronounced like oo in cool.

judud ma9guul
ruht ruuHu
mumkin tsuul
Suftu suug

4. /ee/ is pronounced like ai in bait, but it is held longer. It is also more tense.

beet ma9alees
itneen ee8
sjeef feen

5. /oo/ is pronounced like the oa in coat, but it is held longer.

soot hadool
looon 9irifoo
moot 9irifooni

Elision

When one word ends in a vowel and the next word begins with a vowel, they may be "elided" together in rapid speech. Dropping these vowels in the text, however, may lead to confusion for the student, who would have probably dropped one of them anyway in imitation of his instructor. For this reason, elision between words will not usually be shown in the transcription; rather, each word will be presented as a whole.

ya aHmad 'O Ahmad'
(actually: ya HMad)
sana uula ibtidaa'i 'first grade'
(actually: san uula btidaa'i)
Some special elisions with the definite article, /al-/, will be shown in the text. The /a-/ is dropped after a word which ends in a vowel:

\[
\text{ma9a} + \text{al-9eela} \longrightarrow \text{ma9a 1-9eela} \quad \text{'with the family'}
\]

There are also three short prepositions which are conventionally written attached to the /al-/: 

\[
\begin{align*}
\text{fi} + \text{al-beet} & \longrightarrow \text{fil-beet} \quad \text{'in the house'} \\
\text{li} + \text{aṭ-ṭawaabi9} & \longrightarrow \text{liṭ-ṭawaabi9} \quad \text{'for the stamps'} \\
\text{bi} + \text{at-tarjama} & \longrightarrow \text{bit-tarjama} \quad \text{'with the translation'}
\end{align*}
\]

Sometimes vowels inside of words are dropped or shortened, and this will be shown in the text; for example:

\[
\begin{align*}
\text{raajj9} + -a & \longrightarrow \text{raajj9a} \quad \text{'returning (f)'} \\
\text{amrikaanī} + -yya & \longrightarrow \text{amrikaanīyya} \quad \text{'American (f)'}
\end{align*}
\]
LESSON 1

Dialogue

A. Hello. marHaba.

how keef

condition Haal

your (m) -ak

B. Hello. How are you? marHaba. keef Haalak?

('How is your condition?')

fine, good ṭayyib

glory al-Handu

to God lillaah

and w

you (m) inta

A. Fine, thank God. ṭayyib, al-Handu lillaah.

And you? w inta?

I ana

B. I'm fine [too], thank God. ana ṭayyib, al-Handu lillaah.

A. It's good to see you. (lit., 'Welcome!') ya hala.

welcome ahlān

to you (m) biik

B. I'm glad to see you, too. (lit., 'Welcome to you.') ahlān biik.

Grammatical Notes

1. You will note that the English translation is not always the exact equivalent of the Arabic expression. "Free", rather than "literal" translations in English will sometimes be used, to make the English more natural. The literal Arabic can be understood from the broken-up words preceding sentences.

2. Arabic has different forms for feminine singular and for plural. Most dialogues will be presented in the masculine singular form, and the other variations will occur in drills. Feminine and plural are marked by various sets of suffixes added to the masculine form; there are different suffixes for different parts of speech.

3. Sentences like /keef Haalak/, 'How is your condition?', and /ana ṭayyib/, 'I am fine', are examples of 'equational sentences'. An equational sentence is a simple type of sentence which has no verb. The subject is "equated" with the predicate, and the translation in English uses 'am', 'is', or 'are'.
4. The definite article, 'the', is /al-/ in Arabic, prefixed to a noun or adjective. It is not always translated in English. In rapid speech, the vowel may be lost when the preceding word ends in a vowel (see Classroom Expressions, below.)

5. The /wu/, 'and', may be reduced to /w/ or even /u/ when followed by a word which begins with a vowel.

6. If a word has a long vowel, it is stressed; if more than one, the last long vowel is stressed.

   imṭiḥaان   suggudiyīn
   Ḥaalak       šaafūdū
   salāma   mādīraša
   wizaarāt     mašrifatāk

   If it has short vowels, a word is stressed on the second-to-last syllable in two-syllable words, and the third-to-last syllable in all others.

   ʾinta   9āla
   ṭaṣṣiya   huwwa
   mādīraša   muškīla
   mašrifatāk   kūṭūb

   If a word ends in a syllable which has two consonants, that syllable is stressed:

   aḥūb   waṣālīt
   atkallāmt   tasā9ṭāgī

Stress is usually predictable; these general rules are sufficient to cover most cases. In words where the stress falls elsewhere, it will be marked.

Drills

1. (to a man) How are you? keef Ḥaalak?
   Substitute:
   (to a woman) How are you? keef Ḥaalik?
   (to a group) How are you? keef Ḥaalakum?

2. Fine (m), thank God. ṭaṣṣiya, al-Ḥamdu lillah.
   Substitute:
   Fine (f), thank God. ṭaṣṣiya, al-Ḥamdu lillah.
   Fine (p), thank God. ṭaṣṣiyiba, al-Ḥamdu lillah.
3. (to a man) And you? w inta?
   Substitute:
   (to a woman) w inti?
   And you?
   (to a group) w intu?

4. (to a man) I'm glad to see you. ahlan biik.
   Substitute:
   (to a woman) I'm glad to see you. ahlan biiki.
   (to a group) I'm glad to see you. ahlan biikum.

Exercise: Practice the dialogue in the feminine and plural.

Cultural Notes

1. Greetings in Arabic are important culturally, and several elaborate variations may be used (we have seen two forms of 'welcome' already). Mastering a variety of greeting exchanges is important to establish yourself as "well-mannered". The use of these and other types of speech exchanges which have been developed for different situations is much more important in the Arab world than in America.

Useful Classroom Expressions

1. (to a group) Repeat. 9iido.
2. Repeat the sentence. 9iido l-jumla.
3. Repeat the word. 9iido l-kilma.
4. (to a group) Open your books. iftaHU l-kutub.
5. (to a group) Close your books. igfilu l-kutub.
LESSON 2

Dialogue

morning  
the goodness  
A. Good morning.  ('the morning of goodness')  
the light  
B. Good morning.  ('the morning of light')

A. How are you (m)?  
B. Fine, thank God.  
when  
you (m) arrived

A. When did you arrive?  
B. Yesterday.  
for  
the safety

A. Welcome back.  ('Thank God for your safety')

God  
B. Thanks.  ('May God make you safe')

Grammatical Notes

1. The words /an-nuur/, 'the light', and /as-salaama/, 'the safety', show the definite article becoming /an-/ and /as-/ instead of /al-/. This assimilation of the /l/ to the following consonant occurs with several consonants: t, d, z, r, s, š, ñ, t, ð, ġ, ẓ, l, n. You will soon learn to do this automatically.

2. The alternative words for 'How are you?' and 'Fine' are used commonly in the Najdi area of Arabia, around Riyadh. The words in Lesson 1 are heard throughout Arabia, but more commonly on the western coast (the Hijaz).

3. In the afternoon and evening, you say "Good evening":

masaa' al-xeer.  
('the evening of goodness')

Response:

masaa' an-nuur.  
('the evening of light')
4. /wașalt/ is a verb in the perfect (past) tense; it has several suffixes for various persons, but will be drilled in this lesson for feminine and plural only.

5. The expression /al-Hamdu lillah 9as-salaama/ is used when welcoming someone back from a trip or when he has recovered from an illness. It has a standard response.

6. /9a/, 'for', is a contraction of the full word /9ala/; it may be heard in rapid speech.

7. Note that the word /aļļaah/, 'God', is pronounced with emphasis and a lower /a/ when alone, and it becomes non-emphatic with a higher /a/ when prefixed.

**Drills**

1. (to a man) How are you?  șloŏnak?

Substitute:

(to a woman) How are you?  șloŏnik?

(to a group) How are you?  șloŏnakum?

2. Fine (m), thank God.  zeen, al-Hamdu lillah.

Substitute:

Fine (f), thank God.  zeena, al-Hamdu lillah.

Fine (p), thank God.  zeen,* al-Hamdu lillah.

*Note that this word is not made plural.

3. (to a man) When did you arrive?  mita wașalt?

Substitute:

(to a woman) When did you arrive?  mita wașalti?

(to a group) When did you arrive?  mita wașaltu?

4. (to a man) May God make you safe.  aļļaah yisallimak.

Substitute:

(to a woman) May God make you safe.  aļļaah yisallimik.

(to a group) May God make you safe.  aļļaah yisallimkum.

**Exercise:** Practice the dialogue in the feminine and plural.
<table>
<thead>
<tr>
<th>Useful Classroom Expressions</th>
<th>نـم؟</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pardon? (I didn't understand)</td>
<td>nå9am?</td>
</tr>
<tr>
<td>2. (to a man) Say it again, please.</td>
<td>گـوـل مـرـا تاـنـىا،</td>
</tr>
<tr>
<td></td>
<td>مـيـن فـاـذـلـك.</td>
</tr>
<tr>
<td>3. (to a woman) Say it again, please.</td>
<td>گـوـلـي مـرـا تاـنـىا،</td>
</tr>
<tr>
<td></td>
<td>مـيـن فـاـذـلـك.</td>
</tr>
<tr>
<td>4. Slowly.</td>
<td>بـسـوـىـر.</td>
</tr>
<tr>
<td>5. (to a man) Do you understand?</td>
<td>فاـاـهـىـم؟</td>
</tr>
<tr>
<td>6. (to a woman) Do you understand?</td>
<td>فاـاـهـم؟</td>
</tr>
<tr>
<td>7. (to a group) Do you understand?</td>
<td>فاـاـهـمـين؟</td>
</tr>
<tr>
<td>8. Yes, I (m) understand.</td>
<td>iiwa, فاـاـهـىـم.</td>
</tr>
<tr>
<td>9. Yes, I (f) understand.</td>
<td>iiwa, فاـاـهـمـا.</td>
</tr>
<tr>
<td>10. Yes, we understand.</td>
<td>iiwa, فاـاـهـمـين.</td>
</tr>
<tr>
<td>11. No.</td>
<td>لاـ.</td>
</tr>
<tr>
<td>12. Correct.</td>
<td>ـىاـىـى</td>
</tr>
<tr>
<td>13. Wrong.</td>
<td>غـلـط.</td>
</tr>
</tbody>
</table>

*Note that in these words, the /i/ is dropped ("elided") before the /-a/ and /-iin/ endings.
LESSON 3
Dialogue

(Visiting a home)

peace
upon
you (p)
A. Peace be upon you.
as-salaamu 9aleekum.
B. And upon you peace.
Welcome.
wu 9aleekum as-salaam.
ahl an wu sahlan.
A. Thanks. ('Welcome
to you')
ahlan biik.
B. Come in.
atfa'adal.
A. Thank you.
šukran.
I like
I introduce
you (m) (object)
Mr:
as-sayyid
B. I'd like to introduce
you to Mr. Ahmad.
aHubb a9arrifak 9ala
s-sayyid ahmad.
C. Pleased to meet you.
this (m)
he
from
ahl an wu sahlan.
haada
huwwa
min
B. This is Mr. Smith.
He is American,
from Chicago.
haada mistar Smith. huwwa
amrikaani, min Chicago.
by
ma9rifa
acquaintance
A. I'm honored to make your
acquaintance. ('by
your acquaintance')
atšarraft b-ma9rifatkum.
Structure Sentences

1. I'd like to introduce you to Mrs. Farida.
   al-ḥubb a9arrifak 9ala s-sayyida fariida.
2. (to a woman) I'm honored to make your acquaintance.
   atšarrraft b-ma9rifatik.
3. I'd like to introduce you (p) to Miss Amal.
   al-ḥubb a9arrifum 9ala 1-'aanisa amaal.
4. (to a woman) We're honored to make your acquaintance.
   atšarrafna b-ma9rifatik.
5. She is American.
   hiyya amrikiyya.
6. She is Mrs. Farida.
   hiyya s-sayyida fariida.
7. Are you Miss Amal?
   inti l-'aanisa amaal?
8. I am American also.
   ana amrikaani kamaan.
9. It's been a pleasure meeting you. ('happy occasion')
   furša sa9iida.

Grammatical Notes

1. /atfaddal/ is used for many situations; it may mean 'Come in', 'Sit down', 'Please go first', 'Please have some (food, drink)', 'Go ahead and ask (speak)'. Literally, it means 'be preferred', and is a command form. You will see the uses of this word in future lessons.

2. The suffixes for 'you' as a direct object are the same as for possession, /-ak/, /-ik/, and /-kum/. We used these endings in the phrase /al-lāah yissallīmak/, and now in /a9arrifak/. These endings when following a vowel have a slightly different form for two persons:
   /bi- 'to': /ahlan biik/ Ending: /-k/ (m)
   /ahlan biiki/ /-ki/ (f)

The plural suffix remains the same:

   /ahlan biikum/ /-kum/ (p)

The complete set of suffixes will be discussed in future lessons.

3. In Arabic, the literal expression is 'to introduce on' someone; this is an idiom.

4. When an adjective ends in /i/, the feminine ending is /-yya/:
   /amrikaani/
   /amrikiyya/

The vowel /aa/ is usually shortened when the feminine ending is added, although some speakers keep it long.
5. Arabic titles, such as /as-sayyid/, /as-sayyida/, and /al-'aanisa/ are usually used with the definite article.

6. /atšarratf/ and /atšarrafna/ are actually passive verbs ('I am honored', etc.). They can be learned simply as vocabulary items at this point. This expression is more common in the Hijaz.

7. In the expression /atšarratf b-ma9rifatkm/, 'I'm honored by your acquaintance', note that the plural form may be used when speaking to one person. This is an honorific usage and shows respect. The expression /as-salaamu 9aleekum/ is used only in the plural form.

8. To ask a question which elicits a "yes" or "no" answer, simply raise your voice at the end of the sentence. Otherwise, it is a statement. (cf. Structure Sentence 7.)

9. /furša sa9iida/, 'happy occasion', may be used when meeting someone for the first time. The response is /ana as9ad/, 'I am happier'.

Drills

1. (to a man) Come in. atfağdal.
   Substitute:
   (to a woman) Come in. atfağdāli.
   (to a group) Come in. atfağdālu.

2. (to a man) I'd like to introduce you to Mr. Ahmād.
   Substitute:
   (to a woman) I'd like to introduce you to Mr. Ahmād.
   (to a group) I'd like to introduce you to Mr. Ahmād.

3. He is American. huwwa amrikaani.
   Substitute:
   She hiyya amrikaniyya.

4. (to a man) I'm honored to make your acquaintance.
   Substitute:
   (to a woman) I'm honored to make your acquaintance.
   (to a group) I'm honored to make your acquaintance.
(to a group) We're honored to make your acquaintance. 
\textit{atšarrafna b-ma9rifatkum.} 
\textit{اَنْتُرْنَا مَعْرِفَتَكُمْ.}

(to a woman) We're honored to make your acquaintance.
\textit{atšarrafna b-ma9rifatik.} 
\textit{اَنْتُرْنَا مَعْرِفَتَيْكَ.}

(to a man) We're honored to make your acquaintance.
\textit{atšarrafna b-ma9rifatak.} 
\textit{اَنْتُرْنَا مَعْرِفَتَكَ.}

\textbf{Situations}

Translate into Arabic:

1.
A. Good morning. Welcome.
B. Thank you.
A. How are you?
B. Fine, thanks, and you?
A. I, too (thank God).

2.
A. Good evening.
B. Good evening.
A. How are all of you?
B. Well, thanks. When did you all arrive?
A. Yesterday.
B. Welcome back.
A. Thanks.

3.
A. I'd like you to meet Mr. Ahmad.
B. Pleased to meet you.
C. I'm honored.
A. Please sit down (you two).
B. Are you American?
C. Yes, I am American. I am from New York.

\textbf{Classroom Vocabulary}

\begin{tabular}{ll}
\textbf{drill} & \textit{tamriin} \\
\textbf{pen} & \textit{galam} \\
\textbf{book} & \textit{kitaab} \\
\textbf{piece of paper} & \textit{waraga} \\
\textbf{notebook} & \textit{daftar} \\
\textbf{examination} & \textit{intiHaan} \\
\textbf{lesson} & \textit{dars} \\
\end{tabular}
Cultural Notes

1. Arabs always give visitors a warm welcome to their home or office, and may repeat welcoming phrases over and over.

2. First names are usually used in the Arab naming system, and unless they know our system of using last names, they may call you by your first name, too. Titles are used with first names as well.
LESSON 4

Dialogue

you (m) speak
Arabic
good, well
where
you (m) studied
A. You speak Arabic well. Where did you study?
I studied in an institute belonging to the American government.
institute
belonging to
government
American
B. I studied in an institute of the American government.
institute
of
American government
A. How long?
approximately
six
months
B. About six months.
only
not
possible
A. Only [that]? It's not possible!
well
with
B. Well, goodbye. ('with safety')
A. Goodbye. ('May God make you safe')
titkallam
9arabi
kwayyis
feen
darast
inta titkallam 9arabi kwayyis. feen darast?
darast
fi
ma9had
Hagg
Hukuuma
amrikiyya
ana darast fil-ma9had Hagg al-Hukuuma l-amrikiyya.

caddeess?
Hawaali
sitta
šuhuur
Hawaali sitta šuhuur.
bass
muu
mumkin
bass? muu mumkin!
țayyb
ma9a
țayyb, ma9a s-salaama.
allaah yisallimak.
Structure Sentences

1. Where did they study? feen darasu?
2. We studied in school. darasna fil-madrasa.
3. She studied in an institute. darasat fi ma9had.
4. She spoke Arabic. atkallamat 9arabi.
5. Did you (p) speak English? atkallamtu ingilliizi?
6. We arrived safely. wa3alna bis-salaama.
7. Where is the American institute? feen al-ma9had al-amriiki?
8. He introduced Mr. Jones to Mr. Ahmad. 9arraf mistar Jones 9ala s-sayyid ahmad.
9. How did he know? keef 9irif?
10. He studied the Arabic language. daras al-lugha 1-9arabiyya.

Grammatical Notes

1. /kwayyi/ may be used as 'good' or 'well'; it alternates with /tayyi/, and is more used in the Hijaz. It is not a Saudi word; it was borrowed from the Egyptian dialect.

2. The perfect (past) tense of the verb expresses persons by using suffixes; it is known as the "suffix" tense. One type of regular verb is represented by /daras/, 'to study', and /9irif/, 'to know'. (There is no infinitive form, so verbs are cited in the 'he' form.) Forms are based on the 'he' form, and are listed in the traditional Arabic order of conjugation:

<table>
<thead>
<tr>
<th>daras</th>
<th>he studied</th>
<th>9irif</th>
<th>he knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>darasat</td>
<td>she studied</td>
<td>9irifat</td>
<td>she knew</td>
</tr>
<tr>
<td>darasu</td>
<td>they studied</td>
<td>9irifu</td>
<td>they knew</td>
</tr>
<tr>
<td>darast</td>
<td>you (m) studied</td>
<td>9irift</td>
<td>you (m) knew</td>
</tr>
<tr>
<td>darasti</td>
<td>you (f) studied</td>
<td>9irifti</td>
<td>you (f) knew</td>
</tr>
<tr>
<td>darastu</td>
<td>you (p) studied</td>
<td>9iriftu</td>
<td>you (p) knew</td>
</tr>
<tr>
<td>darastu</td>
<td>I studied</td>
<td>9irift</td>
<td>I knew</td>
</tr>
<tr>
<td>darasna</td>
<td>we studied</td>
<td>9irifn</td>
<td>we knew</td>
</tr>
</tbody>
</table>

Note the regular shift in stress.

The forms for 'you (m)' and 'I' are the same.

/atkallam/, 'to speak' and /9arraf/, 'to introduce', represent another type of verb, in which the middle consonant is doubled:

<table>
<thead>
<tr>
<th>atkallam</th>
<th>he spoke</th>
<th>9arraf</th>
<th>he introduced</th>
</tr>
</thead>
<tbody>
<tr>
<td>atkallamat</td>
<td>she spoke</td>
<td>9arrafat</td>
<td>she introduced</td>
</tr>
<tr>
<td>atkallamu</td>
<td>they spoke</td>
<td>9arrafa</td>
<td>they introduced</td>
</tr>
<tr>
<td>atkallamt</td>
<td>you (m) spoke</td>
<td>9arrafaft</td>
<td>you (m) introduced</td>
</tr>
<tr>
<td>atkallamti</td>
<td>you (f) spoke</td>
<td>9arrafafti</td>
<td>you (f) introduced</td>
</tr>
<tr>
<td>atkallamtu</td>
<td>you (p) spoke</td>
<td>9arrafaftu</td>
<td>you (p) introduced</td>
</tr>
</tbody>
</table>
atkallamt I spoke  9arrat I introduced
atkallamna we spoke  9arrafna we introduced

Note the regular shift in stress.

3. Arabic nouns are either masculine or feminine, including inanimate nouns. Almost all feminine nouns end in /-a/ and are easily recognized. (There are only a few nouns which end in /-a/ and are masculine; this is rare.)

The adjective and verb must agree in gender and number with the noun.

(masculine) al-maqhad al-amriki 'the American institute'
(feminine) al-Hukuuma l-amrikiyya 'the American government'

4. The phrase /al-Hukuuma l-amrikiyya/ is a definite noun phrase, 'the American government'. In Arabic, when the definite article /-al-/ is used with the noun, it must also be used with the adjective; the literal translation would be 'the government the American'.

5. The word /Hagg/ changes if the noun it refers to is feminine or plural; it is used when referring to a definite noun.

(masculine) al-maqhad Hagg al-Hukuuma ('institute')
(feminine) al-madrasa Haggat al-Hukuuma ('school')
(plural) al-kutub Haggoon al-Hukuuma ('books')

6. The words /amriki/ and /amrikiyya/ are used here for 'American'. /amrikaani/ and /amrikaniyya/ refer to people (and some other nouns), while /amriki/ and /amrikiyya/ are often reserved for abstract or inanimate nouns (although some speakers use them exclusively); they are more "classical". Note that the /ii/ in /amriki/ is shortened when the feminine suffix is added.

7. /gaddees/, literally means 'what amount?', and can be used in other situations as well, referring not only to time, as here, but amounts of money, length, weight, etc.

8. The word /lugha/, 'language', is feminine, so the adjective must also be feminine:

al-lugha l-9arabiyya  'the Arabic language'

When the word /lugha/ is not used, a language is cited in the masculine form:

inta titkallam 9arabi kwayis.  'You speak Arabic well.'

The phrase, /al-lugha l-9arabiyya/, 'the Arabic language', usually refers to Classical Arabic, not the colloquial dialects.

9. There is no indefinite article in Arabic (equivalent to 'a' or 'an' in English). (cf. Structure Sentence 3.)

Vocabulary Notes

Verbs (patterned like /daras/ and /9irif/)

<table>
<thead>
<tr>
<th>daras</th>
<th>study</th>
<th>9irif</th>
<th>know</th>
</tr>
</thead>
<tbody>
<tr>
<td>fataH</td>
<td>open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gafal</td>
<td>close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>katab</td>
<td>write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>waṣal</td>
<td>arrive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14
Languages (These words are also nationalities; add /-yya/ for the feminine ending.)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>Spanish</th>
<th>German</th>
<th>Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>lugha</td>
<td>language</td>
<td>لغة</td>
<td>غرسي</td>
<td>انجليزي</td>
</tr>
<tr>
<td>9arabi</td>
<td>Arab, Arabic</td>
<td>إنجليزية</td>
<td>فرنسوي</td>
<td>إسباني</td>
</tr>
<tr>
<td>ingilizi</td>
<td>English</td>
<td>انجليزي</td>
<td>إسباني</td>
<td></td>
</tr>
<tr>
<td>faransaawi</td>
<td>French</td>
<td>إسباني</td>
<td></td>
<td></td>
</tr>
<tr>
<td>asbaani</td>
<td>Spanish</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>almaani</td>
<td>German</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ruusi</td>
<td>Russian</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drills

For substitution drills, parts of the drill which may be substituted will be underlined. Cue words may be in English or in Arabic. The full response in Arabic will no longer be written out.

1. Where did you (m) study Arabic? feen darast 9arabi?
   
   Substitute:
   
   you (f)
you (p) when she French
   he Spanish where they
   you (m) Arabic
   
2. I studied in an institute. darast fi ma9had.
   
   Substitute:
   
   we they school he
   she institute I
   
3. We spoke Arabic. atkallamna 9arabi.
    
   Substitute:
   
   they German I Russian
   he Arabic
4. They arrived safely. wagalu bis-salaama. وصلوا بالسلامة.

Substitute:
we
he
she
I
you (f)
you (p)
we
they

5. Mr. Robert is French. as-sayyid Robert faransaawi. السيد روبير فرنسي.

Substitute:
Mrs. Marie
Miss Marie
German
Mr. Robert
Russian
Are you (m) Russian?
you (f)
Arab
I am Arab.
American
Mr. Robert
French

6. How did you (m) know this? keef girift haada? كيف علمت هادى؟

Substitute:
you (p)
you (f)
when
you (m)
how

7. When did they close the school? mita gafalu l-madrasa? ينها فصل المدرسة?

Substitute:
open
you (m)
the institute
the books
close
you (f)
they
the school

8. Answer the questions:

Example:
min feen as-sayyid Ford? huwwa amrikaani. من فين السيد فورد؟ هو أمريكاني.
Continue, substituting:

as-sayyid Brandt
as-sayyida Farida
as-sayyid Brezhnev
as-sayyid Heath

Situations

Translate into Arabic:

1.
A. Where is John?
B. At school. He arrived yesterday.
A. Safely?
B. Yes, thank God.
A. How did you know?
B. From Ahmad.

2.
A. You speak English well.
B. I studied English in school. I studied French, too.
A. Are you from Jidda?
B. Yes, how did you know?

3.
A. Welcome. Have a chair.
B. Thanks.
A. You're welcome.
B. How long did you work in the government?
A. About six months.
B. I must be going now.
A. Go safely.
B. 'Thanks'. (response)

4.
A. Is she American?
B. Yes. I'd like to introduce you to Miss Jones.
A. I'm honored. When did you arrive?
B. Yesterday.
A. Where did you study Arabic?
B. I studied in school.
LESSON 5

Dialogue

A. Do you speak English? inta tickallam ingilliizi? شوبي
a little šwayya
much katiir

B. Yes, a little. Not much. iiwa, šwayya. muu katiir.

you (m) tell tiguul

you (m) to me -li

you (m) what eeš

you (m) his name ismu

A. Could you tell me what mumkin tigulli 'car' eeš 'car' means in Arabic? ismu bil-9arabi? اسمه بالعربية؟
it means ya9ni

B. 'Car' means /sayyaara/ in Arabic. 'car' ya9ni sayyaara bil-9arabi.

A. Thank you. šukran.
B. You're welcome. 9afwan.

Structure Sentences

1. He speaks Arabic well. huwwa yitkallam 9arabi kwayyis.
2. I speak French a little. ana aṭkallam faransaawi šwayya.
3. She wrote in Arabic. hiyya katabat bil-9arabi.
4. What did they do yesterday? eeš sawwu ams?
5. We wrote a lot. katabna katiir.
6. The car is here. as-sayyaara hina.
7. The books are there. al-kutub hinaak.

Grammatical Notes

1. The imperfect (present) tense of the verb expresses persons by using mostly prefixes, sometimes prefix-suffix combinations; it is known as the "prefix" tense. Forms in the imperfect tense are also based on the 'he' form. The imperfect forms of /daras/ are /9irif/ are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Imparfait Form</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>yidrus</td>
<td>he studies</td>
<td>yi9rif</td>
</tr>
<tr>
<td>tidrus</td>
<td>she studies</td>
<td>ti9rif</td>
</tr>
<tr>
<td>yidrusu</td>
<td>they study</td>
<td>yi9rifu</td>
</tr>
</tbody>
</table>
tidrus you (m) study ti9rif you (m) know
tidrusi you (f) study ti9rifi you (f) know
tidrusu you (p) study ti9rifu you (p) know

adrus I study a9rif I know
nirus we study ni9rif we know

Note that the forms for 'she' and 'you (m)' are the same.

Verbs of the /kallam/ type:

yitkallam he speaks yi9arrif he introduces
titkallam she speaks ti9arrif she introduces
tyitkallamu they speak yi9arrifu they introduce
titkallam you (m) speak ti9arrif you (m) introduce
titkallami you (f) speak ti9arrifi you (f) introduce
titkallamu you (p) speak ti9arrifu you (p) introduce

atkallam I speak a9arrif I introduce
nitkallam we speak ni9arrif we introduce

The imperfect tense is used to express action which is repetitive, e.g., 'he studies every day', and progressive, e.g., 'he is studying now'. This is further discussed in Lessons 25 and 36.

From now on, learn the perfect and imperfect tenses of these verbs together (do not guess; there may be variations in the vowels). Verbs will be cited in vocabulary lists in the 'he' form only.

2. By comparing words which share the same type of meaning, we notice that Arabic retains the same combination of consonants in the words, but changes vowel patterns and adds suffixes and prefixes. These inter-related patterns are predictable in Arabic and form categories of words. For example, /daras/, /yidrus/, and /madrasa/ (a school is a 'place of study') share the consonants /d-r-s/. Similarly,/atkallam/, /yitkallam/ and /kilma/ share /k-l-m/, and /katab/ is related to /kutub/, 'books'.

The three consonants on which most words are built are called the "root" of the word. The "root-pattern" system is basic to understanding how words are formed in Arabic, and will be expanded upon as we come to new categories. Keeping this principle in mind will help you guess and remember the meanings of many words.

3. To say 'in Arabic' or 'in English', etc., a phrase with /b-/ is used, and the definite article:

/bil-9arabi/ 'by the Arabic'
/bil-ingilizi/ 'by the English'

This is an idiom.

4. /mumkin/ is an adjective meaning 'possible', introduced in the last lesson. It may also be used with a verb in the imperfect tense to mean 'Could you...?' or 'You may...', and as a form for a polite request, 'Would you...?'

mumkin tigulli? Could you tell me?
mumkin ti9arrif Would you [please] introduce
John 9ala Ahmd? John to Ahmd?

5. Note that /tigul/, 'you (m) tell', becomes /tigul-/ in combination with /-li/. This shortening of the vowel is explained in Lesson 7.
6. /gafwan/ may also mean 'sorry' or 'pardon', as used when interrupting or correcting someone, after coughing, etc.

Vocabulary Notes

Regular verbs (a) | Regular verbs (i)
---|---
daras, yidrus study | 9irif, yi9rif know
fatah, yiftah open | 
qafal, yigfil close | 
katab, yiktub write | 
washaţ, yiwšal arrive | 

Verbs with doubled medial consonant

atkallam, yitkallam speak | 
9arraf, yi9arrif introduce | 

Drills

1. Given the cue word in the imperfect tense, change it to perfect, and vice versa:

yiktub | 
yiftah | 
qigfil | 
yiqrif | 
tiwšali | 
adrus | 
darasat | 
katabtu | 
(inta) gafalt | 
washaţna | 
fataţhu | 
(ana) 9irift | 

2. You (m) speak English well. inta titkallam ingilliizi xwayyis.

Substitute:

you (f) | 
you (p) | 
I | 
know | 
Arabic | 
he | 
she | 
English | 
speaks | 
you (m) | 

3. Can you (m) speak Arabic? munkin titkallam 9arabi?

Substitute:

we | 
French | 
they | 
I |
4. Would you (m) introduce John to Ahmad?  
mumkin ti9arrif John 9ala 9amad?

Substitute:

Would you (f) introduce John to Ahmad?  
May I introduce John to Ahmad?  
May I introduce you (m) to Ahmad?  
May we introduce you (m) to Ahmad?  
May John introduce you (m) to Ahmad?

5. He talked a lot.  atkallam katiiir.

Substitute:

we  
she  
a little  
they  
in Arabic  
I  
a lot in Arabic  
he  
a lot

6. How do you (m) open this?  
keef tiftah haada?

Substitute:

close  
write  
you (f)  
i  
you (p)  
know  
close  
we  
on  
you (m)

7. Given the sentence in the masculine, change it to feminine:

Šloonak?  
allaah yisallimak.  
affadžal.  
huwwa s-sayyid Jones.  
ana amrikaani.  
haada Haggi.  
daras 9arabi.

Situations

1. A. Do you know his name?  
B. No. What is his name?  
A. Ahmad. He is from the government.  
B. When did he arrive?  
A. In the evening.
2. A. Can you tell me where John is? B. At school. A. Does he know English? B. Not much... he's German. A. I understand.


LESSON 6

Dialogue

A. Welcome. Come in. ahlan. atfaqal.
A. إحلاً، افتح.
A. افتك.
A. افتح
B. Thank you, ('I thank you (m)') aškurak.
B. شكراً،
B. شكراً,
B. اشكراً,
A. Excuse me... 9ašwan...
A. اعذراً... 
A. أعذر
B. Go ahead. atfaqal.
B. افتح
B. افتح
A. What is your name? eeš ismak?
A. اسمك
A. اسم
B. My name is John Smith. ismi John Smith.
B. اسمي جون سmitt.
B. يا
A. Welcome, John. ahlan wu saḥlan ya John.
A. إحلاً وسهلاً يا جون.

Structure Sentences

1. They studied a lot. humma darasu katii." 
2. We know Mr. Smith well. ihna ni9rif mister Smith kwayyis.
3. He knows us, too. huwwa yi9rifna kamaan.
4. I know him a little. ana a9rifu šwayya.
5. Excuse me (to a group). 9an iznakum.
6. What's her name? eeš ismaha?
7. Where is their car? feen sayyaaraθum?
8. This is our school. haadi madarasatana.
9. We thank you all. nuškurkum.

Grammatical Notes

1. /aškurak/ is a variation for 'thank you'. It can be conjugated as a verb in the imperfect tense, and the person endings at the end can be varied. It is most often used in the 'I' and 'we' forms.

2. The full set of personal pronouns is:

<table>
<thead>
<tr>
<th>he</th>
<th>huwwa</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>hiiya</td>
</tr>
<tr>
<td>they</td>
<td>humma</td>
</tr>
<tr>
<td>you (m)</td>
<td>inta</td>
</tr>
<tr>
<td>you (f)</td>
<td>inti</td>
</tr>
<tr>
<td>you (p)</td>
<td>intu</td>
</tr>
<tr>
<td>ana</td>
<td>ihna</td>
</tr>
</tbody>
</table>
Personal pronouns are used most often in equational sentences, for example:

huwaa amrikaani.  He is an American.
hiyya hina.  She is here.

They may be used with verbs, but it is not necessary; their use may also make
the sentence sound emphatic:

keef Haalak?  How are you?
keef Haalak inta?  How are you?

Do not overuse pronouns; you will notice that they are needed less in Arabic
than in English.

3. Several types of pronouns in Arabic are suffixed to the end of words. Their
forms may vary slightly, depending on the shape of the word to which they are
suffixed.

A. The Direct Object Pronouns are:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>him</td>
<td>-u</td>
<td>yi\rifu</td>
</tr>
<tr>
<td>her</td>
<td>-ha</td>
<td>yi\rifha</td>
</tr>
<tr>
<td>them</td>
<td>-hum</td>
<td>yi\rifhum</td>
</tr>
<tr>
<td>you (m)</td>
<td>-ak</td>
<td>yi\rifak</td>
</tr>
<tr>
<td>you (f)</td>
<td>-ik</td>
<td>yi\rifik</td>
</tr>
<tr>
<td>you (p)</td>
<td>-kum</td>
<td>yi\rifkum</td>
</tr>
<tr>
<td>me</td>
<td>-ni</td>
<td>yi\rifni</td>
</tr>
<tr>
<td>us</td>
<td>-na</td>
<td>yi\rifna</td>
</tr>
</tbody>
</table>

Modifications:

(1) After a word which ends in two consonants, or which has a long vowel
in the last syllable, /-a-/ is inserted before suffixes which begin with a
consonant: /-ha/, /-hum/, /-kum/, /-ni/, /-na/:

\rifu  I knew;
\rifh  I knew her.
\rifhum  I knew them.
\rifak  I knew you (m).
\rifik  I knew you (f).
\rifkum  I knew you (p).
\rifni  You (m) knew me.
\rifna  You (m) knew us.

(2) After a word which ends in a vowel, that vowel is lengthened and
stressed before adding suffixes. In addition, a change occurs in the three
suffixes which begin with a vowel, /-u/, /-ak/, /-ik/:

\rifu  we knew
\rifn  We knew him.
\rifnahum  We knew them.
\rifnaha  We knew her.

yi\rifu  they know
yi\rifu  They know him.
yi\rifuuni  They know me.
yi\rifuukum  They know you (p).
yi\rifuq  They know you (m).
yi\rifuuki  They know you (f).

Note that the 'him' form is expressed by lengthening whichever vowel occurs,
and switching stress to that syllable.
The distinction between 'you (m)' and 'you (f)' is made by the forms /-k/ and /-ki/.

(3) The verb form for 'they' in the perfect changes to the base form with /oo/ at the end, when used before suffixes, for example, /9irifo-/:

9irifu  they knew
9irifooha They knew her.
9irifoom  They knew them.
9irifook  They knew you (m).
9irifooki  They knew you (f).
9irifookum They knew you (p).
9irifooni They knew me.
9irifoona They knew us.

B. The Possessive Pronouns are:

his  -u
galamu  his pen
her  -ha
galamha  her pen
their  -hum
galamhum  their pen
your (m)  -ak
galamak  your (m) pen
your (f)  -ik
galamik  your (f) pen
your (p)  -kum
galamkum  your (p) pen
my  -i
galami  my pen
our  -na
galamna  our pen

These suffixes are the same as the direct object pronoun suffixes, except for the 'my' form.

Modifications:

(1) For these suffixes also, when a word ends in two consonants or has a long vowel in the last syllable, /-a/ is inserted before those which begin with a consonant: /-ha/, /-hum/, /-kum/, /-na/:

ism  name
ismaha  her name
ismahum  their name
ismakum  your (p) name
ismana  our name

Haal  condition
Haalaha  her condition
Haalahum  their condition
Haalakum  your (p) condition
Haalan  our condition

(2) When a noun is feminine and ends in /-a/, a /-t-/ is inserted before the suffixes, resulting in /-at-/ before the suffix. The second-to-last syllable (before the /t/) is stressed.

madrasa  school
madrasatu  his school
madrasatha  her school
madrasatham  their school
madrasatik  your (m) school
madrasatikum  your (p) school
madrasat  my school
madrasatna  our school
ma'rifat - acquaintance  
ma'rifat atak - your (m) acquaintance  
ma'rifatik - your (f) acquaintance  
ma'rifatikum - your (p) acquaintance

(3) When a noun ends in a vowel (other than the /-a/ of the feminine),  
the suffixes are the same as those of direct object pronouns after nouns ending  
in a vowel (see modification 2, on page 24) with the exception of the 'my' form,  
which is /-ya/:

kursi - chair  
kursii - his chair  
kursiha - her chair  
kursihum - their chair

kursiik - your (m) chair  
kursiiki - your (f) chair  
kursiikum - your (p) chair

kursiya - my chair  
kursiina - our chair

While this appears to be a great amount of material, with a little practice,  
you will see that relatively few variations need to be kept in mind. The main  
points of difference are:

1. If the word ends in two consonants or has a long vowel in the last  
syllable, add /-a/- before the suffixes which begin with a consonant.

2. If the word ends in a vowel (other than the /-a/ of the feminine),  
lengthen it for 'him' or 'his', and use /-k/ and /-ki/ for 'you' and 'your' (m,f).

3. Remember to use /-at/- after feminine nouns, before possessive endings.

4. Note the difference between /-ni/, 'me', and /-i/, 'my'.

4. /ya/ is called the "vocative particle"; it is used before a name or title to  
indicate that the speaker is addressing that person (similar to old English usage  
of "O", as in "O Lord..."). It may also be used with a noun, to mean a casual  
'hey!', as in 'hey boy!'

Note that when using /ya/, a title does not have /al-/

ya sayyid - John  
ya ahmad - Ahmad  
ya aanisa

5. The three pronouns for 'this' are:

haada - this (m)  
haadi - this (f)  
hadool - these

Vocabulary Notes

<table>
<thead>
<tr>
<th>Masculine nouns</th>
<th>Feminine nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>galam</td>
<td>pen</td>
</tr>
<tr>
<td>kitaab</td>
<td>book</td>
</tr>
<tr>
<td>baab</td>
<td>door</td>
</tr>
<tr>
<td>kursi</td>
<td>chair</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drills

1. I thank you (m).  
   Substitute:
   We thank you (m).
   We thank you (f).
   We thank you (p).
   I thank you (p).
   I thank you (f).
   I thank them.
   I thank you (m).

2. With your (m) permission.
   Substitute:
   your (f)
   your (p)

3. He knows his name.
   Substitute:
   Does he know his name?
   my name
   He knows your (m) name.
   she
   her name
   they
   our name
   you (p)
   you (f)
   my name
   he
   his name

4. Where is their car?
   Substitute:
   our car
   his car
   her car
   her desk
   my desk
   my watch
   her watch
   your (m) watch
   your (m) book
   her book
   her room
   your (f) room
   their room
   their table
   your (p) table
   your (p) chair
   my chair
   his chair
   his car
   your (p) car
   their car
5. He knew him. **huwwa girifu.**
   
   Substitute:
   
   She knew him.
   She knew me.
   They knew me.
   They knew you (m).
   They knew you (f).
   I knew you (f).
   We knew you (f).
   We knew them.
   We knew you (f).
   She knew you (f).
   She knew him.
   He knew him.

6. I opened it. **ana fataHtu.**
   
   Substitute:
   
   We opened it.
   You opened it.
   They opened it.
   They opened them.
   He opened them.
   He closed them.
   You (f) closed them.
   You (m) closed them.
   I closed them.
   I opened it.

7. Given the cue word in Arabic, respond, saying 'This is a ____', and translate into English:
   
   Example:
   
   galam → haada galam.
   sayyaara → haadi sayyaara.

   Continue:
   
   ġarabiiza
   kursi
   saa9a
   kutub
   kitaab
   maasā
   baab
   madrasa
   as-sayyid Smith
   al-'aanisa Jones

8. Given the cue phrase in English, respond, saying 'This is ____', 'These are ____':
   
   Example:
   
   my books → hadool kutubi.
   his car → haadi sayyaaratu.
Continue:

her room
Is this your (m) pen?
his watch?
your (m) chair?
These are their books.
Are these your (p) books?
This is my chair.
my school
Is this your (f) car?
his name?
These are our books.
their room
my desk

Situations

1.
A. Excuse me, is this your car?
B. Yes, it belongs to me.
A. Do these books belong to you too?
B. Yes, they are Arabic books.

2.
A. Can you open the door a little?
B. Is this too much?
   (literally, 'Is this much?')
A. No, that's good. (literally, 'This is good.') Thanks.
B. You're welcome.

3.
A. Where is Ahmad?
B. Pardon?
A. Do you know where Ahmad is?
B. In his room.
A. Is this his watch?
B. No, his watch is on the table.

4.
A. (To a girl) Excuse me, are you American?
B. Yes, I'm from New York.
A. Did you study Arabic?
B. Yes, a little.
A. How long?
B. Six months.
A. You speak well.
B. Thanks.
LESSON 7

Dialogue

(Going through a doorway)

A. Go ahead. atفاذا،

B. No, you go ahead. لا، افاذا انت
first al-awwal

A. You first. انت الاربع
OK inta 1-awwal.

B. OK, thanks...('you (m) are thanked') حننس مشكور...

family

A. How's the family? كيف العائلة؟

wife zawja

children awlaad

they greet yisallimu

on you (m) 9aleek

B. My wife and children are fine, thank God. زوجتي وأولادي طيبين
They greet you. الحمد لله,
yisallimu 9aleek.

after ba9d

necessary laazim

I take leave asta'zin

now al-Hiin

A. With your permission, jacket, laazim asta'zin
I must be going now. الحمد لله,
('take leave now') al-Hiin.

B. It's early! بدري!
by God (oath) wallah

A. No, (by God), I must. لا، وله لم.

B. Go ahead. افاذا.
Structure Sentences

1. He told me his name. galli ismu.
2. She told us where her house is. gaalatilana feen beetha.
3. I must write to my family. laazim aktub li-9eelati.
4. I thank you (p). ('You (p) are thanked.') intu ma5kuurii.
5. We must arrive early. laazim niwatal baadri.
6. They arrived first. humma wa9alu l-awwal.
7. They greeted me. sailamu 9alayya.
8. I greeted them (i.e., shook hands) and then left. sailamt 9aleehum w asta'zant.
9. May I use your car? munki 9asta9mil sayyaratak?
10. Yes, you (m) can use it. iiwa, munkin tista9milha.
11. Have you (m) seen Ahmad? 9uf 9ahmad?
12. I went home. ruht al-beet.

Grammatical Notes

1. /ma5kuur/ may be translated into English as 'thank you', although it literally means 'thanked' and is an adjective. The feminine and plural are regular: /ma5kuura/, /ma5kuuriin/. Note that the adjective refers to the person who is thanked, not the speaker.

2. /9eel/ is translated 'family'; it usually refers to one's immediate family—either spouse and children, or parents, brothers and sisters if one is unmarried. The word /ahl/ is also used to mean immediate family or wife; it more often refers to the extended family.

3. /yisallimu 9aleek/, literally, 'they greet on you (m)', is an idiomatic expression, and is often added when commenting about someone else; it is part of the formula and may not be meant literally. It is common to respond to this with /a7laah yisallimhun/ (or the response conjugated for the appropriate person).

4. The preposition /9ala/, 'on', may take possessive pronoun suffixes, which are formed in the regular way for a word ending in a vowel. The 'base' form to which suffixes are added is /9alee/-/.

<table>
<thead>
<tr>
<th>9alee</th>
<th>on him</th>
<th>عليه</th>
</tr>
</thead>
<tbody>
<tr>
<td>9aleeha</td>
<td>on her</td>
<td>عليها</td>
</tr>
<tr>
<td>9aleehum</td>
<td>on them</td>
<td>عليهم</td>
</tr>
<tr>
<td>9aleek</td>
<td>on you (m)</td>
<td>عليه</td>
</tr>
<tr>
<td>9aleeki</td>
<td>on you (f)</td>
<td>عليها</td>
</tr>
<tr>
<td>9aleekum</td>
<td>on you (p)</td>
<td>عليهم</td>
</tr>
<tr>
<td>9alayya</td>
<td>on me</td>
<td>عليها</td>
</tr>
<tr>
<td>9aleena</td>
<td>on us</td>
<td>عليهم</td>
</tr>
</tbody>
</table>
5. /laazim/, 'necessary', may be used with verbs in the imperfect tense to mean 'must' or 'it is necessary...'. /laazim/ and /mumkin/ are examples of 'modals' or helping words which are used with verbs in the imperfect tense, and are quite numerous in Arabic.

6. /al-Hiin/, 'now', alternates freely with /dahHiin/, the latter being more urban and more common on the western coast.

7. Indirect object pronouns are used with the preposition /l-/ , 'to', 'for', and are suffixed to the verb. The forms change slightly depending on the form of the verb. Basic forms are:

<table>
<thead>
<tr>
<th>Indirect Object Pronouns:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>to him (for him)</td>
<td>-lu</td>
</tr>
<tr>
<td>to her (for her)</td>
<td>-laha</td>
</tr>
<tr>
<td>to them (for them)</td>
<td>-lahum</td>
</tr>
<tr>
<td>to you (m) (for you)</td>
<td>-lak</td>
</tr>
<tr>
<td>to you (f) (for you)</td>
<td>-lik</td>
</tr>
<tr>
<td>to you (p) (for you)</td>
<td>-lakum</td>
</tr>
<tr>
<td>to me (for me)</td>
<td>-li</td>
</tr>
<tr>
<td>to us (for us)</td>
<td>-lana</td>
</tr>
</tbody>
</table>

These forms occur with a verb which ends in a consonant. Note that the words are stressed on the second-to-last syllable:

**Perfect**

(katab)

<table>
<thead>
<tr>
<th>katáblu</th>
<th>He wrote to him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>katabláha</td>
<td>He wrote to her.</td>
</tr>
<tr>
<td>katabláhum</td>
<td>He wrote to them.</td>
</tr>
<tr>
<td>katabláki</td>
<td>He wrote to you (m).</td>
</tr>
<tr>
<td>katablík</td>
<td>He wrote to you (f).</td>
</tr>
<tr>
<td>katabláki</td>
<td>He wrote to you (p).</td>
</tr>
<tr>
<td>katablání</td>
<td>He wrote to me.</td>
</tr>
<tr>
<td>katablána</td>
<td>He wrote to us.</td>
</tr>
</tbody>
</table>

(katabat)

<table>
<thead>
<tr>
<th>katabátlu</th>
<th>She wrote to him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>katabatláha</td>
<td>She wrote to her.</td>
</tr>
</tbody>
</table>

(etc.)

**Imperfect**

(yiktub)

<table>
<thead>
<tr>
<th>yiktúblu</th>
<th>He writes to him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>yiktubláha</td>
<td>He writes to her.</td>
</tr>
<tr>
<td>yiktubláhum</td>
<td>He writes to them.</td>
</tr>
</tbody>
</table>

(etc.)

(tiktub)

<table>
<thead>
<tr>
<th>tiktúblu</th>
<th>She writes to him.</th>
</tr>
</thead>
<tbody>
<tr>
<td>tiktubláha</td>
<td>She writes to her.</td>
</tr>
</tbody>
</table>

(etc.)

32
(aktub)
aktivul I write to him.
aktivulaha I write to her.
(etc.)

(niktub)
nikivul We write to him.
nikivulaha We write to her.
(etc.)

Modifications:

(1) When the verb ends in two consonants, an /a/ is placed before the suffix. The first /a/ in the four long suffixes is dropped; they become /-lha/, /-lhum/, /-lkum/ and /-lma/.* Note that stress also shifts.

(katabt)
katabtal I wrote to him;
katabtalha I wrote to her;
katabtalhum I wrote to them.
katabtalak I wrote to you (m).
katabtalik I wrote to you (f).
katabtalakum I wrote to you (p).
katabtal You (m) wrote to me.
katabtal You (m) wrote to us.

*There is a widely-used alternative form in which the suffix begins with /-all-. This will be noted for your recognition only, not for learning. (It is more common in north Hijaz):

katabtal
katabtallaha
katabtallahum
katabtallak
katabtallik
katabtallakum
katabtal You (m) wrote to me.
katabtal You (m) wrote to us.

(2) When a verb ends in a vowel, that vowel is lengthened and stressed:

Perfect

(katabu)*
katabool They wrote to him.
kataboolaha They wrote to her.
kataboolahum They wrote to them.
kataboolak They wrote to you (m).
kataboolik They wrote to you (f).
kataboolakum They wrote to you (p).
katabooli They wrote to me. كتبولي
kataboolana They wrote to us. كتبولنا

*Remember the rule about changing the vowel to /oo/ (rule 3, page 25.)

**Imperfect**

(yiktu) بكتبو
yiktuuluو They write to him. بكتولو
yiktuulahah (etc.) بكتولاه

(tiktub) بكتوب
(tiktubiluو You (f) write to him. بكتوب
(tiktubilahah (etc.) بكتوبلاه

(tiktubul) بكتوب
(tiktubuluh You (p) write to him. بكتوب
(tiktubulahah (etc.) بكتوبلاه

These processes are repetitive and become automatic with a little use; you will not have to give them active thought for long. When in doubt, use the basic forms; you will still be understood.

8. Verbs on the pattern of /gaal/, 'he said', appear to have only two consonants, although the long vowel in the middle covers another "root" consonant, a /w/ or /y/. Which consonant it is usually becomes evident in the imperfect tense. These verbs are "hollow" verbs, and there are three possible patterns:

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
<th>C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaal</td>
<td>yiguul</td>
<td>jaab</td>
</tr>
<tr>
<td>(root: g-w-l)</td>
<td>(root: j-y-b)</td>
<td>(root: n-w-m)</td>
</tr>
</tbody>
</table>

Type (A) has a short /u/ in some person forms; type (B) has short /i/, and type (C) may have /u/ or /i/. Type (C) is rare.

(A) huwwa gaal yiguul تاَلُ يخْلُ يثَا تاَلُ يخْلُ تاَلُ يخْلُ
hiyya gaalat tiguul تاَلُ يخْلُ تاَلُ يخْلُ تاَلُ يخْلُ
humma gaalu yiguulu تاَلُ يخْلُ تاَلُ يخْلُ تاَلُ يخْلُ

inta gult tiguul قُلِ تاَلُ يخْلُ قُلِ تاَلُ يخْلُ قُلِ
inti gultti tiguuli قُلِ تاَلُ يخْلُ قُلِ تاَلُ يخْلُ قُلِ
intu gultu tiguulu قُلِ تاَلُ يخْلُ قُلِ تاَلُ يخْلُ قُلِ

ana gult aqguul قُلِ تاَلُ يخْلُ قُلِ تاَلُ يخْلُ قُلِ
ihna gulna nigul قُلِ تاَلُ يخْلُ قُلِ تاَلُ يخْلُ قُلِ

(B) huwwa jaab yijiib جيَبَ جيَبَ جيَبَ
hiyya jaabat tijiib جيَبَ جيَبَ جيَبَ
humma jaabu yijiib جيَبَ جيَبَ جيَبَ

inta jibt tijiib جيَبَ جيَبَ جيَبَ
inti jibti tijiibi جيَبَ جيَبَ جيَبَ
intu jibtu tijiibع جيَبَ جيَبَ جيَبَ

ana jibt ajiiib جيَبَ جيَبَ جيَبَ
ihna jibna nijiib جيَبَ جيَبَ جيَبَ
9. Hollow verbs shorten their long vowel before a suffix which begins with /1/ (the indirect object):

- gaal + -li → galli  He told me.
- tiguul + -li → tiguulli  You (m) tell me.

10. Verbs like /asta'zan/, 'to take leave', and /asta9mal/, 'to use', are composed of a base verb with a prefix /-sta-/ which varies slightly, depending on the tense and person:

- huwwa  asta'zan  yista'zin
- hiyya  asta'zanat  tista'zin
- humma  asta'zanu  yista'zinu
- inta  asta'zant  tista'zin
- inti  asta'zanti  tista'zini
- intu  asta'zantu  tista'zinu
- ana  asta'zant  asta'zin
- iHna  asta'zanana  nista'zin
- huwwa  asta9mal  yista9mil
- hiyya  asta9malat  tista9mil

(root: /-'zn/)
(root: 9-m-1)

11. /beet/ means 'house', but in certain expressions is better translated into English as 'home':

- al-beet  the house
- raaH al-beet  He went to the house.
  He went home.
- fil-beet  in the house
  at home

12. Note that /raaH/, 'to go', is used with a direct object:

- raaH al-beet.  He went [to] the house.

Vocabulary Notes

Hollow verbs

<table>
<thead>
<tr>
<th>Hollow verbs</th>
<th>/-sta-/ verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaal, yiguul (gult)  say</td>
<td>asta'zan, yista'zin  take leave, ask</td>
</tr>
<tr>
<td>raaH, yiruuH (ruHt)  go</td>
<td>asta9mal, yista9mil  use</td>
</tr>
<tr>
<td>šaaf, yišuuf (šuft)  see</td>
<td></td>
</tr>
<tr>
<td>kaan, yikuun (kunt)  be</td>
<td></td>
</tr>
<tr>
<td>jaab, yijiib (jibt)  bring</td>
<td></td>
</tr>
<tr>
<td>naam, yinaam (numt)  sleep</td>
<td></td>
</tr>
</tbody>
</table>

35
Masculine nouns  Feminine nouns  Plural nouns
ahl ١٥٩ family  ١٥٩ family  awlaad ١٥٩ children*
zawj ح ب husband  zawja زوجة wife  bint بنت daughter

*Another common word for 'children' is /bazuura/.

Drills

1. Give the appropriate response to the cue sentence.

Example:

احمد بسم الله الرحمن الرحيم  ahl ١٥٩ ١٥٩

Continue:

هٰم بسُمُوا علیکم:  زوجی بسُمُوا علیکم:
زوجی بسُمُوا علیکم:  اولادی بسُمُوا علیکم:
وَلِّذٰک بسُمُوا علیکم:  ولِّذٰک بسُمُوا علیکم:

2. I must be going now.  laazim asta'zin al-Hiin.

Substitute:

we  early
I  now
they  he

3. May I use your (m) book?  mumkin asta'gil kitaabak?

Substitute:

this (m)  the word
we  this (f)
his book  she
she  I
your (m) book

4. I went home.  ruHt al-beet.

Substitute:

she  to school
they  early
we  you (f)
there  he
often ('much')
home  I
5. You (m) must go early. *laazim tiruuH badri.*

Substitute:

I now
we
to school
he
there
you (f)
you (m)
early


Substitute:

I saw her
she saw me
they saw me
we saw them
he saw him
you (m) saw them?
you (f) saw them?
you (f) saw him?
you (p) saw him?
I saw him

7. He brought his son. *jaab waladu.*

Substitute:

He brought his family.
He brought them.
I brought them.
Did you (f) bring them?
Did you (f) bring the children?
Did you (f) see the children?
Did they see the children?

8. He excused himself early. *huwwa asta'zan badri.*

Substitute:

I
we
she
used the car
the pen
we
he

9. Translate the following sentences:

You (m) must see Ahmad.
You (m) must bring your son.
You (p) must bring your son.
We must see him often ('much').
They must go now.
I must bring my book.
I may bring my book.
I may say the word.
He may say the sentence.
He may sleep there.
He must be here.
You (m) must sleep now.
You (m) must see Ahmad.

Situations

1. A. May I introduce my wife to you?
    B. With pleasure. How do you do? (literally, 'Welcome')
    C. (wife) I'm honored. Excuse me, what is your name?
B. Mr. Ahmad. When did you arrive here?
C. Yesterday.
A. We arrived from New York.

2. A. Where are the children?
    B. At home. My son went home early.
A. Does he speak Arabic?
B. A little. He studied it in school.
A. With your permission, I must leave now.
B. Go ahead.

3. A. Did you greet him?
    B. Yes, I greeted him. I know him well. And his family.
A. Where are they from?
B. From here. I know where their house is.

4. A. What did you (p) do in school?
    B. We wrote in Arabic. I wrote my name in English, too.
A. Is the school good?
B. Yes, it's good.
A. Can you close the door please?
B. OK.
A. Thanks.
B. You're welcome.

Cultural Notes

1. Arabs are extremely conscious of "manners" and "politeness" as they define these concepts. Among good manners is the attempt, even if merely in form, to have others precede you through a doorway. You, as an American, will seldom win--give in graciously and go first, but only after a token gesture of declining.

2. The act of "greeting" someone is also essential to good manners. It could be considered offensive if you forget to greet someone even in a large crowd, or in an office where you are visiting a co-worker, for example. Sometimes you see the casual "Goodbye everybody" type of leave-taking, but just as often, people say goodbye to everyone individually before they leave, with a few polite phrases and a handshake.
3. The word /zawjati/, 'my wife', is not used as freely in Arabic as in English, especially when talking to another man. Instead, /al-9eela/, 'the family', or /al-jamaa9a/, 'the group', may be substituted. It is considered too direct for you to inquire about someone's wife; try "How is your family?" instead.

4. /wallah/, 'by God', is an example of an oath used for emphasis. Oaths are used frequently, and there are many varieties. You will recognize them because they begin with /wa-/h, here translated as 'I swear by...', followed by a religious reference such as 'By God'.
LESSON 8

Dialogue

A. Muhammad!

B. Yes?

I ask

question

A. May I ask a question?

B. Go ahead.

that (m)

man

A. Who is that man?

not

I know

not

B. I certainly don't know. He's not from here.

A. I don't know either.

Structure Sentences

1. I took the money.

2. Who is that lady?

3. Where are those people from?

4. Where are your brothers?

5. The boy asked about you (p).

6. The boy asked about you (p).

7. They left.

Grammatical Notes

1. /na9am/ means 'yes' in Classical Arabic, and is often used to acknowledge being spoken to. If used as a question, /na9am?/, it means 'pardon, please repeat what you said'.

40
2. The three pronouns for 'that' are:

hadaak  that (m)  هزااك
hadiik  that (f)  هدييك
hadolaak that (p)  هدولآك

They may be used alone; when used to modify a noun, the noun must be definite (this also applies to the words for 'this, these'). The pronoun may be used before or after the noun.

hadaak ar-rijjaal  that man
ar-rijjaal hadaak  that man
hadiik as-sitt  that lady

3. /muu/, 'not', and its variations are used to negate an equational sentence or a predicate. The full set of forms is:

huwwa  muu (mahu)  مم
hiyya  mahi  محي
humma  mahum  مهعم
inta  manta*  مانتا
inti  manti  مانتي
intu  mantu  مانتو
ana  mana  مانا
iHna  mHna  مهنا

huwwa muu min hina.  He is not from here.
hiyya mahi  She is not American.
amrikaniiyya.
haada muu mumkin.  This is not possible.
haada muu laazim.  This is not necessary.

*Alternative forms in common use in northern Hijaz are:

inta  mannak  منانک
inti  mannik  مننک
intu  mannakum  منانکم
ana  manni  منن
iHna  manna  منن

/muu/ is used with verbs; it will be discussed further in Lesson 17.

4. /kamaan/ means 'also' in affirmative sentences, and 'either' in negative sentences (this is a problem of translation due to English structure; in Arabic, you simply say 'I don't know too'.)

5. /sa'al/ and /axad/ are examples of verbs which contain the glottal stop '/'/ as a root consonant. You will note that /axad/ is slightly irregular in the imperfect tense (the '/'/ is replaced by a vowel):

sa'al  جل  yis'al  يبيان  (root: s-1-l)
axad  أخن  yaaxud  يباخن  (root: 'x-d)
6. /9an/, 'about, regarding', when suffixed with a pronoun, has the base form /9ann-/:

<table>
<thead>
<tr>
<th>9annu</th>
<th>about him</th>
<th>9annak</th>
<th>about you (m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9annaha</td>
<td>about her</td>
<td>9annik</td>
<td>about you (f)</td>
</tr>
<tr>
<td>9annahum</td>
<td>about them</td>
<td>9annakum</td>
<td>about you (p)</td>
</tr>
<tr>
<td>9anni</td>
<td>about me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9annana</td>
<td>about us</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Verbs like /diri/ and /miši/ which end in /-i/ have a special form for certain perfect suffixes:

<table>
<thead>
<tr>
<th>huwwa</th>
<th>diri</th>
<th>miši</th>
</tr>
</thead>
<tbody>
<tr>
<td>hiyya</td>
<td>diryat</td>
<td>mišyat</td>
</tr>
<tr>
<td>humma</td>
<td>diryu</td>
<td>mišyu</td>
</tr>
<tr>
<td>inta</td>
<td>diriit</td>
<td>mišiit</td>
</tr>
<tr>
<td>inti</td>
<td>diriiti</td>
<td>mišiiti</td>
</tr>
<tr>
<td>intu</td>
<td>diriitu</td>
<td>mišiitu</td>
</tr>
<tr>
<td>ana</td>
<td>diriit</td>
<td>mišiit</td>
</tr>
<tr>
<td>iḥna</td>
<td>dirina</td>
<td>mišina</td>
</tr>
</tbody>
</table>

8. /ma'al/, 'to ask', may be used with /9an/ or /9ala/ (see Structure Sentences 5 and 6).

**Vocabulary Notes**

**Nouns**

<table>
<thead>
<tr>
<th>rijjaal</th>
<th>man</th>
</tr>
</thead>
<tbody>
<tr>
<td>sitt</td>
<td>lady, woman</td>
</tr>
<tr>
<td>walad</td>
<td>boy, son</td>
</tr>
<tr>
<td>bint</td>
<td>girl, daughter</td>
</tr>
<tr>
<td>axx*</td>
<td>brother</td>
</tr>
<tr>
<td>uxt</td>
<td>sister</td>
</tr>
<tr>
<td>abb*</td>
<td>father</td>
</tr>
<tr>
<td>umm</td>
<td>mother</td>
</tr>
<tr>
<td>axwaan</td>
<td>brothers, brothers and sisters</td>
</tr>
<tr>
<td>axwaat</td>
<td>sisters</td>
</tr>
</tbody>
</table>

*The forms for 'brother' and 'father' are irregular when used with pronouns; the base forms become /axu-/ and /abu-/:

<table>
<thead>
<tr>
<th>axuu</th>
<th>his brother</th>
<th>abuu</th>
<th>his father</th>
</tr>
</thead>
<tbody>
<tr>
<td>axuuha</td>
<td>her brother</td>
<td>abuuha</td>
<td>her father</td>
</tr>
<tr>
<td>axuuhum</td>
<td>their brother</td>
<td>abuuhum</td>
<td>their father</td>
</tr>
<tr>
<td>axuuk</td>
<td>your (m) brother</td>
<td>abuuk</td>
<td>your (m) father</td>
</tr>
<tr>
<td>axuuki</td>
<td>your (f) brother</td>
<td>abuuki</td>
<td>your (f) father</td>
</tr>
<tr>
<td>axuukum</td>
<td>your (p) brother</td>
<td>abuukum</td>
<td>your (p) father</td>
</tr>
<tr>
<td>axuuya</td>
<td>my brother</td>
<td>abuuya</td>
<td>my father</td>
</tr>
<tr>
<td>axuuna</td>
<td>our brother</td>
<td>abuuna</td>
<td>our father</td>
</tr>
</tbody>
</table>
Verbs

diri, yidiri (diiit) know
miši, yimší (mišiit) go
axad, yaaxud take
sa'al, yis'al ask

Place Names
(Note that some place names in Arabic contain the definite article /al-/)

jidda Jidda
ar-riyyaṣ Riyadh
makka Mecca
al-mawiina Medina
at-taayif Taif
tabuuk Tabuk
az-zahraan Dhahran
ad-dammaam Dammam
al-xobar Al-Khobar

Drills

1. May I ask a question? mumkin as'al su'aal? ممكن أسأل سؤال؟

Substitute:

huwwa هو
ihna اخني
axad haada hakkında
humma هم
hiyya هنا
al-kitaab الكتاب
al-kursi الكرسي
hadaak الساكن
ana أسأل سؤال

2. Who is that man? miin hadaak ar-rijaal? من هذاك الرجل؟

Substitute:

sitt ست
naas تان
bint ابنة
walad ولد
haada اولاد
awlaad أبناء
sitt سات
rijaal رجال
hadaak الساكن

3. He is not American huwwa muu amrikaani. هو مو أمريكاني.

Substitute:

here
she
French
my sister
Saudi
from Taif
he
from Medina
from Mecca
American
4. This is not possible. haada muu mumkin.

Substitute:

much
necessary
eyearly
a sentence
my watch
my brothers and sisters
a school
my school
her pen
possible

5. I don’t know where he is from.
ma adri huwwa min feen.

Substitute:

when she arrived
who they are
where the notebook is
how long he studied English
what her name is
who these belong to

6. Given the sentence in the affirmative, change it to negative:

inta min hina?
intu faa’amiin?
hiyya almaniiya.
al-madrasa Haggat al-Hukuuma.
haada laaaziim.
ahl fir-riyyaaq.

Situations

1.
A. This is my book.
B. Pardon me. It belongs to this girl. Your book isn’t here.
A. Maybe Ahmad took it. He was here.
B. I don’t know. I can ask him.
A. Please.

2.
A. Good morning.
B. Good morning. Welcome back.
A. Thanks.* How is your family?
B. Well, thank God. My brothers and sisters send their greetings.
A. Thanks.*

*These are, of course, not literal translations of the appropriate Arabic responses.

3.
A. Where is his brother from?
B. I don’t know; not from here.
A. Maybe he’s from Riyadh. What’s his name?
B. Ahmad.
A. Where does he study now?
B. In a government school.
LESSON 9

Dialogue

A. Hello.
   ahlān.

B. Hello. We've
   missed you.
   ahlān, wāHaštana.

more
aktar

health
šīHHa

A. I've missed you, too.
   ('you more') How is
   your health?
   w inta aktar. keef
   šīHHa’tak?

conditions
aHwaal

if God wills
in šaa' aHlaah

B. Fine, and how are
   you (p)? Fine, I
   hope? ('Fine, if
   God wills?)
   Ŧayyib, wu keef aHwaalakum?
   Ŧayyibiin, in šaa' aHlaah?

happy
mabsuut

A. Fine, thanks.
   mabsuHtiin, al-Hamdu
   lillaah.

B. I must be going now.
   ('May you reach
   the morning)
   laazim asta'Zin daHHiin.
   tiHbaH

A. OK, good night.
   ('May you reach
   morning well')
   tiHbaH 9ala xer.

B. Good night.
   ('And you are among
   those people')
   w inta min aHlu.

Structure Sentences

1. This man is happy.
   haada r-rijjaal mabsuut.

2. This girl is not happy.
   haadi l-bint mahi mabsuutā.

3. These people are not
   happy.
   hadool an-naas mabHmu mabsuHtiin.

4. I am tired.
   ana ta9baa.

5. This woman is tired.
   haadi s-sitt ta9baana.

6. We are tired.
   ilaHna ta9baaniin.

7. This woman is pretty.
   haadi s-sitt Hilwa.

8. These woman are pretty.
   hadool as-sittaHt Hilwiin.
9. This boy is big. haada l-walad kabiir.
10. These boys are big. hadool al-awlaad kubaar.
11. The chairs are pretty. al-karaasi Hilwa.
12. The chairs are pretty. al-karaasi Hilwiin.

Grammatical Notes

1. The plural form of nouns cannot be predicted in Arabic. Some take as the plural suffix /-in/ (the regular masculine plural, used for most males or mixed gender, especially professions), or /-aat/ (the regular feminine plural, for most females or inanimate nouns). But at least half have a "broken" plural, which consists of changed vowel patterns among the root consonants. These are hard to predict, and must be learned one by one as you come to them. Some examples, using nouns learned thus far:

<table>
<thead>
<tr>
<th>/-in/ plural</th>
<th>/-aat/ plural</th>
<th>Broken plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no examples yet)</td>
<td>imtiHaan, imtiHaanat</td>
<td>waraga, awrag</td>
</tr>
<tr>
<td></td>
<td>lugha, lughaat</td>
<td>jumla, jumal</td>
</tr>
<tr>
<td></td>
<td>sitt, sittaat</td>
<td>kitaab, kutub</td>
</tr>
<tr>
<td></td>
<td>Hukuuma, Hukuumaat</td>
<td>tamriin, tamaariin</td>
</tr>
<tr>
<td></td>
<td>saa9a, saa9aat</td>
<td>galam, aglaam</td>
</tr>
<tr>
<td></td>
<td>tarabiiza, tarabiizaat</td>
<td>daftar, dafaatir</td>
</tr>
<tr>
<td></td>
<td>sayyaara, sayyaaraat</td>
<td>dars, duroos</td>
</tr>
<tr>
<td>(almost regular:)</td>
<td></td>
<td>madrasa, madaaris</td>
</tr>
<tr>
<td>bint, banaat</td>
<td></td>
<td>baab, abwaab</td>
</tr>
<tr>
<td>kilma, kalimaat</td>
<td></td>
<td>ghurfa, ghuraf</td>
</tr>
</tbody>
</table>

From now on, irregular noun plurals will be given with the singular form. Regular plurals will simply be marked as /-in/ or /-aat/ after the singular form.

2. In Arabic, the adjective always matches the noun it modifies in gender and number (see examples in the Structure Sentences). Thus:

| mabsuuṭ | happy (m) |
| mabsuutta | موصوطة |
| mabsuutiiin | موصوتيين |
| ta9baan | tired (m) |
| ta9baana | تعبانة |
| ta9baaniin | تعبانيين |
| ṭayyib | good (m) |
| ṭayyiba | طبيب |
| ṭayyibiin | طبيبين |
| maʃkuur | thanked (m) |
| maʃkuura | مشكورا |
| maʃkuuriin | مشكورين |

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Note that if the adjective has the form CVCVC (single consonants and short vowels), it will lose the second vowel before the suffixes:

\[
\begin{align*}
\text{wiHiš} & \quad \text{bad (m)} & \text{iHiš} & \quad \text{bad (f)} \\
\text{wiHša} & \quad \text{bad (p)} & \text{wHišiin} & \quad \text{good (m)} \\
\end{align*}
\]

If the plural is an inanimate noun, the adjective may be used as plural or may be feminine singular (with /-a/) (see Structure Sentences 11 and 12). The latter use is considered "classicalized" (see cultural note below.)

3. Most plural adjectives take the suffix /-iin/. Some, however, have a "broken" plural pattern. Broken adjective plurals are simpler than those of nouns; most of them have a predictable vowel form. If the singular pattern is:

\[
C_1\text{aC}_2\text{iIC}_3
\]

the plural pattern will be:

\[
C_1\text{uC}_2\text{aaC}_3
\]

kabiir, kubaar big
šaghiir, šughaar small

4. /waHaštana/, 'We missed you', is a structure expressed exactly backwards from the English expression, literally, 'You (actor) caused-to-miss us (object). It is usually used in the perfect tense, although it may be translated past or present in English.

Examples:

\[
\begin{align*}
\text{waHaštuuni} & \quad \text{I missed you (p).} \\
\text{waHaštuuna} & \quad \text{We missed you (p).} \\
\text{waHaštiini} & \quad \text{I missed you (f).} \\
\text{waHašooma} & \quad \text{We missed them.} \\
\text{waHašäni} & \quad \text{I miss her.} \\
\text{waHaši} & \quad \text{I miss him.}
\end{align*}
\]

Vocabulary Notes

Adjectives

<table>
<thead>
<tr>
<th>Broken plurals</th>
<th>Regular plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabiir, kubaar big</td>
<td>ţayyib, -iin</td>
</tr>
<tr>
<td>šaghiir, šughaar small</td>
<td>wiHiš, -iin</td>
</tr>
<tr>
<td>jadiid, judud new</td>
<td>muhimm, -iin</td>
</tr>
<tr>
<td>gadiim, gudum old</td>
<td>Hilu, -wiin</td>
</tr>
<tr>
<td>ţawiil, Ŧuwaal tall</td>
<td>good</td>
</tr>
<tr>
<td>gašiir, gušaar short</td>
<td>bad, ugly</td>
</tr>
<tr>
<td>taqiil, tugaal heavy</td>
<td>important</td>
</tr>
<tr>
<td>xašiir, xušaaf lightweight</td>
<td>beautiful</td>
</tr>
<tr>
<td>lašiif, lušaaf nice,</td>
<td>pretty</td>
</tr>
<tr>
<td></td>
<td>ِلعاٌ فيطاط</td>
</tr>
</tbody>
</table>

412-306 0 - 83 - 5 47
Drills

1. We missed you (m). waHaštana.
   Substitute:
   We missed her.
   We missed him.
   We missed them.
   I missed them.
   I missed you (m).
   I missed you (f).
   We missed you (m).

2. How is your (m) health? keef giHHatak?
   Continue:
   (to a woman)
   (to a group)

3. Good night. tiğbaH 9ala xeer.
   Continue:
   (to a woman)
   (to a group)

4. Good night (response). w inta min ahlu.
   Continue:
   (to a woman)
   (to a group)

5. Given the sentence in the singular, change it to plural:
   al-bint Hilwa.
   as-su’aal muhimm.
   as-sayyaara jadiida.
   al-kitaab tagiil.
   al-walad mabsuut.
   haada xafiif.

6. This man is happy. haada r-rijjaal mabsuùt.
   Substitute:
   as-sitt
   as-sittataat
   ta9baan
   al-walad
   ahmad
   kabiir
   humma
   šaghir
   uxti
   ihna
   inta
   huwwa
   mabsuùt
   inti
   48
intu
qa'ilir
hiyya
la'tiif
ar-rijaal
mabsuuf

7. The chairs are pretty.  al-karaasi Hilwiin.

Substitute:

kursi
zaflif
kutub
kitaab
muhimm
as-su'aal
kwayyis
as-saa9a
winiš
al-ghurfa
Hilu
al-aglaam
hadool
jadiid
al-karaasi
Hilu

Situations

1. A. Have you seen your brother?
   B. No, I miss him very much.
   A. Where is he now?
   B. He is in the government.
   A. You have to introduce him to me.
   B. I will. (literally, 'if God wills')

2. A. Good evening.
   B. Good evening.
   A. Can you tell me, who are these people?
   B. I don't know. I can ask my father; he knows them.
   A. Please. Thank you. ('You are thanked')
   B. You're welcome.

3. A. Is this book good?
   B. No, it's very bad. It's old.
   A. Who wrote it?
   B. We don't know.
   A. Well, I must be going. Good night.
   B. Good night.

Cultural Notes

1. There are many situations in which Classical Arabic structures may be used in speaking colloquial Arabic. Usually such "classicisms" have a colloquial equivalent, but are used for emphasis or eloquence. Whenever a classicism appears in this course, it will be noted as such.

2. /in Ya's al-laah/, 'if God wills', is always used when referring to a future action. It may have numerous translations in English, depending on the situation.
LESSON 10

Review all dialogues.

**Supplementary Drills**

1. Can you tell me, when did you arrive? mumkin tigulli, mita wasalt?

Substitute:

How is he?
What is this word in Arabic?
Can I introduce you to Mr. Jones?
What is her name?
Where are your brothers and sisters?
Does he understand English?
Where is your book?
Whom did you see there?
With whom did he go?

2. May I be excused? mumkin astazin?

Substitute:

use this pen?
speak English?
open the car?
do that?
write the questions?
take the small chair?
see your car?

3. I asked about him. sa'alt 9annu.

Substitute:

greeted the woman.
told him.
asked your father.
talked to them.
gone to Riyadh.
arrived early.

(Repeat, using 'he', 'she', 'you (p)', 'we'.)

4. Answer the questions:

ee's ismak?
inta min feen?
mita wasalt hina?
inta ingilizi?
inta titkallam 9arabi?
feen darast?
madrasatak Haggat al-Hukuuma?
fata'it kitaabak?
'Notebook' ee's ismu bil-9arabi?
haada galamak?
inta ta9baan 8wayya?

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LESSON 11
Dialogue

(In an office)

you (honorific) Haḍratak
A. Who are you? miin Haḍratak?
B. My name is Abdel-Rahman. ismi 9abd ar-rahmaan.
you (m) work tištaghil
A. Where do you work? feen tištaghil?
ministry wizaara
external xaarijiyya
B. In the Foreign Ministry. fi wizaarat al-xaarijiyya.
A. Are you Saudi? inta su9uudi?
of course źab9an
B. Yes, of course. I'm from here, from Jidda. iiwa źab9an. ana min hina, min jidda.
A. Welcome. ahlān wu sahlan.
B. Thank you. ahlān biik.

Structure Sentences

1. In which ministry does he work? yištaghil fi ayy wizaara?
2. In which school do you study? tidrus fi ayy madrasa?
4. He is from Jidda. huwwa jiddaawi.
5. Where is Mecca Road? feen źariig makka?
7. The Philips company is important. ŋarikat filisbs muhimm.

Grammatical Notes

1. /Haḍratak/ (/Haḍratik/), literally, 'your presence', may be used as an honorific title, substituting for /intā/ or /intī/. It is often used with persons older than yourself or of high rank. You will also hear /ʕaal 9umrak/ (/ʕaal 9umrik/), literally, 'May your life be lengthened', especially in the Najd, and for royalty.
For older people, /ya 9ammi/ 'my uncle', and /ya xaalati/ 'my aunt', are commonly heard as well. An older or respected man may be addressed as /ya ęseex/, 'sheikh', and it need not imply that this is an official title.

2. /aštaghil/, yištaghil/, 'to work', is the most common word, but /9amal, yi9mil/ is often heard to mean 'to work, to do' (it is more classicized).

3. /ayy/, 'which', is used before a noun. It is not declined. In a question, it means 'which?', and in a statement it means 'any'.

4. /jddawi/ is another adjective of the /-i/ type. For a noun which ends in a vowel, /-aaw/ is suffixed to make an adjective. This pattern is used especially often for adjectives of place origin, though it is by no means limited to them. (Not all place names can be made adjectives; you say /min/ + place.)

Most of these adjectives take the /-yiın/ plural suffix (but do not generalize without seeing it first; some nationality adjectives are irregular). The feminine form is always predictable, /-yya/.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>suSuudi</td>
<td>-yiın</td>
</tr>
<tr>
<td>najdi</td>
<td>-yiın</td>
</tr>
<tr>
<td>Hijaazi</td>
<td>-yiın</td>
</tr>
<tr>
<td>yamaani</td>
<td>-yiın</td>
</tr>
<tr>
<td>faransaawi</td>
<td>-yiın</td>
</tr>
<tr>
<td>iṣaali</td>
<td>-yiın</td>
</tr>
<tr>
<td>amriiki</td>
<td>-yiın</td>
</tr>
<tr>
<td>yabaani</td>
<td>(irregular)</td>
</tr>
<tr>
<td>badawi</td>
<td>bedu</td>
</tr>
<tr>
<td>9arabi</td>
<td>9arab</td>
</tr>
<tr>
<td>amrikaani</td>
<td>amrikaan</td>
</tr>
<tr>
<td>turki</td>
<td>atraak</td>
</tr>
<tr>
<td>asbaani</td>
<td>asbaan</td>
</tr>
<tr>
<td>almaani</td>
<td>almaan</td>
</tr>
<tr>
<td>ingilliizi</td>
<td>ingilliiz</td>
</tr>
<tr>
<td>ruusi</td>
<td>ruus</td>
</tr>
<tr>
<td>ajnabi</td>
<td>ajjanib</td>
</tr>
</tbody>
</table>

5. Structures like /waizarat al-xaarijiyya/ and /Hukummat amriika/ are examples of nouns placed in a "construct". A construct consists of two or more nouns placed together, to express possession (or 'of' in English):

- wizaara
  - ministry
- wizaarat al-xaarijiyya
  - Ministry of External [Affairs]
  - (literally, 'ministry the-external')
- Hukumma
  - government
- Hukummat amriika
  - the government of America
  - (literally, 'government America')
- ism ar-rijjaal
  - the man's name

More than two nouns may be placed in a construct:

- ṭariig wizaarat al-xaarijiyya
  - road of the Foreign Ministry
  - (literally, 'road ministry the-external')

Note that feminine nouns which end in /-a/ replace this suffix with /-at/ when part of a construct.

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The entire construct phrase is either definite ('the') or indefinite ('a, an') depending on the last noun:

ism ar-rijjaal the man's name
ism rijjaal a man's name

The first and middle nouns cannot be marked as definite (with /al-/), but they are usually translated definite:

țariig al-wizaara the road of the ministry

Proper nouns (names) and nouns which have a possessive ending are grammatically definite, so they occur only as the last item of a construct:

sayyaarat ahmad Ahmad's car
sayyaarat axuuya my brother's car
țariig makka Mecca Road

Other examples of constructs:

haada maktab ŋarika. This is a company's office.
haada maktab aš-šarika. This is the company's office.
haadi gunšuliyyat safaara. This is an embassy's consulate.
haadi gunšuliyyat as-safaara. This is the embassy's consulate.

As a review, remember that there is an important structural difference between "constructs" and noun phrases (nouns + adjectives):

Hukuumat amriika the government of America
al-Hukuumah l-amrikiyya the American government
(literally, 'the government the American')
Šarika amrikiyya an American company
(literally, 'company American')

The constructs are patterned:

 indefinite Noun + definite Noun
 indefinite Noun + indefinite Noun

whereas the noun phrases are patterned:

 definite Noun + definite Adjective
 indefinite Noun + indefinite Adjective

Other examples:

Constructs:

madhiinat jidda the city of Jidda
țariig al-mataar Airport Road
ņarikat an-nuur the light company
Noun Phrases:

as-safaara l-amrikiyya  the American Embassy
al-madrasa l-amrikiyya  the American school
al-jees as-su9uudi  the Saudi army

Vocabulary Notes

Nouns

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>safara</td>
<td>-aat</td>
</tr>
<tr>
<td>wizaara</td>
<td>-aat</td>
</tr>
<tr>
<td>Sharika</td>
<td>-aat</td>
</tr>
<tr>
<td>madina</td>
<td>mudun</td>
</tr>
<tr>
<td>maatar</td>
<td>-aat</td>
</tr>
<tr>
<td>tariiq</td>
<td>turug</td>
</tr>
<tr>
<td>gunshuliyya</td>
<td>-aat</td>
</tr>
<tr>
<td>maktab</td>
<td>makaatib</td>
</tr>
<tr>
<td>embassy</td>
<td>ministry</td>
</tr>
<tr>
<td>company</td>
<td>city</td>
</tr>
<tr>
<td>airport</td>
<td>road</td>
</tr>
<tr>
<td>consulate</td>
<td>office</td>
</tr>
</tbody>
</table>

Verbs

agstaghil, yigstaghil  work
9amal, yi9mil  work, do

Names of Countries

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>amriika</td>
<td>America</td>
</tr>
<tr>
<td>almaanya</td>
<td>Germany</td>
</tr>
<tr>
<td>ingiltera</td>
<td>England</td>
</tr>
<tr>
<td>faransa</td>
<td>France</td>
</tr>
<tr>
<td>asbaanya</td>
<td>Spain</td>
</tr>
<tr>
<td>ruusya</td>
<td>Russia</td>
</tr>
<tr>
<td>al-yabaan</td>
<td>Japan</td>
</tr>
</tbody>
</table>

The ministries in Saudi Arabia are:

wizaarat al-xaarijiyya  Foreign Ministry
wizaarat ad-daxiliyya  Interior Ministry
wizaarat al-ma9aarahf  Ministry of Education
  (literally, 'knowledge')
wizaarat at-tijaara  Ministry of Commerce and Industry
  w as-9ima9a
wizaarat al-muwaasaalaat  Ministry of Communications
wizaarat ad-difa9a  Ministry of Defense and Aviation
w at-tayaraan
wizaarat al-19laam  Ministry of Information
wizaarat az-zira9a  Ministry of Agriculture
wizaarat al-maaliyya  Ministry of Finance
wizaarat al-9amal w aš-šu'uun  Ministry of Labor and Social Affairs
al-ijtima9iyya
wizaarat al-batrool  Ministry of Petroleum and Minerals
  w al-ma9aadin
wizaarat al-9adl  Ministry of Justice
wizaarat al-Hajj  Ministry of Pilgrimage
  and Endowments
w al-awqaaf

In ordinary conversation, ministries with double names are usually referred to by the first title only.
Drills

1. A. In which ministry do you work? tiṣṭaghil fi ayy wizaara?
   B. In the Foreign Ministry. fi wizaarat al-xaarijiyya.

Continue:
   in the Ministry of Interior
   in the Ministry of Defense
   in the Ministry of Education
   in the Ministry of Communications
   in the Ministry of Finance
   in the Ministry of Commerce
   in the Ministry of Labor
   in the Ministry of Information
   in the Ministry of Agriculture

2. A. Where is he from? huwwa min feen?
   B. He's from the city of Jidda. huwwa min madiinat jidda.

Continue:
   from Taif
   from the city of Riyadh
   from Mecca
   from the city of New York
   from Medina
   from Dharhan
   from the city of Chicago
   from Tobuk
   from Dammam
   from Jidda

3. I am from Jidda. ana min jidda.

Substitute:
   Germany
   England
   America
   Spain
   Russia
   Japan
   France

4. Given the name of the country, respond with the nationality.

Example: humma min amriika. → humma amrikaan.

Continue:
   humma min almaanya.
   humma min ruusya.
   humma min faraansa.
   humma min asbaanya.
   humma min al-yabaan.
   humma min ingiltera.
   humma min amrika.

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5. They work in the school. Humma yi'ṣtaghilu fil-madrasa.

Substitute:

an office
the light company
the airport
the Ministry of Interior
the communications office
an American company
the German embassy
Raytheon company
in Riyadh
the American consulate

6. I saw a tall man there. Šuft rijjaal tawiil hinaak.

Substitute:

a pretty chair
a big table
those pens
new books
important people
the Foreign Ministry
a good road
the old embassy
[some] foreigners
[some] Italians
[some] Bedouins

7. Given the statement in the indefinite, change it to definite:

9amal fi šarika amrikiyya.
haadi sayyaarat wizaara.
hadool tamaraariin dars
darast fi maḥad kabiir.
haadi safaarat Hukuuma.

8. Given the sentence in the singular, change it to plural:

al-wizaara kabiira.
al-maṭaara jadiid.
al-kitaab wiihiš.
as-sitt gaššira.
al-imtiHaan ṣayyib.
al-ṭarihibiiza ṣaghiira.
al-bint mabsuṣuṯa.
as-sayyaara gadiima.

Situations

A. Can you (honorific) tell me, where is the Ministry of Education?
B. That's not here in Jidda. It's in Riyadh.
A. I understand, thank you.
B. You're welcome.
2. A. There are many foreigners here.
   B. Yes, they work in companies.
A. Are there French here?
B. Yes, of course. There is a French Embassy.
A. I saw Germans too.
B. Yes. You see many people in Jidda.

3. A. Come in. When did you (p) arrive?
   B. Yesterday. We arrived at the airport in the evening.
A. Welcome back.
B. Thanks. Where is your father?
A. He went to the office.
B. I hope to see him there. (literally, 'If God wills, I [will] see him there.')
LESSON 12

Dialogue

SAWA
enny, how many saa9a kam?
A. Please, what time is it? min faqlak, as-saa9a kam?
three talaa ta
B. It's three o'clock. as-saa9a talaa ta.
I was late at'axxart
very marra
A. I'm very late. ana marra at'axxart.
but laakin
still liss9a
early badri
B. A little. But it's still 'wayya. laakin liss9a badri.. ma9a s-salaama.
safety amaam
A. In the safety of God. fi amaam illaah.

Structure Sentences

1. It's four-thirty. as-saa9a arba9a wu nuuss.
2. It's 1:15. as-saa9a wahida wu rub9.
3. It's 7:45 ('eight minus a quarter') as-saa9a tamanya illa rub9.
4. I have to meet Ahmad. laazim aqaabil ahmad.
5. He's very nice. huuwa marra lajiif.
6. We are very happy. ihna marra mabsuutiin.
7. She is very tall. hiyya tawiila jiddan.
8. I have to count them. laazim a9iddahum.
9. He is still here. huwaa liss9a hina.
10. What are you doing now? ee9 tisawwi daHHiin?
11. I answered him. raddeet 9alee.

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Grammatical Notes

1. Numbers one through twelve are:

   waHid (feminine, waHda) one
   itteen two
   talaata three
   arba9a four
   xamsa five
   sitta six
   sab9a seven
   tamanya eight
   tig9a nine
   9a9ara ten
   iHda9§ eleven
   itna9§ twelve

2. Expressions for telling time are:

   as-saa9a arba9a. It's four o'clock.
   as-saa9a sab9a. It's seven o'clock.
   as-saa9a arba9a wu nuuss. It's 4:30. ('four and a half')
   as-saa9a arba9a wu rub9. It's 4:15. ('four and a quarter')
   as-saa9a arba9a illa rub9. It's 3:45. (four minus a quarter)

   Note that the feminine form /waHda/ is used to modify /saa9a/.

   The expressions for 'a.m.' and 'p.m.' are:

   as-§ubuH a.m.
   al-masa p.m.
   as-saa9a talaata §-§ubuH. It's 3:00 a.m.
   as-saa9a xamsa l-masa. It's 5:00 p.m.

   Without the time phrase, the expressions are:

   fis-§ubuH in the morning
   fil-masa in the evening

3. /marra/ is used before an adjective or verb to mean 'very'. 'Very' may
   also be expressed with the phrase /bil-marra/ (after the adjective) or /jdann/
   (after the adjective). /jdann/ is classical, and the most emphatic. (cf.
   Structure Sentences 5, 6, and 7.)

4. /lissa9/ has several uses in Arabic. When used before a predicate (other
   than a verb), it means 'still':

   huwwa lissa9 walad §aghiir. He is still a small boy.
   al-kitaab lissa9 jadiid. The book is still new.

   (Other uses of this word will be discussed in Lesson 26.)

5. /sawwa, yisawwi, /to make, to do/, is an example of a verb which ends in
   a vowel. This type of verb, as well as verbs in which the last consonant is
   "doubled", have different suffixes in the perfect tense (similar to those we
   saw for /diri/ and /mi§i/):
Perfect | Imperfect
---|---
(hends in /-a/) |  

| huwwa sawwa | yisawwi |
| hiyya sawwat | tisawwi |
| humma sawwu | yisawwu |
| inta sawweet | tisawwi |
| inti sawweeti | tisawwi |
| intu sawweetu | tisawwu |
| ana sawweet | asawwi |
| iHna sawweena | nisawwi |

(doubled) |  

| huwwa Habb | yiHubb |
| hiyya Habbat | tiHubb |
| humma Habbu | yiHubbu |
| inta Habbeet | tiHubb |
| inti Habbeeti | tiHubbi |
| intu Habbeetu | tiHubbu |
| ana Habbeet | aHubb |
| iHna Habbeena | nHubb |

Doubled verbs (like /Habb/, /9add/) may have either the vowel /u/ or /i/ in the imperfect:

Habb, yiHubb
9add, yi9idd

6. /gaabal/, yigaabil/, 'to meet', is an example of a verb which contains a long /aa/:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>huwwa qaabal</td>
<td>yigaabil</td>
</tr>
<tr>
<td>hiyya qaabalat</td>
<td>tigaabil</td>
</tr>
<tr>
<td>humma qaabalu</td>
<td>yigaabilu</td>
</tr>
<tr>
<td>inta qaabalt</td>
<td>tigaabili</td>
</tr>
<tr>
<td>inti qaabalti</td>
<td>tigaabili</td>
</tr>
<tr>
<td>intu qaabaltu</td>
<td>tigaabilu</td>
</tr>
<tr>
<td>ana qaabalt</td>
<td>aqaabil</td>
</tr>
<tr>
<td>iHna qaabalna</td>
<td>nigaabil</td>
</tr>
</tbody>
</table>

7. /radd/, 'to answer', is used with the preposition /9ala/, 'on', before the object:

raddeet 9alee | I answered him.  
(literally, 'I answered on him.')

laazim nirudd 9aleeha. | We must answer her.

8. You have now had all of the major types of verbs.

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### Summary of Verb Conjugations

1. **Regular (a)**

<table>
<thead>
<tr>
<th>daras</th>
<th>yidrus</th>
<th>jibt</th>
<th>tijiib</th>
</tr>
</thead>
<tbody>
<tr>
<td>darasat</td>
<td>tidrus</td>
<td>jibt</td>
<td>tijiibi</td>
</tr>
<tr>
<td>darasu</td>
<td>yidrusu</td>
<td>jibtu</td>
<td>tijiibu</td>
</tr>
<tr>
<td>darast</td>
<td>tidrus</td>
<td>jibt</td>
<td>ajiib</td>
</tr>
<tr>
<td>darasti</td>
<td>tidrusi</td>
<td>jibna</td>
<td>nijiib</td>
</tr>
<tr>
<td>darastu</td>
<td>tidrusu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>darastn</td>
<td>adrus</td>
<td>naam</td>
<td>yinaam</td>
</tr>
<tr>
<td>darafn</td>
<td>nidrus</td>
<td>naamat</td>
<td>tinaam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>naamu</td>
<td>yinaamu</td>
</tr>
</tbody>
</table>

2. **Regular (i)**

<table>
<thead>
<tr>
<th>9irif</th>
<th>yi9rif</th>
<th>numt</th>
<th>tinaam</th>
</tr>
</thead>
<tbody>
<tr>
<td>9irifat</td>
<td>ti9rif</td>
<td>numt</td>
<td>tinaami</td>
</tr>
<tr>
<td>9irifu</td>
<td>yi9rifu</td>
<td>numt</td>
<td>tinaamu</td>
</tr>
<tr>
<td>9irift</td>
<td>ti9rif</td>
<td>numt</td>
<td>anaam</td>
</tr>
<tr>
<td>9irifti</td>
<td>ti9rif</td>
<td>numma</td>
<td>ninaam</td>
</tr>
<tr>
<td>9iriftu</td>
<td>ti9rifu</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Weak Initial Consonant**

<table>
<thead>
<tr>
<th>axad</th>
<th>yaaxud</th>
<th>miśiit</th>
<th>timši</th>
</tr>
</thead>
<tbody>
<tr>
<td>axe'at</td>
<td>taaxud</td>
<td>miśiit</td>
<td>timši</td>
</tr>
<tr>
<td>əx ju</td>
<td>yaaxudu*</td>
<td>miśiit</td>
<td>timšu</td>
</tr>
<tr>
<td>aəd't</td>
<td>taaxud</td>
<td>miśiit</td>
<td>amsi</td>
</tr>
<tr>
<td>axadti</td>
<td>taaxudi*</td>
<td>miśiina</td>
<td>nimsi</td>
</tr>
<tr>
<td>axadtu</td>
<td>taaxudu*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. **Weak Medial Consonant ("Hollow")**

<table>
<thead>
<tr>
<th>gaal</th>
<th>yiguul</th>
<th>sawweet</th>
<th>asawwi</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaalat</td>
<td>tiguul</td>
<td>sawweet</td>
<td>tisawtwi</td>
</tr>
<tr>
<td>gaalu</td>
<td>yiguulu</td>
<td>sawweet</td>
<td>tisawwu</td>
</tr>
</tbody>
</table>

*These forms are often shortened to /yaaxdu, taaxdi, taaxdu/.

5. **Weak Final Consonant (i)**

<table>
<thead>
<tr>
<th>sawwa</th>
<th>yisawwi</th>
</tr>
</thead>
<tbody>
<tr>
<td>sawwat</td>
<td>tisawwi</td>
</tr>
<tr>
<td>sawwu</td>
<td>yisawwu</td>
</tr>
</tbody>
</table>

6. **Weak Final Consonant (a)**

<table>
<thead>
<tr>
<th>sawweet</th>
<th>tisawtwi</th>
</tr>
</thead>
<tbody>
<tr>
<td>sawweet</td>
<td>tisawwu</td>
</tr>
</tbody>
</table>

7. **Final Consonant Doubled**

<table>
<thead>
<tr>
<th>Habb</th>
<th>yiHubb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habbat</td>
<td>tiHubb</td>
</tr>
<tr>
<td>Habbu</td>
<td>yiHubbu</td>
</tr>
<tr>
<td>Habbeest</td>
<td>tiHubbi</td>
</tr>
<tr>
<td>Habbeest</td>
<td>tiHubbu</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>jaab</th>
<th>yijiib</th>
</tr>
</thead>
<tbody>
<tr>
<td>jaabat</td>
<td>tijiib</td>
</tr>
<tr>
<td>jaabu</td>
<td>yijiibu</td>
</tr>
</tbody>
</table>
(9) Contain /aa/

9add  yi9idd
9addat  ti9idd
9addu  yi9iddu
gaabal  yigaabil
gaabalat  tigaabil
gaabalu  yigaabilu*
9addeet  ti9idd
gaabalt  tigaabil
9addeeti  ti9iddi
gaabalti  tigaabiili*
9addeetu  ti9iddu
gaabaltu  tigaabiliu*
9addeet  a9idd
9addeena  ni9idd
gaabalt  agaabil

(8) Medial Consonant Doubled

These forms are often shortened to
/yigaablu, tigaabli, tigaablu/.

9arraf  yi9arrif
9arrafat  ti9arrif
9arrafu  yi9arrifu
asta'zan  yista'zin
asta'zanat  tista'zin
asta'zamu  yista'zimu
9arraf  ti9arrif
9arrafii  ti9arrifi
asta'zant  tista'zin
asta'zanti  tista'zini
asta'zantu  tista'zimu
9arraf  a9arrif
9arrafna  ni9arrif
asta'zant  asta'zin
asta'zanna  nista'zin

Vocabulary Notes

Verbs

(hollow)
saab, yiisiib (sibt)  leave behind
šaal, yišifil (šilt)  carry

(ending in /i/)
nisi, yinsa (nisiiit)  forget

(ending in /a/)
sawwa, yisawwi (sawweet)  do

(doubled)
Habb, yiHubb (Habbeet)
raadd, yiirudd (raddeet)
Haṭṭ, yiHuṭṭ (Haṭṭteet)
9add, yi9idd (9addeet)

/aa/
gaabal, yigaabil  meet

(Other)
at'axxar, yit'axxir  be late
Drills

1. One plus three equals four.  
   
   \[\text{waaHid zaayid talaata yisaawi arba9a.}\]  
   
   Continue:
   
   \[
   \begin{array}{ccc}
   2 + 4 & 8 + 3 & 5 + 2 \\
   5 + 3 & 7 + 2 & 6 + 6 \\
   3 + 3 & 2 + 3 & 7 + 1 \\
   \end{array}
   \]

   *Note the difference between /yisaawi/, 'equals' and /yisawwi/, 'he does'.

2. Three minus one equals two.  
   
   \[\text{talaata naagis waaHid yisaawi itneen.}\]  
   
   Continue:
   
   \[
   \begin{array}{ccc}
   4 - 1 & 10 - 2 & 12 - 8 \\
   6 - 2 & 11 - 6 & 9 - 2 \\
   9 - 4 & 8 - 1 & 11 - 3 \\
   \end{array}
   \]

3. It's three o'clock.  
   
   \[\text{as-saa9a talaata.}\]  
   
   Substitute:
   
   \[
   \begin{array}{ccc}
   5:30 & 7:30 & 3:45 \\
   8:00 & 6:00 & 9:00 \\
   2:15 & 12:00 & 8:45 \\
   1:45 & 11:15 & \ \\
   \end{array}
   \]

4. I am very late.  
   
   \[\text{ana marra at'axxart.}\]  
   
   Substitute:
   
   huwwa
   ihna
   hiyya
   humma
   al-awlaad
   ana

5. This is very pretty.  
   
   \[\text{haada Hilu jiddan.}\]  
   
   Substitute:
   
   muhimm
   an-naas
   al-kitaab
   as'-karika
   gadiim
   al-madiina
   haada 1-baab
   as'-tarabiiza
   xafiif
   Hilu
   haada
6. He is still here. **huwwa lissa9 hina.**

Substitute:
- important
- new
- she
- we
- tired
- very tired
- you (m)
- small (young)
- the young lady ('miss')
- the company
- new
- car
- bad
- he
- here

7. What did you (m) do? **es' sawweet?**

Substitute:
- you (f)
- she
- forget
- he
- we
- like
- you (p)
- they
- put here
- he
- you (p)
- she
- answer
- you (m)
- they
- when
- leave
- she
- we
- you (p)
- he
- they

8. He carried the boy. **kaal al-walad.**

Substitute:
- I
- she
- we
- the books
- you (m)
- forgot
- you (p)
- he
- left
- they
- you (f)
- the watch
she
liked
I
they

9. What are you (m) doing? eeš tisawwi?

Substitute:

you (p)
she
he
you (f)
they
you (m)

Situations

1. A. He went late.
   B. I know. That's not good.
   A. He arrived at 3:30, very late.
   B. What time is it now?
   A. 3:45.
   B. Is your watch new?
   A. Yes, and it's good, too.

2. A. Excuse me, may I ask a question?
   B. Of course, go ahead.
   A. Where is the American Embassy?
   B. You have to go from Medina Road.

3. A. This car is brand new, right?
   B. Yes. It's my brother's car.
   A. It's very pretty.
   B. Thanks.
   A. I've missed your brother.
   B. He has missed you, too. He sends you his greetings.

Cultural Notes

1. Arabs generally have a more flexible attitude about time than Americans do. While they do make appointments and attempt to keep them, frequently apologizing for being late, there is also a longer period of time within which a person may arrive late before the other person loses patience. Sometimes appointments are made for an "approximate" time; in this case, you may expect someone to come as much as an hour late.
LESSON 13

Dialogue

you came jiit
kingdom mamlaka
A. When did you come to the kingdom? mita jiit al-mamlaka?
day yoom
days ayyaam
B. Monday. Three days ago. yoom al-itneen. gabl talaata ayyaam.
house beet
A. Where is your house? feen beetak?
living saakin
street šaari9
fourteen arba9ta9aš
B. I live on 14th Street. ana saakin fi šaari9 arba9ta9aš.
far ba9iid
A. Is it far from here? ba9iid min hina?
near gariib
B. No, it's near here. la', gariib min hina.

Structure Sentences

1. We came a long time ago. ('from a long time') jiina min zamaan.
2. They live on Gabil Street. humma saakniin fi šaari9 gaabil.
3. Have you (m) been in Jidda long? ('For you much in Jidda?') lak katiiir fi jidda?
4. I have been here five days. ('For me here five days') liyya hina xamsa ayyaam.
5. She lives near our house. hiyya saakna gariib min beetana.
6. She lives far from our house.
   hiyya saakna ba9iid 9an beetana.

7. I took 1,000 dollars from my father.
   ana axaadu alf dulaar min abuuya.

8. What is your (m) address?
   ee9 9inwaanak?

**Grammatical Notes**

1. */jaa/,'to come', is an irregular verb:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>huwaa jaa</td>
<td>yiji</td>
</tr>
<tr>
<td>hiyya jaat</td>
<td>tiiji</td>
</tr>
<tr>
<td>humma joo</td>
<td>yiju</td>
</tr>
<tr>
<td>inta jiit</td>
<td>tiiji</td>
</tr>
<tr>
<td>inti jiiti</td>
<td>tiiji</td>
</tr>
<tr>
<td>intu jiitu</td>
<td>tiuju</td>
</tr>
<tr>
<td>ana jiit</td>
<td>aji</td>
</tr>
<tr>
<td>iHna jiina</td>
<td>nijji</td>
</tr>
</tbody>
</table>

2. The full name of the country is /al-mamlaka l-9arabiyya s-su9uudiyya/, 'the Saudi Arabian Kingdom'. Abbreviations are often used, /al-mamlaka/ or /as-su9uudiyya/.

3. Days of the week are:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>as-sabt</td>
<td>Saturday</td>
</tr>
<tr>
<td>al-Ahad</td>
<td>Sunday</td>
</tr>
<tr>
<td>al-itneen</td>
<td>Monday</td>
</tr>
<tr>
<td>at-talut</td>
<td>Tuesday</td>
</tr>
<tr>
<td>ar-rabuu9</td>
<td>Wednesday</td>
</tr>
<tr>
<td>al-xamiis</td>
<td>Thursday</td>
</tr>
<tr>
<td>al-jum9a</td>
<td>Friday</td>
</tr>
</tbody>
</table>

Saturday and Sunday are workdays; Thursday and Friday are the "weekend", since Friday is the Moslem holy day.

4. To express 'ago', /gabl/ is used before a time word:
   gabl yeemoen  two days ago

/min/ is used to express 'since':
   min yoom at-talut  since Tuesday

5. */saakin/,'living', is an "active participle", a word which acts like an adjective but is translated as a verb in English. There are several words like this in Arabic (we have met /faahim, faahma, faahmiin/); they will be discussed fully in Lesson 22.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>saakin</td>
<td>he lives, you (m) live, I (m) live</td>
</tr>
<tr>
<td>saakna</td>
<td>she lives, you (f) live, I (f) live</td>
</tr>
<tr>
<td>saakniin</td>
<td>they live, you (p) live, we live</td>
</tr>
</tbody>
</table>

This is used to mean living, in the sense of 'residing', only.
6. /zamaan/, 'a long time', is used with /min/, and only with reference to past time; it can also mean 'a long time ago'.

raah min zamaan.  He went a long time ago.
9irif min zamaan.  He knew ('found out') a long time ago.

Used with an imperfect verb, this phrase can have a present perfect translation in English:

yi9rif min zamaan.  He has known for a long time.

7. Note that /ba9iid/ and /gariib/ both are used with the preposition /min/ when followed by a location word. When /ba9iid/ is followed by a noun or pronoun, it is used with /9an/. (cf. Structure Sentences 5 and 6.)

ba9iid min hina  near here
ba9iid min hina  far from here
ba9iid 9an beestana  far from our house

8. /lak/ and /liyya/ are examples of the preposition /li/ being used with a pronoun. This is further discussed in Lesson 24.

9. Note that while /riyaal/ and /dulaar/ have plural forms, they remain singular when counted with a numeral:

dulaaraat katiir  many dollars
riyaalaat katiir  many Riyals
xamsa dulaar  five dollars
xamsa riyaal  five Riyals

10. Other numbers are:

şifir  zero
talata9a  thirteen
arba9a9a  fourteen
xamsta9a  fifteen
si7sta9a  sixteen
saba9a9a  seventeen
tamana9a9a  eighteen
tisa9a9a  nineteen
9isriin  twenty
talatiin  thirty
arba9iin  forty
xamsiin  fifty
sittiin  sixty
sab9iin  seventy
tamaniin  eighty
tis9iin  ninety
xamsa wu 9isriin  twenty-five
talaata w arba9iin  forty-three
sab9a wu tis9iin  ninety-seven
(etc.)

miyya  one hundred
miyyateen*  two hundred
miyyaat  hundreds
miyya wu xamashta95 115
miyyateen wu xamsa 225
wu 9išriin
miyyateen w arba9a
wu sittiin
(etc.)
*A common alternate form is /miiteen/.

Higher numbers in the hundreds have special forms:

talatmiyya 300
arba9miyya 400
xamsmiyya* 500
sittmiyya* 600
sab9miyya* 700
tamanmiyya* 800
tis9miyya* 900
alf 1000
alfeen 2000
aalaaf thousands
alf wu miyyateen 1200
alf wu miyya wu xamsa wu 9išriin
(etc.)
*Common alternate forms are /xumsumiyya, suttumiyya, subu9miyya, tumunmiyya, tusu9miyya/. These are borrowed from the Egyptian dialect.

malyoon million
malyooneen two million
balyoon billion
balyooneen two billion
malyoon wu xamsmiyya 1,525,841
wu xamsa wu 9išriin
alf wu tamanmiyya
wu waahid w arba9iin
malaayiin millions
balaayiin billions

These numbers take a special ending /-een/ for 'two' (this will be explained in the next lesson).

/miyya/ becomes /miyyat/ in a construct phrase:

talatmiyyat dulaar 300 dollars
miyyat alf dulaar 100,000 dollars
xamsmiyyat alf dulaar 500,000 dollars

Vocabulary Notes

beet, buyuut house
$9ari9, $awaari9 street
9inwaan, 9anaawiin address
gariib, gariibiin near
ba9iid (no plural) far

Drills

1. Sixty plus nine equals sixty-nine.
   sittiin saayid tis9a yisaawi
   tis9a wu sittiin.
Continue:

| 15 + 7  | 800 + 200 | 3000 + 779 |
| 25 + 3  | 450 + 450 | 76 + 660  |
| 41 + 6  | 501 + 30  | 840 + 30  |

2. When did you (m) come to the Kingdom? 
   substitute:
   you (p)
   he
   they
   you (f)
   she

3. I have been here for three days.
   Liyya hina talaata ayyaam.
   substitute:
   5 days
   7 days
   10 days
   6 hours
   3 hours
   a long time

4. Where do you (m) live? 
   Inta feen saakin?
   substitute:
   you (f)
   they
   she
   he
   the people
   your friends
   Ahmad

5. He lives on 14th Street.
   Huwwa saakin fi saari 4 arba9ta9.
   substitute:
   Gabil Street
   she
   near the embassy
   far from my house
   they
   in Saudi Arabia
   we
   in Taif

6. We arrived Monday.
  wasalna yoom al-itteen.
   substitute:
   Thursday
   Tuesday
   Sunday
Friday  
Monday  
Saturday  
Wednesday  

Situations

1. (on the telephone)
   A. Where is your office?
   B. On 22nd Street, near the French school.
   A. And your address?
   B. 515, 22nd Street.
   A. May I come at 4:30?
   B. Are you living near here?
   A. No, I can take my car.
   B. OK. Goodbye.

2.  
   A. Has he been here long? ('much')
   B. Yes, he came long ago.
   A. Where from?
   B. From Dhahran.
   A. What does he do?
   B. He works in an American company.
   A. Is he important in the company?
   B. Yes, very important.

3.  
   A. May I bring my friend?
   B. Of course, welcome. What's his name?
   A. Abdel-Rahman. He's very nice.
   B. Does he speak English?
   A. A little. He studied English in school for six months.
LESSON 14

Dialogue

will Ha-
he comes yiji
A. When will he come? mita Ha-yiji?
after ba9d
week usbuu9
B. In a week, I hope. ba9d usbuu9, in șaa' aļlaah. ('after a week')
A. Good. And your friend, țayyib. wu șaaḥbak șariif?
Sharif? I think asunn
weeks asaabi9
B. After about three weeks, asunn ba9d Hawaali talaata I think.
period of time asaabi9.
A. That's a long time. haadi mudda țawiila.
B. Yes, truly. iïwa, șaHiin.

Structure Sentences

1. We will go after an hour. Ha-niruuH ba9d saa9a.
2. We will go today. Ha-niruuH al-yoom.
3. We will go today. raH-niruuH al-yoom.
4. I studied for about two years. darast sanateen tagriiban.
5. They are our friends. humma așHaabaana.
6. My friend Maryam is here for a period of three days. șaaḥbati maryam hina li-muddat
talaata ayyaam.
7. It's approximately 6:20. as-saa9a sitta wu tult
tagriiban.

Grammatical Notes

1. The future tense may be expressed with the imperfect verb, prefixed with /Ha-/ or /raH-/. Both prefixes are in widespread use (/Ha-/ is a borrowing from the Egyptian dialect). /Ha-/ is used throughout the Hijaz; /raH-/ is heard mostly in Jidda.
The future prefix is frequently omitted, however, and the future meaning is understood from other time words in the sentence:

mita yiwsal? yiwsal bukra. When will he arrive? He'll arrive tomorrow.
mita Ha-yiwsal? Ha-yiwsal bukra. When will he arrive? He'll arrive tomorrow.
mita raH-yiwsal? raH-yiwsal bukra. When will he arrive? He'll arrive tomorrow.

The lack of distinction in usage between the imperfect and future tense is based on a grammatical concept of tense which is different from that in European languages. Perfect and imperfect tenses are technically different from past and present tenses in that they differentiate between "completed" and "incomplete" action, rather than a time frame. For this reason, the present and future tenses have blended together somewhat, with the prefixed future tense used most often for emphasis.

2. Arabic nouns have three types of "number": singular, plural, and dual. Dual nouns are marked with the suffix /-een/ (/-/teen/ for feminine nouns which end in /-/a/). While we will learn a few words for which the pattern /itteen/ + plural is used, the large majority of nouns are dualized:

kitaabteen two books
saa9ateen two watches, two hours
madrasateen two schools

If the noun ends in a vowel and is masculine, the ending is /-yeen/:

kursiyeen two chairs

When a dual noun takes an adjective, it remains plural:

kitaabteen judud two new books
saa9ateen Hilwiin two pretty watches

3. Other expression for telling time:

as-saa9a arba9a wu xamsa. It's 4:05.
as-saa9a arba9a wu 9ašara. It's 4:10.
as-saa9a arba9a wu tult. It's 4:20. ('and one-third')
as-saa9a arba9a wu nuşš illa xamsa. It's 4:25. ('and one-half less five')
as-saa9a arba9a wu nuşš wu xamsa. It's 4:35. ('and one-half and five')
as-saa9a xamsa illa tult. It's 4:40. It's 20 to 5. ('five less one-third')
as-saa9a xamsa illa 9ašara. It's 4:50. It's 10 to 5. ('five less ten')
as-saa9a xamsa illa xamsa. It's 4:55. It's 5 to 5. ('five less five')

4. /li muddat/ is part of a construct phrase, used with time words, literally, 'for a period of', composed of /li/, 'for', and /mudda/, 'period'. It is optional, used for clarification.
5. Numbers 11 and above are followed by nouns in the singular:

iihâ9¥ kitaab  eleven books
9išriin kitaab  twenty books
miîyat sana    one hundred years
arba9 wu 9išriin saa9a   twenty-four hours

6. /Hawaali/ may alternate with /tagriiban/, 'about, approximately'. /Hawaali/ is used before the word time; /tagriiban/ may be used before or after it in the sentence.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Dual</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>second</td>
<td>saaniya</td>
<td>saanyateen*</td>
</tr>
<tr>
<td>minute</td>
<td>daqiiga</td>
<td>daqigateen</td>
</tr>
<tr>
<td>hour</td>
<td>saa9a</td>
<td>saa9ateen</td>
</tr>
<tr>
<td>day</td>
<td>yoom</td>
<td>yoomeen</td>
</tr>
<tr>
<td>week</td>
<td>usbuu9</td>
<td>usbuu9een</td>
</tr>
<tr>
<td>month</td>
<td>§ahar</td>
<td>§ahreen*</td>
</tr>
<tr>
<td>year</td>
<td>sana</td>
<td>sanateen</td>
</tr>
</tbody>
</table>

* Note that the second vowel is dropped before adding the dual suffix.
** The second plural is more "classical".

Drills

1. He will go in an hour. Ha-yiruH ba99d saa9a.

Substitute:
in a week
in two years
[for a period of] a month and a half
in five minutes
today
in a little while
later
soon, I hope
before 3:00
at 2:10 exactly

2. I will come after a long time. ana raH-aji ba99d mudda tawiila.

Substitute:
we will come
we will return
soon, I hope
tomorrow
they
later
before 5:30
go
I
after a short while
in two minutes exactly
come
in a quarter hour

3. Where is your friend (m)? feen $aaHbak?

Substitute:

your friend (f)
your friends
my friends
his friend (m)
our friend
her friends
her friend (f)
my friend (f)
my friend (m)
your friend (m)
your (p) friends

4.

A. When will your
friend come?
mita yiji $aaHbak?

B. My friend will come
the day after
tomorrow.
$aaHbi yiji ba9d bukra.

Continue asking the question, and giving the following answers:

after an hour
in about ten minutes
soon, I think
in a year
in two weeks
in a short time
today

5. Given the phrase or sentence in the singular, change it to dual:

walad
walad $a9ghii
$aarii
beet
ba9d usbuu9
al-maj$ar hina.
jiib kursi.
darast li-mu$dat $ahar.

6. Given the word or phrase in the singular, change it to plural:

dagiiga
$aarii $awiil
ajnabi
$arika amrikiyya
dulaar
7. Please, when will you (m) go? min fadlak, mita raH-tiruuH? من فنِّئُك ما رجُوعُ؟
Substitute:
When will you answer them?
What time did they leave?
Which one (m) did you (m) like?
Who will we leave with?
Was he carrying much?
Did I leave my watch here?
How did they answer the question?
What did you (p) do?

Situations

1. When will your friend (m) come?
A. I don’t know. Soon, I hope.
B. In about a week?
A. I don’t know; I have to ask.
B. Maybe I will come and greet him here.
B. Welcome, of course.

2. When will they arrive at the airport?
A. I don’t know; I have to ask.
A. From which door will they come?
B. That one.

3. Did you (p) sleep long?
B. No, we slept an hour and a quarter. Then (‘later’) we took the car and went to my friend Ahmad.
A. How is Ahmad? (literally, ‘Ahmad, how is he?’) I’ve missed him.
B. Fine, he sends his greetings.
A. Thanks.
LESSON 15

Dialogue
permit me                          ismaHli
post office                        bariid
A. Permit me, how do I go to the post office? ismaHli, keef aruuH al-bariid?
   turn                               luff
   right                              yamiin
   end                                 aaxir
B. Turn right at the end of the street luff yamiin fi aaxir aš-Šaari9.
A. And then?            vu ba9deen?
   go                         ruuuH
   traffic light      išaara
   left                     šimaal
   facing                   mugaabil
   bank                      bank
B. Go to the light and turn left. The post office is facing the bank. ruuuH lil-išaara vu luff šimaal. al-bariid mugaabil al-bank.

A. Thanks. ('you are thanked') maškuur.
   thanks                      šukr
   duty                        waajib
B. You're welcome. ('no thanks for a duty') la šukr 9ala waajib.

Structure Sentences
1. The school is beside the post office. al-madrasa jamb al-bariid.
2. The post office is straight ahead, behind the bank. al-bariid dughri, wara l-bank.
3. Cross the street. 9addi ʾš-Šaari9.
4. The ministry is at the beginning of the street. al-wizaara fi awwal aš-Šaari9.
5. Cross there.  

9addi min hinaak.


Grammatical Notes

1. /luff/ and /ruuH/ are examples of the imperative (command) in Arabic.

The imperative is formed from the second person form of the imperfect verb, omitting the person prefixes:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>laff, yiluff (basic form: tiluff)</td>
<td>(m) luff</td>
</tr>
<tr>
<td></td>
<td>(f) luffi</td>
</tr>
<tr>
<td></td>
<td>(p) luffu</td>
</tr>
<tr>
<td>9adda, yi9addi (basic form: ti9addi)</td>
<td>(m) 9addi*</td>
</tr>
<tr>
<td></td>
<td>(f) 9addi*</td>
</tr>
<tr>
<td></td>
<td>(p) 9addu</td>
</tr>
<tr>
<td>katab, yiktab (basic form: tiktab)</td>
<td>(m) iktub</td>
</tr>
<tr>
<td></td>
<td>(f) iktubi</td>
</tr>
<tr>
<td></td>
<td>(p) iktubu</td>
</tr>
</tbody>
</table>

*If the masculine imperative ends in /-i/, it cannot be distinguished from the feminine imperative.

Other verbs presented so far: (in the masculine imperative form; feminine and plural are predictable)

- iftaH open
- igfil close
- i9mil do
- idrus study
- ikallam speak
- 9arrif introduce
- ista'zin take permission
- ista9mil use
- ruuH go
- ſuuf see
- naam sleep
- guul say
- jiib bring
- is'âl ask
- xud take
- imšâl go
- sawwi do
- siib leave behind
- ſiil carry
- rudd answer
- Huṭṭ put
- insa forget

/ja/ has an irregular imperative:

- (m) ta9aal come
- (f) ta9aali
- (p) ta9aalu

3. /išaara/, 'traffic light', may also refer to any type of signal.
4. When asking and giving directions, /min/ may be used in Arabic, and is
usually not translated into English:

niruuH min feen?  Which way do we go?
ruuHu min hina.   Go here. Go this way.
ruuHu min hinaak. Go there. Go that way.

Vocabulary Notes

Prepositions

mugaabin                        facing                        مقابل
guddaan                        in front of                        قدم
waara                           behind                          وراء
jamb                             beside                        جنب
foog                             up; above                     فوق
taaHat                          down; below                    تحت
barra                           outside                        خارج
juwuwa                         inside                        داخل

Verbs

laff, yiluff (laaffeat)         turn                          لف, يلف (لففت)
5adda, yi9addi (9addeet)        cross                        علقى بعيد (عيدت)

Nouns

išaara, -aat                    traffic signal                  إشارة
kubri, kabaari                bridge                         كاير
9imaara, -aat                building                        قبالة
bank, bumuk                  bank                          بنك
waajib, -aat                    duty                          جابب

Drills

1. Turn right at the end of the street. luff yamiin fi aaxir
   ak-9aari9.

Substitute:

at the beginning of the street
on that street
at Mecca Road
left
after that building
behind the bank
before the traffic signal
near the post office

2. Given the sentence in the perfect tense, change it to a command (to a man);

fataH al-baab.  فتح الباب
sallam 9alee.  سلام على
gafal al-baab.  قفل الباب
sawwa l-waajib.  أخذ الجيب
axaad as-sayyaara.  رجع الناقة
raaH al-9aari9.  رح الحارة

Repeat, giving the command to a woman, to a group.
3. Then go straight. ba9deen ruuH dughri. بعدين روح دغري.

Substitute:
cross the bridge
turn left
go inside
come here
open your book
introduce your friends
use my car
take ten dollars
cross from there
do your homework (literally, 'your duty')

Repeat, giving the command to a woman, to a group.

4. The post office is facing al-bariid mugaabil al-bank. البريد مقابل البنك.

Substitute:
inside
in front of
beside
above
beside, on the right
the bridge
on the left
the building
under
outside
near

5. This car is from Germany. haadi s-sayyaara min almaanya. هادى السيارة من الناين.

Substitute:
England
overseas (literally, 'outside')
Japan
my brother
my father
our friends

Situations

1. A. Permit me, where is the bank building?
   B. The bank building is on that street.
   A. How do I go?
   B. Cross the street, go to the signal, and go straight ahead.
      The building is at the end of the street.
   A. Can I leave my car there?
   B. Yes, in front of the building.

2. A. Where is the Foreign Ministry?
   B. Not far from the embassy. Go to the light and turn right.
   A. Will I see it on the right?
   B. No, on the left.
   A. Thanks.
   B. Not at all. ('No thanks for a duty')

80
LESSON 16

Dialogue

say
guul

costs
yikallif

A. Tell me, how much does this cost?
guul, haada yikallif kam?

cheap
raxiis

without
bala

money
fuluus

B. This is cheap. No charge.
haada raxiis. bala fuluus.*

A. So how much?
ya9ni gaddees?

B. Twenty riyals.
9i6riin riyaal bass.

believable
ma9guul

expensive
ghaali

I give
addi

A. Unbelievable! That's very expensive. I'll give you ten.
muu ma9guul! haada marra ghaali. ana addiik 9ašara.

B. No, no.
lai', la'.

speech
kalaam

A. How much then? Final price. ('final speech')
b-kam? aaxir kalaam.

sake
xaatir

B. OK, just for you, 18.
tayyib, 9ašaan xaatirak, tamanšta9š.

finished
xalaš

A. Twelve...OK, 15 and that's it.
itna9š...tayyib, xamašta9š xu laš;

congratulations ('blessed')
mabruuk

B. OK. Congratulations.
tayyib. mabruuk.

bless
yibaarik

A. Thanks. ('May God bless you')
allaah yibaarik fiik.

*A common alternative way to say this is /b-balaaš/.
Structure Sentences

1. This is ten piastres, half a riyal.
   haada b-9ašara guruuş, nūṣṣ riyal.

2. Money is important.
   al-fuluus muhimma.

3. Go for his sake.
   ruuH 9ašaān xaṣṭru.

4. Can you give me two piastres?
   mumkin tiddiini riyaaleen?

5. Congratulations on the new car.
   mabruuk 9ala s-sayyaara 1-jadiida.

6. The book cost me eight dollars.
   al-kitaab kallafni tamanya dulaar.

7. Its price is reasonable.
   si9ru ma9guul.

8. The price is fixed.
   as-si9r maHduud.

9. I spent a lot of money.
   šaraft fuluus katiir.

10. Anything else? ('Any other service?')
    ayy xidma taanya?

Grammatical Notes

1. */guul/, 'tell me', is very informal. Also used is */guul/, 'I'll tell [you]', 'hey!'.

2. */bala/, 'without', is used with inanimate objects, especially money:
   raah bala fuuluus. He went without money.

   For persons, */min gheer/ is used (some speakers use this word exclusively):
   raah min gheer axuu. He went without his brother.

3. */fuluus/, 'money', is a feminine noun, and takes feminine adjectives (except for */katiir/, which is not declined for gender or number).

4. */kam/, 'how many', and */gaddeex/, 'how much', are interchangeable when discussing prices, but not in other situations. */b-kam/ is the most common expression for inquiring about a price.

5. The basic unit of money in Saudi Arabia is the Saudi riyal, which contains twenty piastres, each of which contains five halala.

   haada b-riyaal. This is ('costs') one riyal.
   haada b-riyaal waaHid. This is one riyal.
   haada b-riyaal wu nūṣṣ. This is one and one-half riyals.
   haada b-riyaal wu garāeen. This is one riyal and two piastres.
   haada b-rub9 riyaal. This is a quarter riyal.
   haada b-riyaaleen. This is two riyals.
   haada b-xamsa riyaal. This is five riyals.
   haada b-xamast9aša riyaal. This is fifteen riyals.
   haada b-9ašara guruuş. This is ten piastres.
   haada b-nūṣṣ garš. This is one-half piastre.
6. /adda, yiddi/, 'to give', is usually used with direct object pronouns (this is an idiom); its use with indirect object pronouns (with /li-/ is technically more correct, but is usually heard in Meccan speech, and is not presented here.

(some examples)

addaani he gave me
addaahum he gave them
addatni she gave me
addatak she gave you (m)
addoohum they gave them
addeetaha I gave her
addeenaa we gave him

7. /9ašaan xaštrak/, 'for your sake', is conjugated for all persons. Note that before suffixes which begin with a vowel, the /i/ is dropped:

(Basic word: xašir, 'sake')

9ašaan xaštru for his sake
9ašaan xašrirha for her sake
9ašaan xaširhum for their sake
9ašaan xaštrak for your (m) sake
9ašaan xaštrik for your (f) sake
9ašaan xaširkum for your (p) sake
9ašaan xaštri for my sake
9ašaan xaširna for our sake

This is often abbreviated to /9ašaan/ + the pronoun:

9ašaanu for him
9ašaanaha for her
9ašaanahum for them
9ašaanak for you (m)
9ašaanik for you (f)
9ašaanakum for you (p)
9ašaani for me
9ašaanana for us

8. /mabruuk/ is used with the preposition /9ala/ (}/9a/) to mean 'congratulations on... for...' (cf. Structure Sentence 5).

9. /taani/ (}/taanya, taanyin/) literally means 'second', but is frequently used to mean 'other' or 'else':

ayy xidma taanya? Any other service?

Vocabulary Notes

adda, yiddi (addeet) give
kallaf, yikallif cost
šaraφ, yiqruf spend, exchange money
si9r, as9aar price
riyṣai, -aat riyal
garš, guruuş plaistre
xidma, xadamaat service
bass
ghaali, -yiin
ruxas, ruxas

only
expensive
cheap

Drills

1. How much does this cost? haada yikallif kam?

Substitute:
these
those
this book
that car
these pens

2. His house cost him a lot. beetu kallafo katiir.

Substitute:
his car
her house
my watch
the chairs
the company's car
the new airport

3. He went without money. raah bala fuluus.

Substitute:
his brother
their son
his books
his brothers and sisters
his watch

4. I'll give you ten. addiik 9ašara.

Substitute:
money
he will give you (m)
she will give you (m)
she will give me
we will give them
a good price
they will give us
they must give us
a fixed price

5. I gave the man five riyals. addeet lir-rijjaal

xamsa riyaal.

Substitute:
only three piastres
he gave
we gave
eleven riyals
she gave us
her
the homework
her watch
me

6. Congratulations on the new car.

Substitute:

the new watch
the new [baby] boy
your book
the new house
the new car

Situations

1.
A. How much is this (f)?
B. Only ten riyals.
A. No, give me a reasonable price.
B. For you, nine.
A. That's very expensive.
B. That's the final price.

2.
A. His car is very big.
B. Yes, and expensive, too. He spent a lot of money.
A. Is it new?
B. Yes, he bought it from France. Oh, sorry (/9afwan/), from Germany.

3.
A. I got this pen for a half riyal.
B. Unbelievable! That's a good price. How did you do it?
A. I spoke in Arabic and he gave me the pen for that price.
B. You should get two or three.
A. Yes, maybe.

Cultural Notes

1. Much purchasing in the Arab world, especially in the "souk" (market), is made through a bargaining process. Generally, you offer back about one-half to two-thirds of the quoted price, and gradually the buyer and seller meet somewhere in the middle. Many establishments have now instituted "fixed prices", for example, grocery stores and pharmacies.

2. /mabruuk/, 'congratulations', is used much more frequently in Arabic than in English. It is used not only for "significant" occasions (a wedding, birth of a child, graduation, etc.), but also, for example, when someone has made a purchase or finished a task.
LESSON 17

Dialogue

pleased 9ajab

A. I like this. How much? haada 9ajabni. b-kam? 

sure mit'akkid

B. I'm not sure. Wait a moment. Ten riyals. ana mana mit'akkid. istanna ūwayya. 9ašara riyaal.
better aḥsān

or else wala

I buy aštāri

A. That's too much. Tell me a better price or I won't buy anything. haada katiir. gulli si9r aḥsān wala ma aštāri šayy, wala ma aštāri šayy, "sabr. Ašām-

speech kalaam

B. Ten riyals, that's all. 9ašara riyaal, aaxir kalaam. "Ašām, maqālīš, manāqīlī." māquīlīs-
ever mind ma9alees

maybe yimkin

A. OK, never mind. Maybe later. tayyib ma9alees, yimkin
you (m) want ba9deen, in šaa' ALLah. 

B. Do you want to see anything else? tibgha

A. Not now, thanks. muu daHHiin, šukran.

Structure Sentences

1. I want to buy an' abgha aštāri sayyara American car. amrikiyya.

2. I'm sure that Ahmad ana mit'akkid innu ahmad raah. went.

3. He bought another watch. aštāra saa9a taanyah.

4. Come another time. ta9aal marra taanyah.

5. I don't like these haadi l-āšyaa' ma ti9jibni. things.

6. Never mind, it's not ma9alees, muu muhimm. important.

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7. He won't want to spend a lot of money.  

ma yiqbha yiṣruf fuluus katiir.

8. Take this or this.  

xud haada aw haada.

9. Do you want this or this?  

tibgha haada walla haada?

10. Maybe he'll arrive early. yimkin yiwqal badri.

بِنْكُ بُولِسِ بْدَرِيَتْ.

Grammatical Notes

1. /9ajab, yi9jib/,'to please', is used with a direct object. It is generally translated into English as 'to like', in which case its structure is the reverse of the English expression. The verb is most commonly used in the perfect tense, and may mean past or present; this may be considered idiomatic.

9ajabni.  I liked it (m).  ('it pleased me')
9ajatabni. I liked it (f). I like it (f).
9jabooni. I liked them. I like them.

yi9jibni. I like him.
ti9jibni. I like her.
yi9jibooni. I like them.
yi9jiboona. We like them.

haada 9ajabak? Do you (m) like this (m)?
haadi 9ajabatak? Do you (m) like this (f)?
humma 9ajaboo. He likes them.

2. /innu/ 'that', is used as a "relative pronoun" to introduce a clause. It may also be used with a pronoun suffix:  

innu* that he...
innaha that she...
innahum that they...
innak that you (m)...
innik that you (f)...
innakum that you (p)...
inni that I...
inmana that we...

*Note that the word /innu/ may simply mean 'that' (rather than 'that he'), without referring to anything else in the sentence.

ana mit'akkid innu haada ghali.  I am sure that this is expensive.
ana faahim innu haada ghula.  I understand that this is wrong.
ana faahim innaha jaat.  I understand that she came.
ihna mit'akki diin innahum judud.  We are sure that they are new.

'wala/, /aw/, and /walla/ may all be translated 'or' in English.

/wala/ is used to mean 'or else' or 'nor' in negative statements:

.wala ma astari kay. ...or [else] I won't buy anything.
kaan fil-beet wala.  He was not at home nor ('or') at
fil-maktab.  the office.
/aw/ is used for affirmative statements:

xud haada aw haada.  Take this or this.
addiini itneen aw Give me two or three.
talaata.

/walla/ is used for questions:

tibgha haada walla Do you want this or this?
haada?
huwwa raah walla la'? Did he go or not ('or no')?

It can be used with /amma/ to mean 'either...or':

amma bukra walla Either tomorrow or later.
ba9deen.
amma huwwa walla hiyya. Either he or she.

/aw/ and /walla/ are used interchangeably by some speakers.

4. /ma/ is used as the negation word for verbs in the perfect, imperfect, and future tenses:

aHmad ma raah.  Ahmad did not go.
ma a9tari b-haada I won't buy for this price.
s-si9r.
ma sawwat 9ayy.  She didn't do anything.
ma gafalu l-beest. They didn't close the house.
ma R-as'al as-su'aal I won't ask this question.
haada.
ma raah-nista9mil haadi We won't use this money.
l-fuluus.
ma Ha-yi9ju bukra. They won't come tomorrow.

It is also used with /fii/, 'there is', 'there are':

fii naas katiir. There are many people.
ma fii naas katiir. There are not many people.
fii 9ayy hinaak. There is something there.
ma fii 9ayy hinaak. There isn't anything there.

5. /yibgha/, 'to want', may be used alone or as a helping verb with other verbs in a verb phrase. It is almost always used in the imperfect tense or with /kaan/:

yibgha atkallam I want to speak English.
ingillini.  We don't want to open the door.
ma nibgha nifta9 al-baab. I didn't want to see her.
ma kunt abgha a$uufaha. They wanted to introduce
kaanu yibghu yi9arrifoo him to me.
9alayya.

/yibgha/ is a "pure" Saudi word, and is not heard in other Arabic dialects. When speaking with foreigners or non-Saudi Arabs, Saudis may use forms taken from other dialects, such as /biddi/ (/biddak/, /biddaha/, etc.), taken from Palestinian, or /9aawiz/ (/9aawza/, /9aawziin/), taken from Egyptian.
6. /yimkin/, 'maybe', may be used alone or as a modal word with an imperfect verb (like /laazim/ and /mumkin/). It does not change form:

yimkin yiwshal badri. Maybe he will arrive early.
yimkin tiwwal badri. Maybe she will arrive early.

Vocabulary Notes

šayy, ašyaa' thing
baa9, yibi9 (bi9t) sell
aštara, yištari (aštareet) buy

Drills

1. I like this. ('This pleased me.')

haada 9ajabni.

Substitute:
those
pleased them
pleased her
this room
pleased me
that house
pleased us
that house
pleased us
that thing
this thing

2. I don't know anything.

ma ašrif šayy.

Substitute:
huwwa
humma
iHna
hiyya
uxti
axwanti
ša3bi
intu

3. Do you (m) want to see anything else?

tibgha tišuuf šayy taani?

Substitute:

she
you (p)
the house
he
tyey
this or that
you (f)
4. I want to buy a car.  
Substitute:  
we  
they  
she  
you (m)  
the people  
he  
you (f)  
my father  
you (p)  
my friends  
my wife  

5. He bought another watch.  
Substitute:  
another house  
she  
i  
new car  
old book  
we  
another table  
he  
they  

6. I'm sure that Ahmad went.  
Substitute:  
we  
she  
that they went  
that it is correct  
he  
that it (f) cost a lot  
that you (m) must buy one  
they  
that he is good  
that she is Russian  

7. Tomorrow we'll buy another book.  
Substitute:  
many things  
they buy  
you (m) buy  
some pens  
you (p)  
she  
he
8. Given the sentence in the affirmative, change it to negative:

Darasat '9arabi.
Ha-tiwaal ba9d bukra.
saab uxtu fii-beet.
ana qult haada.
ana adri feen humma.
waHa9ni.
Na$t3etahum 9a$t-9arabiiza.
Ha-niruH ba9deen.
sibna l-a$yaa' wara l-baab.

Situations

1. A. How do I go to the city?
   B. Cross the bridge and then straight ahead. Can you take my friend (m)?
   A. Of course. We will go in my car.
   B. Thanks. He wants to go buy something there.

2. A. When will you (p) go?
   B. If God wills, at the end of the month. I'm not sure.
   A. You should go now.
   B. We want to go now, but we spent [so] much money.
   A. Well, never mind.

3. A. I want to buy those chairs. I like them.
   B. Yes, we saw them yesterday and liked them, too.
   A. How much do they cost?
   B. I asked and the man told me a reasonable price, about thirty Riyals.
   A. Good, I'll take three or four.
   B. Me too.

4. A. When will your friend (f) leave?
   B. I asked her but she didn't answer me.
   A. I think she wants to leave on Thursday.
   B. She's not sure.
LESSON 18

Dialogue

A. How old are you? kam 9umrak?

holiday 9iid

birth miilaad

coming jayy

January yanaayir

B. I'm 25. My birthday will be next month, in January. 9umri xamsa wu 9iibriin sana. 9iid miilaadi Ha-yikuun as-šahar al-jayy fi yanaayir.

older, bigger akbar

born mawlud

A. I'm older than you. I was born in 1948. 'I am born in 1948.' ana akbar minnak. ana mawlud fi 9sam alf wu tis9miyya wu tamunya w arba9iin.

B. Really? gaHiiH?

A. Yes, I'm two years older than you. I'm the oldest of my brothers and sisters. iiwa, ana akbar minnak b-sanateen. ana akbar axwaani.

Structure Sentences

1. He is three and one-half. 9umru talaata siniin wu nus2.

2. She is eleven. 9umraha ihqa9a sana.

3. My birthday is the day after tomorrow. 9iid miilaadi ba9d bukra.

4. Let's go next week. yalla niruuh al-usbuu9 al-jayy.

5. Let's go (leave). yalla nim5i.

6. This is more beautiful. haada ajmal.

7. She is older than her sister. hiyya akbar min uxtaha.

8. This is the most beautiful. haada 1-ajmal.

9. This is the cheapest book. haada 1-kitaab al-arxaas.

10. This is the cheapest book. haada arxaas kitaab.
Grammatical Notes

1. /kam/, 'how many', is followed by a singular noun:

kam sana  how many years?
kam kitaab  how many books?
kam waahid  how many [ones]?

2. /jayy/, 'next' (literally, 'coming'), is used with time words, and agrees in gender with the noun it modifies:

al-usbu9 al-jayy  next week
aš-sahar al-jayy  next month
yoom al-itneen al-jayy  next Monday
as-sana l-jayya  next year
as-siniin al-jayya  the coming years

3. The "foreign" months (/aš-shuhr al-ifranjiyya/) are:

yanaayir  January
fibaayir  February
maaris  March
abiil  April
maayu  May
yuunya  June
yuulya  July
ughusuṣ  August
sibtambar  September
uktuubar  October
nufambar  November
disambar  December

Arabia officially follows the Islamic calendar, with its own months (Lesson 47), but Saudis frequently use the western months when dealing with foreigners.

4. When citing a year, the number is usually preceded by /9aam/, 'the year of' (this is the classical word for 'year'). If the year is after 1900, the numbers 'one thousand and nine hundred' may be omitted:

9aam alf wu tis9miyya  1967
wu sab9a wu sittiin

9aam sab9a wu sittiin  1967

5. The pattern for forming comparative adjectives is:

\[ a_C, a_{12} a_C \]

Some adjectives are slightly irregular because of the root consonants:

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabir</td>
<td>aq̄bār</td>
</tr>
<tr>
<td>šagbiir</td>
<td>ašghar</td>
</tr>
<tr>
<td>katīir</td>
<td>aktar</td>
</tr>
<tr>
<td>Hīlū</td>
<td>ahlā</td>
</tr>
<tr>
<td>qhaalī</td>
<td>aghla</td>
</tr>
<tr>
<td>muhimm</td>
<td>ahamm</td>
</tr>
<tr>
<td></td>
<td>big, bigger; old, older</td>
</tr>
<tr>
<td></td>
<td>small, smaller</td>
</tr>
<tr>
<td></td>
<td>much, more</td>
</tr>
<tr>
<td></td>
<td>pretty, prettier</td>
</tr>
<tr>
<td></td>
<td>expensive, more expensive</td>
</tr>
<tr>
<td></td>
<td>important, more important</td>
</tr>
</tbody>
</table>

The comparative adjective is used alone or with /min/ (cf. Structure Sentences 6 and 7.)
To make the adjective superlative, the same form is used with the definite article /al-/ or in construct with a noun (cf. Structure Sentences 8, 9, and 10.)

These adjective forms do not change for gender and number.

6. Some adjectives cannot be made comparative with this pattern:

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>mabsuut</td>
<td>mabsuut akter</td>
</tr>
</tbody>
</table>

7. /mawluud/, 'born', is declined for gender and number:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m)</td>
<td>mawluud</td>
</tr>
<tr>
<td>(f)</td>
<td>mawluuda</td>
</tr>
<tr>
<td>(p)</td>
<td>mawluudiin</td>
</tr>
</tbody>
</table>

8. /min/, when used with pronoun suffixes, has the base form /minn-/:

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>from him</td>
<td>minnu</td>
</tr>
<tr>
<td>from her</td>
<td>minnaha</td>
</tr>
<tr>
<td>from them</td>
<td>minnahum</td>
</tr>
<tr>
<td>from you (m)</td>
<td>minnak</td>
</tr>
<tr>
<td>from you (f)</td>
<td>minnik</td>
</tr>
<tr>
<td>from you (p)</td>
<td>minnakum</td>
</tr>
<tr>
<td>from me</td>
<td>minni</td>
</tr>
<tr>
<td>from us</td>
<td>minnana</td>
</tr>
</tbody>
</table>

9. /yalla/ is used as 'let's go', 'hurry up'. It may be used alone, with an imperfect verb in the 'we' form (cf. Structure Sentences 4 and 5), or with an imperative verb.

Vocabulary Notes

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>jamiil, (no plural)</td>
<td>beautiful</td>
</tr>
<tr>
<td>galiil, -a, -iin</td>
<td>few</td>
</tr>
</tbody>
</table>

Summary of adjectives:

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Comparative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabir</td>
<td>akbar</td>
</tr>
<tr>
<td>saqhiir</td>
<td>aqshar</td>
</tr>
<tr>
<td>katiir</td>
<td>aktar</td>
</tr>
<tr>
<td>gadiim</td>
<td>agdam</td>
</tr>
<tr>
<td>tawil</td>
<td>atwal</td>
</tr>
<tr>
<td>gawil</td>
<td>agaral</td>
</tr>
<tr>
<td>tagiil</td>
<td>atgaf</td>
</tr>
<tr>
<td>lafil</td>
<td>altaf</td>
</tr>
<tr>
<td>babiil</td>
<td>ab9ad</td>
</tr>
<tr>
<td>gariib</td>
<td>agrab</td>
</tr>
<tr>
<td>wiHiik</td>
<td>awHa3</td>
</tr>
<tr>
<td>raxiit</td>
<td>arxas</td>
</tr>
<tr>
<td>jamiil</td>
<td>ajmal</td>
</tr>
<tr>
<td>tayyib</td>
<td>atyab</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(irregular)</th>
</tr>
</thead>
<tbody>
<tr>
<td>jadiid</td>
</tr>
<tr>
<td>xafiif</td>
</tr>
<tr>
<td>galiil</td>
</tr>
<tr>
<td>muhimm</td>
</tr>
</tbody>
</table>
The word most often used as comparative for 'good' is irregular. (It comes from a classical word, /Hasan/, 'good', which is not used in this dialect.)

احسن

Drills

1. How old are you (m)?
   Substitute:
   she
   they
   I
   you (f)
   he
   you (p)
   kam ٍSumrak?

2. I am 25 years old.
   Substitute:
   he
   you (p)
   you (f)
   she
   they
   ٍSumri xamsa wu ٍGišriin sana.

3. My birthday will be next month.
   Substitute:
   our birthday
   his birthday
   next week
   next Tuesday
   your (f) birthday
   their birthday
   next Friday
   my birthday
   next month
   ٍGiid miilaadi Na-yikuun 
   ٍaš-Sahar al-jayy.

4. I was born in 1948.
   Substitute:
   she
   1951
   my brother
   they
   we
   1935
   he
   1893
   ana mawluud fi ٍ9aam alf wu 
   tis9miyya wu tamanya w 
   arbayiin.
5. I am older than you (m). ana akbar minnak.
Substitute:
- than he
- younger (smaller)
- more handsome
- than they
- than she
- shorter
- newer
- than you (p)
- better
- than you (m)

6. He is older by two years. huwwa akbar b-sanateen.
Substitute:
- 3 years
- 2 weeks
- 17 years
- 8 months
- 5 1/2 hours
- many years

7. Let's go. yajja niruuH.
Substitute:
- Let's do that.
- Let's close the house.
- (to a man) Close the door.
- (to a woman) Bring the chair.
- Let's go outside.
- (to a group) Buy it (m).

8. This is the cheapest book. haada arxaš kitaab.
Substitute:
- the prettiest girl
- the best room
- the lightest book
- the longest sentence
- the biggest door
- the most expensive car
- the nicest boy
- the most important question

9. Given the adjective, change it to comparative:
- al-walad gashiir.
- ana mabsuut.
- haada kwayyis.
- al-intihaan tawiil.
- al-waraga xafiifa.
- al-maasha Hilwa.
- as-siir ghaali.
- al-fuluus galiila.
Situations

1. A. When is your son's birthday?
   B. My son's birthday is next week.
   A. How old is he?
   B. Five. He'll be six in a week.
   A. Six years? He's big!
   B. Yes, older than my daughter by three years.

2. A. What are you doing?
   B. I have to go to the office.
   A. Really?
   B. Yes, I have to see someone ('one') there.
   A. What time will he come?
   B. Soon. I must excuse myself.
   A. Go ahead.

3. A. Do we have to take the car?
   B. No. I think it's not necessary.
   A. Can we go this way ('from here')?
   B. Of course, that's a good street. It goes to the post office and near my bank ('the bank belonging to me').
   A. That's the most important thing.
LESSON 19

Dialogue

you (m) have

9indak

هندك

A. How many brothers and sisters do you (m) have?

9indak kam axx w uxt?

فندك كم إخواني وحدية؟

B. I have three brothers and three sisters.

married

mit zawwiy

وثلاثة إخواتي وثلاثة أخوان

متزوجين

A. Are they married?

humma mit zawwijiin?

هم متزوجين؟

engaged

maxtjuub

مخطوب

university

jaam9a

جامعة

B. One sister is married and one is engaged.

My brothers are in the university.

father

waalid

والد

mother

waalida

والدة

present

ma wjuud

وجود

A. Are your father and mother living? ('present')

waalidak wu waalidatka

والدك والدتك موجودين

ma wjuudiin?

B. Yes.

iiwa.

ابو.

Structure Sentences

1. I was married a year ago. at zawwajt gabl sana.

2. She has been married since last year. ('is married')

hiyya mit zawwija min al-9aam al-maadji.

3. He arrived the day before yesterday.

waasal awal ams.

4. He is not alive.

huwwa muu 9aayid.

Grammatical Notes

1. /9ind/ is a preposition usually translated into English as the verb 'to have'. When used in this way, it takes pronoun endings:

9indaha fuluus. She has money.

ma 9indahum sayy. They don't have anything.

2. /9ind/ may also mean 'at the home of' (used like "chez" in French):

rukt 9ind ahmad. I went to Ahmad's house.

jaa 9indi mit 'axxir. He came to my house late.

ta9aal 9indana. Come to our house.

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2. /mitzawwi/j, 'married', is an example of a "passive participle" in Arabic. This is a predictable pattern and functions like an adjective; it refers to a "state resulting from the action of a verb", and is derived from transitive verbs. Examples:

- Verbs like /katab/:
  - Pattern: maC1C2uuC3
  - katab maktuub written
  - xašab maxḫuub engaged
  - wajad mawjuud present ('found')

- Other Verbs:
  - Pattern: /mi/ or '/mu/ + imperfect verb stem
  - (yitzawwi) mitzawwi
  - (yit'akkid) mit'akkid

The feminine form is predictable, and the plural form is almost always the suffix /-in/.

Not all verbs can have a passive participle; some have another passive form (Lesson 37).

3. /waalid/ and /waalida/ are honorific terms for 'father' and 'mother'. They are frequently used when referring to parents, as a sign of respect.

4. To express 'last' or past time, the word /maādi/, 'past', is used. It is declined to agree in gender with the noun it modifies:

- al-ushuūb al-maādi last week
- aš-ṣahar al-maādi last month
- as-sana l-maadya last year
- yoom ar-rabuu9 al-maadī last Wednesday

5. /min/, 'from', is also used to mean 'since' (cf. Structure Sentence 2).

6. The use of /mawjuud/ to mean 'living' or 'present' is idiomatic; more precise is the word /9aayiʃ/ (9aayša, /9aayšiʃ), 'alive'.

7. /awwal ams/, 'the day before yesterday', is an idiomatic expression.

**Vocabulary Notes**

<table>
<thead>
<tr>
<th>Regular Pattern</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mawjuud</td>
<td>present, found</td>
<td></td>
</tr>
<tr>
<td>mawl āud</td>
<td>born</td>
<td></td>
</tr>
<tr>
<td>maktuub</td>
<td>engaged</td>
<td></td>
</tr>
<tr>
<td>maktuub</td>
<td>written</td>
<td></td>
</tr>
<tr>
<td>mafhuum</td>
<td>understood</td>
<td></td>
</tr>
<tr>
<td>mašstuul</td>
<td>done</td>
<td></td>
</tr>
<tr>
<td>maškuur</td>
<td>thanked</td>
<td></td>
</tr>
<tr>
<td>maftuüh</td>
<td>opened</td>
<td></td>
</tr>
<tr>
<td>magfuul</td>
<td>closed</td>
<td></td>
</tr>
<tr>
<td>mašruuf</td>
<td>known</td>
<td></td>
</tr>
<tr>
<td>mabsuut</td>
<td>pleased</td>
<td></td>
</tr>
<tr>
<td>mabhūub</td>
<td>beloved</td>
<td></td>
</tr>
<tr>
<td>mašgūul</td>
<td>reasonable</td>
<td></td>
</tr>
<tr>
<td>mabrūuk</td>
<td>blessed</td>
<td></td>
</tr>
<tr>
<td>mahuudu</td>
<td>limited</td>
<td></td>
</tr>
</tbody>
</table>
Other Pattern
mit'axxir late ('delayed')
mit'akkid certain
mitzawwiy married
musta9mal used
atzawwaj, yitzawwiy get married
at'akkad, yit'akkid be certain
jaam9a, -aat university

Drills
1. Are they married? humma mitzawwijiin?
   Substitute:
   inti
   axuuk
   intu
   inta

2. Given the verb in the perfect tense, using the passive participle:
Example: gafal al-baab. ➔ al-baab magfuul.
Continue:
katab ad-dars.
fihim al-jumla.
9amal haada.
9irif al-beet.

3. My sister is engaged. uxti maxtuuba.
Substitute:
married
late
my father
present
alive
my mother
happy
certain

4. This is understood. haada mafhuum.
Substitute:
well-known ('known')
written
used
reasonable
closed
done
opened

5. I was married a year ago. atzawwaj gabl sana.
Substitute:

they
two weeks ago
she
my friend (m)
three months ago
we
years ago
he
I
a year ago

6. She has been married since last year.

hiyya mizawwija min al-9aam al-maagi.

Substitute:

last month
last Saturday
they
last week
he
last Thursday
we
my sister
I
last year
she

7. Let's go to my house.

niruuh 9indi.

Substitute:

to his house
to Ahmad's house
to our house
to my sister's house
to their house
to my father's house

Situations

1. A. Have you heard of this book?
                (literally, 'Do you know this book?')
B. Yes, it's well known ('known'). It was written long ago.
A. I want to buy it.
B. It's not necessary. You can take it from me.
A. When should I bring it?
                (literally, 'When do I bring it?')
B. Later, after a month or two.

2. A. Is your brother married?
B. No, he'll be married next week.
A. Whom will he marry?
B. Abdel-Rahman's daughter. She's very young, 16 years old.
A. Really? Congratulations.
B. Thanks. (response)
3. Did you go to the university today?
   A. Yes, I gave them money.
   B. Is the university expensive?
   B. I want to go to the university, too.
   B. When you are older, if God wills.
LESSON 20

Review last nine dialogues.

Supplementary Drills

1. I want to buy those. abgha aštari hadool.  
   ابني اشتري هدول.
   
   Substitute:
   take money from him
   get married soon
   go to the airport
   turn left from there
   speak French
   cross the bridge
   get something ('thing') cheaper
   spend less money
   use their car
   see the best room
   greet her
   
   (Repeat, using 'he', 'she', 'they', 'we'.)

2. Please go early. min faḏlak, ruuḥ badri. 
   من فضلك ريح بدر.
   
   Substitute:
   bring a small one (m)
   turn behind the building
   talk with those foreigners
   tell him "it doesn't matter"
   take them to the airport
   ask at ('in') the university
   give me five piastres
   come a little early
   
   (Repeat, using feminine and plural forms)

3. Who lives in this house? miin saakin fi haada l-beet? 
   من ساكن في هذا البيت?
   
   Substitute:
   is married, of your brothers?
   gave him the best price?
   went for her sake?
   wrote to the army?
   took the pen from him?
   said today is my birthday?
   lives at the end of the street?
   went months ago?
   was born (literally, 'is born') in 1955?

Questions

miin ḫadraka? 
inta mitzawwi? 
axwaanak mitzwiji? 
as-saa9a kam? 
keef ḫalak? 
inta feen saakin? 
kam 9umrak? 
kam 9umr saahbak?
waalidak wu waalidatak mawjuudiin?
sayyaaratatak ghaalya?
saa9atak kallafat kam?

Narratives

Say in Arabic:

1. I went to the bank and took a little money. Then I bought my books for school. I like my school. I think it is the biggest and best in the city. There is no school better than this [one].
(Repeat, using different person forms.)

2. I am not sure that I know where the Americans live here, but I am sure there are many. I arrived only last month, and I am still new here. My house is big and nice, and my wife and children like Jidda. We want to go to Taif and Riyadh soon, I hope. People say that the cities are far. Maybe later we will go to Dhahran and other cities in Arabia.
LESSON 21

Dialogue

(In a taxi)

free (unoccupied) faaḍi

A. Are you (m) free?
intā faaḍi? انت فاضي؟
B. Yes, get in.
iwa, atfaḍḍal. ايوه افتح.
A. How much from here to the embassy?
b-kam min hina lis-safaara? يكم من هنا للسفارة؟
B. Five riyals.
xamsa riyaal. خمسة ريال.

enough kifaaya

A. Unbelievable! Three is enough.
muu ma9guul! talaata kifaaya. مو ممغل! ثلاثة كافيه.
B. OK, let it be three.
xalī na9rib, xallīhiha talaata. طيب، خليها ثلاثة.
in a hurry mista9jil

drive (command) suug

carefully ('at your leisure') 9ala mahlak

A. I'm in a hurry, but drive carefully.
anā mista9jil šwayya laakin suug 9ala mahlak.
B. OK.
in šaa' allāh.

Structure Sentences

1. I don't have enough money.
ma 9indi fulūus kifaaya.

2. Drive slowly.
suug b-šweēk.

3. The taxi driver drove fast.
sawwaag at-taksi saag b-surša.

4. Do you (m) know how to drive well?
ti9rīf tisuug kwayyis?

5. He works as a driver.
uhuwa yištaḥgil sawwaag.

6. He has two drivers.
ināndu īteenen sawwaagiīn.

7. We are in a hurry.
iīna mista9jīliīn.

8. You must hurry.
lāazīm tiṣṭa9jīl.
Grammatical Notes

1. /kifaaya/, 'enough', is used after a noun, and does not change form:
   
   talaata kifaaya. Three are enough.
fuluus kifaya enough money

2. Adverbs may be formed with particle words prefixed to a noun:
   
   9ala mahlik carefully ('at your (m) leisure')
   9ala mahlik ('at your (f) leisure')
   9ala mahlakum ('at your (p) leisure')
   9ala mahli ('at my leisure')
   9ala mahlana ('at our leisure')
   b-3eweék slowly ('with slowness')
   b-sur9a quickly ('with speed')

Other adverbs are simply the masculine adjective:

   titkallam 9arabi You speak Arabic well.
   kwayyis.
   Šufts katiir. I saw him a lot ('much').

3. /aštaghil, yištaghil/, 'to work', may be used with a noun to mean 'to work as':

   huwwa yištaghil sawawaq. He works [as] a driver.

4. Some nouns, especially nouns indicating profession or nationality, are not made dual with the /-een/ suffix. They are used with /itneen/ + the plural form:

   itneen sawwaagiiin two drivers
   itneen ajaaniib two foreigners
   itneen su9uudiyyiin two Saudis
   itneen amrikaan two Americans

Vocabulary Notes

saag, yisuug (sugt) drive
ištaghil, yištaghil work
asta9jal, yista9jil hurry
dawwaag, -iin driver
mista9jil, -a, -iin in a hurry
faadi, -ya, -iin free, unoccupied

Drills

1. How much from here to the embassy?

   b-kam min hina lis-safaara? بكم من هنا السفارة؟

Substitute:

   the bank
   the American school
   Mecca Road
   the Foreign Ministry
   the airport
   the American consulate
   the post office
   the embassy
2. I am in a hurry. ana mista9jil 7wayya.

Substitute:
  we
  she
  you (m)
  they
  he
  you (f)
  I
  you (p)

3. You (m) must hurry. inta laazim tista9jil.

Substitute:
  we
  you (f)
  she
  you (p)
  I
  all of us
  he

4. I don't have enough money. ma 9indi fuluus kifaaya.

Substitute:
  books
  friends
  chairs
  clocks
  children

5. Drive slowly. suug b-šweeq.

Substitute:
  quickly
  behind that car
  carefully
  my car

6. Do you know how to drive well? ti9rif tisuuq kwayyis?

Substitute:
  she
  they
  you (f)
  he
  you (p)
  your brother
  the driver
Situations

1. Taxi! Are you free?
   A. Yes, get in.
   B. How much from here to the bank?
   A. Only six riyals.
   B. OK, let's go. But drive carefully; we're not in a hurry.

2. I want to go buy something. Can you take me in the car?
   A. I'm sorry, I'm not free now.
   B. But I don't drive, and there aren't any taxis.
   A. Why do you want to go?
   B. Today is my son's birthday. I have to buy him something.
   A. Ask the driver.
   B. Yes, I'm sure he'll go.

Cultural Notes

1. Since taxis do not have meters, it is customary to discuss the price of a trip before getting in.
LESSON 22

Dialogue

A. Have you been waiting here long? ('To you long waiting here?')
   lak katii r mistanni hina?

B. I've been waiting here 20 minutes. ('It has been to me...')
   liyya mistanni hina tult saa9a.
   sorry
   mit'assif

A. I'm sorry.
   ana mit'assif.

B. It's OK. It's nothing.
   ma9aleex. ma fii sayy.
   you (m) drink
   ti3rab
   cup
   finjaan
   coffee
   gahwa

A. Would you like to drink a cup of coffee?
   tiHubb ti3rab finjaan gahwa?
   cold
   baarid

B. Something cold, please.
   sayy baarid, min faqlak.

Structure Sentences

1. We are waiting for them.
   ihna mistanniinham.

2. I am waiting for him.
   ana minta3iru.

3. He already went.
   giidu raah.

4. I am extremely sorry.
   ana mit'assif bil-Heel.

5. Would you (f) like to come?
   inti tiHubbi tiji?

6. We drank a glass of tea with milk.
   shiribna kubbaayat saahi bil-Haliib.

7. I heard that these things are cheap.
   simi9t innu l-Hajaat haadi raxiixa.

8. Why is he returning?
   huwaa leeq raajiy?

9. We were sleeping.
   kunna naaymiin.

10. I am not able.
    ana mana gaadir.

11. I heard about you (m).
    ana simi9t 9annak.

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Grammatical Notes

1. /mistanni/ and /raaji9/ are examples of the "active participle" in Arabic. The active participle has a predictable pattern for each type of verb. It is usually translated like a verb in English, but it is in fact a noun in Arabic, declined for gender and number. If the word ends in a consonant, it takes the regular feminine ending /-a/, and the /-iin/ suffix for plural. If it ends in a vowel like /-i/, it takes /-yya/ for feminine and /-iin/ for plural. For example:

raaji9       returning (m)
raa9ja       returning (f)
raa9jiin     returning (p)

Note that the /i/ is dropped before adding the feminine and plural endings.

mistanni    waiting (m)
mistanniyya waiting (f)
mistanniiin waiting (p)

The active participle is used to express the "actor", or the "doer" of an action. It is most often used with verbs of motion (to describe going, coming, returning, etc.) and verbs of "temporary state", mental or physical (understanding, knowing, sitting, standing). Sometimes the active participle is translated as the present perfect tense in English ('have seen', 'have done'), and whether this is meant will depend on the context of the sentence.

The most easily recognized pattern is that of regular verbs like /katab/: $C_1$aa$C_2$ii$C_3$

Examples:

faahim               'understanding'
ana faahim.          I understand. ('I am understanding')
humma mahum faahmiin
          al-jumla. They do not understand the sentence. ('They are not understanding')

9aarif               'knowing'
ana mana 9aarif      I don't know how to go. ('I am not knowing')
keef aruuH.          We know that he came. ('We are knowing')
ihHa 9aarifiin innu
          jaa.      

raayiH               'going'
mita huwwa raayiH?   When is he going?

jayy                'coming'
ana jayy daHHiin.    I am coming now.

Note the difference between the above sentences which describe (1) a temporary state or (2) a motion, and the sentences below which use a verb to describe (1) a permanent state or ability or (2) a habitual action:

afham ingilliizi     I understand English.
a9rif aktub kwayyiis. I know how to write well.
yiruuH al-madwa badri.* He goes school early.
niji hina katii.r.* We come here often ('much').

*Some speakers use the prefix /b-/ before verbs when expressing habitual or recurring action:

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Sometimes speakers of Arabic use both the active participle and the imperfect verb for certain expressions which do not clearly fit into one category or the other. The sentences may differ slightly in connotation.

9aariifu kwayjis. I know him well. (I know all about him).
a9rifu kwayjis. (Now) I know him well.

When used in the sense of present perfect, the phrase is often used with a form of the word /giid-/, 'already', (see note below) or other time words which give an indication that the sentence refers to recently-completed past time.

huwwa giidu ŏaariib. He has already drunk tea.
 ŏaahi. Ŧaha.
huwwa waqašil min zamaan. He [has] arrived long ago.

Note that "hollow" verbs add /y/ in the active participle form:

raayiH 'going'
raayif 'seeing'

Other types of verbs form the active participle by adding the prefix /m-/ or /mi-/ to the imperfect tense "base" (minus the person prefix):

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Active Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>yisawwi</td>
<td>misawwi 'doing, having done'</td>
</tr>
<tr>
<td>yi9addi</td>
<td>mi9addi 'crossing, having crossed'</td>
</tr>
<tr>
<td>yintaqir</td>
<td>mintaqir 'waiting'</td>
</tr>
</tbody>
</table>

Some of these verbs also change the final vowel:

yistanna mistanni 'waiting'

The active participle of a transitive verb may be used with a direct object (cf. Structure Sentences 1 and 2).

2. /giid-/ is used with pronoun endings and means 'already':

<table>
<thead>
<tr>
<th>giidu</th>
<th>giidaha</th>
<th>giidahum</th>
<th>giidak</th>
<th>giidik</th>
<th>giidakum</th>
<th>giidi</th>
<th>giidana</th>
</tr>
</thead>
<tbody>
<tr>
<td>he already</td>
<td>she already</td>
<td>they already</td>
<td>you (m) already</td>
<td>you (f) already</td>
<td>you (p) already</td>
<td>I already</td>
<td>we already</td>
</tr>
</tbody>
</table>

It is used before verbs:

giidu raah. He already went.

3. More time expressions:

<table>
<thead>
<tr>
<th>tult saa9a</th>
<th>rub9 saa9a</th>
</tr>
</thead>
<tbody>
<tr>
<td>one-third of an hour</td>
<td>one-quarter of an hour</td>
</tr>
</tbody>
</table>
nuṣṣ saaqa  one-half hour
nuṣṣ dagiiga  one-half minute
nuṣṣ saaniya  one-half second (etc.)

4. /Haaja, Haajaat/ is another way of saying 'thing'. It alternates with
/Šayy/; the latter is usually preferred and is more classical.

5. /mintašir/, 'waiting', is used as often as /mistanni/. It is more classical.

6. /bil-Heel/, 'very much, extremely', is equivalent to /bil-marra/, and is
more often used in the Najd.

7. Nouns which refer to containers or amounts are used in a construct phrase:

finjaan gahwa  a cup of coffee
kubbaayat šaahi  a glass of tea
tłaata kiilu šaahi  three kilos of tea

8. /b-/ is used to mean 'with' when discussing ingredients of food or drink:

gahwa bil-Malīb  coffee with milk
šaahi b-sukkar  tea with sugar
šaahi bil-leemuun  tea with lemon

9. The verbs /Habb, yiHubb/, 'to like', and /gidir, yigdar/, 'to be able',
are used as helping verbs with other verbs in a phrase:

tiHubb tišrab  Would you (m) like to
drink a cup of coffee?
tiHubbi tiji?  Would you (f) like to come?
gidir yiji badri.  He was able to come early.
    ma gidirt atkallam.  I was not able to talk.

Vocabulary Notes
(Translations indicate the most likely usage for each word; not all active
participles are used in all possible ways.)

(regular)

saakin  is residing
waasīl  has arrived
daarīs  has studied
kaatīb  has written
šaamīl  is working
faatīH  has opened
gaafīl  has closed
saa’īl  is asking
šaarīf  has spent
raajī9  is returning
gaadir  is able
šaarih  has drunk
saami9  is hearing, has heard

(hollow)

gaayīl  has said
raayīH  is going
šaayīf  is seeing
naayīm  is sleeping
jaayīb  is bringing
saayīb  has left behind
šaayīl  is carrying
(other)  
maalī  has spoken  
maddi  has given  
miktallam  has done  
misawwi  has crossed  
m19addi  is waiting  
mistanni  is waiting  
mwāafia  is in agreement  

Verbs  
šīrīb, yīšrāb  drink  
riji9, yirja9  return  
giddir, yigdar  be able  
sim19, yisma9  hear  
astanna, yistanna  wait  
(aстаннеет)  
antaṣar, yintaṣir  wait  
waaфаg, yiwaaffig  agree  

Other Words  
9aṣīr  juice  
Halīb  milk  
moyya  water  
gahwa  coffee  
ṣaaḥi  tea  
leemun  lemon  
sukkar  sugar  
finjan, fanajjaan  cup  
kubbāya, -aat  drinking glass  
m1t'assīf, -a, -iin  why?  
lee8  sorry  

Drills  

1. Have you been waiting here long?  
lak katīr mistanni hina?  

Substitute:  

you (p)  
she  
they  
he  
you (f)  

2. I have been here 20 minutes.  
liyya hina tult saa9a.  

Substitute:  

1/4 hour  
1/2 hour  
we  
1/2 year  
he  
1/2 minute  
1/2 second  
she  
1/3 hour  
i
3. Would you like to drink a cup of coffee?

Substitute:

you (f) something cold
they
he
glass of tea
we
she
glass of water
you (m)
juice
we
you (p)
milk
she

4. I am waiting for him.

Substitute:

her
them
we
him
she
me
us

5. Given the cue sentence in the perfect tense, change it to the active participle form.

Example:

huwwa raah. ——> huwwa raayih.

Continue:

ana astanneet.
ṣiribna šaahi.
mīn sa'al as-su'aal?
huwwa ma qidir yiruuH.
jaabat sayyaaratha.
ana šīlt Haajaat katiir.
mīšiina.
al-walad 9adda 8-šaari9.
huwwa waafagh.
9amal fi Šarikat axuu.
mīt waṣalt?
ma šarať fuluus katiir.
sim9tak.
saab al-kutub 9aţ-šarabiiza.
6. I am sorry. *ana mit'assif.*

Substitute:

we
she
he
they
returning
going
I
she
sleeping
he
was sleeping
we
they
see ('are seeing')
he
do you (f) see?
agree?
you (p)
understand?

7. We have been waiting for them for a long time. *ihna mistanninhum min zamaan.*

Substitute:

waiting for him
have seen him
have seen them
I
have seen her
have written it (f)
we
she
has written it (m)
has drunk it (m)
he
has opened it
has opened them
we
have opened it (m)

8. Why is he returning? *huwwa leeš raaji?*

Substitute:

going
they
not able
she
you (m)
sleeping
you (f)
he
coming
they
she
leaving that (m)
you (m)
you (p)
returning
we
you (m)
he

Situations

1.
A. Would you like to drink coffee?
B. No, I have to go to my brother's house. He is waiting for me.
A. Are you returning soon?
B. After about half an hour, if God wills.

2.
A. Where do you live?
B. My house is at the end of this street, on the right.
A. My friends lived in that house, but I didn't see it.
B. Maybe you can see it from here.
A. No, I can't see anything.
B. Come over later.
A. OK, maybe I can.

3.
A. What are you carrying?
B. Only some old books. I just bought them yesterday. With your permission,
   may I leave them in that room?
A. I've given that room to Ahmad, but I'm sure it's OK.
B. When will he be back?
A. In half an hour or less. I'll tell him that the books are yours.
B. Thanks.

Cultural Notes

1. It is considered poor manners to neglect serving a guest something to
drink, in a home or office, even during a short visit. You should always accept
something, even if you only taste it.

2. Tea is preferred in glasses throughout the Arab world.
LESSON 23

Dialogue

A. Where are you (m) going? feen raayih?
appointment maw9ad
minister waziir

B. I have an appointment with the Minister of Finance.
9indi maw9ad ma9a waziir al-maaliyya.

A. At the Finance Ministry?
fi wizaarat al-maaliyya?
hotel fundug
sea ba9r
red ahmar
because li'ann
official mas'uu1
all kull
staying naazil

B. No, at the Red Sea Hotel because all the officials are staying there.
la', fi fundug al-ba9r al-ahmar, li'ann al-mas'uu1iin kullahum naazliin hinaak.
who, which alli
sitting jaalis
in the morning fis-9ubuh

A. Those who were sitting in the office this morning.
humma alli kaanu jaalsiin fil-maktab fis-9ubuh?

B. Yes, the ones which you saw [them].
iiwa, humma n-naas alli inta 9ufahum.

Structure Sentences

1. He arrived on time. wa9al fil-maw9ad.
2. He arrived in the evening. wa9al fil-masa.
3. He slept because he is tired. naam li'annu ta9baan.
4. [It is] you who are responsible. inta alli mas'uu1.
5. We all stayed in a big hotel.

kullana nazalina fi fundug kabliir.

كلنا نزلنا في فندق كبير.

6. Did he go upstairs or downstairs?

šilli9 foog walla nazal taHát?

فالف فوق ولا نزل شتة.

7. Who is the man who is standing there?

miin ar-rijjaal alli waagif hinaak?

من الرجال الي وافق هناك?

8. I want the suitcase which I bought yesterday.

abgha š-šanta alli aštáretaha ams.

أبحث القنطة التي أشترتها أمس.

9. Give me all the things which you took from me.

addiini kull al-Haajaat alli a extradahum min 9indi.

أدليي كل الحاجات الي أخذتكم من عندي.

10. He was sitting there.

kaan gaa9id hinaak.

كان قاعد هناك.

Grammatical Notes

1. /li'ann/ means 'because', and may be used alone or with pronoun suffixes:

li'aan al-mas'uliin kullahum naasziilin hinaak.

because all the officials are staying there

naam li'annu ta9baan.

He slept because he was tired.

laazim asta'zin li'anni at'axxart.

I must be leaving because I'm late.

2. /subuH/ and /masa/ are the forms used ordinarily with reference to 'morning' and 'evening' (we saw these used for 'a.m.' and 'p.m.' in Lesson 12). /sasamaH/ and /masa'/ are classical equivalents of these words, most often reserved for use in the expressions 'Good morning' and 'Good evening'.

3. /kull/, 'all', is used before a definite, plural noun. It may also be used with pronoun endings. (cf. Structure Sentences 5 and 9.)

kullahum

kullakum

kullana

kull al-Haajaat

kull an-naas

all of them

all of you (p)

all of us

all the things

all the people

4. /mas'ulu/, literally, 'responsible', is used idiomatically for 'official' (as a noun).

5. /nazal, yinzal/, literally, 'to descend', is used idiomatically to mean 'staying' in a hotel or home.

6. /alli/, 'which, who, whom', is not declined. It is used to introduce a phrase or clause, as a relative pronoun. If the clause includes a verb which takes a direct or indirect object, an object pronoun is also used. (This sounds redundant in English):

humma alli kaanu

jaalsiin

humma alli inta

buftahum

they who were sitting

they who you saw [them]
aš-ša'anta alli aštareetaha the suitcase which I bought
ams [it] yesterday
al-Haajjaat alli the things which I took [them]
axadtahum
ar-rijjaal alli addeetu the man to whom I gave [him]
ufuluus money

/alli/ may also be used to mean 'he who', 'those who', 'whoever':
alli yîHubb yiji yigulli. Whoever wants to come, tell me.

7. /fil-maw9ad/, 'on time' (literally, 'in the appointment'), is an idiom.

8. /foog/, 'above', and /taHat/, 'below', can also be used to mean 'upstairs' and 'downstairs'.

9. /ga9ad, yug9ud/ is another common word meaning 'to sit'.

Vocabulary Notes

maw9ad, mawa9iida appointment
ša'anta, šuna't suitcase, briefcase, purse
wazir, wuzara minister (of government)
fundug, fanadaid hotel
mas'uuul, -a, -ain responsible, ('official')
nazal, yinzal descend, ('stay')
țiili, yițiła9 ascend
jalaas, yijlis sit
ga9ad, yug9ud sit
wigif, yiwgaf stand

Drills

1. I have an appointment in the Red Sea Hotel. 9indi maw9ad fi fundug al-
the American Embassy
baHr al-ahmar.

Substitute:
at the Ministry of Petroleum
with officials of the government
in the evening
at the airport
with the Minister of Communications
with my friends
at school
at the Ministry of Defense

2. You (m) must go down-
stairs.

Substitute:
go upstairs
sit here
stand beside the door
you (p)
bring your son too
come back in the evening
you (f)  
see her soon  
study English in school  
go on time

3. Substitute the first or second half of the sentence, repeating the question and its answer:

Example: Why did he sleep?  
Because he's tired.

Continue:

Why did he sleep?  
Because he arrived late.
Why didn't he come?  
Because he arrived late.
Why didn't she come?  
Because she arrived late.
Why didn't she come?  
Because she doesn't agree.
Why didn't you (m) go?  
Because I don't agree.
Why didn't you (m) go?  
Because I don't have much money.
Why didn't you (m) spend much?  
Because I don't have much money.
Why didn't you (p) spend much?  
Because we don't have much money.
Why didn't you (p) spend much?  
Because we didn't like the things.
Why didn't he spend much?  
Because he didn't like the things.

4. Who are they who were sitting there?  
miin humma alli kaanu  
jaalsin hinaak?

Substitute:

who were standing there  
who were staying in the hotel  
who were returning  
who were coming upstairs  
who were going home  
who were coming here  
who were carrying the suitcases  
who were sleeping in the room  
who were responsible

5. They are the people whom you saw.  
humma n-naas alli inta  
šuťahum.

Substitute:

whom you know  
whom I brought in my car  
whom I asked about  
whom I gave money to  
whom I greeted  
whom I took home

6. I want the suitcase which I bought yesterday.  
abgha š-šanṣa alli  
asṭareetaha ams.

Substitute:

which I saw yesterday  
the table

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the new chair
which he brought from the office
which my husband likes
the books
which you (m) are carrying
the coffee
which is in that cup
which you (m) can't drink

Situations

1.  
A. Let's go see the man who arrived yesterday.
B. OK, in a couple hours.
A. Why can't you come now?
B. Because I have to sleep, I'm tired.
A. I'll come at 7:00.
B. Fine.

2.  
A. Do you know Mr. Muhammad?
B. No, but I've heard about him.
A. He lives next to us.
B. I know that he is in the Ministry of Defense.
A. Yes, I'm not sure where exactly. In the minister's office, I think.

3.  
A. Bring us coffee, please.
B. How many?
A. Four. And one tea with sugar.
B. Do you (f) want cream?
A. Of course. Then ('later') at 3:00 we have an appointment at the university.
Can you take us in the car?
B. Yes. When will you (p) return?
A. After about an hour, if God wills.
LESSON 24

Dialogue

(In a front office)

A. Please, is Mr. Mahmoud here?
   Mín faqalak, as-sayyid māhmūd
   mawjuud?

B. No, he's gone out.
   La', xaraj.

A. Will he be back again?
   rah-yiji taani?

B. In a little while, have a seat.
   baqad sayyya, atfāddal.

A. May I leave him a message?
   mumkin asiblu risāala?

B. Certainly.
   atfāddal.

A. Tell him that Mr. Jones
   wants to talk to him
   about our project.
   Do you have my tele-
   phone number?
   gullu innu mistar Jones
   yibqha yitkallamu 9an
   ma’ruu9ana. 9indak ragam
   tilifoon?

B. No. What is the number?
   la'. kam ar-ragam?

1. Is Mr. Mahmoud here?
   as-sayyid māhmūd fi?

2. We'll be ('we are')
   home today.
   al-yoom ihna fii.

3. Can I get you coffee?
   mumkin ajiblak gahwa?

4. Is this for you (m)?
   haada lak?

5. Yes, this letter is
   for me.
   iiwa, haada l-jawab liyya.

6. I owe you money.
   lak fuluus 9indi.

7. I owe Ahmad ten riyals.
   9alayya 9anara riyaal li ahmad.
Grammatical Notes

1. /mawjuud/ (/mawjuuda/, /mawjuudiin/) may be used to mean 'present', 'in attendance'. Just as common is the use of /fii/ to mean 'present'. (cf. Structure Sentences 1 and 2.)

2. /taani/ may be used as an adverb to mean 'again'.

3. /ragam/, 'number', is the classical word; the borrowed word /nimra/ is often heard.

4. Telephone numbers are usually given in tens or hundreds, the first two and then the last three:

25875  xamsa wu 9i’iriin, tamanmiyya
       wu xamsa wu sab9iin

27416  sab9a wu 9i’iriin, arba9miyya
       wu si77a98

If the number combinations are unusual, modifications may be made:

20005  9i’iriin alf wu xamsa

11002  9i’iriin alf wu witeen

If you use individual numbers, you will be understood.

5. The indirect object is usually suffixed to the verb. If there is no verb, the word /l-/ , 'to, for', is used with a pronoun as an independent word.

lu  to him, for him
laha  to her, for her
lahum  to them, for them
lak  to you (m), for you (m)
liki  to you (f), for you (f)
lakum  to you (p), for you (p)
liyya  to me, for me
lana  to us, for us

hadool al-kutub lana Those books are for us.
   iHna.
lak katiir mistanni Have you been waiting here
   hina?
liyya hina tult saa9a I've been here for 20 minutes.
   long?

/l-/ can be used with money to mean 'is owed to'. Owing may be expressed with /9ind/ or /9ala/:

liyya xamsa riyaal. I am owed five riyals.
   ('To me five riyals.')
liyya xamsa riyaal You owe me five riyals.
   9indak. ('To me five riyals
   with you.')</n
9aleena fuluus We owe a lot of money.
   katiir. ('On us a lot of money.')

6. /risaala/, 'message', may also mean 'note' or 'letter'; it is the classical word. However, the word /jawaab/ (literally, 'answer') is usually used in this dialect to mean 'letter'.

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Vocabulary Notes

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<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
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<td>mašruu9, mašaarii9</td>
<td>project</td>
</tr>
<tr>
<td>risaala, rasaayil</td>
<td>note, message</td>
</tr>
<tr>
<td>jawaab, -aat</td>
<td>letter</td>
</tr>
<tr>
<td>raqam, arqaam</td>
<td>number</td>
</tr>
<tr>
<td>nimra, nimir</td>
<td>number</td>
</tr>
<tr>
<td>tilifoon, -aat</td>
<td>telephone</td>
</tr>
<tr>
<td>Hisaab, -aat</td>
<td>account</td>
</tr>
<tr>
<td>ìšghul, âšghaal</td>
<td>work</td>
</tr>
<tr>
<td>tašmiim, -aat</td>
<td>design</td>
</tr>
<tr>
<td>xuţta, xuţat</td>
<td>plan</td>
</tr>
<tr>
<td>ţalab, -aat</td>
<td>order</td>
</tr>
<tr>
<td>muštarawaat</td>
<td>purchases</td>
</tr>
<tr>
<td>mubiigaat</td>
<td>sales</td>
</tr>
<tr>
<td>ittifaaq, -aat</td>
<td>agreement</td>
</tr>
<tr>
<td>xaraj, yuxruj</td>
<td>go out</td>
</tr>
<tr>
<td>daxal, yudxul</td>
<td>enter</td>
</tr>
</tbody>
</table>

Drills

1. May I leave him a 
message? mumkin asiblu risaala? ممكن اسمله رسالة؟

Substitute:

bring you (m) coffee?
carry this suitcase for you?
make an appointment for you (p)?
write her a letter?
do anything for you (f)?
give them the money?
buy you (m) a glass of tea?

2. Is this for you (m)? haada lak? هاذا لأّد؟

Substitute:

for us
for you (p)
for me
for her
for you (f)
for them

3. I owe you money. lak fuluus 9indi. ذلك فلوس عدني.

Substitute:

she owes you
they owe you
they owe us
you (m) owe us
she owes us
she owes her
I owe her
I owe them
4. My telephone number is 25875.

5. He wants to talk about our project.

6. When did he go out?

Situations

1. A. Where is Mr. Sharif?
   B. He went out half an hour ago. He said he'll return soon.
   A. May I wait?
   B. Of course. Can I get you something?
   A. Yes, either coffee or tea.

2. A. I want to see the plan.
   B. Which plan?
   A. The design of the new building.
   B. Mr. Jones took it and left.
   A. Tell him that I was here. I'll leave you my telephone number.
   B. Where will you be?
   A. At the hotel, after 3:00.
3. I owe you money. How much?
A. About 30 riyals, I'm not sure. I forgot.
B. Take 30 now, and I'll see the account again later.
A. OK, thanks. Good night.
A. Good night.
LESSON 25

Dialogue

(On the telephone)

A. Hello. Who are you, sir?  
aloq miin Haθratak?

B. This is Mr. Jones. Is  
Mahmoud there?  
ana mistar Jones. maθmuud  
fiθ fii?

if you please  
law samaθt

you (m) remain  
xallikk

line  
xasθt

A. Just a minute, please.  
Stay on the line.  
dagθiqga law samaθt. xallikk  
šai-xasθt.

C. Hello, this is Mahmoud.  
'I am Mahmoud'  
aloq ana maθmuud.

B. Hello Mahmoud. How  
you are?  
ahlan maθmuud. keef Haθlak?

I tried  
Haθwalt

I call you  
akalliθmak

I found  
lageet

busy  
maθghuhl

C. Fine, thanks. I tried  
to call you and  
found the line busy.  
taθyiθ, al-handu lillaθah.  
anθ Haθwalt akalliθmak,  
wu lageet al-xaθt maθghuhl.

director  
mudir

B. Maybe the director was  
using the telephone.  
yimkiŋa al-mudir kaθ  
b-yistaθmil at-tiliθfoon.

C. When can I see you in  
the office?  
mita agθdar aθuufak fil-maktab?

B. I'm free today in the  
afternoon.  
anθ faaθq 1-yoom baθd aθ-θuθur.

Structure Sentences

1. We tried to arrive  
early.  
Haθaθalna niθwaθ baldiθ.

2. We were writing letters.  
kuna b-niktub jawaθbaθat.

3. I was waiting there.  
kunt mistannaθiθaak.

4. You can find pretty  
things at his place  
(shop).  
mumkiθ tilaθq Haθjat Hilwa  
θindu.
5. Someone called me on the telephone. waaHid kallamni bit-tilifoon.

6. Someone is talking. aHad b-yitkallam.

7. Nobody answers. maHad yirudd.

8. Wrong number. an-nimra ghalaṭ.

Grammatical Notes

1. /Haawal/, yiHaawil/, 'to try', is used as a helping verb with other verbs. This means 'try' in the sense of 'attempt'; /jarrab/, yijarrib/ means 'try' in the sense of 'try out':

   Haawalt akallimak. I tried to call you.
   jarrabt aš-šaahi. I tried the tea.

2. /kallam/, yikallim/, 'to talk to', is used with a direct object:

   Haawalt akallimak. I tried to talk to you (call you).
   kallamni bit-tilifoon. Call me on the telephone.

Note that /atkallam/, 'to speak', is used with /ma9a/ before the object:

laazim atkallam ma9a ǧaHbi. I must talk to my friend.

3. /laga/, yilaagi/, 'to find', is slightly irregular in the perfect tense because it is missing a root consonant:

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>huwwa laga</td>
<td>yilaagi</td>
</tr>
<tr>
<td>hiyya laqat</td>
<td>tilaagi</td>
</tr>
<tr>
<td>humma lagu</td>
<td>yilaagu</td>
</tr>
<tr>
<td>inta lageet</td>
<td>tilaagi</td>
</tr>
<tr>
<td>inti lageeti</td>
<td>tilaagi</td>
</tr>
<tr>
<td>intu lageetu</td>
<td>tilaagu</td>
</tr>
<tr>
<td>ana lageet</td>
<td>alaagi</td>
</tr>
<tr>
<td>iHna lageena</td>
<td>nilaagi</td>
</tr>
</tbody>
</table>

4. /kaan/ may be used with an imperfect verb to form the "past progressive" tense, i.e., 'was doing':

   al-mudir kaan yista9mil The director was using the telephone.
   hiyya kaanat tiktub. She was writing.

5. /b-/ is prefixed to an imperfect verb when speaking of "continuous" or on-going action (it is optional):

   huwwa b-yitkallam He is talking now.
   daHHin.        
   kaan b-yitkallam He was talking.
   kaan b-yista9mil He was using the telephone.
   at-tilifoon.    
   hiyya b-tiktub jawaab. She is writing a letter.
This prefix is optionally used for habitual or recurring action (see page 110).

6. /aHad/ is the usual word for 'someone'; it has only one form. Sometimes you will hear /waAHid/ (/waHda/) used as well. (cf. Structure Sentences 5 and 6.)

Vocabulary Notes

mudiir, -ii*n*   director, manager, boss
muciir maktab    appointments secretary
                 (for a high official)
musaqad, -ii*n*  assistant
nsayib, nuwwazab  deputy
sikirteer, -ii*n* secretary
muHrif, -ii*n*   supervisor
muwaqaf, -ii*n*  employee

aHad             someone
maHad            nobody
xaHt, xuHtuHt    line

maHghuul, -ii*n* busy
xarbaan, -ii*n*  out of order

*(The above nouns referring to employment titles can be made feminine by adding /-a/, and the plural /-ii*n/ would change to /-aat/.)

Drills

1. Stay on the line. (to a man)  xalliik 9al-xaHt.
   (to a woman)
   (to a group)

2. I tried to call you (m). Haawalt akallimak.
   Substitute:
   We tried to call you (m).
   We tried to call them.
   We tried to call all of you.
   We tried to see all of you.
   She tried to write to you (p).
   She tried to write to us.
   She tried to write to him.
   She tried to call him on the telephone.
   I tried to call him on the telephone.
   I tried to answer him.
   He tried to answer him.
   They tried to answer him.

3. State the question, then answer it.
   Example:
   Did he talk to you (m)?  Yes, he talked to me.
   huwwa kallamak?  iiwa, kallamni.  هو كلامك؟ ايوه، كلامي.
Continue:

Did she talk to you (m)? Yes, she talked to me.
Did she talk to them? Yes, she talked to them.
Did she talk to him? No, she did not talk to him.
Did you (p) talk to him? Yes, we talked to him.
Did you (f) talk to him? No, I did not talk to him.
Did they talk to her? No, they did not talk to her.
Did they talk to you (m)? Yes, they talked to me.

4. Did you (m) call him?  kallamtu?

Repeat the question, and answer:

Yes, but I found the line busy.
Yes, but nobody answered.
Yes, but I waited a long time.
Yes, but he wasn't there./mawjuud/.
Yes, but he wasn't free.
Yes, but I talked to his assistant.
No, I forgot his number.
No, the telephone is out of order.

5. The director was using al-mudir kaan b-yista9mil the telephone. at-tilifoon.

Substitute:

was coming in*
was going to the Ministry of Interior
was writing a letter
was talking to somebody
was going out
had to leave
was sitting outside
was buying expensive things

*Remember to use active participles where appropriate.

6. I must speak to the laazim akallim al-mudir.

Substitute:

the employees
the supervisor
the secretary (f)
the deputy
the appointments secretary
the assistant
the minister's assistant

Situations

1.
A. Call him on the telephone.
B. I can't, the line is busy.
A. Try again.
B. Now nobody answers.
2.
A. I want to see the director.
B. I'm sorry, he's out.
A. Can I see his deputy?
B. Just a moment, I'll ask. No, he's not free now.
A. I'll leave him a message.
B. Go ahead.

3.
A. Where is the company president staying?
B. In the Red Sea Hotel.
A. Is it near here?
B. Not far. Take a taxi.
A. How much would it cost?
B. Only two riyals.
LESSON 26

Dialogue

(In an office)

A. Is Khalid here?

xaalid hina?

خالد هنا؟

B. Not yet.

liisa9.

نعم.

have him

xallii

خليه

as soon as

awwal-ma

اول ما

A. Have him call me as soon as he arrives.

xallii yikallimni awwal-ma yiwsal.

خليه يكلميني اول ما يوصل.

very well; as you wish

Haadir

حاضر

(literally 'ready')

xiida

خدمة

service

B. Very well, any service.

Haadir, ayy xiida. feen

ما حالك؟

Where will you be?

Ha-tikuun?

الين

until

ileen

بعد

A. I'll be in the office

H-akuun fil-maktab ileen

ما تنازل في المكتبة

until five o'clock.

as-saafa9a xamsa. ba9deen

ان شاء الله

Then I'll go to the

H-aruuH al-maťaar.

الحارج.

airport.

B. Why?

leefi?

لماذا؟

traveling

misaaafir

صائم

airplane

ťayyaara

طائرة

A. I'm going on the five

ana misaaafir 9ala āťayyaarat

انا صائم على طائرة

o'clock plane.

as-saafa9a xamsa, in āťa9a

ان شاء الله

before

al-ťa9aat.

بقبل

B. Maybe he will meet you

yimkin huwwa yigaabilak hina

يمكن هو يقابلك هنا

table.

gabl-ma timši.

هنا تفعل

Structure Sentences

1. When you (m) arrive, tell me.

lamman tiwsal, gulli.

لبن توصل قبل.

2. He left without saying

miši biduun-ma yisallim

مشي بدون ما يسلم

goodby to them.

9aleehum.

عليمهم

3. I must see him before

laazim ašuufu gabl-ma yimši.

لازم اشوفه قبل

he leaves.

4. We stood up after she

wigifna ba9d-ma daxalat.

وقتنا بعدما دخلت

entered.
5. Every time I travel I forget something at home.
   kull-ma asaabir ansa Haaja fil-beet.
   حاجت في البيت.

6. We went to France last year.
   saafarna faraansa s-sana l-maadya.
   سافرنا فرنسا السنة العامية.

7. They haven't come yet.
   lissaa9 ma joo.
   لسنا جاء.

Grammatical Notes

1. /xalla, yixalli/, 'to leave', 'to let', is used alone or as a helping verb. It has several translations in English, depending on context:

   xalii.
   Leave it [here].

   xaliiik 9al-xaṭṭ.
   Stay on the line. ('Let you be on the line')

   xaliiik hina.
   Stay here.

   xaliiik 9indana.
   Stay (f) at our house.

   xaliihum jaalsiin.
   Let them stay seated.

   xaliiha talasta.
   Let it be three (price).

   xalii yimāfil.
   Let him go. Have him go.

   xaliihum yiẖtaghilu.
   Let them work. Make them work.

2. /awwal-ma/ and /gabl-ma/ are examples of a set of words which precede a verb and require /-ma/ before the verb (in this case, it is not a negative word):

   awwal-ma yiẖṣal
   as soon as he arrives

   gabl-ma yimāfil
   before he leaves

   ba9d-ma daxalat
   after she entered

   biduun-ma yisallim
   without greeting them

   9aleehum
   whenever I travel

   liHadd-ma yiji
   until he comes

   ileen-ma yiji
   until he returns

Both /liHadd-ma/ and /ileen-ma/ mean 'until' and are used with verbs. They can be used with time expressions, in which case the suffix /-ma/ is dropped:

   li-Hadd as-saa9a xamsa
   until five o'clock

   ileen as-saa9a xamsa
   until five o'clock

3. Note that /liHadd-ma/ is an example of a word in which three consonants occur in a cluster. In a case where three or four consonants would occur together, a short vowel is inserted to break up the cluster. This is not written in the text, however, because it is not really part of the word; it merely facilitates pronunciation:

   (actual pronunciation)

   li-Hadd-ma
   liHadd-i-ma

   Šuft muHammad
   Šufti muHammad

   nussa saa9a
   nussi saa9a

4. /Haadir/, 'ready' is usually used as a response to an order.
5. /lamman/ is also used before verbs, and means 'when' as a subordinating conjunction (not a question):

lamman wasalna  when we arrived
lamman shuftu   when I saw him

6. /lissa9/ may be used with a negative verb (see Structure Sentence 7) or alone, to mean 'not yet'. Remember that with any other predicate, it means 'still' (Lesson 12). In the case of /lissa9/, /ma/ is a negative word:

lissa9 ma raah.  He hasn't gone yet.
lissa9 ma gaabaltu.  I haven't met him yet.

7. /saafar/, 'to travel', implies a long distance; otherwise, /raah/ is used. /saafar/, like /raah/, is used without a preposition:

saafarna faransa.  We traveled to France.

Vocabulary Notes

ṭayyaara, -aat    airplane
xidma, xadamaat   service
saafar, yisaafir  travel
xalla, yixallli   let, leave (xalleet)

Drills

1. Have him call me.  xallii yikallimni.  خليه يكلمي

Substitute:

have her
have them
see me
see us
have him
come to us
come to him
return to him
return to me
give me money
have her
buy me coffee

2. Let him go.  xallii yimni.  خليه يمني

Substitute:

tavel
let her
let me
enter
let them
meet him
take the suitcases
let us
try
stand here a little while

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3. Stay (m) here.  
Substitute:
- at my house
- there
- on the line
- standing
- at the airport
- waiting until I arrive
downstairs

4. I'm going to travel  
('traveling')
tomorrow.
Substitute:
- we
- were traveling last month
- she
- is traveling today
- was traveling the day before yesterday
- they
- are traveling soon
- are going overseas next week

5. When we arrive, tell me.  
Substitute:
- before we arrive
- as soon as we arrive
- as soon as they arrive
- after they arrive
- after you (m) arrive
- before you (m) arrive
- before she arrives
- when she arrives
- when you (p) arrive
- as soon as you (p) arrive
- as soon as you (f) arrive
- every time you (f) arrive

6. They still haven't come.  
Substitute:
- seen her
- I
called her
called my sister
gone to my sister's house
- we
- met the bank president
- you (m)
talked to me about the proposal
- spent the money
- she
- drunk the tea
- he
- written the letters
- gone upstairs
7. He sat here until I met him. 
jalas hina liHadd-ma gaabaltu. جلسي هنا لحد ما قالته.
Substitute:
until I returned
until I brought him the books
until we sat beside him
until they stood up
until all of them went out
until the director came
until they closed the office

8. He went without seeing me. 
raaH biduun-ma yikuufani. راح بدون ما يxonني.
Substitute:
without greeting me
without saying anything
without asking about my health
without closing the door
without knowing why
without buying anything
without meeting his assistant
without drinking the tea

Situations

1.
A. On which plane are you (m) traveling?
B. The four o'clock plane.
A. Good. It's still early.
B. The man hasn't brought my suitcases yet. Where could they be?
(feen yikuunu/)
A. Ask the clerk ('employee').
B. When he returns, I'll ask him.

2.
A. Excuse me, may I ask a question?
B. Of course, any service.
A. I don't know where my suitcases are.
B. After you entered the airport, where did you put them?
A. I gave them to a man who was standing beside me.
B. He took them to the airline company, I'm sure.

3.
A. Stay here until I return.
B. How long?
A. Not more than ten minutes.
B. I want to drink something.
A. You can buy coffee or tea over there.
B. Yes, of course. Thanks.
LESSON 27

Dialogue

A. Do you speak Arabic?  
titkallam 9arabi?  
I study  
azaakir  
every  
kull

B. A little. I study an hour every day.  
šwayya. azaakir 9arabi saa9a kull yoom.  
in order to  
9ašaän

A. I'm studying English in order to go to America.  
aa adrus inqiliizi 9ašaän asaašir amriika.  
we practice  
nitmarran  
together  
ma9a ba94d

B. We can practice together.  
mumkin nitmarran ma9a ba94d.

A. Yes. You speak English with me and I speak Arabic with you.  
iiwa. inqti titkallam ingiliizi ma9aaya w ana atkallam 9arabi ma9aak.  
late afternoon  
il-9ašur

B. Can you come to my house late this afternoon?  
tigdar tijiili fil-9ašur?

A. Of course.  
tab9an.  
don't  
laa

B. Don't forget.  
laa tinsa.

Structure Sentences

1. We must study.  
lazim nizaakir.

2. I studied for six months.  
darast sitta šuhuur.

3. We saw each other yesterday.  
šufna ba94d ams.

4. Do you (m) agree with me?  
inta muwaasāfī ma9aaya?

5. You (m) must speak with him.  
lazim titkallam ma9aa.

6. I have an appointment in the afternoon.  
9indī ma9aad ba94d aš-šuhr.
7. Come (m) in order to see them.  

8. He went because he has an appointment.

Grammatical Notes

1. /zarak/ refers to 'study' in the sense of a momentary activity, i.e., studying at a desk.  /daras/ refers to 'study' in the sense of pursuing an academic subject.

2. /kull/ may be used with indefinite words in the singular, to mean 'each' or 'every':

   kull yoom every day
   kull sana every year
   kull wasa'id every one, everyone

   Remember that this contrasts with its use meaning 'all' (Lesson 23).

3. /9ašaan/ means 'in order to' when used with a verb.

   adrus ingilizi 9ašaan   I'm studying English in
   asaafir amriika.     order to go to America.

   ta9aal 9ašaan    Come in order to see them.
   tišuufahum.

   It may also be used to mean 'because' (this is a borrowing from the Egyptian dialect; /li'ann/ is more common).

   raah 9ašaan 9indu
   maw9ad.

   When used with a noun, /9ašaan/ means 'for' (Lesson 16).

4. /ba9d/ is usually translated 'each other' in English; it refers to a reciprocal action. It may be used as a direct or indirect object:

   nitmarran ma9a ba9d. We practice with each other.
   šufna ba9d. We saw each other.
   katabna li ba9d. We wrote to each other.

5. /ma9a/, when used with pronoun objects, has the base form /ma9aa-/:

   ma9aa with him
   ma9aaha with her
   ma9aahum with them
   ma9aak with you (m)
   ma9aaki with you (f)
   ma9aakum with you (p)
   ma9aaya with me
   ma9aana with us

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6. Times of the day are many in Saudi Arabia, because they may also refer to the five prayer times (these are starred):

- al-fajr* dawn
- as-subuh* morning
- ad-duhar* noon
- al-9asur* late afternoon
- al-maghrib* sunset
- al-masa evening
- al-9isha* night
- al-ilel

The prayer-times are frequently used with /gabl/, 'before', and /ba9d/, 'after':

- ba9d ad-duhar afternoon
- gabl al-maghrib before sunset (etc.)

7. The negative command in Arabic is formed by using the word /lāa/ with the imperfect verb:

- lāa tiruH. Don't go (m).
- lāa tiruHi. Don't go (f).
- lāa tiruHu. Don't go (p).
- lāa tinsa. Don't forget (m).
- lāa tikallimha. Don't talk (m) to her.

8. /atmarran/, 'to practice', takes the preposition /9ala/ if followed by a noun:

- laazim atmarran 9ala I must practice Arabic.
- 1-9arabi.

Vocabulary Notes

sawa* together
zaakar, yizaakir study
nisi, yinsa (nisit) forget
atmarran, yitmarran practice

*This alternates with /ma9a ba9d/.

Drills

1. I study every day.
azaakir kull yoom.

Substitute:

I go
every year
every week
I meet him
I see them
every ten minutes
every time
I talk to her
every night
every month

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2. Come (m) in order to see them.  

**ta9aal 9a$k'aan ti$yuufahum.**

Substitute:

- go (m)
- in order to ask him
- in order to bring money from the bank
- in order to study
- sit down (f)
- in order to use the telephone
- speak Arabic (p)
- in order to practice with me
- in order to understand the people

3. We saw each other yesterday.

**Nufna ba9$a m$a.**

Substitute:

- went with each other
- agreed with each other
- they met each other
- sat beside each other
- you (p)
- talked to each other
- worked together
- greeted each other
- we studied in the university together
- liked each other
- wrote to each other

4. You (m) must speak English with me.

**laazim titkallam ingiliizi ma9$aaya.**

Substitute:

- with us
- with him
- with them
- with her
- with all of them
- with the girls
- with the Americans
- with the secretary (f)

5. I have an appointment in the afternoon.

**9indi maw9$a ba9$a ad-duhur.**

Substitute:

- after sunset
- after dawn
- before evening (prayer)
- in the evening
- at night
- after mid-afternoon
- in the morning
- at noon
6. Don't forget (m). laa tinsa.

Substitute:
(to a man):
goto come back early
tell here
(to a woman):
try
let him come
leave your purse here
(to a group)
sit here
go upstairs
bring your children

7. Given the verb in the perfect tense (m, f, or p), change the sentence to a negative command.

Example: raah badri. → laa tiruuH badri.

Continue:
zaakar fil-maktab.
zaakarat fil-maktab.
9amalat mawaa9iid katiir.
katabu fil-kitaab.
istannu.
nazal fil-fundug.
xallaahum yiju.

Situations

1.
A. Come with me.
B. I can't yet. I have to meet my boss.
A. OK, I'll wait an hour.
B. Don't go without me, please.

2.
A. Whom does he want to see?
B. The director of the company.
A. Have him leave him a note and come back later.
B. I already told him.

3.
A. Do you (p) know each other?
B. Yes, we met each other at school.
A. You are friends?
B. Yes, I've known Khalid for a long time.
LESSON 28

Dialogue

professor
A. Are you a professor here?
student
intā ustaaz hina?
third (f)
taalēta
B. No, I’m a third-year student.
college
la’, ana ṣaalib fi sana taalēta.
engineering
kulliyyya
isn’t that so?
muu kita?
A. In the College of Engineering, aren’t you?
yes
illa
I was educated
at9allamt
Egypt
masur
first (adverb)
fil-awwal
I finished
kammalt
high school
saanawi
B. Yes. I was educated in Egypt first and finished high school there.
at night
illa. at9allamt fi masur fil-awwal wu kammalt saanawi hinaak.
A. Do you (p) study at night?
in the daytime
fil-leel
fin-nahaar
B. No, it’s all in the daytime.

Structure Sentences
1. He is a junior high school teacher.
huwwa mudarris i9daadi.
2. She is in the first grade of elementary school.
hiyya fi sana uula ibtidaa’i.
3. My two children are in nursery school. (or: kindergarten).
awlaadi l-itneen fil-Haşaana.
اولدي اللتين في الحضانة.

4. There are many students in the College of Education.
fiī ṭalaba katirr fi kulliyat at-tarbiya.
في طلبة كثير في كلية التربية.

5. He is well educated.
huwwa mit9allim kwayyis.
هو معقل كويس.

6. You (m) must finish your education abroad.
laaazim tikammil at-ta9liim barra.
له تعلم التعليم برا.

7. This is the last time.
haadī aaxir marra.
هادي آخر مرة.

8. Where did you learn English?
feen at9allamt ingiliizi?
في学会了 الإنجليزي؟

Grammatical Notes

1. The ordinal numerals are:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>awwa!</td>
<td>uula</td>
</tr>
<tr>
<td>taani</td>
<td>taanya</td>
</tr>
<tr>
<td>taalit</td>
<td>taalta</td>
</tr>
<tr>
<td>raab9a</td>
<td>raab9a</td>
</tr>
<tr>
<td>xaamis</td>
<td>xaamsa</td>
</tr>
<tr>
<td>saadis</td>
<td>saadsa</td>
</tr>
<tr>
<td>saabi9</td>
<td>saab9a</td>
</tr>
<tr>
<td>taamin</td>
<td>taamma</td>
</tr>
<tr>
<td>taasi9</td>
<td>taagsa</td>
</tr>
<tr>
<td>9aa9ir</td>
<td>9aa9ira</td>
</tr>
</tbody>
</table>

Notice that from 'second' on, they follow a predictable vowel pattern.

If the ordinal numeral follows the noun, it must agree in gender:

al-beet al-awwal
al-marra t-ṭaalta
marra taanya

These numerals may also be used before the noun, in which case they remain masculine:

awwal ṣaaari9*
aaab9i9 beet
raab9i9 marra
raab9i9 sana

*Note the difference between this phrase and /awwal aš-ṣaaari9/, 'at the beginning of the street' (Lesson 15).

/aaxir/, 'last', is usually used before nouns:

aaxir beet
aaxir marra

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Ordinal numerals have a special form only for the numbers 1-10; after this, the regular numeral form is used, always after the noun:

al-beet al-iHqa96 the eleventh house
al-marra l-xamaa96 the fifteenth time

2. The "colleges" in Saudi universities are:

aadab Arts
9uluum Sciences
ziaraa Agriculture
tiyara Commerce
tarbiya Education
handasa Engineering
saydala Pharmacy
thib Medicine
iqtiqaad Economics

3. There are several words which may be translated 'education' in English:

wizaarat al-ma9aarif The Ministry of Education
(literally, 'knowledge')

kulliyyat at-tarbiya The College of Education
(literally, 'upbringing')

ta9liim education, learning

4. /muu kida/, 'isn't that so?' is used after any statement, to check its correctness. It is equivalent to English 'isn't it?', 'aren't you?', etc., or 'n'est-ce pas?' in French. There are several common variations of this phrase, among them:

mi9 kida? (borrowed from Egyptian)
muu 9aHH?
muu 9aHiiH?

5. /illa/ is an emphatic way of saying 'yes'. It is also used in response to a negative question, to emphasize the affirmative answer. Another way of saying 'yes' is /ee na9am/ (this is more common in the eastern part of the country).

6. The levels of education in Saudi Arabia are:

Ha9aana nursery school; kindergarten
ibtidaa'i elementary
i9daadi intermediate (junior high)
ssaawade secondary (senior high)
jaam9a university
bakaluryoos Bachelor's degree
majisteer Master's degree
dukturaa Doctor's degree

When used with the word /madrasa/, 'school', the adjective is feminine:

madrasa ibtidaa'iyya elementary school
madrasa i9daadiyya intermediate school
madrasa saanawiyya secondary school

7. To say 'both', 'all three', etc., the definite article is used with the numeral, after the noun:

awlaadi l-itneen my two children; both of my children
awlaadi t-talaata  all three of my children
al-madaaris al-arba9a  all four schools

Vocabulary Notes
ustaaz, asaatiza  teacher
mudarris, -iin (-aat)  teacher
ṭaalib, ṭalaba (ṭullaab)*  student
at9allam, yit9allim  be educated, learn
kammal, yikammil  finish
mit9allim, -a, -iin  educated

*This word has two plurals.

Drills

1. I am a third-year student.  ana ṭaalib fi sana taalta.
Substitute:
   first
   second
   third
   fourth
   fifth
   sixth

2. This is the tenth house.  haada l-beet al-9aašir.
Substitute:
   fourth
   sixth
   third
   second
   eighth
   first
   fifth
   seventh
   tenth
   eleventh
twentieth

3. This is the fourth year.  haadi raabi9 sana.
Substitute:
   fifth
   second
tenth
   eleventh
   sixth
eighth
   third
4. In the College of Engineering, right? fi kulliyat al-handasa, muu kida?

Substitute:

Commerce
Agriculture
Education
Sciences
Medicine
Arts
Engineering
Pharmacy
Economics

5. I was educated in Egypt first. at9allamt fi ma9ur fil-awwal.

Substitute:

we
you (m)
she
they
you (f)
he
you (p)
i

6. I finished high school there. kammalt saanawi hinaak.

Substitute:

the university
my Bachelor's degree ('the Bachelor's degree')
intermediate school
elementary school
my Master's degree
my doctorate
secondary school

7. Both of my children are in school. awlaadi l-itneen fil-madrasa.

Substitute:

all four
all six
all three
all five
all seven
both

8. Given the phrase with a numeral and plural noun, change it to a singular noun with an ordinal numeral.

Example: talaata siniin → sana taalta

Continue:

talaata ayyaam
itneen muwaṣṣafiin
xansa madaaris
9aâra rijaal
sitta šalaba
sab9a šayyaaraat

Situations

1. A. When will you (p) travel?
B. The plane leaves at night.
A. All of your children are going with you, aren't they?
B. Yes, all three of my children and my wife, too.
A. Is this the first time you (p) go together?
B. No, no... maybe the tenth time. We travel together often ('much').

2. A. I finished my education ('the education') in Egypt before I returned here.
B. I heard that you are a professor in the university.
A. Yes, in the College of Commerce, Riyadh University.
B. Do you teach in the daytime only?
A. Daytime and nighttime both.

3. A. Is your brother a student now?
B. Yes, he's still in intermediate school. He'll finish next year, if God wills.
A. And then go to secondary school?
B. Yes, after the exams.

Cultural Notes

1. In Saudi Arabia (and in most of the Arab countries), the elementary level of education is six years, intermediate is three years, and secondary is three years. General examinations are given for one week at the end of each year, which must be passed with a certain percentage score for the student to continue to the next year. National (government-controlled) examinations are usually held at the end of each of the three levels.
LESSON 29

Dialogue

doctor duktoor رَكَّز
A. I'd like to introduce you to Dr. Said. a Hubb a9arrifak 9ala d-duktoor saiiid.
you (m) teach

B. I'm honored. Where do you teach? at9arraf. feen Ha9ratak tidarris?
tidarris

A. In the College of Arts, History Department. fi kulliyyat al-sadaab, gism at-taariix.
history

B. From where did you get your doctorate? axadt ad-dukturaa min feen?

A. From Beirut. I had a scholarship min beeruut. kaan 9indi minHa.

B. Beirut! I've visited Lebanon twice. beeruut! ana zurt libnaan marrateen.

Beirut

Lebanon
time, occasion

Structure Sentences

1. This is the engineer Abdalla. haada l-muhandis 9abdalla.

2. Where is the emir's office? feen maktub al-amiiir?


4. The government gives scholarships to Saudi students. al-Hukuuma ti9ti minah liq-9alaba s-su9uudiyyin.

5. The airplane left late. at-9ayyara gaamat mit'axxira.
Grammatical Notes

1. The most common personal titles in Saudi Arabia are:
   
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-muhandis</td>
<td>المهندس</td>
<td>engineer (this may refer to anyone with a degree in the sciences—architect, economist, etc.)</td>
</tr>
<tr>
<td>ad-duktoor</td>
<td>الدكتور</td>
<td>Doctor</td>
</tr>
<tr>
<td>al-ustaaz</td>
<td>الآستاذ</td>
<td>Professor (this is also used as a title of respect)</td>
</tr>
<tr>
<td>al-vazii r</td>
<td>الوزير</td>
<td>Minister</td>
</tr>
<tr>
<td>aś-Neex</td>
<td>الشيخ</td>
<td>Sheikh</td>
</tr>
<tr>
<td>as-safiir</td>
<td>السفیر</td>
<td>Ambassador</td>
</tr>
<tr>
<td>al-amli ir, -a</td>
<td>أمير, نائب أمير</td>
<td>Emir, Prince; Princess</td>
</tr>
<tr>
<td>al-malik, -a</td>
<td>الملك</td>
<td>King; Queen</td>
</tr>
<tr>
<td>al-axx</td>
<td>الأخ</td>
<td>brother (this is used in referring to a close friend)</td>
</tr>
<tr>
<td>al-uxt</td>
<td>الاخت</td>
<td>sister (this is used for a friend or as a title of respect)</td>
</tr>
</tbody>
</table>

Note that the titles are used with the definite article before the name:

haada l-axx maHmuud. This is (my friend) Mahmoud.
haada d-duktoor sa9iid. This is Dr. Said.

2. "Colleges" in universitites are sub-divided into departments according to subject, for example:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>taariix</td>
<td>history</td>
<td></td>
</tr>
<tr>
<td>jughraafya</td>
<td>geography</td>
<td></td>
</tr>
<tr>
<td>riyadaa</td>
<td>mathematics</td>
<td></td>
</tr>
<tr>
<td>kinmya</td>
<td>chemistry</td>
<td></td>
</tr>
<tr>
<td>9ulum siyaasiyya</td>
<td>political science</td>
<td></td>
</tr>
<tr>
<td>diraasaat aś-Marq</td>
<td>Middle Eastern studies</td>
<td></td>
</tr>
<tr>
<td>al-awsat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. /a9ta, y29ti/, 'to give', is a classicized word which is used almost as frequently as /adda, yiddi/. It is more common in formal situations. It is usually used with direct objects, although /l-/; 'to', is sometimes heard.

<table>
<thead>
<tr>
<th>Perfect</th>
<th>Imperfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>huwwa a9ta</td>
<td>y29ti</td>
</tr>
<tr>
<td>hiyya a9tat</td>
<td>ti29ti</td>
</tr>
<tr>
<td>humma a9tu'</td>
<td>y29tu</td>
</tr>
<tr>
<td>inta a9teeti</td>
<td>ti29ti</td>
</tr>
<tr>
<td>inti a9teeti</td>
<td>ti29ti</td>
</tr>
<tr>
<td>intu a9teetu</td>
<td>ti29tu</td>
</tr>
<tr>
<td>ana a9teeti</td>
<td>a9ti</td>
</tr>
<tr>
<td>ilina a9teena</td>
<td>ni9ti</td>
</tr>
</tbody>
</table>

4. The verb /kaan, yikuun/ can be used with modal words to express past and future tense:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>9indi minHa.</td>
<td>I have a scholarship.</td>
</tr>
<tr>
<td>kaan 9indi minHa.</td>
<td>I had a scholarship.</td>
</tr>
<tr>
<td>raH-yikuun 9indi</td>
<td>I will have a scholarship.</td>
</tr>
<tr>
<td>minHa.</td>
<td></td>
</tr>
<tr>
<td>laa9in yiruH.</td>
<td>He must go.</td>
</tr>
<tr>
<td>kaan laa9in yiruH.</td>
<td>He had to go. He should have gone.</td>
</tr>
<tr>
<td>Arabic</td>
<td>English</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>mumkin niji ba9deen.</td>
<td>We can come later.</td>
</tr>
<tr>
<td>kaan mumkin niji</td>
<td>We could have come later.</td>
</tr>
<tr>
<td>ba9deen.</td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary Notes**

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>minHa, minaH</td>
<td>scholarship</td>
</tr>
<tr>
<td>9a)a$ima, 9awa$a$im</td>
<td>capital</td>
</tr>
<tr>
<td>marra, -aat</td>
<td>time, occasion</td>
</tr>
<tr>
<td>gism, agsaam</td>
<td>department</td>
</tr>
<tr>
<td>a$Ta, yi9ti</td>
<td>give</td>
</tr>
<tr>
<td>darras, yidarris</td>
<td>teach</td>
</tr>
<tr>
<td>zaar, yizuur (surt)</td>
<td>visit</td>
</tr>
<tr>
<td>gaam, yiguum (gumt)</td>
<td>stand up, get up, ascend</td>
</tr>
<tr>
<td>muhandis, -iin</td>
<td>engineer</td>
</tr>
<tr>
<td>duktoor, dakaatra</td>
<td>doctor</td>
</tr>
<tr>
<td>$eeex, $uyuuux</td>
<td>sheikh</td>
</tr>
<tr>
<td>safiir, sufara</td>
<td>ambassador</td>
</tr>
<tr>
<td>amiir, umara</td>
<td>prince</td>
</tr>
<tr>
<td>amiira, -aat</td>
<td>princess</td>
</tr>
<tr>
<td>malik, muluuk</td>
<td>king</td>
</tr>
<tr>
<td>malika, -aat</td>
<td>queen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arab State</th>
<th>Nationality Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saudi Arabia</td>
<td>as-su9uudiyya</td>
</tr>
<tr>
<td>Yeman</td>
<td>al-yaman</td>
</tr>
<tr>
<td>The Emirates</td>
<td>al-imaaraat</td>
</tr>
<tr>
<td>Oman</td>
<td>9umaan</td>
</tr>
<tr>
<td>Qatar</td>
<td>qatar</td>
</tr>
<tr>
<td>Bahrein</td>
<td>al-bahreen</td>
</tr>
<tr>
<td>Kuwait</td>
<td>al-kuweet</td>
</tr>
<tr>
<td>Lebanon</td>
<td>libnaan</td>
</tr>
<tr>
<td>Syria</td>
<td>suuriya</td>
</tr>
<tr>
<td>Jordan</td>
<td>al-urdun</td>
</tr>
<tr>
<td>Iraq</td>
<td>al-9iraq</td>
</tr>
<tr>
<td>Morocco</td>
<td>al-maqhrib</td>
</tr>
<tr>
<td>Algeria</td>
<td>al-jazaayir</td>
</tr>
<tr>
<td>Tunisia</td>
<td>tuunis</td>
</tr>
<tr>
<td>Libya</td>
<td>liiliba</td>
</tr>
<tr>
<td>Egypt</td>
<td>ma$ur</td>
</tr>
<tr>
<td>Sudan</td>
<td>as-suudaan</td>
</tr>
<tr>
<td>Palestine</td>
<td>fala$tiin</td>
</tr>
</tbody>
</table>

**Capital City**

<table>
<thead>
<tr>
<th>Arab State</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riyadh</td>
<td>ar-riyaq</td>
</tr>
<tr>
<td>Sanaa</td>
<td>$an9a</td>
</tr>
<tr>
<td>Abu Dhabi</td>
<td>abu $abi</td>
</tr>
<tr>
<td>Muscat</td>
<td>masqa$t</td>
</tr>
<tr>
<td>Doha</td>
<td>ad-dooHa</td>
</tr>
<tr>
<td>Manama</td>
<td>al-manaama</td>
</tr>
<tr>
<td>Kuwait City</td>
<td>al-kuweet</td>
</tr>
<tr>
<td>Beirut</td>
<td>beeruut</td>
</tr>
<tr>
<td>Damascus</td>
<td>dimig</td>
</tr>
<tr>
<td>Amman</td>
<td>9ammaan</td>
</tr>
<tr>
<td>Baghdad</td>
<td>baghdaad</td>
</tr>
<tr>
<td>Rabat</td>
<td>ar-raba$at</td>
</tr>
<tr>
<td>Algiers</td>
<td>al-jazaayir</td>
</tr>
</tbody>
</table>

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Drills

1. I'd like to introduce you to Dr. Said.
   احب اعرفك على الدكتور سعيد.

Substitute:

the prince
"brother" Ahmad
the minister
Professor Abdalla
"engineer" Mahmoud
the ambassador
the king
the princess
"sister" Miryam
the queen
Dr. Said
Sheikh Muhammad

2. I teach in the History Department.
   ادّرّسر في قسم التاريخ.

Substitute:

the Mathematics Department
the Chemistry Department
the Political Science Department
the Geography Department
the Middle East Studies Department

   بيروت! انا زرت لبنان مرتين.

Substitute:

Amman - Jordan
Sanaa - Yemen
Baghdad - Iraq
Abu Dhabi - The Emirates
Damascus - Syria
Cairo - Egypt
Tunis - Tunisia
Tripoli - Libya
Muscat - Oman
Manama - Bahrain
Algiers - Algeria
Khartoum - Sudan
Doha - Qatar
Kuwait City - Kuwait
Rabat - Morocco
Riyadh - Saudi Arabia
Beirut - Lebanon
4. Where is the Emir's office?  
feen maktab al-amīr?

Substitute:

the king
the Minister of Finance
the Minister of Education
the Minister of Defense
the ambassador
the professor
the engineer
the doctor
the teacher
the manager
Mr. Smith
the supervisor

5. She will get up now. (i.e., in order to leave)  
Ha-tiguum daHHiin.

Substitute:

will leave
he
visit his father
I
drive the car
stand up
we
visit our family
learn the new lesson
she
get up


Substitute:

I visited them
she visited them
she saw them
we
drove the car twice
got up at 4:30
saw all of them
he
drove to the house

7. He gave me money. a9taani fuluus.

Substitute:

she gave me
the letter
they gave him
they gave us
the order
I gave you (m)
I gave the manager
the note
we gave somebody
the scholarship

(Repeat the drill, changing it to future tense)

8. Given the name of the country, use a sentence with the nationality adjective.

Example: huwwa min as-suudaan. → huwwa suudaani. هو من السودان.

Continue:

huwwa min al-yaman.
gatár.
libnaan
al-9iraaq
tuunis
al-maghrib
al-kuweet
suuriya
al-ba'Arren
liibya
maşur
9umaan
al-urdun
as-su9uudiyya
falasťiin
al-jazaayir
as-suudaan

Situations

1. A. I'm leaving for Egypt tomorrow.
B. Really, why?
A. I have a scholarship to study history at Cairo University.
B. Congratulations! Will you stay long? ('much')
A. Until I finish my Master's degree, if God wills.
B. When you return, will you teach in the university?
A. Yes, I'll be a professor.

2. A. Yesterday I met the sheikh.
B. What did you (p) discuss?
A. We discussed education and health. ('the education and the health')
B. Good, I want to visit him soon, too.
A. He asked me to visit him next month at the Emir's house. (/9ind al-amīr/)
B. Maybe you and the ambassador can both go.

3. A. There are many Egyptian teachers and professors in Saudi Arabia, aren't there?
B. Oh yes, in elementary, intermediate, and secondary schools, and in the university, too.
A. And in girls' education?
B. In girls' education [even] more! Women teachers are Egyptian and Palestinian.
A. But Saudi women are now studying education.
B. Yes, in the Girls' College here there is a Department of Education.

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LESSON 30

Review last nine dialogues.

Supplementary Drills

1. I don't know what he bought.
   ma adri eeš ištara.

Substitute:

what he saw
where the glass is
if he agrees or not ('is agreeing or no')
why they are in a hurry
where the driver is
[whether] he wants coffee or tea
when he met the minister
the telephone number
who is the manager's assistant
how many employees are in the company
why nobody answers
who she went with
what time the plane left ('ascended')
how old his daughter is
where he was educated
how many colleges are in the university
what the capital of Iraq is
which department he teaches in
the prince's name

2. When will you (m) go to the doctor?
   mita Ha-tiruuH lid-duktōor?

Substitute:

have ('drink') tea at my house?
be able to return?
speak to the driver?
finish your education?
tell me about the agreement?
be free?
will someone tell him?
will we go together?
will we see each other?
will your son enter kindergarten?
will you (m) visit me?

3. In Saudi Arabia there are many cars.
   fis-su9uudiyya fī sayyaaraat katiir.

Substitute:

buildings
offices
companies
foreigners
Americans
embassies
airplanes
streets
ministers
princes
projects
plans
employees
teachers
professors
students
universities
colleges
doctors
schools
families
cities
airports
Egyptians
Arabs
banks

Narratives

1. I live in the big house near the post office. I work as the manager of an American company which has been in Saudi Arabia three years. Every day I drive my car to the office about 8:30. My wife is a teacher and we have two children, a boy and a girl. We like Arabia and [have] traveled to Yemen, Lebanon, and also Jordan. Next year we will go to Egypt, we hope. The children are in the American school, where one (m) is in the fifth grade and one (f) is in the second grade. They speak a little Arabic because they study it in school two hours every week. I met their teacher last week, and she said that they are studying well and learning quickly. We are all happy here and have many friends, both Arab and American.

2. When I entered the university at first I studied history. Later I studied political science for the M.A., and then I worked for the government. I like to travel, especially in the Middle East, and I want to learn Arabic in order to talk to the people whom I meet.

3. Please come to my house soon; my wife wants to meet your wife, and bring the children, of course. There are many things we could talk about; I want to learn about Saudi Arabia—the people, the history, the geography, the commerce. Call me on the telephone after 9:00 a.m.—you know my office phone, don't you? And I'll give you my home telephone number too. Sorry, do you have a piece of paper and a pen? Thanks. If God wills, we'll hear from you (p) soon.

4. Excuse me, what time is it? Oh, I'm late and I have an appointment at the ministry! Can I find a taxi here? Across from that big building? Thanks.

5. Take me to the Ministry of Defense, please. I'm in a hurry, but drive carefully. Where are you from? Sudan, really? How long have you been here in Arabia? Ten years! That's a long time! Are you happy here? Thank God. Yes, I speak Arabic because I studied it for ten months. I like to speak Arabic; I meet nice people. Turn left here—here is fine. How much? Take it (/afṣal/). Goodby.
LESSON 31

Dialogue

(At the airport)

ticket  
tazkira

passport  
jawaaz as-safar

A. Ticket and passport, please.

at-tazkira wu jawaaz
as-safar min faqlak.

B. Right here.

atfaqdal.

visa  
ta'shiira

entry  
duxuul

A. Give them to me. Do you have an entry visa?

addiinihumma. 9indak

ta'ishiirat duxuul?

B. Yes.

iiwa.

A. How many bags?

kam šanta?

(red (p)

Humur

B. Those three red suitcases.

at-talaata šunaat

al-Humur hadool.

weight  
wazn

excess  
ziyaada

tax  
dariiba

A. You must pay 25 riyals for excess weight, plus the airport tax.

laazim tidfa9 xamsa wu

9išriin riyaal wazn

ziyaada, zaayid dariibat

al-maťaar.

Structure Sentences

1. Where is passport control?

feen al-jawaazat?

2. You must will out this card.

laazim timalli haada

1-kart.

3. Where is the waiting room (lobby)?

feen ghurfat al-intizaar?

4. Where is the rest room?

feen al-Hammaam?

5. I showed it (m) to her?

warreetahahuwaa.

6. I like the blue car.

aHubb as-sayyaaraa z-zarga.
7. I made a reservation. 9amalt Hajz. 
8. Is this your luggage? haada 9afāk?

Grammatical Notes

1. /jawāz as-safār/, 'the passport', literally means 'the travel permit'. /jawāz safār/ means 'a passport' (formed by making the second noun indefinite). The borrowed word /basboor/, basboorṭaat/ is also used.

2. Some verbs take both a direct object and an indirect object. If these are both pronouns, they may both be suffixed to the verb.

(1) The indirect object is expressed before the direct object.

(2) The indirect object may be expressed as if it were direct, i.e., without /l-/.

(3) Only /huwwa/, /hiyya/, and /humma/ are used as the second object in these constructions.

addinihuwwa.* Give it to me. ('Give [to] me it (m).')
addiilhuwwa.* Give it to me. ('Give to me it (m).')
addiilhuwwa. Give it to him. ('Give to him it (m).')
warreetaahuwwa. I showed it (m) to her. ('I showed [to] her it (m).')
jaalibhuwwa. He brought them to me. ('He brought to me them.')
laazim tijilblahahiyya. You must bring it (f) to her.

*Both are correct, although the first form is more used.

With other pronouns, this construction is avoided by expressing one of the objects with a noun.

3. While /šuṇţa, šuṇţ/ refers to briefcases or suitcases, the word /9afāk/ is usually used to refer to 'luggage' as a whole.

4. Colors must agree with the noun in gender and number. Most colors follow a predictable vowel pattern; some names are of foreign origin and do not change:

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>aHmar</td>
<td>Hamra</td>
<td>Humur</td>
</tr>
<tr>
<td>azraq</td>
<td>zarga</td>
<td>zurg</td>
</tr>
<tr>
<td>axdar</td>
<td>xa'dra</td>
<td>xu'dur</td>
</tr>
<tr>
<td>asšar</td>
<td>sa'dra</td>
<td>su'dur</td>
</tr>
<tr>
<td>aswad</td>
<td>sooda</td>
<td>suud</td>
</tr>
<tr>
<td>abyaḍ</td>
<td>beeqa</td>
<td>beeq</td>
</tr>
</tbody>
</table>

banafsaji  -- purple
burtukaani  -- orange
bunni       -- brown
rumaadi     -- gray

Examples:

at-talaata šuṇţa al-Humur (or: at-talaata šuṇţa al-Hamra)

al-waraga l-beeqa the white piece of paper
al-beet al-abyaḍ the white house
al-kitaab al-asšar the yellow book
as-sayyaara l-rumaadi the gray car
šajabni l-axdar. I liked the green [one].
### Vocabulary Notes

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>jawaaz, -aat (safar)</td>
<td>passport</td>
</tr>
<tr>
<td>tazkira, tazaakir</td>
<td>ticket</td>
</tr>
<tr>
<td>ta'fiira, -aat</td>
<td>visa</td>
</tr>
<tr>
<td>gariiba, garayib</td>
<td>tax</td>
</tr>
<tr>
<td>kart, kuruut</td>
<td>card</td>
</tr>
<tr>
<td>malla, yimalli (malleet)</td>
<td>fill</td>
</tr>
<tr>
<td>warra, yiarri (warreet)</td>
<td>show</td>
</tr>
</tbody>
</table>

### Drills

1. Give them [to] me.  
   
   "addiinihumma.

   Continue:
   
   to him
   to her
   to us
   Give it (m)
   to me
   to him
   Give it (f)
   to them
   to me

2. Can you show it (m) to me?  
   
   "mumkin tiwarriinihuwwa?"

   Continue:
   
   to us
   to them
   give it (m)
   to her
   pay it (m)
   to him
   to me
   but it (f)
   for them
   for us
   sell them
   for him
   for her
   bring it (m)
   for me
   for him
   fill it (m) out
   for them
   for us

3. Those three red suitcases.  
   "at-talaata ḥunaṭ al-Humur hadool."
4. I like the blue car.         احب السيارة الزرقاء.
aHubb as-sayyaara z-zarga.

Continue:
green
black
red
yellow
orange
gray
brown
white

5. Express the sentence in Arabic, first with a direct object and indirect object, then substitute the object pronouns.

Example: Give the book to Ahmad.→ Give it to him.
         addi l-kitaab l-ahmad. → addiiluhuwwa.

Continue:
Give the suitcase to Miriam.
Fill out the card for the official ('employee').
Make the reservation for him.
Read the lesson to the students.
Bring the coffee to the lady.
Take the books to the professor.
Carry the suitcase for the girl.
Do the homework for me.
Leave [behind] the message for him.
Sell the car for me.

Situations

1.
A. Where do I take my ticket?
B. [Over] there, at the airline office (/maktab a-tayaraan/).
A. Can I leave my suitcase here?
B. Are these all yours?
A. No, only the black ones.
B. Leave them for me. I’ll carry them.

2.
A. Have you seen my friend (m)?
B. Yes, he's waiting for you in the waiting room.
A. Can you show it to me?
B. Of course. Go straight, then turn right.
A. Is there a restroom there?
B. Yes, of course.

3.
A. What are you (f) going to buy?
B. Maybe I'll buy this red purse. Do you (m) like it?
A. Yes, but I like the white one better. It's bigger.
B. But more expensive too. See the green one? Can you (m) get it for me?
A. Here (/atfaqqali/). This is the prettiest [one]. Buy it.
LESSON 32

Dialogue

(At a gasoline station)

A. Fill it (f) up.
   regular, ordinary
   excellent
   malliiha.
   9aadi
   mumaaz

B. Regular or super?
   clean (m)
   glass
   oil
   9aadi walla mumtaaz?
   na’dif
   guzaaz
   zeet

A. Regular. Clean the glass and check ('see') the oil too, please.
   9aadi. na’dif al-guzaaz wu fuuf az-zeet kamaan, min fa’dlak.
   forbidden
   exit
   mamnuu9
   xuruuj

B. OK. Sorry, no exit ('exiting is forbidden') from here.
   þayyib. aasif, mamnuu9 al-xuruuj min hina.
   I take out
   axarrij

A. From where can I take the car out?
   min feen axarrij as-sayyaara?
   entrance
   madxal

B. From the entrance.
   min al-madxal.

Structure Sentences

1. I must find a gas station.
   laaiz alasgi mahaqat banziin.

2. No entry.
   mamnuu9 ad-duxuul.

3. No standing.
   mamnuu9 al-wuguuf.

4. The car is very clean.
   as-sayyaara marra na’diifa.

5. Where is the bus station?
   feen mawguf al-utubiis?

Grammatical Notes

1. /na’daf/, 'to clean', and /daxaal/, 'to bring', are examples of "causative" verbs in Arabic. These verbs can be recognized by the doubled consonants in the middle, and always follow the pattern:
Perfect  Imperfect
C₁aC₂C₂aC₃  yiC₁aC₂C₂ic₃
naḍḍaf  yinaḍḍif
daxxal  yidaxxil

The meaning of these verbs is 'to cause to do' or 'to cause to be'. /naḍḍaf/ is related to /nadiif/, 'to clean', and literally means 'to cause to be clean'. /daxxal/ is related to /daxal/, 'to enter', and literally means 'to cause to enter'.

The following causative verbs are related to words introduced so far:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Related to</th>
</tr>
</thead>
<tbody>
<tr>
<td>daxxal</td>
<td>daxal</td>
</tr>
<tr>
<td>waṣṣal</td>
<td>waṣal</td>
</tr>
<tr>
<td>fahham</td>
<td>fihim</td>
</tr>
<tr>
<td>ḥayyal</td>
<td>ḥaaal</td>
</tr>
<tr>
<td>xarraj</td>
<td>xaraj</td>
</tr>
<tr>
<td>waṭṭal</td>
<td>waṭṭal</td>
</tr>
<tr>
<td>xalas</td>
<td>xalaṣ</td>
</tr>
<tr>
<td>ɡarrif</td>
<td>ɡariif</td>
</tr>
<tr>
<td>najḍaf</td>
<td>najḍif</td>
</tr>
<tr>
<td>darras</td>
<td>daras</td>
</tr>
</tbody>
</table>

2. /aaṣif/ (/aasfa, aasfiin/) is another way to say 'sorry'. It is used as often as /miṭ' assif/.

3. /xuruuj/ is an example of a "verbal noun". Verbal nouns are formed from the verb, and are usually translated into English as a gerund, i.e., a verb form ending in "-ing" which is used as a noun.

mammuu9 al-xuruuj.  
Departure is forbidden.  
Going out is forbidden.

Many verbal nouns follow a predictable vowel pattern, but there are variations:

duxuul    entry
xuruuj    exit, departure
wuguuf    standing
juulus    sitting
wuṣuul    arriving, arrival
kalaam    speaking
kitaaba    writing
ṣurb      drinking
noom      sleeping

4. /madxal/ is an example of a "noun of place". Nouns of place are formed by using /ma-/ as a prefix to a verbal root. The pattern is usually:

maC₁C₂C₃   plural: maC₃aC₂iC₃

A noun of place may be literally translated as 'a place of doing'.
Not all verbs have nouns of place. Some of the more common ones are:

<table>
<thead>
<tr>
<th>Noun of Place</th>
<th>Related to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>madaxal, madaaxil</td>
<td>daxal</td>
</tr>
<tr>
<td>mawgif, mawaagif</td>
<td>wigif</td>
</tr>
<tr>
<td>maktab, makaatib</td>
<td>katab</td>
</tr>
<tr>
<td>maktaba, -aat</td>
<td>katab</td>
</tr>
<tr>
<td>madrasa, madaaris</td>
<td>daras</td>
</tr>
<tr>
<td>manzil, manaazil</td>
<td>nazal</td>
</tr>
<tr>
<td>majlis, maajaalis</td>
<td>&quot;majlis&quot; (the king's public session)</td>
</tr>
<tr>
<td>masjid, maaajid</td>
<td>sajad ('bow down')</td>
</tr>
<tr>
<td>mataar, -aat</td>
<td>haţţa</td>
</tr>
<tr>
<td>maHaţţa, -aat</td>
<td>haţţ</td>
</tr>
<tr>
<td>makaan, amaakin</td>
<td>kaan</td>
</tr>
</tbody>
</table>

*/manzil* is more classicized than */beet*/.

Vocabulary Notes

| mumtaaz, -a, -iin  | excellent |
| 9adi, -iyya, -yiin | regular, ordinary |
| naqdf, -a, nuqdfaf | clean |
| mnnuu9, -a, -iin   | forbidden, prevented |
| ubuubiis, -aat     | bus |

Drills

1. Given a word, form the causative verb related to it.

Example: naqdf → naqdfaf

Continue:

wașal
nașal
xaraj
xalaș
daxal
xul
wigif
daras
9irif

2. You (m) must clean the glasses.

Laazim tinaddif al-guzaaz.

Substitute:

you (f) you (p) we finish early he I the employees she
explain it to him (use /fahham/)
I
his sister
the teachers
teach well
he
they
take in the suitcases
he
the men
we
take her there (use /waṣṣal/)
I
Ahmad

3. Clean (m) the glass.  
   **naddif al-guzaaz.**

Substitute:
   clean (f)
clean (p)
take (m) upstairs
the luggage
take out (f)
take out (m)
have him carry
have her carry
take down (m)
take down (p)
the books
clean (m)
the station
the glass

4. Given the verb, form the verbal noun:
   xaraj
daxal
jalas
katab
atkallam
wasal
naam
ṣirib
wilgif

5. No exit here.  
   **mamnuu9 al-xuruuji hina.**

Substitute:
   no entry
   no standing
   no talking
   no drinking
   no sitting
   no sleeping
   no writing

6. Given a word, form the noun of place related to it:
   daras
   katab (two nouns)
   ṣayyaaraa
7. He went to the airport. *raaH al-mataar.*

Substitute:
- the house
- the library
- the entrance of the building
- the new office
- many places
- his son's school
- the bus station
- the gas station
- the bus stop
- the airport

8. Where is the bus stop? *feen mawgif al-utubiis?*

Substitute:
- the entrance of the station
- the airline office
- the university library
- the passport office (/jawaazaat/)
- the rest room
- the blue card
- the waiting room
- the visa department
- the ticket office
- the bus stop

**Situations**

1.
A. Fill it up, please.
B. OK. Super or regular?
   A. Super. How much?
   B. Eight riyals. [Shall] I clean the glass?
      A. Please. And check the oil, too.
      B. Any service.

2.
A. Where is the bus stop?
   B. At the beginning of the next street.
      A. When does the bus come?
      B. Every half hour. Perhaps I can take you in my car. Where are you going?
      A. To the university library. I'm a student in the Commerce Department.
      B. Pleased to meet you.

3.
A. Sorry, no sitting here.
   B. Why [not]?
      A. This is the entrance of the lobby. Go ahead inside.
      B. Thanks. Is there a rest room here?
      A. Turn right at the desk, then straight ahead.
      B. Thanks very much.
LESSON 33

Dialogue

souk (bazaar market) suug
I pay adfa9
bill Hisaab
shop dukkaan
fabric gumaay

A. I want to go to the souk. I have to pay a bill at the fabric shop.

abgha aruuHu as-suug.
laazim adfa9 Hisaab fi dukkaan al-gumaay.

I look for adawwir (9ala)
radio raadyu

B. I'll go with you, in order to look for a radio.

H-aruuH ma9aak 9alaayaan
adawwir 9ala raadyu.

middle wasat
radios rawadi
television tilifizyoonat
recorders musajjilaat

A. I know a good shop in the middle of the souk. They sell radios, televisions, and recorders.

a9rif dukkaan kwaiyis fi wasat as-suug. yibi9u rawadi wa tilifizyoonat wa musajjilaat.

I hope 9asa
everywhere kull makaan

B. I hope there will be one. I've looked everywhere.

9asa yikuun fii waahid. ana dawwaa fii kull makaan.

our Lord rabbana
he gives success yiwaaffiq

A. Good luck. ('May our Lord give you success')

rabbana yiwaaffiq.

B. Thanks. ('If God wills')
in 9aa' allaah.
Structure Sentences

1. There were many people there. kaan fii naas katiih hinaak.
2. There wasn't time. ma kaan fii wagt.
3. I ordered a radio from him. talabt raadyu min 9indu.
4. I asked for help from him. talabt minnu musaa9ada.
5. The account is balanced. al-Hasaab ma3buu9.
6. This is the best store. haada ahsan maHall.
7. His father is a merchant in the old souk. abuu taajir fis-suug al-gadiima.

Grammatical Notes

1. Foreign words like /tilifoon/ and /tilifizyoon/ usually take the /-aat/ plural. When in doubt, guess this plural first.

2. /9asa/ may be translated 'I hope', 'it is hoped', 'possibly'. It may be used with a verb or with a pronoun suffix:
   - 9asa
     it is hoped that he
   - 9asaahaa
     it is hoped that she
   - 9asaahum
     it is hoped that they
   - 9asaak
     it is hoped that you (m)
   - 9asaaki
     it is hoped that you (f)
   - 9asaakum
     it is hoped that you (p)
   - 9asaani
     it is hoped that I
   - 9asaana
     it is hoped that we

   9asa yikuun fii waahid. I hope there will be one.
   9asaahum yiktubuulana. I hope they write to us.

3. /fii/ and /ma fii/, 'there is (not)', 'there are (not)', may be used with /kaan/:
   - kaan fii naas katiih hinaak. There were many people there.
   - 9asa yikuun fii waahid. I hope there will be one.
   - ma kaan fii wagt. There wasn't time.
   - ma Ha-yikuun fii wagt. There will not be time.

4. /talab/ may mean 'to order' (in the sense of 'to place an order') or 'to ask for, request' (cf. Structure Sentences 3 and 4). Note the difference between /talab/, 'to ask for (a thing)' and /sa'al/, 'to ask (information, a question)'.

5. /dukkaan/ generally refers to a small shop, while /maHall/ is used for a larger store. However, the terms are often used interchangeably.
Vocabulary Notes

dafa9, yidfa9        pay
dawwar, yidawwir (9ala)    look for
ṭalab, yuṭlub       ask for, request, order
raadyu, rawadi        radio
tilli fizyoon, -aat   television
musajjil, -aat      recorder
tawg, awgaat        time
rubjir, tujjaar      merchant
suug, aswaag*       souk, market
dukkaan, dakaakiin   shop
maHall, -aat         store
maṣbuuṭ, -a, -iin     accurate, correct

*This word is feminine.

Drills

1. I want to go to the souk.
   abgha aruuḥ as-suug.

Substitute:
the store
the shop
the gas station
the elementary school
the radio store ('radios store')
the souk

2. I have to pay a bill at the fabric shop.
   laazim adfa9 Hisaab fi dukkaan al-gummaaš.

Substitute:
humma
ihna
hiyya
huwwa
inta
ana
inti

3. I know a good shop in the middle of the souk.
   a9rif dukkaan kwyyis fi wasat as-suug.

Substitute:
in the beginning of the souk
at the end of the souk
in the old souk
in the new souk
in the middle of the souk

4. I hope there will be one.
   9asa yikuun fii waaHad.

Substitute:
there will be many
there will be time
we will arrive early
he will buy a television
we will finish the work soon
I can order a car

5. I've looked everywhere. ana dawart fi kull makaan. 

Substitute:

we
she
in every store
they
you (f)
in every bookstore
he
I

Situations

1.
A. Excuse me, do you sell recorders?
B. Yes, of course. Our recorders are the best and the cheapest.
A. I don't have much time. Can you show me a small one?
B. This one is Japanese, lightweight and excellent.
A. I like it. How much?
B. Only 300 riyals. (After the purchase): Congratulations.
A. Thanks.

2.
A. How much is our account now?
B. You owe me 15 riyals.
A. Here you are.
B. Thank you. Now the account is balanced. Do you want anything else?
A. No, thanks. Some other time, if God wills.

3.
A. Did you visit your sister in Riyadh?
B. No, there wasn't time. I was there only one day.
A. Why did you go?
B. One of my friends opened a small shop and he asked me to help ('asked from me help').
A. Where is the shop?
B. In the middle of the souk. He sells fabrics, for both men and women.
A. Good luck [to him].
B. Thanks.

Cultural Notes

1. The "souk" is the old marketplace found in virtually every city and town in the Middle East. It usually consists of many small shops arranged along narrow lanes, all of which display a wide variety of goods. Sometimes large souks have "quarters" where merchants specialize in one type of merchandise. It is a crowded, busy area, the scene of bargaining and socializing, and a favorite place for bargain-hunters.

Sometimes the word /suug/ is used to mean 'downtown'. The sentence 'I'm going to the souk' may just mean 'I'm going shopping'.

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LESSON 34

Dialogue

weather  
hot  
A. The weather here is very hot!  
you (m) get used to  
B. Yes, but you (m) get used to it.  
like, similar to  
south  
west  
United States

A. It's like the southwest United States.  
I heard  
like that  
cold

B. Yes, I [have] heard that. Not all of America is cold.  
of course not  
north  
the world  
winter

A. Of course not. Only in the north is it cold in the winter, ('the world is cold')  
I read

B. I [have] read about America's weather.

Structure Sentences

1. The weather here is cold.  
2. Today is windy. ('north wind')

جو  
حر  
الجو هنا حرق!  
تعود على (على)  
ايوه لاكن تتعود عليه  
زئي  
جنوب  
غرب  
الولايات المتحدة  
زاي جنوب غرب الولايات المتحدة  
سمع  
كدو  
برد  
امريكا مهي كلها برد  
طبيعها لا  
شمال  
الدنيا  
صيفا  
بطموا لا، بس في الشمال الدنيا  
برد في الشتاء  
قريت عن الجو امريكا  
الجو هنا برد  
اليوم شمال
3. I'm cold. ana baradan. اننا بردان.
4. I'm hot. ana Harraan. اننا حران.
5. The coffee is hot. al-gahwa Harraa. القهوء حراء.
6. I hope you're better soon. 'your safety') salaamatak. سلامك.
7. Spring and fall are the best seasons. ar-rabii9 wu l-xariif ahsan fușuul. الربيع والخريف احسن فصول.
8. I believe so. aqtadkid kida. اعتقد كره.

Grammatical Notes

1. Terms for weather are:
   al-jaww Harr. The weather is hot.
   al-jaww bard. The weather is cold.
   al-jaww mu9tadil. The weather is moderate.

   Also used is the word /ad-dunya/, 'the world', which is used as an idiom to mean 'It's hot', etc. This means, however, the weather only temporarily (today), whereas /al-jaww/ refers to a more permanent type of weather.

   ad-dunya Harr. It's hot.
   ad-dunya bard. It's cold.
   ad-dunya fcins. It's sunny ('sun').

   Note that /dunya/ takes a masculine adjective.

2. Adjectives which describe a temporary state often have the suffix /-aan/.
   They always take the /-a/ suffix for feminine and /-in/ for plural. Among the most frequent are:

   Harraan hot حران
   bardaan cold بردان
   ta9baan tired نعبان
   jii9aan hungry جيعان
   9aťa9aan thirsty نلطان
   ghalaťaan wrong خيران
   xarbaan out of order خيران

   Note that, for example, /Harraan/, /bardaan/, and /ghalaťaan/ are used to describe a person's state, not /Harr/, /bard/, and /ghalať/, which are used for inanimate nouns.

3. The four directions are:

   šamaal north شمال
   januub south جنوب
   šarg east شرق
   gharb west غرب

   When two directions are combined, they are placed in a noun construct:

   januub gharb al-wilaayaat the southwest United States
   al-muttaHida

   ana min šamaal šarg wilaayaat New York I am from northeast
   New York State.

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4. Since most Saudis are not very familiar with American place names, it is clearer to identify places as 'the state of Ohio', 'the state of New York', 'the city of Chicago', etc.:

    ana min wilaayat
    New York.
    ana min madiinat
    Boston.

5. The four seasons are:

    as-sa'eef    summer
    as-sita     winter
    ar-rabi'i9   spring
    al-xariif   fall

    as-sa'eef al-maa'di    last summer
    as-sa'eef al-jayy    next summer
    (etc.)

In Saudi Arabia, one rarely refers to spring and fall.

6. /simi9t kida/, 'I've heard that', and /giriit kida/'I've read that', are idioms. /kida/ may be used in this way with other types of verbs to mean 'I thought so', 'I hoped so', 'I feared that', etc.

    simi9t kida. I've heard that.
    giriit kida. I've read that.
    a9taqid kida. I believe so.

7. /simi9/ is used with /9an/ to express 'to hear about':

    simi9t 9an nu. I've heard about him.
    simi9t 9an al-ma3ruu9. I've heard about the project.

8. The expression /ta9baan $wayya/, literally, 'a little tired', is often used as a euphemism to mean 'sick'. (The word is /mari'9/, but this usually means it is quite serious.)

9. When someone mentions illness, the appropriate statement is:

    salaamatak    your (m) safety
    salaamatu    his safety
    salaamatha    her safety
    (etc.)

The response is:

    allaah yisallimak    [May] God make you (m) safe.
    allaah yisallimik    [May] God make you (f) safe.
    allaah yisallimkum    [May] God make you (p) safe.

Vocabulary Notes

    at9awwa'd, yit9awwa'd    get used to, become accustomed to
    (9ala)
    simi9, yisma9          hear
    giri, yigra (giriit)    read
    a9taqad, ya9taqid      believe
faql, fusuul
wilaaya, -aat

season, class
state (of the U.S.A.)

Drills

1. The weather is hot.
   al-jaww Harr.

Substitute:
   cold
   moderate
   sunny
   very hot
   like winter
   bad
   pleasant

2. You [will] get used
to it.
   fit9awwid 9alee.

Substitute:
   he
   we
   she
   they
   you (f)
   you (p)
   the children
   the foreigners

3. It's like the
southwest United
States.
   zavy jannub gharb
   al-wilaayaat
   al-muttaHida.

Substitute:
   north
   east
   south
   northeast
   west
   southwest

4. In the north the
weather is cold in
winter.
   fit9-kamaal ad-dunya
   bard fit9-wita.

Substitute:
   in the fall
   in the spring
   in the west
   warm
   in the summer
   in the fall
   in the east
   cold
   pleasant
   in the winter
   in the north
   cold
5. I've read about it.  

Substitute:

we  
she  
will read  
he  
you (m)  
must read  
they  
you (p)  
did not read  
you (f)  
I  
they

6. I'm cold.  

Substitute:

wrong  
tired  
we  
hungry  
thirsty  
sick  
h  
a little hungry  
very hungry  
they  
cold  
wrong  
thirsty  
hot

Situations

1. Do you know that summer is very hot in Saudi Arabia?  
A. Yes, I've read that (/kida/). But I like the heat (/al-Harr/). And you?  
A. No, but I got used to it.  
B. Which season is best here?  
A. The winter, that is (/ya9ni/), December, January, and February.

2. Where are you going?  
A. To visit a Saudi family which I met in America. Would you like to come?  
A. Certainly. This will be the first time [that] I visit a Saudi home.  
B. They have heard about you, and they want to meet you.

3. The account is not correct.  
A. I'm sorry, I'm wrong. I forgot that you paid last week.  
A. Never mind. How is your health? Better, if God wills?  
B. A little, but I'm still tired.  
A. Really? "Hope you're feeling better soon".  
B. "Thanks".
LESSON 35

Dialogue

rain maṭār

A. Is there rain in Jidda? fii maṭār fi jidda?

mountains jibāl

B. Never. But there is rain in Taif, in the mountains. muu katiir. laakin fii maṭār fiṣṭ-ṭaṣṣiyif, fell-jibāl.

A. Mountains? al-jibāl?

desert saḥra

seacoasts sawāṣīt'

B. Of course. Saudi Arabia is not all desert[s] and seacoasts. ṭab9an. as-su9uudiyya maḥi kullaha saḥra wu sawāṣīt'.

always dayman

eyishunu

composed of 9ibaara 9an

sand raml

oases waahrat

palmtrees naxīl

A. Foreigners always think that it is composed of desert, sand, oases, and palmtrees. al-aanjaib dayman yiṣṣunu annaha 9ibaara 9an saḥra wu raml wu waahrat wu naxīl.

rivers anhaaar

areas, regions manaṣṭīg

agricultural ziraa9iyya

B. That's true, but there are also rivers and agricultural areas. haada ẓaHiiH, laakin fii kamaan anhaaar wu manaṣṭīg ziraa9iyya.

Structure Sentences

1. We go to Taif usually in the summer. nīruuH at-ṣaṣṣiyif 9aadatan fiṣ-ṣeeef.

2. There is never [any] snow. ma fii talj abadan.

3. He never went. (He has never gone.) ma raah abadan.

4. I have never met the prince. ma gaabalt al-amīir abadan.
5. The trees are green.  
   aš-šajar ašdar.  
   الشجر الأخضر.

6. The flowers are pretty.  
   al-ward Hilu.  
   الورد خلو.

7. I want to buy three flowers.  
   abgha aštari talaata  
   wuruud.  
   ابني إشري ثلاثاً.  
   ورد.

Grammatical Notes

1. /abadan/ is used with a negative verb (cf. Structure Sentences 2 and 3).

2. Arabic has, in addition to singular, dual, and plural nouns, a special "collective plural" for some nouns. Most collective plurals are formed by omitting the /-a/ feminine ending of a singular noun:

   warda  
   ward  
   šajara  
   šajar  
   naxla  
   naxil  
   leemuuna  
   leemuun  

   a flower  
   flowers  
   a tree  
   trees  
   a palmtree  
   palmtrees  
   a lemon  
   lemons

   The collective plural is always masculine singular:

   al-ward Hilu.  The flowers are pretty.  
   aš-šajar ašdar.  The trees are green.  
   an-naxil kabiir wu Hilu.  The palmtrees are big and  
   pretty.  
   al-leemuun raxiiš.  The lemons are cheap.

   When the noun is "counted" with a numeral, it takes its regular plural:

   abgha aštari talaata  
   wuruud.  I want to buy three  
   flowers.  
   fii arbaša naxlaat  
   kubaar wara beeti.  There are four big  
   palmtrees behind my  
   house.

   The collective plural is used when referring to a group of things in  
   general, whereas the "counted" plural is used with numerals. Collective  
   plurals are also used when buying something by weight, e.g., "a kilo of  
   lemons" (Hilu leemuun/). They are especially common for all types of foods  
   which are measured by weight or volume, and more will be introduced in  
   Lesson 37.

Vocabulary Notes

jabal, jibaal  
mountain

nahar, anhaar  
river

šaapi', šawašti'  
seacoast

šaHra, šaHaari  
desert

maŋtiŋa, manaŋtiŋ  
area, region

šajara, ašjar  
tree

naxla, -ašt  
palmtree

warda, wuruud  
flower

waHaHa, -ašt  
oasis

šann, yišunn (šanneet)  
think
Drills

1. Is there rain in Jidda?  
   فه مطر في جده؟
   
   Substitute:
   in Riyadh  
snow  
in Saudi Arabia  
in the mountains  
sun  
at the seacoast  
rain  
cold  
in the city

2. It ('she') is composed of desert.  
   هي عبارة عن صحراً
   
   Substitute:
   sand  
palmtrees  
seacoasts  
oases  
mountains  
many trees  
cities  
rivers  
agricultural areas  
desert

3. We usually go in the summer.  
   نروج عادة في الصيف
   
   Substitute:
   in the winter  
in the fall  
every year  
in the spring  
always  
early in the year  
twice  
in the middle of the summer  
in April

4. He never went.  
   ما راح ابداً
   
   Substitute:
   traveled  
bought a television  
met the prince  
drove  
cleaned the car  
taught Arabic  
finished his education  
visited me  
said that (/kida/)
5. Given the singular noun, change it to collective plural and then counted plural:

naxla
ṣajra
warda
leemuna

6. The trees are green. \( \text{الشجر أخضر} \).

Substitute:

palm trees
pretty
flowers
red
yellow
big
trees
expensive
lemons
cheap
green
small
palm trees
numerous ('many')
tall

Situations

1. How is the weather in Yemen?
A. It is always very cold in the winter because Yemen consists of many mountains. There is rain and snow, too.
B. Really? I thought it was ('is') a desert.
A. Not at all! (/abadan/) There are rivers and trees and many large agricultural areas in the west. The desert is in the middle and in the east.
A. I would like to visit Sanaa.
B. I hope you can.

2. Are you going to the beach this Friday?
A. I think we'll go to the desert. The children like the sand. My wife will prepare (/tisawi/) food for us.
A. Excellent. There is an oasis near here.
B. Like the oases in the Eastern Region?
A. Bigger and prettier. There is a river and flowers.
B. Good. I'll tell my wife.
LESSON 36

Dialogue

(At the tailor)

I need ('needing')  
mihtaaj
suit  
badila
cotton  
guṭun

A. I need a new cotton suit.  
anā mihtaaj li badila guṭun jadiida.

B. Welcome. Any service.  
ahlā wāsālah. ayy xidma.
jacket  
jakitta
(pair of) trousers  
bantaloona

A. I want a jacket and two trousers.  
abgha jakitta wu bantalooneen.
size  
maqaas

B. Let me take your measurements.  
xalliini aaxudd maqaasak.
sleeves  
akmaam
narrow  
กาayyg

A. I want the jacket longer than that.  
abgha al-jakitta aṭwal min kida. wu l-akmaam ḡaayyiga.
And the sleeves narrow.  
you (m) measure  
tiqis

B. Fine. Come for a fitting ('to measure it') next week.  
tayyib. taqāal 9aʃaan tigisaha l-uxbu9 al-jayy.

Structure Sentences

1. She is a seamstress.  
hiyya xayyaʃa.

2. He is sewing the vest now.  
huwwa 9anmaal yixayyiʃ astasdeeni daʃhiin.

3. Leave the pants wide at the bottom.  
siib al-bantaloona waaʃ min taʃitat.

4. This shirt is [too] tight.  
haada l-gamiiʃ ḡaayyg.

5. I want to buy a leather belt.  
abgha aʃtarri ḥizaam jild.
6. I don't need anything else.  
mana miNtaaj šayy taani.

7. I have to measure it.  
laazim agiisu.

Grammatical Notes

1. 'To need' is expressed with the active participle /miNtaaj/, 'needing', sometimes used with the preposition /-i/- (/li-/):

ana miNtaaj li badla 
guşun jadiida.  
I need a new cotton suit.

hiyya miNtaaja 
musaa9ada.  
She needs help.

ana kunt miNtaajlu.  
I needed him.

iHna miNtaajiinlu.  
We need him.

2. Adjectives of "quality" which describe the material of which something consists are used in the masculine singular form only:

badla guşun  
a cotton suit

šanta jild  
a leather purse

Hizaam jild  
a leather belt

fustaan şuuf  
a wool dress

fasaatiin şuuf  
wool dresses

Note that these nouns are not in a construct state.

3. In English we say "a pair of pants", "a pair of shoes", etc., making the noun plural. In Arabic, it is expressed as singular:

abgha bantaloon jadiid.  
I want a new [pair of] pant[s].

aštareet jazma sooda.  
I bought black shoe[s].

aštareet jizam katiiro.  
I bought many [pairs of] shoes.

feen jazmaati?  
Where are my shoes?

4. /gammamal/ is also used before verbs to indicate an on-going action. It is not conjugated:

huwwa 9ammal yixayyi.  
He is sewing.

hiyya 9ammal titkallam.  
She is talking.

Vocabulary Notes

waasi9, -iin*  
wide

gayyig, -iin*  
narrow

sahl, -iin*  
easy

ša9b, -iin*  
difficult, hard

miNtaaj, -iin  
needing, in need of

gaas, yigiis (gist)  
measure, try on

xayyať, yixayyiť  
sew
magaas, -aat
xayyaať, -a, -iin
badla, bidal
jakitta, -aat
banťaloonesh, -aat
gamiś, gumšaan
karafițta, -aat
fustaan, fasaatiin
bluuza, -aat
kumm, akmaal
jazma, jizam

size
tailor, seamstress
suit
jacket
trousers
shirt
necktie
dress
blouse
sleeve
shoes

*Since these words refer to inanimate nouns, the plural usually heard is /-aat/.

Drills

1. I need a new cotton suit.
   ana miHtaaj li badla guțun
   jadiida.

Substitute:

   wool suit
   wool jacket
   lightweight jacket
   lightweight [pair of] trousers
   pair of shoes
   shirt
   cotton shirts
   leather belt

2. I want a jacket.
   abgha jakitta.

Substitute:

   two trousers
   two shirts
   a long dress
   a blue necktie
   a leather suitcase
   a smaller size

3. I want the jacket longer than that.
   abgha al-jakitta atwal
   min kida.

Substitute:

   shorter
   heavier
   wider
   the belt
   cheaper
   prettier
   the blouse
   smaller

4. He is sewing the vest now.
   huwwa 9ammaal vixayyit
   as-sideeri damniin.
Substitute:

the dress
she
is finishing
is cleaning
the shoes
the suitcase
I
the belt
the trousers

5. Leave the pants wide at the bottom.

siib al-bantaloon waasi9 min tahat.

Substitute:

narrow
at the top (/min foog/)
sleeve
at the bottom
wide
dress
short

Situations

1.
A. Can you (f) make ('sew') me a dress?
B. Yes, which material?
A. I need a cotton dress because the weather is [so] hot now.
B. That will be easy. Let me take your (f) measurements.
A. Can you make it quickly?
B. If God wills, in two days ('after two days').

2.
A. I heard that prices are good in that store.
B. Yes, especially ties and shirts.
A. Let's go ask.
B. OK, I can put the car here.
A. "No standing" here. Try that place.
B. No, that's [too] hard.
A. Wait for me. I'll go in and ask and come back quickly.

3.
A. I'm thirsty. [Shall] we go and drink something?
B. OK. The weather is sunny, especially in the afternoon.
A. It's always like this (/kida/) in the summer. But in the mountains it's moderate. We must visit Taif.
B. I agree. I have wanted ('want') to see Taif since last year.
LESSON 37

Dialogue

(An invitation to dinner)

meat
laHām

A. Welcome. Go ahead [and have some of] the meat.
ahlan wu sahlan. atfaqqal al-laHām.
delicious
ṭi9īm
rice
ruzz

B. Thank you. It's delicious. And the rice, too.
šukran. huwwa ṭi9īm. w ar-ruzz kamaan.
strength
9aafīya
you (m) honored
šarrafūt

A. To your strength. You have honored us.
bil-9aafīya. šarrafūtana.
table (of food)
sufrā
eternal
daayma

B. I am honored. That's enough, thanks be to God. [May your] table always be thus.
šukran, kifāya, al-Hamdu lillaah. sufrā daayma.*
presence
wujūud

A. Due to your presence.
b-wujūudākum.

*Also commonly said to the host is /9aamir/, 'filled'.

Structure Sentences

1. The food was placed on the table.
al-akl anHaẗt 9as-sufrā.

2. The money was spent.
al-fuluus anšarahfat.

3. The money must be spent.
al-fuluus laazim tinšarif.

4. May your hands be blessed (literally, 'made safe').
tislam iideekum.

5. Don't trouble yourself.
laa tita99ib nafsak.

6. Not at all—it's no trouble.
abadan—ma fīl ta9b.

7. The food is excellent.
al-akl mumtaaz.

kul 9inab.
9. I bought a lemon.  
   aštareet Habba leemuun.  
10. He talked to himself.  
   kallam nafsu.

Grammatical Notes

1. The passive verb in Saudi Arabic can be expressed in several ways. The most frequent is the use of the prefix /an-/ or /at-/ with the perfect tense, which becomes infixed (in the middle of the word) in the imperfect tense. It is a regular pattern:

   anšaraf, yinšarif      be spent
   anfatah, yinfaṭiḥ      be opened
   ankataḥ, yinkatib      be written

Other types of verbs:

   anHaṭṭ, yinHaṭṭ      be put, placed
   anšaaf, yinšaaf       be seen
   atšarrif, yitšarrif   be honored

You cannot predict which prefix will be used with each verb, so you should learn each passive verb separately. However, the /an-/ prefix is much more common.

Quite rare is a passive expressed with an active-form verb, but it occurs sometimes in classicized expressions (it is also a rare pattern in Classical Arabic):

tislam iideekum.     May your hands be blessed.

The passive verb is conjugated for all persons, and is of course derived from transitive verbs (which take an object). Not all verbs can be made passive; it is a matter of style that some expressions are simply always said in the active voice, for example:

jaabu.             It was brought. ('He brought it'.)

(/anjaab/ is grammatically correct but sounds unnatural in style.)

Some of the most common passive verbs are:

   ankataḥ, yinkatib      be written
   anfataḥ, yinfaṭiḥ      be opened
   anšaraf, yinšarif      be spent
   anšaamal, yinšaamal    be done
   anšaaf, yinšaaf       be seen
   anšaal, yinšaal       be left behind
   anHaṭṭ, yinHaṭṭ       be put, placed
   atšarrif, yitšarrif   be honored
   atšarrif, yitšarrif   be introduced
   atšawwad, yitšawwid   be accustomed
   atšallam, yitšallim   be educated

2. /sufrə/ refers to a dining table, or more precisely, the top of it or the place where food is spread out. /ťarabiiža/ refers to any table.
3. /iideen/, 'hands' (literally, 'two hands') becomes /iidee-/ before pronoun endings. There is an alternative way to say 'hands' (discussed in Lesson 44), but this form is used for this expression.

  tislam iideekum.      May your (p) hands be blessed.
  tislam iideek.        May your (m) hands be blessed.
  tislam iideeki.       May your (f) hands be blessed.

This expression is used to compliment the quality of something which has been produced by someone's hands. You will hear it used most often referring to food.

4. The expression presented in Structure Sentence 5 is very commonly said by a guest to his host. Structure Sentence 6 is the conventional response.

5. The word /Habba/ means 'one' or 'a piece'. It is used referring to items of food.

   Habba leemuun         one lemon
   Habba Halaawa         a piece of candy
   Habba tuffaah        an apple

6. To express 'self' as the reflexive object ('I hurt myself', etc.), /nafs-/ is used with pronoun endings:

   nafsu                     himself
   nafsaha                    herself
   nafshum                    themselves
   nafsak                     yourself (m)
   nafskik                    yourself (f)
   nafskak                    yourselves
   nafsi                      myself
   nafsanav                   ourselves
   laa tita99ib nafsak.      Don't trouble ('tire')
                            yourself (m).
   laa tita99ibi nafskik.    Don't trouble yourself (f).
   laa tita99ibu nafskakum.  Don't trouble yourselves.
   kallam nafsu.             He talked to himself
   kallamat nafsaah.         She talked to herself.

Vocabulary Notes

(Words given as collective plurals)

Meats (laHam, luRuum)

dajaaj, -aat             chicken
xaruuf, xirfaan         lamb
samak, asmaak           fish
laHam bagar             beef ('cow meat')

Vegetables (xu'aaar)

başal                   onions
başıaṭis                potatoes
ṭamaṭim                 tomatoes
bazaaliya               peas
faašuuliyya xadra       green beans
xiyaar                  cucumbers
xaṣṣ                     lettuce

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Fruits (faakha, fawaakih)

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>9inab</td>
<td>grapes</td>
</tr>
<tr>
<td>burtukaan</td>
<td>oranges</td>
</tr>
<tr>
<td>tuffaaH</td>
<td>apples</td>
</tr>
<tr>
<td>balah</td>
<td>red dates</td>
</tr>
<tr>
<td>tamur</td>
<td>dried dates</td>
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<tr>
<td>mooz</td>
<td>bananas</td>
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Other

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<tbody>
<tr>
<td>xubz</td>
<td>bread</td>
</tr>
<tr>
<td>zibda</td>
<td>butter</td>
</tr>
<tr>
<td>ruzz</td>
<td>rice</td>
</tr>
<tr>
<td>beeed</td>
<td>eggs</td>
</tr>
<tr>
<td>ġalağa</td>
<td>salad</td>
</tr>
<tr>
<td>milh</td>
<td>salt</td>
</tr>
<tr>
<td>fillil</td>
<td>pepper</td>
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</tbody>
</table>

Magarrif, yiğaarrif

<table>
<thead>
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<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>to honor</td>
<td></td>
</tr>
</tbody>
</table>

at9arrif, yit9arrif (9ala)

<table>
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<th>English</th>
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<tr>
<td>to be acquainted with</td>
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ta99ab, yita99ib

<table>
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<th>English</th>
</tr>
</thead>
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<td>tire, bother</td>
<td></td>
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</table>

akal, yaakul

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td></td>
</tr>
</tbody>
</table>

ţi9in, -a, -iin*

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>delicious</td>
<td></td>
</tr>
</tbody>
</table>

*The plural form /ţi9miin/ may refer to people, for example, children, and mean 'lovely'.

Drills

1. Go ahead [and have some] meat.

atfaqdal al-laHam.

Substitute:

the chicken
the fish
the salad
the dates
the potatoes
the lamb
the butter

2. You (m) have honored us.

Marraf tumāna.*

you (f)
you (p)

*This expression is usually used with 'us'.

3. Given the verb in the active voice, change it to passive (perfect and imperfect).

Example: katab → ankatab, yinkatib
Continue:

qafal
šaaf
Hašṭ
saab
9arraf
9allam
šaaf
9amal
šarraf
9awwad
fataH
šal

4. The food was placed on the table.

al-akl anHätt 9as-sufra.

Substitute:

the rice
the water
the salad
the tea
the salt
the coffee
the sugar
the fruit

5. The money must be spent.

al-fuluus laazim tingsarif.

Substitute:

be removed (use /šaal/)
the food
be put [down]
the books
be opened
be carried
the boy
be educated
be introduced to the man
I
become accustomed to the weather

6. He talked to himself.

kallam nafsu.

Substitute:

she
I
we
saw
they
you (m)
heard
you (f)
he
the children
cleaned
tired
Situations

1. A. Welcome! Sit down and eat with us.
   B. Thanks. I'm a little hungry.
   A. Have more rice ('rice also'). You have honored us.
   B. I'm honored. The food is delicious. Bless your (p) hands.
   A. Thanks. Due to your presence. Welcome.
   B. I hope you (p) honor me in my home soon.
   A. Have [some] again.
   B. No, thanks. Thanks be to God, I've eaten enough.

2. A. I'm going to the souk.
   B. To buy food?
   A. Yes, [some] vegetables and fruits. What would you like?
   B. Buy bananas, also onions and potatoes. And bread, of course. But don't
tire yourself.
   A. I'll be back ('return') soon, if God wills.
   B. Goodbye.
   A. Goodbye.

Cultural Notes

1. An Arab host repeats phrases of welcome to his guest frequently, and presses
food on him. Many polite expressions are exchanged. Since the host will con-
tinue to insist that you eat more and more, take small amounts of food at the
beginning; you will probably be expected to eat three courses. Go hungry; eat-
ing a lot is one way to express appreciation for the food, and helps the host
display his generosity and hospitality.

Before eating, Saudis often say the phrase /bism illaah ar-raHmaan ar-
raHiim/, 'In the name of God, the Merciful, and Compassionate'. After the meal
it is customary to say /al-Hamdu lillaaah/ (or /al-Hamdu lillaaah wu Sukran/).
The dialogue presented in this lesson reflects the routine expressions used
between the host and guests during a typical meal.
LESSON 38

Dialogue

(In a restaurant)

requests

طلبات

A. May I help you?

اشتب طلبتك؟

(literally, 'What are your requests?')

eek ṭalabaṭakum?

شتة

menu

لائمة

lunch

غذا

B. A menu, please. I'd like to order lunch.

اللائمة من فضلك.

احب أطلب غذا

al-lista, min faqlak.

خضار

fresh

A. Today we have fresh fish.

اليوم لدينا سمك طازة.

طية، وجرب طحينة

al-yoom 9indana samak ṭaaza.

B. OK. And bring techina

طيب، وجب طحينة

and salad, and a Pepsi.

وطلاط ونبيسي كولا.

ṭayyib. wu jiib ṭaHiyna wu ṭalatha wu bibsi-kuula.

dessert (literally, 'something sweet')

مهللو

A. Right away. Would you like dessert?

حاجز، تهيى مهلو؟

Haadir. tibgha ṭayy Hilu?

حساب

check ('account')

Hisaab

بغلابة، وميعد

the change ('the rest')

al-baagi

جلب الحساب

B. Baklawa, and then bring

بغلابة، وعييد

the check. Keep the change.

خلب الباقى لك.

baglaawa, wu ba9deen jiib al-Hisaab. xalli 1-baagi lak.

*An alternative opening statement is /ayy xidma lakum?/, 'Any service for you?'.

Structure Sentences

1. I'd like to order dinner. a Hubb al lub 9a'la.

2. What time is breakfast? as-saa9a kam al-faṣuwar?

3. The tip is 15%.

الخيمة خمس عشرة

al-xidma xamastṣa9a fil-miya.

4. He is a good writer.

هو عالجو طبّ

huwwa şufrayi ṭayyib.

5. I ate in the same restaurant.

أكلت في نفس المطعم

akalt fi nafs al-maṣ9am.

6. We arrived at the same time.

وصلنا في نفس الوقت

waṣalna fi nafs al-wagl.
7. Let's go to his house ('to him') some time.
   xalliina niruslu marra.

8. We ate stuffed peppers and shish kabob.
   akalna filfil maHii wu kabaab.

**Another common word for 'tip' is /baxHii/.**

Grammatical Notes

1. /taaza/, 'fresh', is not declined for gender or number.

2. To express 'per cent', use /fil-miyya/ :

   xamaat$H fil-miyya 15%
   xamaa wu 9i$riin fil-
   miyya 25%
   miyya fil-miyya 100%

3. /al-baagi/ literally means 'the rest', 'the remaining'. The word for
   'change' (money) is /fakka/.

4. Some of the more common Saudi dishes are:

   maHii (bidinjan, kuusa, stuffed (eggplant, squash, filfil)
   kabaab shish kabob
   kufta ground spiced meat
   $ayaadiyya fish, onions, and rice
   maawi (dajaaj, xaruuf) grilled (chicken, lamb)
   taHliina sesame dip
   ruzz 9adas rice with lentils
   salig rice cooked with milk and meat
   baglaawa baklava (syrup-covered pastry)

5. /nafs/ may be used with a definite noun to mean 'same':

   nafs al-ma7tam the same restaurant
   fi nafs al-wagt at the same time

6. /marra/, 'occasion', may be used alone to mean 'some time':

   xalliina niruslu marra. Let's go to his place
   some time.

Vocabulary Notes

lista, lisat menu
$ufraji, $-yin waiter
ma7tam, ma7aa5im restaurant

Drills

1. I'd like to order lunch.
   aHubb a7lub ghada.
Substitute:

dinner
we
breakfast
they
lunch
I

2. Today we have fresh fish. 
al-yoom 9indana samak taşza.

Substitute:

shish kabob
stuffed peppers
chicken and rice
grilled lamb

3. The tip is 15%. 
al-xidma xamasṭa9am fil-miyya.

Substitute:

50%
25%
10%
5%

4. I ate in the same restaurant. 
akalt fi nafs al-maṭ9am.

Substitute:

at the same time
in the same house
with the same man
in the same room
the same food yesterday

5. Let's go to his place some time. 
niruHu marra.

Substitute:

let's visit him
let's eat there
let's try to go
let's travel together
let's clean the car
let's talk to the director
let's send them a letter
let's practice

Situations

1. A menu, please. We'd like to order dinner.
A. Right away. We have Arab food here.
B. Do you have grilled chicken?
B. Of course. We have grilled lamb for the same price.
A. (to his wife): What would you like?
C. Lamb. And stuffed squash. And bread and butter.
A. I, too. How much is the tip?
C. Between ten and fifteen per cent. 15% is better.
A. (to the waiter) Keep the change.

2.
A. Did your family go to the seashore last Friday?
B. Yes, we all went in the same car. We have a cabin (/kabiina/) there.
A. I heard that there is a restaurant there.
B. Yes, they have French food.
A. I'll try to go with you (p) the next time. Don't forget to tell me.
B. Welcome, any time. The children send their greetings ('greet you').

3.
A. What time is lunch?
B. Lunch in the hotel restaurant is from 12:00 to 3:00.
A. Are the waiters good?
B. Yes, the service (/xidma/) is excellent.
A. Let's go there some time.
B. OK, maybe tomorrow.
LESSON 39
Dialogue

(At a fruit stand)

kilo

kiulu

A. I want to buy a kilo of oranges.

abgha aštarī kilulu burtukan.

B. [They are] three riyals a kilo.

al-kiulu b-talaata riyal.

A. Not cheaper than that?

muu arxaš min kida?

not

la'

B. Of course not, madam.

ṭab9an la' ya sitt.*

A. Do you have change for ('of') fifty riyals?

9indak fakkat xamsiin riyal?

sorrow

asaf

you (f) change

tiṣrufi

moneychanger

ṣarraaf

B. No, unfortunately. ('with sorrow'). You can change your money at the moneychanger's.

la', ma9a l-asaf. mumkin tiṣrufi fuluusik 9ind as-ṣarraaf.

*Also commonly heard is /ya madaam/.

Structure Sentences

1. I'll take two and one-half meters.

aaxud mitreen wu nuṣṣ.

2. Give me two kilos.

addiini itleen kilulu.

3. Its weight is three pounds.

waznu talaata arṭaal.

4. What is the width of this fabric?

kam 9aṛq haada l-gumaaƙ?

5. Why not?

leeš la'?

6. I want to change the appointment.

abgha aghayyir al-maw9ad.

7. Give me a dozen pens.

addiini dastat aglaam.

Grammatical Notes

1. Some nouns of measurement are used only in the singular:

addiini itleen kilulu. Give me two kilos.
addiini talaata kilulu. Give me three kilos.

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addiini kiilu wu rub9. Give me one and one-quarter kilos.
addiini 9aƙara ghraam. Give me ten grams.

Nouns of measurement which do not change form are:
kiilu kilo
ghraam gram
litir liter
ƙanti centimeter
buƙa inch

Some nouns of measurement are declined for dual and plural:
aaxud mitreen wu nuƙa. I'll take two and one-half meters.
aaxud talataa amƙaƙa. I'll take three meters.
waznu talataa arƙaƙa. Its weight is three pounds.

These nouns are:
mitir, amƙaƙa meter
raƙaƙa, arƙaƙa pound
yarda, -aƙa yard
qadaƙa, qadaƙa foot
dasta, -aƙa dozen

2. /ƙab9an la'/, 'of course not', is an example of using /la'/ to mean 'not'. (We have already seen /walla la'/, 'or not?'). Other structures like this are
leƙa la'?
Why not?
asuƙu la'.
I think not; I don't think so.
huwa raƙaƙa w ana
He went and I didn't.

3. /gḥayyar/, 'to change', is used in the sense of changing an appointment, your clothes, an idea, etc. For money, you use /ƙaraf, yiƙruf/, or also /fakk, yifukk/, literally, 'to take apart':
fakkeet fulusu.
I changed my money.

4. /ƙararɛƙa/ is an example of a noun which describes employment. Such nouns may be formed from verb root consonants, with the vowel pattern: C₁aC₂C₃aC₄. Some common nouns formed on this pattern are:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Related Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ƙararɛƙa</td>
<td>'money changer'</td>
</tr>
<tr>
<td>sawaƙa</td>
<td>'driver'</td>
</tr>
<tr>
<td>xayyaƙa</td>
<td>'tailor'</td>
</tr>
<tr>
<td>ƙabbaƙa</td>
<td>'cook'</td>
</tr>
<tr>
<td>naƙjaƙa</td>
<td>'carpenter'</td>
</tr>
<tr>
<td>xabbaƙa</td>
<td>'baker'</td>
</tr>
<tr>
<td>xaddaƙa</td>
<td>'servant'</td>
</tr>
<tr>
<td>Hammaƙa</td>
<td>'porter'</td>
</tr>
<tr>
<td>jazzaƙa</td>
<td>'butcher'</td>
</tr>
<tr>
<td>baggaƙa</td>
<td>'grocer'</td>
</tr>
<tr>
<td>jarraƙa</td>
<td>'surgeon'</td>
</tr>
<tr>
<td>fallaƙa</td>
<td>'peasant'</td>
</tr>
</tbody>
</table>

/jaraf 'spend'/
saƙa 'drive'/
xayyaƙa 'sew'/
ƙabbaƙa 'cook'/
najar 'hew, carve'/
xubz 'bread'/
xidma 'service'/
Hamaƙa 'carry'/
jarar 'slaughter'/
jaraf 'wound'/
fallaƙa 'cultivate'
**Vocabulary Notes**

- ghayyar, yighayyir: change
- fakk, yifukk (fakkeet): change (money); take apart
- wasn, awzaan: weight
- tuul: height, length
- 9arq: width

**Drills**

1. I want to buy a kilo of oranges.
   - Arabic: ابغي الشراء كيلو برانك
   - English: burtukaan.
   - Substitute:
     - one-half kilo
     - two kilos
     - five kilos
     - one dozen
     - two dozen

2. Not cheaper than that?
   - Arabic: مو ارخص من كده؟
   - English: muu arxas min kida?
   - Substitute:
     - better
     - bigger
     - smaller
     - prettier
     - older
     - newer
     - more beautiful

3. Do you have change for fifty riyals?
   - Arabic: عندك فئة خمسين ريال؟
   - English: 9indak fakkat xamsiin riyal?
   - Substitute:
     - 50 dollars
     - 35 dollars
     - you (p)
     - 100 riyals
     - 500 riyals
     - he
     - 10 dollars

4. You (f) can change your money at the moneychanger's.
   - Arabic: يمكن تصرف نقودك عند الصراف؟
   - English: mumkin tigrufi fuluusik 9ind ap-garrat.
   - Substitute:
     - you (m)
     - they
     - she
     - at the bank
     - you (p)
     - I
     - in the store
     - we
     - he
     - at the moneychanger's
5. I'll take two and one-half meters. 

أاخذ مثرين ونفع;

Substitute:

3 meters
1 meter
1/2 meter
1 meter and 10 centimeters
25 centimeters
1 yard
1 1/4 yards
6 inches
2 feet
3 feet
1 liter
4 1/2 liters

6. Ask the questions and then answer it.

Example: What is its weight? Its weight is three pounds.

kam waznu? → waznu talaata arťaal.

Continue:

What is its width? 2 1/2 meters.
What is its length? 1 yard and 5 inches.
What is its weight? About 150 pounds.
What is its length? 3 1/4 feet.
What is its width? 40 centimeters.
What is its weight? 15 kilos and 200 grams.

7. He works as a driver.

huwwa yiśtaghil sawwaag.

Substitute:

cook
servant
porter
tailor
carpenter
butcher

Situations

1. A. I want to change my appointment with the minister.
B. OK, when would you like to come?
A. Give me an appointment the day after tomorrow.
B. Unfortunately he will be in Riyadh. Can you come Thursday?
A. I don't think so. I'll call you ('talk to you on the telephone').
B. Goodby.

2. A. Let's go to the grocery store (/9ind al-baggaal/).
B. OK, I'll come with you.

---

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A. We want to buy two kilos of onions.
B. Anything else?
A. Do you have eggs?
B. Yes, how many dozen?
A. Two dozen are enough. Don't you have eggs bigger than that?
B. Yes, here. Just for you ('your sake').
A. Do you have change for 50 riyals?
B. Yes, ma'am. Any service.

J.
A. Please have some more [food]. (/atfaḍḍal kamaan/>.
B. Thanks. Everything is delicious. A little rice, please.
A. No, you must eat more than that!
B. I can't, really (/wa,llah/). OK, a little meat, too. You're an excellent cook!
A. We're honored by your presence.
B. May your hands be blessed.
A. Thank you. Come again. (/atfaḍḍal taanī/).
B. If God wills.
LESSON 40

Review last nine dialogues.

Supplementary Drills

1. I want to go to the desert.
   ana abgha aruuh as-sahra.
   ابغي اريح الصحراء

Substitute:

   buy [some] material in the souk
   finish my work early
   find a bus stop near here
   keep my car clean
   pay my bill ('account')
   ask him for help ('request from him help')
   get accustomed to the heat
   travel to Jordan
   measure the rest
   buy a ticket
   exchange ('change') this jacket
   buy a cotton jacket
   get acquainted with him
   eat at the new Italian restaurant
   find a good carpenter

2. I heard that this restaurant is good.
   simi9t innu haada l-ma79am tayyib.
   سميت انه هاذا المطعم طيب

Substitute:

   you (m) haven't paid the doctor's bill
   his brother is a surgeon
   the Eastern Region is very wide
   he wants to buy a recorder
   the test is hard
   the food was delicious
   the weather is moderate in Taif
   she bought a meter of fabric
   you have a new houseboy ('servant')
   they changed the size
   they are living in the south
   the flowers are yellow in the desert
   he explained the lesson to his younger brother (use /fahham/)
   there are many peasants in the south

3. Answer the questions:

   kam dafa9t lit-tiilifizyoon Haggak?
   tiHubb al-jaww hina?
   b-kam litir al-banziin?
   ruHt as-suug al-usbu9 al-ma7di?
   9indak jawawz safar su9uudi?
   ee9 akalt fil-fatuur?
   kam maqaas jazmatak?
   tiHubb taakul fawaakih?
4. Respond to the statements and questions:

laazim asta'zin.
waHaftani.
as-salaamu 9aleekum.
šabaah al-xeer.
tisbah 9ala xeer.
Šukran.
ma9a s-salaama.
Šloonak?
ismaHli.
aHubb a9arrifak 9ala s-sayyid šariif.
rabbana yiwafig.
šarraftana.
ahlan wu sahlan.
atfašdal.
tislam iideek.
marHaba.
9an iznak.
salaamatak.
mabruuk.
an aasif.
keef Haalak?
huwwa yisallim 9aleek.

Narratives

1. I want to the souk today and bought two shirts—a blue one and a white one. They are lightweight cotton because [the] summer is coming and the weather is already hot. I also bought a blue blouse for my wife and a beautiful purse for my daughter. I talked to a friend who told me that the prices are high ('expensive') here, more than in Lebanon. But everything is available (/mawjuud/) in the souk.

2. You're a little tired? To your safety! If God wills you will be well tomorrow. Do you want [any] help in anything? Your friends asked about you this morning. Go ahead home—you need sleep. Telephone me later.

3. I want a kilo of sugar and a dozen eggs. Do you have fresh fruits? Where are these dates from? I heard that the best dates are in September. OK, give me only half a pound.
LESSON 41

Dialogue

I rent

استأجر

آسمأ

apartment

شقة

A. I want to rent an apartment.

أبحث عن شقة

abgha asta'jir šagga.

إذا

if

إيجار

rent

إيجار

iiijaar

B. I don't have any empty apartments now, but if you want a house, I heard that there is one for rent.

ما عندي شقوق للإيجار.

لاكني إذا كنت تبحث عن مسكن واحد، هناك واحد.

ma 9indi šugag fadqya daHAllin,

laakin iza fallHubb beet, an

simi9t innu fii waHsid lil-

iiijaar.

A. How much is the rent?

ثمن الإيجار؟

kam al-iiijaar?

ghuraf noom

B. It's expensive--about 3,000 Riyals per month. [There are] in it three bedrooms.

هو غالي، حوالي 3,000 ريالات شهريًا. [هناك] فيها ثلاث غرف.

huwwa 9haali--Hawaali talaata

alaaf riyaal fiš-šahar.

fii talaata ghuraf noom.

at the expense of

9ala Hisaab

طبيب مثالي.

A. OK, let's see it. My rent is at company expense. What's the address?

طيب علينا نشوفه.

إيجارك على حساب الشركة. أي عنوان؟

taayyib, xalliina nišuufu.

iiijaari 9ala Hisaab

aš-šariika. eesz al-9inwaan?

hospital

mustażfa

B. I'm not sure. It's near the new hospital.

لا أعرف.

متزنق.

ana mana mti9kiid. garrib

min al-mustażfa l-jadiid.

Structure Sentences

1. My rent is at government expense.

iiijaari 9ala Hisaab al-Hukūma.

مالي على حساب الحكومة.

2. My address is on this card.

9inwaani 9ala haada l-kart.

عندى على هاداه.

3. I want a two-bedroom apartment.

abgha šagga b-ghurfateen

شقة بغرفتين.

noon.

الغرف صغير.

4. The kitchen is [too] small.

al-mašbax šaghīr.

في كيفة

5. Is there air-conditioning?

fii takyiif?


Grammatical Notes

1. /iza/’, 'if’, is used when speaking of the conditional present, past, or future:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>iza tihubb</td>
<td>if you like; if you would like</td>
</tr>
<tr>
<td>iza raahu</td>
<td>if they went</td>
</tr>
<tr>
<td>iza niruuH bukra</td>
<td>if we go tomorrow</td>
</tr>
</tbody>
</table>

The word /law/’, 'if’, is used when speaking of the conditional which is "contrary to fact":

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>law raahu</td>
<td>if they had gone (but they did not)</td>
</tr>
<tr>
<td>law kunt malik</td>
<td>if I were king</td>
</tr>
</tbody>
</table>

Using the conditional in Arabic is not difficult. Conditional structures may vary from the above rules, depending on the speaker (there is considerable variation in its use among the dialects of Arabic). For your own production, stay with the above rule and you will be correct. But you may also hear /iza/ used with the perfect verb even when referring to present or future:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>iza Habbeet tiriuh</td>
<td>if you want to go</td>
</tr>
<tr>
<td>iza ruhna bukra</td>
<td>if we go tomorrow</td>
</tr>
</tbody>
</table>

Some speakers also use /law/ in this way:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>law Habbeet tiriuh</td>
<td>if you want to go</td>
</tr>
<tr>
<td>law ruhna bukra</td>
<td>if we go tomorrow</td>
</tr>
</tbody>
</table>

2. Often used with the conditional are some "compounded" verb tenses, for example:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>law ruh-Ha, kunt waal- e daHHiin.</td>
<td>If I had gone, I would have arrived [by] now.</td>
</tr>
<tr>
<td>law 9irift, kunt guftalak.</td>
<td>If I had known, I would have told you.</td>
</tr>
</tbody>
</table>

For this tense, a form of /kaan/ is used with the perfect verb. It is also used as the "past perfect":

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaan raahu.</td>
<td>He had gone.</td>
</tr>
<tr>
<td>kaan gidu raahu.</td>
<td>He had already gone.</td>
</tr>
<tr>
<td>as-saa9a talaat, kunt kamal-ad-dars.</td>
<td>At three o'clock, I had finished the lesson.</td>
</tr>
</tbody>
</table>

The future form, /Ha-yikuun/, may be used with the perfect verb to form the "future perfect":

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-akuun ruh-Ha.</td>
<td>I will have gone.</td>
</tr>
<tr>
<td>Ha-nikuun wasalna.</td>
<td>We will have arrived.</td>
</tr>
<tr>
<td>as-saa9a talaat</td>
<td>At three o'clock, I will have finished the lesson.</td>
</tr>
<tr>
<td>H-akuun kamal-ad-dars.</td>
<td></td>
</tr>
</tbody>
</table>

4. Areas in a house are:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>saala</td>
<td>entrance area</td>
</tr>
<tr>
<td>ghurfat al-juluus</td>
<td>living room</td>
</tr>
<tr>
<td>saloon</td>
<td>guests' receiving room</td>
</tr>
<tr>
<td>ghurfat as-sufra</td>
<td>dining room</td>
</tr>
<tr>
<td>ghurfat an-noom</td>
<td>bedroom</td>
</tr>
<tr>
<td>ma7bax</td>
<td>kitchen</td>
</tr>
</tbody>
</table>
Hammaam
siib, asyaab
dulaab, dawaaliib
balakoona, -aat
garaaj
jineena, janaayin

bathroom
hall
closet
balcony
garage
garden

Vocabulary Notes

asta'jar, yista'jir
mustasfa, -yaat*
Nagga, Zugag

rent
hospital
apartment

*This word is masculine.

Drills

1. I want to rent an apartment.

abgha asta'jir Nagga.

2. If you (m) want a house...

iza tiriibb beet...

3. My rent is at company expense.

iijaari 9ala Hisaab
as-Sarika.

Substitute:

another apartment
you (m) find
we find
we need
a bigger house
a prettier house
they need
they buy
I buy
I want
you (f) want
you (m) want

government expense
my expense
my ticket
their expense
company expense
our room
our gasoline
my car's gasoline
government expense
my rent
4. The kitchen is small. **al-matbax gahiir.**

Substitute:
- the closets
- the living room
- the children's bedroom
- the dining room
- large
- the balcony
- the kitchen
- the bathroom

5. Is there airconditioning? **fii takiyif?**

Substitute:
- a big garage
- enough closets
- a school nearby
- a hospital nearby
- a balcony
- a place for my books
- an address
- airconditioning

**Situations**

1. A. Will you rent a house here?
   B. If my family arrives next month, I'll rent one. If they don't come, I'll wait.
   A. Rent ('the rent') is expensive here.
   B. Yes, many foreigners have come in the last two years, and there aren't any apartments or houses free.

2. A. I need an apartment with (/b-/i) airconditioning.
   B. How many bedrooms?
   A. Two are enough. And my wife wants a large kitchen and a balcony.
   B. I know a new building. I forgot the address, but it is the tallest one, right behind the hospital.
   A. Good. If I had known, I would have asked before this.
LESSON 42

Dialogue

window

šubbaak

A. Put the chair [over] there, next to the window.

Huť al-kursi hinaak, jamb aš-šubbaak.

sofa

kanaba

B. And the sofa?

w al-kanaba?

wall

jadur

A. The sofa and tables by that wall.

al-kanaba w aš-šarabiizaat jamb haada l-jadur.

B. I was going to put them by the door.

kunt H-aḫuṭṭahum jamb al-baab.

idea

fikra

I prefer

afaqqil

A. That's a good idea, but I prefer that they be here.

haadi fikra ṭayyiba, laakin afaqqil innahum yikuunu hina.

mood, opinion

keef

box, trunk

sanduug

ma'am ('my lady')

sitti

B. As you (f) wish, ma'am. And this box?

Sala keefik ya sitti. Wu haada ṣ-sanduug?

dog

kalb

garden

Hooš

A. That's the dog's box. Back in the garden.

haada ṣanduug al-kalb. Wara fil-Hooš.

*This word alternates with /jineena/.

Structure Sentences

1. She was going to ask him.

kaanat Ha-tis'alu.

2. That's a bad idea.

haadi fikra baṭṭaala.

3. That's quite a good ('not bad') idea.

haadi fikra māḥi baṭṭaala.

4. We prefer to leave after the evening [prayer].

nifaqqil nimāḥi baḍd al-9išā.
5. This is the cat's food.  haada akl al-bissa.
6. I have an idea.  9indii fikra.

**Grammatical Notes**

1. To express 'was going to', 'was planning to', use the perfect of /kaan/ with a future verb:
   
   kunt H-aruuH.  I was going to go.
   kaanat Ha-tis'alu.  She was going to ask him.

2. /fad'dal, yifad'dil/ may be used as a helping verb with other verbs (cf. Structure Sentence 4).

3. This is a summary of all the verb tenses introduced:

   **Summary of Tenses**

   **(Lesson 4) Perfect**

   Suffixes:
   - Ø
   - -at
   - -u
   - -t
   - -ti
   - -tu
   - -t
   - -na

   **(Lesson 5) Imperfect**

   Prefixes:
   - y-
   - t-
   - y- -u
   - t-
   - t- -i
   - t- -u
   - a-
   - n-

   **(Lesson 14) Future**

   Use /Ha-/ or /raH-/ + imperfect.

   **(Lesson 15) Affirmative Command**

   Use second-person imperfect form, minus the /t-/ prefix.

   **(Lesson 22) Habitual**

   Use imperfect, or /b-/ + imperfect.

   **(Lesson 22) Present Perfect**

   Use a form of /giid-/ or the active participle.

   **(Lesson 25) Present Progressive (continuous)**

   Use /b-/ + imperfect.

   **(Lesson 25) Past Progressive**

   Use /kaan/ + imperfect, or /kaan/ + /b-/ + imperfect.

   **(Lesson 27) Negative Command**

   Use /laa/ + imperfect.

   **(Lesson 36) Ongoing Action**

   Use /9ammaal/ + imperfect.

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(Lesson 41) Past Perfect Use /kaan/ + perfect.
Future Perfect Use/Ha-yikuun/ + perfect.

(Lesson 42) "Was going to" (intention)
Use /kaan/ + future.

Vocabulary Notes

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanaba, -aat</td>
<td>sofa</td>
</tr>
<tr>
<td>sariir, surur</td>
<td>bed</td>
</tr>
<tr>
<td>sujjaada, sajaajiid</td>
<td>carpet, rug</td>
</tr>
<tr>
<td>ḫubbaak, ḫabaabiik</td>
<td>window</td>
</tr>
<tr>
<td>ḫadur, ḫudraan</td>
<td>wall</td>
</tr>
<tr>
<td>ḫanduq, ḫanaadiig</td>
<td>box, trunk</td>
</tr>
<tr>
<td>tallaaja, -aat</td>
<td>refrigerator</td>
</tr>
<tr>
<td>sitaara, sataayir</td>
<td>curtain, drapery</td>
</tr>
<tr>
<td>fikra, afkaar</td>
<td>idea</td>
</tr>
<tr>
<td>kalb, -a, kilaab</td>
<td>dog</td>
</tr>
<tr>
<td>bissa, bisas</td>
<td>cat</td>
</tr>
<tr>
<td>baṭṭaal, -a, -iin</td>
<td>bad</td>
</tr>
<tr>
<td>faḍḍal, yifaddil</td>
<td>prefer</td>
</tr>
</tbody>
</table>

Drills

1. Put the chair next to the window.

   Ḥatt al-kursi jamb aš-šubbaak.

   حط الكرسي جنب الشيخة

   Substitute:

   the sofa
   the table
   next to the wall
   the bed
   the rug
   next to the door
   the refrigerator
   next to the window
   the chair

2. I was going to put them by the door.

   kunt H-aRuttahum jamb al-baab.

   كنت حاضِمهم جنب الباب

   Substitute:

   [over] there
to bring them
to bring it (m)
she was
we were
in the car
take it (f)
put it (f)
I was
by the door

3. She was going to ask him.

   kaanat Ha-tisaalu.

   كانت تسألُه
Substitute:

asked
will ask
had asked
will have asked
wanted to ask
must ask
was going to ask

4. That's a good idea. haadi fikra tsayiba. هادي فكرة طيبة.

Substitute:

bad
wrong
not bad
accurate
plan
project
good
bad
situation
difficult
good
idea

5. I prefer that they be here. afaggil innahum yikuuru hina. افضل انيهم هنا.

Substitute:

he
we
they
preferred
you (m)
it (m)
someplace else (/fi makaan taani/)
I
in another room
in the kitchen
here

6. That's the dog's box. haada sanduug al-kalb. هادا صندوق الكلب.

Substitute:

food
the cat's
room
bed
box
the dog's

Situations

1. A. I prefer a large house because I have three children, a dog, and a cat.
   B. You brought a dog and cat with you to the Kingdom?
   A. Of course. They're very important. They have been with us for a long time.
   B. If I had a dog or a cat, I would have left it in America.
2. A. Clean (f) the walls and then the refrigerator.
   B. And the rug?
   A. No, the rug later. The kitchen is more important now.
   B. When are the people coming?
   A. They're coming tonight. Don't forget to clean the windows in the living room.
   B. As you (f) wish.

3. A. I want to buy something sweet for dinner.
   B. Baklawa is good—foreigners like it.
   A. Good idea. But I prefer ice cream (/ays kriim/).
   B. Shall I buy it now?*
   A. Yes, buy about a kilo.
   B. OK, I have enough change.

   *When you hear a foreign word, if it ends in /a-/ treat it as feminine; if not, as masculine. In this case, /ays kriim/ would be masculine.

**Culture Notes**

1. Saudis may own pets but most do not. They are often surprised by the affection lavished upon pets by foreigners. When Saudis visit an American's home, they usually do not appreciate having pets around. It is not considered appropriate for a dog to live inside the house.
LESSON 43
Dialogue

(At the post office)

I send
arsil

six (adjective)
jawwi

registered
musajjal

A. I want to mail ('send') a letter to America, air-mail and registered.
abgha arsil jawaab li-amriika, bariid jawwi wu musajjal.

stamps
țawaabi9

B. Its weight is heavy.
wažnu tagiil. arba9a riyaal lit-țawaabi9.

Your royalties for stamps.

C. I translate
atarjim

D. I want to translate this address.
abgha atarjim haada 1-9inwaan.

I help (with)
asaa9id (fi)

translation
tarjama

E. I'll help you with the translation.
ana asaa9idak fit-tarjama.

F. I just
duubi

I sent
arsalt

package
țard

G. Did you send a package.
ana duubi arsalt țard. mita yiwał?

How will it arrive?
iHtimaal

H. I think ('the probability') in two weeks.
iHtimaal ba9d usbuu9een.

Structure Sentences

A. I want to mail a letter regular mail.
abgha arsil jawaab bariid 9aadii.

B. Put the stamp on the envelope.
Huṭṭ at-țaaba9 gala ṣ-ṣarf.

C. This is an official letter.
haada jawaab rasmi.

D. This is diplomatic mail.
haada bariid diblumaasi.

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5. I need an interpreter.  
a, miHtaaj li-mutarjam.

6. He just arrived.  
huwwa duubu waqal.

Grammatical Notes

1. The word /duub-/ is used before another verb to mean 'just', in the sense of recently completing an action. It is conjugated for persons:

\[
\begin{align*}
\text{duubu} & \quad \text{he just} \\
\text{duubah} & \quad \text{she just} \\
\text{duubahum} & \quad \text{they just} \\
\text{duubak} & \quad \text{you (m) just} \\
\text{duubik} & \quad \text{you (f) just} \\
\text{duubakum} & \quad \text{you (p) just} \\
\text{duubi} & \quad \text{I just} \\
\text{duubana} & \quad \text{we just} \\
\text{duubi arsallat "arj."} & \quad \text{I just sent a package.} \\
\text{duubu waqal.} & \quad \text{He just arrived.}
\end{align*}
\]

An alternative word in common use for 'just' is /taww-/ . It is also used with pronoun endings: /tawwu/, /tawwaha/, /tawwi/, etc.

Vocabulary Notes

\[
\begin{align*}
\text{\texttt{\textbackslash t\textbackslash a\textbackslash a\textbackslash b\textbackslash a\textbackslash g}, \texttt{\textbackslash t\textbackslash a\textbackslash w\textbackslash a\textbackslash b\textbackslash i\textbackslash g}} & \quad \text{stamp} \\
\text{\texttt{\textbackslash t\textbackslash a\textbackslash r\textbackslash d}, \texttt{\textbackslash t\textbackslash u\textbackslash r\textbackslash u\textbackslash d}} & \quad \text{package} \\
\text{\texttt{\textbackslash z\textbackslash a\textbackslash r\textbackslash f}, \texttt{\textbackslash z\textbackslash u\textbackslash r\textbackslash u\textbackslash f}} & \quad \text{envelope} \\
\text{mutarjam, \texttt{-\textbackslash a\textbackslash, -\textbackslash i\textbackslash n}} & \quad \text{interpreter} \\
\text{tarjum, yitarjim} & \quad \text{interpret} \\
\text{saa9ad, yisa9id (fi)} & \quad \text{help} \\
\text{arsal, yirsil} & \quad \text{send}
\end{align*}
\]

Drills

1. I want to mail a letter to America, airmail.

abgha arsil jawaab li-amriika, bariid jawwi.

Substitute:

registered
regular mail
quickly
in this envelope
diplomatic mail
official mail
at government expense

2. I want to translate this address.

abgha atarjim haada l-9inwaan.

Substitute:

this letter
this note
she
this book
the lesson
he
this address
his name

3. I'll help you with the
translation.

Substitute:
the work
the writing
the lesson
the address
the food
the project
the translation

4. I just sent a package.

Substitute:
he
you (m)
we
you (p)
she
they
I

5. He just arrived.

Substitute:
she
went
wrote to him,
they
spent the money
we
I
requested a taxi
she
he
arrived

Situations

1. A. Where is my interpreter?
   B. He just went home.
   A. Unbelievable! I told him that I need him tonight.
   B. Never mind, I'll help you with the interpreting.

2. A. Did you write to the director?
   B. Yes, I sent the letter this morning from the post office. Airmail and
      registered.
   A. I hope it arrives quickly.
   B. I asked the employee and he said there is a probability that it will be
      on a plane today.
3.
A. Let's translate this together.
B. OK, if I can find my pen and notebook.
A. On the table beside the green chair.
B. Can you bring them for me?
A. The letter concerns (/9an/) our plan for the new building.
B. I'm sure it's important.
LESSON 44

Dialogue

A. What's wrong with you?

B. eeš bak?

C. raas

B. tuja9

A. I hope you're better soon.

B. salaamatak.

B. anaa ta9baan 9wayya. raasi tuja9ni.

B. allaaah yisallimak. kunt abgha aruuH al-jaam9a laakin ma H-agdar.

B. tistariH

B. ma9aleex. laazim tistariH.

A. Never mind. You (m) have to rest.

B. mumkin ti9milli xidma?

B. ibšer

B. ibšer, guul.

B. dawa

B. šaydaliyya

B. ištiriHli haada d-dawa min as-šaydaliyya.

Structure Sentences

B. eeš bik?

B. 9ahri yuja9ni.

B. bašni tuja9ni.

B. kaan laazim yiji qabl kida.

B. astaraHt ans.

B. gheer kida, kunna mabsuuHin.

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Grammatical Notes

1. /eeʃ bak?/ is used to mean 'What's [wrong] with you?' and is conjugated:

   eeʃ bak?
   eeʃ bik?
   eeʃ bakum?
   eeʃ buh?
   eeʃ baha?
   eeʃ bahum?

   What's wrong with you (m)?
   What's wrong with you (f)?
   What's wrong with you (p)?
   What's wrong with him?
   What's wrong with her?
   What's wrong with them?

   A variation of this is /eeʃ fiik/, /eeʃ fiiki/, etc.

2. Parts of the body may be grammatically masculine or feminine. Generally, two-member parts are feminine, and one-member parts are masculine (although this varies):

   raas (m. or f.)  head
   点多 (m)  back
   baţn (f)  stomach
   lid, yadeen* (f)  hand
   dira9, dira9een (f)  arm
   riţl, rujuul (f)  foot
   saag, saaqeen (f)  leg
   9een, 9uyuun (f)  eye

   *Note that some "plural" forms are in fact dual. Also note that /yadeen/ alternates with /iideen/, introduced in Lesson 37.

   yadeenu  his hands
   yadeenaha  her hands
   yadeenahum  their hands
   yadeenak  your (m) hands
   yadeenik  your (f) hands
   yadeenakum  your (p) hands
   yadeeni  my hands
   yadeena  our hands
   rujuulu  his feet
   rujuulaha  her feet
   rujuuli  (etc.)  my feet
   9uyuunu  his eyes
   9uyuunaha  her eyes
   9uyuuni  (etc.)  my eyes

3. /kaan/ in the perfect tense can be combined with some verbs in the imperfect tense. With verbs, it is conjugated for person:

   kunt abgha aruuH.  I wanted to go.
   kaanat tibgha tiji.  She wanted to come.
With modal words like /laazim/ and /mumkin/, /kaan/ may or may not be conjugated (it varies with different speakers). (See also Lesson 29).

kaan laazim aji. I had to come; I should have come.
kunt laazim aji. I had to come; I should have come.

kaan mumkin aji. I was able to come.
kunt mumkin aji. I was able to come.

4. /ib’er/, 'gladly', 'certainly', is used when responding to a request for a favor.

5. /kida/, 'like that', may be used idiomatically:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gabl kida</td>
<td>before that</td>
</tr>
<tr>
<td>ba9d kida</td>
<td>after that</td>
</tr>
<tr>
<td>ma9a kida</td>
<td>in spite of that, nevertheless</td>
</tr>
<tr>
<td>gheer kida</td>
<td>other than that</td>
</tr>
<tr>
<td>zayy kida</td>
<td>like that</td>
</tr>
</tbody>
</table>

Vocabulary Notes

waja9, yuja9 hurt
astaraaH, yistariiiH rest

dawa, adwiya* medicine

*This word is masculine.

Drills

1. What's wrong with you (m)?
   eeš bak? ايش بيك؟

Substitute:
   you (f)
   them
   her
   you (p)
   him
   you (m)

2. My head hurts (me).
   raasi tuja9ni. راسي توجعني

Substitute:
   my back
   my leg
   my foot
   my stomach
   my arm
   my eyes
   my hand
   my head

3. I wanted to go to the university.
   kunt abqha aruuH al-jaam9a. كنت ابغى اروح الجامعة

Substitute:
   I had to go
   I had to return

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to the airport
I could have returned ('it was possible that I return')
he could have returned
he could have visited
he wanted to visit
he wanted to see
the university
I wanted to see
I wanted to go

4. He should have come before this.

Substitute:

he could have come
he could have left after that
he wanted to leave
I
she
she had to leave
she had to finish before that
we
he
he had to come

5. Other than that, we were happy.

Substitute:

before that
after that
nevertheless
other than that

Situations

1. A. Hello. What's wrong with you (m)?
B. I don't know. I'm a little tired.
A. Maybe you need a rest.
B. Yes, I'll try. My back hurts.
A. "I hope you're better soon."
B. "Thanks."

2. A. I'm sorry. I'm wrong.
B. Never mind. It's not important.
A. I should have asked the boss first.
B. Next time.
A. Nevertheless, nobody is angry.

3. A. How are you today?
B. My head still hurts. Other than that, I'm much better.
A. Thank God. All your friends send their greetings.
B. "Thanks." Can you do me a favor?
A. Gladly.
B. Give me the medicine which I left on the table.
LESSON 45

Dialogue

during
vacation
Eid (Moslem holiday)

xilaal
9uṭla
9iid

A. What did you (p) do during the Eid vacation?

eek sawweetu xilaal 9uṭlat al-9iid?

guests
Europe

ʤuyuuf
urubba

B. We had guests from Europe.

kaan 9indana ʤuyuuf min urubba.

A. Can you (p) honor us at a party tomorrow night?
mumkin tišarriifuuna fi Hafla bukra fil-leel?

B. I think so.

aʃunn kida.

A. Have a good holiday. ('May you (p) be well every year')
kull 9aam w intu b-xeer.

B. You too. ('And you (p) are of the same group')
w intu min ahlu.

Structure Sentences

1. Christmas vacation begins next week.

9uṭlat 9iid al-miilaad tibda' al-usbuu9 al-jayy.

2. Our family will travel on National Day.

9eelaatna Ha-tišaafir fil-9iid al-wašṭani.

3. We have guests from Africa.

9indana ʤuyuuf min afriqya.

4. Can you (m) honor us at a reception ('reception party')?
mumkin tišarrifna fi Haflat istigbaal?

5. I want to invite you to a party.

abgha a9zimak 9ala Hafla.

6. I have a meeting tonight.

9indi ijtima9 al-leela.
Grammatical Notes

1. Some holidays are:

(Muslims) al-9iid al-kabiir Big Eid (Feast of Sacrifice) العيد الكبير
9iid al-qHa
(9iid al-aqHa)

al-9iid as-ṣaghiiir Little Eid (Feast of Breaking the Fast) العيد الصغير
9iid al-fitir

mawlid an-nabi The Prophet's Birthday مولد النبي

(Christian and American) 9iid al-miilaad Christmas
9iid al-giyaama Easter
9iid as-ṣukr Thanksgiving
9iid al-istiqlaal Independence Day

(Other) al-9iid al-waṭani National Day

2. The continents are:

urubba Europe
aasya Asia
afrigya Africa
amriika ū-samaaliyya North America
amriika j-anuubiyya South America

3. On the occasion of any annual holiday or commemoration (religious, national, one's birthday), the following expression is used:

kull 9aam w intu b-xeer. May you (p) be well every year.
(inta) (you (m))
(intl) (you (f))

The response is:

w intu min ahlu. And you (p) are of the same group.
(inta) (you (m))
(intl) (you (f))

Vocabulary Notes

9uṭla, 9uṭal vacation عطلة مطل
9iid, a9yaad holiday, Eid عيد اعياد
qeef, qyuuf guest دعاء
Hafa, Hafalaat party حفلة
istigbaal, -aat reception اجتماع
ijtima9, -aat meeting

bada', yibda' begin عين
9azam, yi9zim (9ala) invite

Drills

1. What did you (p) do during the Eid vacation?

eeʃ sawweetu xilaal 9uṭlat al-9iid?
Substitute:

during Christmas vacation
during the summer vacation
on National Day
on Independence Day
on your (m) birthday
on the Prophet's birthday
on Easter
on Thanksgiving
during the Eid vacation

2. We had guests from Europe.  
kaan 9indana guyuuuf min urubba.

Substitute:

Africa
North America
Asia
South America
Europe

3. (a man to a man)
kull 9aam w inta b-xeer. → w inta min ahlu.  
لل عام وانت بخير. → وانت من اهله.

Repeat the exchange, between the following groups of persons:

(a man to a woman)
(a man to a group)
(a woman to a man)
(a woman to a group)
(a group to a woman)
(a group to a man)

4. Christmas vacation begins next week.  
9utilat 9iidi al-miilaad tibda' al-usbuu9 al-jayy.

Substitute:

(the) summer vacation
my work
the university
we
they
(the) school
the project
Thanksgiving vacation

5. I have a meeting tonight.  
9indi ijitimaa9 al-leela.

Substitute:

a party
a reception
the ambassador's reception
an official party
an official meeting
a diplomatic reception
three parties
a meeting
6. I want to invite you (m) abgha aṣṣimak 9ala Hafla. ابغي أدعوك على حفلة.

Substitute:

we want
she wants
to invite them
to invite him
he wants
to invite me
to invite us
they want
to invite you (f)
to invite you (m)
I want

Situations

1. Can you (p) honor us at a reception?
   A. Gladly. Where?
   B. At our house, the day after tomorrow about eight o'clock.
   A. May I bring guests with me?
   B. Of course, welcome.
   A. I'll tell them.
   B. Goodbye.
   A. Goodbye.

2. Today is my birthday.
   A. "Happy Birthday". (use annual greeting)
   A. "Thank you".
   B. How old are you?
   A. 30. My wife invites you to a party tonight.
   B. What time does it start?
   A. After dinner.

3. Where will you go during your vacation?
   B. I and my family are traveling ('will travel') to Africa.
   A. I hope you like Africa.
   B. We have many friends who invited us.
   A. People from the State Department?
   B. Yes, all of them.
LESSON 46

Dialogue

democracy, democratic

dimuqraatiyya

two parties (political)

Hizbeen

republican

jumhuuri

A. The American government is a democracy. We have two political parties, the Democratic and the Republican.

Hukuumat amriika dimuqraatiyya. 9indana Hizbeen, ad-dimuqraaṭi w al-jumhuuri.

monarchy

malakiyya

similarly

kazaalik

B. Here in Saudi Arabia, the government is a monarchy. It's the same ('similarly') in Jordon.


republic

jumhuuriyya

A. But Egypt is a republic.

laakin mašur jumhuuriyya.

system

niżāam

socialist

ištiraaki

B. Yes, it has ('in it') a socialist system.

iwa, fihi niżāam ištiraaki.

politics

as-siyyaasa

A. Do you like to talk about politics?

tiḥubb titkallam 9an as-siyyaasa?

newspapers

jaraayid

magazines

majallaat

international ('wordly')

9aalami

B. Yes, very much. I read the international newspapers and magazines everyday.


Structure Sentences

1. Communism is important in Russia.

aš-šuyuusiyya muhimma fi ruusuya.

2. The Arab governments are against Zionism.

al-Hukuumaat al-9arabiyya ḡidd aš-šahyuniyya.
3. He is a Zionist from Israel.

٣. هو صاهري من إسرائيل.

4. My country is a republic.

٤. بلدي جمهورية.

5. This article is from a Saudi newspaper.

٥. هذا المقالة من صحيفة سعودية.

6. Do you have the new "Time" magazine?

٦. هل لديك مجلة تايم الجديدة؟

Grammatical Notes

1. Certain types of "abstract" nouns are formed with the suffix /-iyya/ added to a word stem. Some common ones relating to politics are:

dimuqrāṭiya democracy
malākīya monarchy
iṣṭirākīya socialism
ṣyyūnīya communism
qawmiyya nationalism
jumhuuriya republic
ṣāhyūnīya Zionism

The adjective derived from this type of noun has the endings /-i/ (/-iyya/,
/-ylla/):

dimuqrāṭi democratic
jumhuuri republican
iṣṭirāki socialist
siyāsī political

2. Abstract nouns (of any type) are almost always used with the definite article /al-/ in Arabic, but this is not translated into English:

tiḥubb titkallam an as-siyāasa? Do you like to talk about politics?
aš-ṣyyūnīya muhimma Communism is important in Russia.
fi-ruṣyā. Russia.
al-Huṣuumaat al-ṣarabiyya ǧidd The Arab governments are against Zionism.
as-ṣāhyūnīya.

Statements which generalize about an idea usually have the definite article /al-/ with the noun, which is not the case in English.

In past lessons:

mammuu9 al-xuruuj. Exiting is forbidden.
..li'ann as-ṣeef jayy ..because summer is coming
al-iğ.jar ghaali hina. Rent is expensive here.
al-fułuus muhimma. Money is important.
akallama 9an at-ša9ilīm was-šiHHa. We discussed education and health.
wu fi ta9ilīm al-banaat? And in girls' education?
Other examples:

al-kilmya șa9ba. Chemistry is difficult.
al-banziin raxiš. Gasoline is cheap.
as-ṣiIHa muhimma. Health is important.
al-akl as-su9uudi tị9im. Saudi food is delicious.

Vocabulary Notes

Hizb, ahzaab (political) party
nișaam, nüşum system
jarīlda, jāraayid newspaper
majalla, -aat magazine
siyaaqa, -aat policy; politics
balad, bilaad (buldaan)* country

*:balad/ or /bilaad/ may mean 'country'. At the same time, /bilaad/ and /buldaan/ may be the plural, 'countries'.

dimugraati, -yiin democratic
ejumhuuri, -yiin republican
siyaaqi, -yiin political
malaki, -yiin monarchist
ištiraaki, -yiin socialist
ṣuyuu9i, -iin communist
9alaami, -yiin international
ṣahyuuni, -yiin Zionist
isra’iili, -yiin Israeli

Drills

1. The American government is a democracy. al-Hukuma 1-amrikiyya dimugraatiyya.

Substitute:

German
French
Italian
my
monarchy
Saudi
English
Jordanian
the government of my country
socialist
Egyptian
Sudanese
country
communist
Russian

2. Egypt has a socialist system. magur fiiha niṣaam ištiraaki.

Substitute:

the United States (democratic)
Russia (communist)
Saudi Arabia (monarchist)
Libya (nationalist)
Israel (Zionist)
Lebanon (democratic)
Japan (democratic)
Egypt (socialist)

3. Do you like to talk about politics? **tīḥubb titkallam 9an as-siyyās?**

Substitute:
- she
- about the government
- about Zionism
- they
- about their country
- about socialism and communism
- he
- about political parties
- about the Democratic party
- about the Republican party
- about Israel's politics
- you (f)
- about the newspapers
- about Arab politics
- about political systems

4. I read the international newspapers. **agra al-jaraayid al-9aalamīyya.**

Substitute:
- American
- magazines
- international
- German
- Arab
- newspapers
- Saudi

5. The Arab governments are against Zionism. **al-Bukummaat al-9arabiyya dīdd as-gahyūuniyya.**

Substitute:
- Israel
- this policy
- this idea
- I
- all of us
- this plan
- these plans
- these policies
- Russia's policy
- your (p) policy

6. He is a Zionist from Israel. **huwwa gahyūuni min isra'īl.**

Substitute:
- Europe
- communist
- socialist
Italy
America
Democrat
Republican

Situations

1. What is the political system in the Arab countries?
   A. There are many systems—monarchist socialist, and democratic.
   A. And communist?
   B. No, there is no communism.

2. Have you seen today's paper?
   A. Yes, I read the article about Zionism and Arab nationalism.
   A. I know the man who wrote it.
   B. I think he writes for a Saudi newspaper and an international newspaper
      as well (/kazaalik/), right?
   A. Yes, and he writes the best political articles.

3. There is a reception at the embassy tonight. Are you going?
   A. Maybe, I'm not sure. I have guests.
   A. Have them come with you.
   B. I'll try. Why is there a party?
   A. It's National Day.
   B. Oh, yes, I forgot.
LESSON 47

Dialogue

Ramadan

A. Tomorrow Ramadan begins. They fast all ('the length of') even

bukra yibda' šahar ramađaan. yīsuumu źuul Hatta

B. Yes, all the Moslems will fast all month. They don't drink and don't even smoke cigarettes.

iwa, kull al-musliini ḥamal yīsuumu źuul aš-Šahar. ma yaaklu waša yīsrabu sajaayir.

pillars, tenets

arkaan

religion

dīn

Islamic

islamaamī

A. I know that there are five "pillars" in the Islamic religion.

five "pillars" in the

declaration of faith

prayer

alms

fasting

pilgrimage (to Mecca)

ašrīf innu fii xamsa arkaan fid-diin al-islamaamī.
aš-Šihaada aš-salaa az-zakaan aš-šoom al-Hajj

B. Yes, the five pillars are: the declaration of faith, prayer, almsgiving, fasting, and the pilgrimage.

al-arkaan al-xamsa humma:
aš-Šihaada, aš-salaa, az-zakaan, aš-šoom, al-Hajj.

Structure Sentences

1. I have to pray the sunset laažin ašalla al-maghrīb.*

2. Alms are two and one-half per cent.

3. The declaration of faith is: [There is] no god but God and Muhammad is the Messenger of God.

*the full expressions would be /šalaat al-maghrīb/, 'the evening prayer'.

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4. I didn't even see my family.
Hatta ma ¥uft ahli.

5. Even he knows.
Hatta huwwa yi9rif.

Grammatical Notes

1. The Islamic months are:

muHarram
¥afar
rabii al-awwal
rabii at-taani
jumaad al-awwal
jumaad at-taani
rajab
¥a9baan
rama9aan
¥awwal
zu l-gi9da
zu l-Hijja

They are calculated according to a lunar system, which means that the Islamic year is eleven days shorter than the Western year. The calendar begins with the year 1 corresponding to 622 A.D., the date on which the Prophet Muhammad emigrated from Mecca to Medina. This emigration is called /al-Hijra/ in Arabic, and thus an Islamic date is referred to as /Hijri/, often abbre-
viated in English as A.H., while a date in the Western calendar is called /miilaadi/ (referring to the birth of Jesus). Each lunar month begins with the new moon.

ana mawluud 9aam 1367 Hijri fi ¥ahar ¥a9baan.
I was born in 1367 A.H. in the month of Shaban.

ana mawluud 9aam 1949 miilaadi fi ¥ahar maaris.
I was born in 1949 A.D. in the month of March.

2. Note the use of /⁴⁴uul an-naha9/, 'all day long' (literally, 'the length of the daytime'), as opposed to /kull yoom/, 'every day'. /⁴⁴uul/ may be used with other time words:

⁴⁴uul a¥-¥ahar
⁴⁴uul a¥-sana
⁴⁴uul al-usbuu9
all month
all year
all week

3. /širib/, 'to drink', is used idiomatically to mean 'to smoke':

ma yi9rabu sajaayir.
They don't smoke cigarettes.

The verb /daxxin, yidaxxin/ is also commonly used to mean 'smoke'; its verbal noun is /tadxiin/:

ma a6axxin.
I don't smoke.

ma ašrab sajaayir.
I don't smoke.

mannuu9 at-tadxiin.
No smoking.

4. /Hatta/ is used with an affirmative verb to mean 'even', and with a negative verb to mean 'not even':

Hatta huwwa yi9rif.
Even he knows.

Hatta dafa9t al-fuluus.
I even paid the money.
Hatta ma yiṣrabu sajaayir.
They don't even smoke cigarettes.
Hatta ma ūfūt ahli.
I didn't even see my family.
Hatta ma Ha-niHaawil.
We're not even going to try.

5. Major religions are:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-Islām</td>
<td>Islam</td>
</tr>
<tr>
<td>al-masīHīyya</td>
<td>Christianity</td>
</tr>
<tr>
<td>al-yahūudiyya</td>
<td>Judaism</td>
</tr>
<tr>
<td>al-būudiyya</td>
<td>Buddhism</td>
</tr>
<tr>
<td>al-hinduusiyya</td>
<td>Hinduism</td>
</tr>
</tbody>
</table>

A follower of each religion is referred to as:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>muslim, -a, -iin</td>
<td>Moslem</td>
</tr>
<tr>
<td>masīHi, -iyya, -yiin</td>
<td>Christian</td>
</tr>
<tr>
<td>yahūudi, -iyya, -yiin*</td>
<td>Jew</td>
</tr>
<tr>
<td>buudi, -iyya, -yiin</td>
<td>Buddhist</td>
</tr>
<tr>
<td>hinduusi, -iyya, -yiin</td>
<td>Hindu</td>
</tr>
</tbody>
</table>

*/yahuud/ is another plural; it is more classical.

A follower of a religion other than the first three, or an atheist or a pagan, may be referred to as /kaafir/ (-a, -iin), 'unbeliever'.

Vocabulary Notes

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>diīn, adyaan</td>
<td>religion</td>
</tr>
<tr>
<td>rukn, arkaan</td>
<td>pillar, support</td>
</tr>
<tr>
<td>ṣaam, yiṣuum (ṣumt)</td>
<td>fast</td>
</tr>
<tr>
<td>ṣalla, yiṣalli (ṣalleet)</td>
<td>pray</td>
</tr>
<tr>
<td>daxxan, yidaxxin</td>
<td>smoke</td>
</tr>
</tbody>
</table>

Drills

1. They don't even smoke cigarettes.
   Hatta ma yiṣrabu sajaayir.

Substitute:

- ṣaahi
- moyya
- sajaayir
- yidaxxin
- yiṣṭari
- akl
- yaakul
- ṣayy

2. Even he knows.
   Hatta huwwa yiṣrif.

Substitute:

- I
- they
- went
- she
- came with us
doesn't know
you (f)
must return
you (p)
were going to forget
I
he
knows

3. I have to pray the sunset [prayer].

Substitute:
he
we
the evening prayer
the dawn prayer
they
the Moslems
all year
the afternoon prayer
the noon prayer
the people
the merchants
I
the Friday prayer
the sunset prayer

laazim asalli l-maghrib.
(or: /ṣalāt al-maghrib/)
لازم اصلي المغرب

4. Tomorrow Ramadan begins.

Substitute:
muharram
ṣafar
rabi‘I al-awwal
rabi‘II at-taani
juma‘a al-awwal
juma‘a al-taani
rajab
ṣa‘baan
ramadāan
ṣawwal
zu l-qi‘dah
zu l-Hijja

bukra yibda’ ẓahar ramadāan.
بكرا يبدا ظهر رمضان

5. Complete the sentence:

[One] of the five pillars in the Islamic religion [is]:

min al-arka‘an al-xamsa fid-di‘n al-islaami:
من الأركان الخمسة في الدين

the declaration of faith
prayer
alms [giving]
fasting
pilgrimage
Situations

1. A. What are you studying now in your history book?
   B. We're studying religions of the world.
   A. You mean (/ya9ni/) Islam and Christianity?
   B. Yes, and Judaism, Buddhism, and Hinduism as well (/kazaalik/).
   A. Do you like the book?
   B. Very much. It's the best book I've read about history.

2. A. Why are the shops closed?
   B. For the evening prayer. They will open again in a little while.
   A. Shall we wait here?
   B. Let's stand here ten minutes because I haven't even bought the things
      [which] I want.
   A. Do the shops close like this (/kida/) every day?
   B. Yes, and of course they are closed all day on Friday.
LESSON 48

Dialogue

built
mabni

exporting
taṣḍiir

oil
naft

A. The economy of the Kingdom is built on the exporting of oil.
iqtīṣaad al-mamlaka mabni 9ala taṣḍiir an-naft.
we export
niṣāddir
we import
nistawrid
majority
muṣṣam
needs, necessities
Haajaat

B. Yes, we export oil and important most of our needs from abroad.
iīwa, niṣāddir al-baṭrool wu nistawrid muṣṣam
Haajaatana min barra. for example
masalan

A. What, for example?
ees masalan?
types
anwaa9
equipment ('equipment')
ajhiza

B. For example, cars and food and many types of equipment.
masalan sayyaaraat w akl
w anwaa9 ajhiza katiir.
goods
biḏaa9a
imported (f)
mistawrida
world
9aalam

A. I saw goods imported from all the countries of the world.
anā šuğt biḏaa9a mistawrida
min kull buldaan al-9aalam.
especially
xuṣuṣuṣan

B. Especially Europe and Japan.
xuṣuṣuṣan urubba w al-yabaan.

Structure Sentences

1. The Kingdom produces 7 million barrels of oil every day.
al-mamlaka tintij sab9a malyoon barmiil naft kull yoom.
2. There are many oil companies in Saudi Arabia and in the Arabian Gulf.

3. The oil embargo happened after the Ramadan War in 1972.

4. Most of the oil wells are in the Eastern Region.

**Grammatical Notes**

1. Three terms are used for 'oil': /naft/ is the classical word and is often used when referring to unrefined oil. /zeet/ is the more colloquial word, and means everything from cooking oil to industrial oil. /batrool/ is a newly-borrowed word, and usually refers to petroleum or refined oil.

2. /muṣṣam/, 'most', 'a majority of', is used with a plural noun in a construct state:

   - muṣṣam Haajaataana
   - most of our needs
   - The majority of the people
   - are Moslems.

**Vocabulary Notes**

- mabni, -iyya, -yiin: built
- taṣdiir: exporting
- istiiraad: importing
- Haaja, -aat: need, necessity
- jihaaaz, ajhiza: equipment
- barmiil, baraamiil: barrel
- Harb, Hurub*: war
- biir, aabaar: well
- nuu9, anwaas9: type
- ṣaddar, yiṣaddir: export
- astawrad, yiṣtawrid: import
- antaj, yintij: produce
- ṣaar, yiṣir: happen

*This word is feminine.

**Drills**

1. We export oil and import most of our needs.

   - niṣṣaddir al-batrool
   - nistawrid muṣṣam
   - Haajaataana.

Continue, substituting the following pairs of words:

- cars - food
- books - international newspapers
- food - equipment
- coffee - medicine
- sugar - airplanes
- fabrics - shoes
- meat - fruit
- oil - most of our needs
2. The Kingdom produces 7 million barrels of oil every day. 

Substitute:

the Gulf
America
produces much equipment
airplanes
France
many kinds of goods
buys
Japan
oil from the Middle East
fabrics
produces
cars
the Kingdom
7 million barrels of oil every day

3. Answer the question:

When did you visit the Kingdom?

after the oil embargo
before the Ramadan War
in 1972
after Ramadan
during Hajj month
after the big Eid
during the winter vacation

4. Most of the oil wells are in the Eastern Region.

Substitute:

companies
in the Hijaz
people
cities
the Najd
the bedouins
the ministers
the foreigners
the Eastern Region
the oil companies
the oil wells

Situations

1. 
A. We want to invite you to a meeting next week at the Ministry of Petroleum.
B. OK, let me talk to the director.
A. Is he back from the Eastern Region?
B. He returned last night from visiting ('a visit to') the oil wells there.

2. 
A. I read an article in a magazine about the oil embargo of ('in the year of') 1972.
B. Yes, the oil embargo occurred after the war.
A. Which countries in the Middle East export oil?
B. The Kingdom of Saudi Arabia, the Arabian Gulf, Iraq and Iran (/iiraan/) export most of the oil. The economy of the Kingdom is built on oil.

3. 
A. Do you (p) like to talk about international politics?
B. Oh, of course. Especially politics and economics of the Middle East.
A. The Middle East has become very important to ('in') the world.
B. Yes, because this area produces oil and because of the political situation as well.
Lesson 49
Dialogue

A. I read in the paper about the Palestine matter ('case').

case          gadiyya        قضية

A. I read in the paper about the Palestine matter ('case').

problem       muškila       مشكلة

A. I read in the paper about the Palestine matter ('case').

problems      mašaakil      مشاكل

A. I read in the paper about the Palestine matter ('case').

international duwali      دولي

B. This problem is [one] of the most important international political problems.

hađi l-muškila min ahamm al-mašaakil as-siyaasiyya d-duwaliyya.  هادى المشكلة من أهم المشاكل السياسية الدولية.

A. They say that there may be ('arise') another war between the Arabs and Israel.

yiguulu innu mumkin tiguum Harb taanja been al-9arab w isra'īl.  يقولون إنه يمكن تقدم حرب ثانية بين العرب وإسرائيل.

at least 9ala l-agall    على الأقل قد يكون

A. They say that there may be ('arise') another war between the Arabs and Israel.

fedayeen fidaa'iyyin     يحاربو

A. They say that there may be ('arise') another war between the Arabs and Israel.

they fight yiHaaribu      يتحاوب

A. They say that there may be ('arise') another war between the Arabs and Israel.

withdraws (f) tinsaHib    تنسحب

A. They say that there may be ('arise') another war between the Arabs and Israel.

lands araagli      أراضي

A. They say that there may be ('arise') another war between the Arabs and Israel.

occupied (f) muHtalla     محتجزة

B. Or at least, the fedayeen will fight until Israel withdraws from the occupied territories.

aw 9ala l-agall, al-fidaa'iyyin

A. They say that there may be ('arise') another war between the Arabs and Israel.

Ha-yiHaaribu ileen isra'īl tinsaHib min al-araaqi l-muHtalla.   حي هاربو في إسرائيل تنسحب من الأراضي المحتجزة.

A. Among them [are] the city of Jerusalem and Sinai and the West Bank.

minhum madiinan al-quds wu siina w ad-diffa l-qhariyya.  ومنهم مدينة القدس وسيناء وضفة الغربية.

Structure Sentences

1. The Second World War broke out in 1939.

gamat al-Harb al-9aaliyya t-taanya sanat tis9a wu talaatiin.  قامت الحرب العالمية الثانية سنة تسعة وتلاتين.

2. And "the War of the Setback" was in 1967.

wur Harb an-naksa kaanat fi sanat sab9a wu sittiin.  وحرب التسعة كانت في سنة سبع وستين.

3. Keep that between me and you.

xalli haada beeni wu beenak.  خلي هذا بيني وبنك.
4. At least we solved the problem.  
9ala l-agall, Halleena l-muškila.

5. Do you (p) want a political solution or a military solution?
  tibghu Hall siyaasi walla Hall 9askari?

6. They discussed the Palestine matter in the United Nations.  
  atkallamu 9an gašiyyat falašțiin fil-umam al-muttaHida.

7. There are negotiations between the two sides.  
  fii mufaawađaaten at-țarafeen.

Grammatical Notes

1. To express 'one of the most' with an adjective, use /min/ with the comparative adjective:
   min ahamm al-maškaakil one of the most important problems
   min akbar ar-rijaal one of the oldest men

2. The verb /gaam/, 'to stand', is used idiomatically with /Harb/ to mean 'to break out', 'to arise', 'to occur'.

3. /been/, 'between', 'among', is sometimes used twice if two sides are mentioned. If pronouns are used, they are suffixed to the word:
   beeni wu beenak between me and you
   beeni wu been aHmad between me and Ahmad
   been 9al-9arab wu isra'iil between the Arabs and Israel
   been 9al-9arab wu been isra'iil between the Arabs and Israel

Vocabulary Notes

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>gašiyya, gašaaaya</td>
<td>case, matter</td>
</tr>
<tr>
<td>muškila, maškaakil</td>
<td>problem</td>
</tr>
<tr>
<td>arş, araḏi*</td>
<td>land, territory</td>
</tr>
<tr>
<td>ġiffa, ġifaaf</td>
<td>bank (of a river)</td>
</tr>
<tr>
<td>umma, umam</td>
<td>nation</td>
</tr>
<tr>
<td>fidaa'i, -iyya, -yiin</td>
<td>freedom fighter, commando side</td>
</tr>
<tr>
<td>țarafe, aṭraaf</td>
<td></td>
</tr>
<tr>
<td>9askari, -iyya, -yiin</td>
<td>military international</td>
</tr>
<tr>
<td>duwali -iyya</td>
<td></td>
</tr>
<tr>
<td>Haarab, yiHaarib</td>
<td>fight</td>
</tr>
<tr>
<td>ansaHab, yinsaHib</td>
<td>withdraw</td>
</tr>
</tbody>
</table>

*This word is feminine.
Drills

1. I read in the paper about the Palestine matter.
   ana giriit fil-jariida 9an ga'diyyat falastiiin.

Substitute:
the Six-Day War ("War of the Setback")
the 1967 War
the negotiations between the Arabs and Israel
the occupied lands
the West Bank
the solution to ('of') the problem
World War II
the United Nations
the official policy

2. This problem is [one] of the most im-
   portant problems.
   haadi l-mu'kila min ahamm al-masaakil.

Substitute:
one of the biggest problems
one of the smallest problems
this matter
one of the most important matters
these negotiations
[some] of the longest meetings
[some] of the nicest meetings
[some] of the most important meetings
this problem

3. They say that there may be a war.
   yiguulu innu mumkin tiguum HarB.

Substitute:
the negotiations may begin
the United Nations may have ('make') a meeting
the king may change the policy
the commandos may fight
Israel may withdraw from the occupied territories
the government may close the airport
the princes may travel to the Eastern Region
the director may ask for a translation
he may send the letter registered
a war may break out

4. The fedayeen will fight until Israel
   withdraws from the occupied territories.
   al-fidaa'iin Ha-viHaaribu ileen isra'iil tinsahib
   min al-araad'i l-muhtalla.

Substitute:
till next year
will come to the meetings
will try
until they find a political solution
until they return to Jerusalem
will fight
until they take the West Bank
until Israel withdraws from the occupied territories

5. Keep that between me and you.
خن هارا بني وسلا
beenak.
Substitute:
between him and her
between our family and yours ('your family')
between my side and your side
between the Palestinians and the Israelis
between the government and the people

Situations

1. Who are the fedayeen?
A. They are Palestinians who are fighting against Israel.
B. Where are they fighting?
A. In many areas--in the West Bank and Jerusalem, in Syria, in Lebanon.
B. The Palestine issue is a big problem.
B. It's a problem for the Middle East and for the whole world ('all the world').

2. Can you do me a favor ('service')?
A. I need the new 'Time' magazine but I'm in a hurry.
B. Certainly, what?
A. I'll buy it for you this afternoon.
B. I heard that there is an article about the fedayeen.
B. Good. I want to read it, too.

Cultural Notes

1. The subject of Israel is sensitive and rarely discussed socially. We have introduced the vocabulary words, but this is not to imply that the subject matter is appropriate for foreigners to use in initiating conversations.
LESSON 50

Review selected dialogues. Practice them using other persons, also changing tenses and changing the number of nouns.

Supplementary Drills

1. Given the following sentences, change the verbs to future tense:

   girī l-jariiṣa.
   ruḥna lī ṣaaḥibnā.
   akalat al-burtuḳaana.
   aṣṭareest saaḳa jadiiḍa.
   saaſfaru wu ṣaſfu l-jaﺒal.
   ana tarjams al-jawāb.
   naḍdaṭna s-sayyaara l-beeqa.
   iidi wajaaqatni.
   aḥmad salliḥ l-ṣaleek.
   gafalu l-madrasa.
   sa'al su'aal.
   raddeest 9aļa l-mudaris.
   daxal waṣa l-jimāra.
   as-siqr maqguul.
   al-ustazz ma kaan mawjuud.
   aṣṭaghali sawwaq takṣi.

2. Given the sentence, repeat it using an active participle instead of a verb:

   axuuya raaj al-madrasa.
   şaafat fuluus katiir.
   šaaf an-naqṣīl.
   dafa9 al-Hisaaab.
   šiimīna l-kalaam.
   ẓalabt minnu musaa9ada.
   axuuya saaq sayyaarati.
   wašalma l-Hafila badri.
   xaraju mit'axxiirīn.
   miši maʃaahum.
   al-awlaad naamu fi ghurfat an-noom.

3. I have to rent a house. laaξim aṣta'jiɾ bêt.

Substitute:

- buy a new sofa
- import the fabric from America
- find another refrigerator
- see the oil wells some time
- solve this problem
- visit Jerusalem at Easter
- rest all day
- leave a tip for the waiter
- study about communism and socialism in East Europe
- travel to the Arabian Gulf
- see my family during the summer vacation
- buy medicine at the pharmacy
- clean the curtains in the living room
- take my daughter to the hospital
- greet the guests
- invite them to (/9aļa/) dinner

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4. I read in the paper about the matter. 

 '\textit{gir\textit{i}it fil-\textit{jariida} 9an al-g\textit{a}liyya}. ' 

\textbf{Substitute:}

World War I  
the oil embargo  
the Hindu religion  
Arab nationalism  
the monarchist system  
the minister's reception at the airport  
the importing and exporting of goods in Arabia  
the probability of another war  
the new apparatus which the company bought  
the meetings at the United Nations  
the negotiations between the two sides  
the five pillars of ('in') Islam  
the occupied territories  

5. We didn't go because we were tired.  

\textit{ma ru\textit{H}na li'ann kun\textit{na} ta\textit{ba}niin.}

\textbf{we forgot}  
\textbf{my head hurt}  
\textbf{we had gone before [that]}  
\textbf{he didn't invite us}  
\textbf{we had already bought fruits and vegetables}  
\textbf{we didn't need anything}  
\textbf{we didn't want to eat again}  
\textbf{because of the rain}  
\textbf{I wanted to sew}  
\textbf{the children had to go to school}  
\textbf{we didn't have a vacation this year}  

\textbf{Narratives}

1. Thank you, I'm honored to be here in your home. Your home is beautiful, here and in the garden. The food is delicious—bless your hands. That's enough—OK, only a little [more]. Thanks be to God. May your table always be thus. The fruit is [so] fresh—from where did you buy it? I was in the souk this morning but I didn't see fruit like this. The prices are so high now, maybe because it's winter and everything is imported from far [away].

2. This is the first time I've gone to a tailor to have a suit made ('make a suit'). He's very good. I asked for a cotton jacket like my old one ('the old one of mine'). Only I want the sleeves narrow—that's a good idea, isn't it? You should ('must') come with me the next time in order to meet the tailor. He also makes shirts and even ties. He's not expensive at all and his shop is near the center of town.

3. I read many international newspapers and magazines because I like to know about international politics, especially the politics of the Middle East. I have been working in Saudi Arabia for about two years, and I traveled to most of the Arab countries in this period. I don't understand the Palestine problem well, but I hope there is a solution soon, if possible. I agree with the government that after four wars in the area, a political solution and not a military [one] is best.
APPENDIX A

Specialized Vocabulary

1. Titles of Nobility

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>His Majesty (the King)</td>
<td>jalāa lat al-malik</td>
<td>جلالة الملك</td>
<td>صاحب الجلالة</td>
</tr>
<tr>
<td>'owner of majesty'</td>
<td>ǧaḥib al-jalāala</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Her Majesty (the Queen)</td>
<td>jalāa lat al-malika</td>
<td>جلالة الملكة</td>
<td>محاية الجلالة</td>
</tr>
<tr>
<td>'owner of majesty'</td>
<td>ǧaḥibat al-jalāala</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His Royal Highness (the Prince)</td>
<td>sumuw al-maliki al-amīr</td>
<td>سمو الملكي الأمير</td>
<td>صاحب السمو الملكي</td>
</tr>
<tr>
<td>'owner of royal high- ness'</td>
<td>ǧaḥib as-sumuw al-maliki</td>
<td></td>
<td></td>
</tr>
<tr>
<td>His Highness (the Prince) (Princess)</td>
<td>sumuw al-amīr (amira)</td>
<td>سمو الأمير (أميرة)</td>
<td>صاحب السمو (صاحبة)</td>
</tr>
<tr>
<td>'owner of highness'</td>
<td>ǧaḥib as-sumuw (ǧaḥiba)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Crown Prince</td>
<td>waliyy al-9ahd</td>
<td>ولي العهد</td>
<td></td>
</tr>
<tr>
<td>' [May God] lengthen your life' (said to royalty)</td>
<td>ǧaal 9umrak (9umrik)</td>
<td>طال عمرك، (عمرك)</td>
<td></td>
</tr>
<tr>
<td>' [May God] lengthen his (her) life' (said about royalty)</td>
<td>ǧaal 9umrha (9umraha)</td>
<td>طال عمره (عمرها)</td>
<td></td>
</tr>
<tr>
<td>His Excellency (the minister, the ambassador)</td>
<td>sa9aadat (al-waziir, as-safiir)</td>
<td>سعادة (الوزير، السفير)</td>
<td></td>
</tr>
</tbody>
</table>

2. Military

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>weapon, arms</td>
<td>silaah, asliHa</td>
</tr>
<tr>
<td>training</td>
<td>tarālib</td>
</tr>
<tr>
<td>soldier</td>
<td>ǧaskaari, ǧasaakir</td>
</tr>
<tr>
<td>officer</td>
<td>ǧaabiṣ, ǧubbaat</td>
</tr>
<tr>
<td>army</td>
<td>al-jees</td>
</tr>
<tr>
<td>navy</td>
<td>al-baHarīyya</td>
</tr>
<tr>
<td>air force</td>
<td>silaah al-ṣayaraan</td>
</tr>
<tr>
<td>ship</td>
<td>baaxira, bawaaxir</td>
</tr>
<tr>
<td>port</td>
<td>miina, mawaani</td>
</tr>
<tr>
<td>Saudi Arabian National Guard</td>
<td>al-Haras al-waṭani as-su9uudi</td>
</tr>
<tr>
<td>The American Mission</td>
<td>al-bi9sa 1-amrikiyya</td>
</tr>
<tr>
<td>The Corps of Engineers</td>
<td>silaah al-muhandisiin</td>
</tr>
</tbody>
</table>

3. Political

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>president</td>
<td>ra'iis, ru'asa</td>
</tr>
<tr>
<td>Senate</td>
<td>majlis al-ṣuyuyux</td>
</tr>
<tr>
<td>House of Representatives</td>
<td>mājlis al-nuwaab</td>
</tr>
<tr>
<td>election</td>
<td>intixaaabat</td>
</tr>
<tr>
<td>to elect</td>
<td>antaxab, yintixib</td>
</tr>
<tr>
<td>to win</td>
<td>kasab, yiksab</td>
</tr>
<tr>
<td>to lose</td>
<td>xisir, yixsar</td>
</tr>
<tr>
<td>candidate</td>
<td>muraasha, -iin</td>
</tr>
<tr>
<td>citizen</td>
<td>muwaṣṣīn, -iin</td>
</tr>
</tbody>
</table>
4. Economic and Commercial

citizen\ship
refugee
majority
minority

ejnisiyya
laa\ji', -iin
aktariyya
aqalliyya

5. Law

capitalism
program
advisory
permit
work permit
license
driver's license
factory
production
consumption
consumer
progress
rich
poor

er\smaa\liyya
barnaai\j, baraamj
musta-as\ar, -iin
ta\pr\i\i, ta\pa\ar\i\H
ru\xsa, ru\xas
ru\xshat siwaaga
ma\spa\9, ma\spa\an9
intaaj
istihi\ak
mustah\lik, -iin
taq\addum
ghani, aghn\iya
fagiir, fugara

6. Religion

country
church
temple
prophet
'our master' (title for
prophets)
religious authorities
religious police
Holy Mecca ('the
sacred')
Holy Medina ('the
lighted')
lesser pilgrimage

jaami9, jawaami9*
kani\sa, kansay\sa
ma9bad, ma9a\abid
nabi, anbiyya
sayyidna
9ulama
mu\pa\wi9, -iin
al-qur'\aan al-karim
makka l-mukarrama
al-madi\na l-munawwara
al-9umra

*This word alternates with /masjid/.

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7. Health

disease
accident
wound
clinic
operation
analysis
checkup
shot
nurse
vaccination
blood
liver
kidney
stomach
lung
diarrhea
dysentery
fever
measles
mumps
cancer
tuberculosis
cholera

marad, amraad
Haadisā, Hawaadis
jurū, jiraaH
9iyadaa, -aat
9amaliiyya, -aat
taHliil, taHaalil
kaشف
Hugna, Hugan
mumarrida, -aat
talqiiH
damn
kabd
kula, kalaawi
mi9da
ri'a, -aat
ishaal
dizantaarya
Humma
al-Naṣba
an-nukaaf
saraṣaan
as-suli
al-kulira

8. Household Words

houseboy
maid
to cook
refrigerator
stove
ever
cupboard
dish, dishes
washer
dryer
electricity
pan, pans (pots)
platter, tray
knife
fork
spoon
to wash
to shine
to break
clean
dirty
tablecloth, bedspread
sheet
blanket
towel
soap

šabi
xaddaama
štabax, yuṭbux
tallaaja
butagaaz
furn
dulaab, dawaaliib
šaHan, šuHuuun
ghassaaala
naʃṣaafa
kahraBaa
gidir, guduuur
šiṇiyya, šawaani
sikkiina, sakaakiiin
šooka, Šuwaak
ma9laqa, ma9aaliq
ghassal, yighassil
massah, yimassiiH
kassar, yikassir
naḍlip, nuḍaaф
wisix, -iin
mafraaq, mafaarīiṣ
milaaya, -aat
baṭaṇiyya, baṭaṣṣaṭṭiin
manṣaфа, mannaaṣiiф
šaBuun
APPENDIX B

Social Expressions

In addition to expressions given in the text, there are many other occasions on which speech formulas are used, and some familiar expressions can also be elaborated upon. Most of these are religious in content. All the formulas will be presented in the masculine or plural form.

1. Hello and Goodby

Good evening.  masaak aļļaah bil-xeer.  مسأل الله بالخير.
(men only)

Goodby. ('God with you')  aļļaah ma9aak.  الله معاك.

2. Speaking of a Future Plan

May our Lord make it easy.  rabbana yisahhil.  رنا يسكل.
Our Lord with you.  rabbana ma9aak.  رنا معاك.
God with you.  aļļaah ma9aak.  الله معاك.
With the permission of God.  b-izn illaah.  بآذن الله.

3. Giving Thanks

May God keep you for us.  aļļaah yixalliik lana.  الله يخلقي لنا.
(usually said to a superior)
[May God] increase your goodness.  kattar xeerak.  كتر خيرك.

May God preserve you.  aļļaah yiHfašak.  الله يحفظك.

4. Blessings

[It is] what God wills.  ma 'aa' aļļaah.  ما شاء الله.
May God bless.  tabaarak aļļaah.  تبارك الله.
The name of God.  ism aļļaah.  اسم الله.
(At birth) May God keep him.  aļļaah yixalli.  الله يخلقي.

(To the mother) Thank God for [your] safety.  al-Hamdu lillaah 9ala s-salaama.  الحمد لله على السلامة.

5. Offering Food

Have some.  atfaqdal.  افتح.
(Response) To [your] strength.  bil-9aafiyah.  بالعافية.
6. When Someone Compliments Your Food

To [your] happiness and health.

bil-hana wu ٖ-ٖifa.

بالهٔنا والشفاً

7. After Someone Drinks

Healthful.

hanii'an.

متِّجاً

(Response) May God give you happiness.

hannaak âlîaaa.

هناك الهٔ

8. When Seeing Someone Working, or After He Has Completed A Task

May God give you strength.

âlîaaa ya9ïik al-9aafiya.

اله يعطيك الساعية

(Response) May God strengthen you.

âlîaaa yi9aafiik.

اله يعافيك

9. Before Someone Takes a Trip

Bon voyage. ('With safety, if God wills')

bis-salaama in ٔٔaa' âlîaaa.

بالسلامة ان شاء الله

[May you] go and return with safety.

tisaafir wu tirja9 bis-salaama.

تسلِّف وتراجع بالسلامة

(Response) May God make you safe.

âlîaaa yisallimak.

اله يسلِّمك

10. Asking Pardon

No offense.

la mu'axza.

لا مأذٔزة

(Response) Never mind.

ma9alees.

محليش

11. When Someone Says "I have news for you" or "Guess what?"

[Let it be] good, if God wills.

xeer, in ٔٔaa' âlîaaa.

خير ان شاء الله

12. When Something is Broken

[It is] evil [which] was broken.

ankasar aâ-šarr.

انكر الشر

13. Before Engaging in a Dangerous Task, or Waking Someone

In the name of God, the Merciful, the Compassionate.

bism ilaah ar-rahmaal ar-raHiim.

يسم الله الرحمن الرحيم

14. Expressing Uncertainty

[only] God knows. ('God is the most-knowing')

âlîaaa hu a9lam.

الله علٔماً

15. Wedding

Congratulations ('blessed').

mabruuk.

مروك

[We await] the first-born.

9ugbaal al-bakaari.

عفل البكراء

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16. **During Ramadan**
Ramadan is generous. ramaḍaan kariim.

17. **When Someone is Going on Pilgrimage**
Blessed pilgrimage. Hajj mabruur.

18. **Speaking of Something Bad**
May God not permit it. la samaH aļļaah.

[May it be] outside and distant. barra wu baqiiid.

19. **When Facing a Difficult Situation**
I take refuge in God. aɡuuuzu billaah.

(Response) May God give you aid. aļļaah yikuun b-9uunak.

20. **Condolences for a Death**
May God greaten your reward. 9ażżam aļļaah ajrak.

(Respons) May God compensate you with good. jazaak aļļaah xeer.

[May] the remainder [be added] to your life. al-baagiya fi Ḥayaatak.

(Respons) And your life. wu fi Ḥayaatak.

21. **When Speaking of a Dead Person**
(Name), may God have mercy on him. aļļaah yirHamu.

The late (name). al-marHuum.
APPENDIX C

Gestures

Gestures are used in all societies to register reactions to people and events and to communicate messages silently. The gestures described below are used in the Hijaz region of Saudi Arabia, and represent only the most common ones. They include only those which are different from gestures used by Americans. (You will observe many other gestures identical for both Americans and Arabians.)

Much of this material was based on an article, "Arabic Gestures", by Robert A. Barakat, which appeared in the Journal of Popular Culture, Spring, 1973 (reprinted with permission).

1. Move the head slightly back and raise eyebrows: no.
   Move the head back and chin upward: no.
   Move the chin slightly back and make a clicking sound with the tongue: no.
   Open the right palm toward the other person, moving it from right to left: no.

2. After shaking hands, place the right hand to the heart: greeting with respect or sincerity.
   (Among women: place the right hand to the heart after offering food or drink: offering with sincerity.)

3. Kiss forehead, nose, or right hand of person who is being greeted: extreme respect.

4. Place the right hand on the heart, or pat the heart a few times: that's enough, thank you.

5. Hold the right hand out stiff, with palm down, and move it from left to right: never.

6. Hold open palms facing the other person: excellent.

7. Touch outer edge of eyes with fingertips: OK.

8. Hold right hand up and shake it: go away.

9. Touch tip of nose with tip of right forefinger: promise to do something.

10. Hold out right hand with palm down, move up and down slowly: quiet down.

11. Hold right forefinger in front of mouth and blow on it: be quiet.

12. Bite right forefinger which is placed sideways in mouth: shame!

13. Flick right thumbnail on front teeth: I have no money.
APPENDIX D

Saudi Names

The Arab countries follow several systems in arriving at the composition of a person's name. And within one country, different social classes and religious groups may use different systems. In Saudi Arabia, the system is quite traditional and consistent.

Arab names reflect the genealogy on the father's side. Each person has a given name, and his (or her) "middle name" is that of the father. Thus, women have masculine middle names. The person's name may be followed by "ibn" (son) or "bint" (daughter) with the father's name (this is especially common in the eastern Arabian peninsula). Thus, a person's name may be recited as Muhammad ibn Ahmad ibn Mahmoud, or Habiba bint Ahmad.

Each family has its "family" name. This name identifies the large extended family whose members consider themselves tied by bonds of kinship and honor and who see the group as their main source of identification. Family names are often geographical: Al-Halaby (from Aleppo), Al-Makkawi (Meccan), Shami (Syrian); denote an occupation: Haddad (blacksmith), Najjar (carpenter); descriptive: Al-Asmar (dark-complected), Al-Badawi (Bedouin); tribal: Al-Harbi (from the Harb tribe), Al-Qahtani (from the Qahtan tribe); or sound like a personal name because they are the name of a common ancestor: Ibrahim, Hussein.

In the full form of a name, as used for legal purposes, a person may have more than one name in the middle, those of the grandfather, great-grandfather, etc., but these are omitted in daily use. For example, if a man's full name is:

Muhammad Hasan Ahmad Al-Makkawi
(given) (father) (grandfather) (family)

he may be called Muhammad Hasan on one occasion, or Muhammad Hasan Ahmad, as well as Muhammad Al-Makkawi.

To further complicate the picture, some people are given double names as their first name. In this case, the person usually chooses to "go by" one of his names, and the other shows up only in legal situations. A man known as Hussein Ibrahim could be really named Muhammad-Hussein Ibrahim (the name Muhammad is especially common as the first element of a doubled name). Most American employers double-check the names given by employees to be sure that they are complete, and they decide on a consistent naming practice.

In Saudi Arabia, it is common to address someone you have just met by his first name. (Notice that Saudis will often address you as Mr. John, Mr. Bill, etc.) Arabs often find it odd that Americans refer to each other by their last names.

A woman's name does not change after marriage, since she cannot, of course, take her husband's genealogy, which is what it would entail. Names, therefore, may give no clue whatsoever that two people are husband and wife. Socially, she may be referred to as "the wife of", using her husband's first name. For this reason, Saudis frequently refer to foreign women as Mrs. John, Mrs. Bill, etc.

After having children, parents are often referred to as "Abu" (father) and "Umm" (mother) of their eldest son. For example, a man may be called "Abu Hasan", if this is the name of his eldest son (he will be called after his eldest daughter if he has no sons). This is, of course, non-official. If such a name is used throughout a lifetime, it may become a family name in

1. For ease in reading, most names are spelled in a modified phonemic system, approximately the way Arabs spell their names in English.

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time, referring to this ancestor, and this is sometimes heard as a form of family name. The use of "Umm" is very common for women, and it provides a more proper, less personal way of addressing a lady than by using her own name.

Arabs make frequent use of nicknames as well. The most common type of nickname is formed by repeating a consonant sound in the person's name, using a double syllable. Common nicknames may be Fifi, Susu, Bobo, Mimi, etc. These are most often used for women and small children, but not always. There is another set of "equivalent" nicknames (like William = Bill, Elizabeth = Betty in English), substituting a name with "Abu" plus another name (in this case, this does not describe a father-son relationship), for example: Hasan = Abu Ali, Omar = Abu Siraj.

There is also the use of titles. Common titles are Duktoor (doctor), Ustaaz (professor), Muhandis (engineer). Other titles frequently used are Hajj (for someone who has made the pilgrimage to Mecca), and titles of nobility.

A person's name can also be a clue to certain facts about him. Names may indicate religion, country or area of origin, and often, social status. This explains why persons may introduce themselves with various long combinations of names.

Most Arabic names are not religiously restricted, but some are, and may not be all that obvious. While all Saudis are Moslem, there are some non-Moslem Arabs living in the country. Only a few patterns emerge as guidelines:

(1) If the name sounds Western (George, Michael, Marie), it marks a Christian name.

(2) Moslems use names hyphenated with Abdel-, plus the attributes of God (Abdel-Rahman, Abdel-Karim, etc.). Other names are in combination with the word Din (religion), or built on the roots H-m-d, H-s-n, and Sh-r-f (Ahmad, Hamid, Hasan, Sharif).

(3) Most names which refer to personal qualities or attributes are shared by all groups, such as Jamil (beautiful), Zaki ((intelligent), Karim (generous).

The following lists of names are by no means exhaustive; they are some of the more common names.

2. Christians use this pattern with a few names: Abdel-Massih, Abdel-Malik, Abdel-Shahid.
<table>
<thead>
<tr>
<th>Common Names</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdel Names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abdel-Aziz</td>
<td>Ishaq (Isaac)</td>
<td>Mounib</td>
</tr>
<tr>
<td>Abdel-Fattah</td>
<td>Yacoub (Jacob)</td>
<td>Mounir</td>
</tr>
<tr>
<td>Abdel-Chani</td>
<td>Suleiman (Solomon)</td>
<td>Muammar</td>
</tr>
<tr>
<td>Abdel-Hadi</td>
<td>Yehya (John)</td>
<td>Mustafa</td>
</tr>
<tr>
<td>Abdel-Hakim</td>
<td>Younis (Jonah)</td>
<td>Muwaffaq</td>
</tr>
<tr>
<td>Abdel-Halim</td>
<td>Yousef (Joseph)</td>
<td>Nabil</td>
</tr>
<tr>
<td>Abdel-Jabbar</td>
<td></td>
<td>Naim</td>
</tr>
<tr>
<td>Abdel-Karim</td>
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<td>Nasir</td>
</tr>
<tr>
<td>Abdel-Latif</td>
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<td>Nuri</td>
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<td>Abdel-Majid</td>
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<td>Abdel-Raaf</td>
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<td>&quot;Din&quot; Names</td>
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<td>Arif</td>
<td>Rauf</td>
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<td>Farid</td>
<td>Salim</td>
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<td>Muhammad</td>
<td>Fawzi</td>
<td>Salih</td>
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<td>H-s-n Names</td>
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<td>Sh-r-f Names</td>
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<td>Usama</td>
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<td>Sharif</td>
<td>Ihab</td>
<td>Yasmin</td>
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<td>Koranic, Biblical</td>
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<tr>
<td>Ayoub (Job)</td>
<td>Isam</td>
<td>Yasir</td>
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<td>Daud (David)</td>
<td>Ismail</td>
<td>Zaki</td>
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<td>Ibrahim (Abraham)</td>
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<td>Zayad</td>
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<td>Juma</td>
<td>Zayd</td>
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<td>Hamoun</td>
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<tr>
<td></td>
<td>Mansour</td>
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</tr>
</tbody>
</table>

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**Women**

Often men's names are used, with 
-/a/ added to the end. Other names describe personal attributes, or are the names of historical persons.

<table>
<thead>
<tr>
<th>-a Names</th>
<th>Other Names</th>
</tr>
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<tbody>
<tr>
<td>Amina</td>
<td>Abla</td>
</tr>
<tr>
<td>Aziza</td>
<td>Afaf</td>
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<tr>
<td>Badia</td>
<td>Ahlam</td>
</tr>
<tr>
<td>Bahija</td>
<td>Aida</td>
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<td>Basma</td>
<td>Amal</td>
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<tr>
<td>Farida</td>
<td>Ayesha</td>
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<td>Habiba</td>
<td>Azza</td>
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<tr>
<td>Hadia</td>
<td>Dalal</td>
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<td>Jalila</td>
<td>Fatma</td>
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<tr>
<td>Jamila</td>
<td>Fayruz</td>
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<tr>
<td>Karima</td>
<td>Hala</td>
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<tr>
<td>Majida</td>
<td>Hana</td>
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<tr>
<td>Mounira</td>
<td>Hanan</td>
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<tr>
<td>Nadira</td>
<td>Hawa</td>
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<tr>
<td>Nura</td>
<td>Hind</td>
</tr>
<tr>
<td>Rabia</td>
<td>Hosna</td>
</tr>
<tr>
<td>Samia</td>
<td>Huda</td>
</tr>
<tr>
<td>Samiha</td>
<td>Ibtisam</td>
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<td>Samira</td>
<td>Inam</td>
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<tr>
<td>Sharifa</td>
<td>Insaif</td>
</tr>
<tr>
<td>Wahiba</td>
<td>Khadija</td>
</tr>
<tr>
<td>Zakiya</td>
<td>Layla</td>
</tr>
</tbody>
</table>

Wafa
Zahra
Zaynab
GLOSSARY

Items in this glossary are arranged according to English alphabetical order, with the special symbols included as follows: a, b, d, q, e, f, g, gh, h, h, i, j, k, l, m, n, q, r, s, sh, t, t, u, w, x, y, z, y, g.

Nouns and adjectives are presented in the masculine singular form, and the plural forms are parenthesized. A few nouns are given in the singular or plural form only, if the other is rare. Nouns which are usually used in the collective plural (foods, for example), are listed under this form.

The feminine form is regular, so it is not shown except for adjectives of color. If a noun is usually used with the article /al-/, it will be listed under the noun (for example, /as-suudaan/). Phrases are listed under the first item (for example, /ma9a l-asaf/). Some proper nouns are given, such as the names of countries, but names of cities are not given unless their pronunciation is very different from that of English.

Verbs are given in the 'he' form of the perfect tense, followed by the imperfect tense. If a verb is usually used with a preposition, this is given in parentheses.

ARABIC - ENGLISH

aadaab  literature, humanities
aanisa  Miss
aasif (-iin)  sorry
aasya  Asia
aaxir (-iin)  last; end
abadan  never
abb  father
abriil  April
abya(d) (beeđa)(beeđ)  white
ab9ad  further, more distant
adda, yiddi  to give
afriqya  Africa
agall  less
agdam  older
agrab  nearer
agšar  shorter
aghla  more expensive
ahamm  more important
ahl  family, relatives, people

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ahlan  welcome; hi
ahlan wu sahlan  welcome
aHad  someone
al-aHad  Sunday
aHla  prettier
ahlmar (Hamra) (Humur)  red
aHsan  better
ajadd  newer
ajmal  more beautiful
ajnabi (ajaanib)  foreigner
akal, yaakul  to eat
akbar  bigger
akl  food
aktar  more
alf (aallaaf)  thousand
al-Hiin  now
allaah  God
alli  which (non-interrogative)
almaani (almaan)  German (language, nationality)
almaanya  Germany
al跎af  nicer, more pleasant
amaan  safety
amiir (umara)  prince
amiira (-aat)  princess
amma  either; as for
amriika  America
amrikaani (amrikaan)  American
amriiki (-yiin)  American
ams  yesterday
ana  I
ansahab, yinsahib (min)  to withdraw
antaj, yintij  to produce
antaṣar, yintaṣir  to wait for
arba9a  four
arba9iin  forty
arba9ṭa9š  fourteen
arḍ (araḍi)  land
arsal, yirsil  to send
arxaṣ  cheaper
asbaani (asbaan)  Spaniard, Spanish
asbaanya  Spain
asta'jar, yista'jir  to rent
asta'zan, yista'zin  to take leave; ask permission
astanna, yistanna  to wait for
astaraaH, yistariiH  to rest
astawrad, yistawrid  to import
asta9jal, yista9jil  to hurry
asta9mal, yista9mil  to use
aswad (sooda) (suud)  black
as9ad  happier
ašfar (ṣafra) (ṣufur)  yellow
ašghar  smaller
ašṭaghal, yištaghil  to work
aštara, yištari  to buy
at'axxar, yit'axxir  to be late, delayed
atfaqqal  go ahead; sit down; have some
atgal  heavier
atkallam, yitkallam  to speak
atmarran, yitmarran  to practice
atšarraf, yitšarrif  to be honored
at9allam, yit9allim  to be educated
at9arraf, yit9arrif (9ala)  to be introduced
at9awwad, yit9awwid (9ala)  to become accustomed
<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>atwal</td>
<td>longer</td>
</tr>
<tr>
<td>atyab</td>
<td>better</td>
</tr>
<tr>
<td>aw</td>
<td>or</td>
</tr>
<tr>
<td>awHaš</td>
<td>worse; uglier</td>
</tr>
<tr>
<td>awsa9</td>
<td>wider</td>
</tr>
<tr>
<td>awwal</td>
<td>first; beginning</td>
</tr>
<tr>
<td>al-awwal</td>
<td>firstly</td>
</tr>
<tr>
<td>awwal ams</td>
<td>the day before yesterday</td>
</tr>
<tr>
<td>awwal-ma (+ verb)</td>
<td>as soon as</td>
</tr>
<tr>
<td>axad, yaaxud</td>
<td>to take</td>
</tr>
<tr>
<td>axaff</td>
<td>more lightweight</td>
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<tr>
<td>axdar (xaşra) (xaşur)</td>
<td>green</td>
</tr>
<tr>
<td>axx (axwaan)</td>
<td>brother</td>
</tr>
<tr>
<td>ayy?</td>
<td>which?</td>
</tr>
<tr>
<td>ayy</td>
<td>any</td>
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<tr>
<td>azrag (zarga) (zurg)</td>
<td>blue</td>
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<tr>
<td>a9taqad, ya9taqid</td>
<td>to believe</td>
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<tr>
<td>a9ta, yi9ti</td>
<td>to give</td>
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<tr>
<td>baab (abwaab)</td>
<td>door</td>
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<tr>
<td>al-baagi</td>
<td>the rest, remainder</td>
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<td>baarid</td>
<td>cold</td>
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<tr>
<td>baa9, yibii9</td>
<td>to sell</td>
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<td>bada', yibda'</td>
<td>to begin</td>
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<td>badawi (badu)</td>
<td>Bedouin</td>
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<td>badla (bidal)</td>
<td>suit</td>
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<td>badri</td>
<td>early</td>
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<td>bagar</td>
<td>cattle; beef</td>
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<td>baggaal (-iin)</td>
<td>grocer</td>
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<td>baglaawa</td>
<td>baklava pastry</td>
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<td>baHr (buRuur)</td>
<td>sea</td>
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<td>al-bahreen</td>
<td>Bahrain</td>
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<td>bakaluryoos</td>
<td>Bachelor's degree</td>
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<td>bala</td>
<td>without</td>
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<td>balad (bilaad; buldaan)</td>
<td>country</td>
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<td>balaH</td>
<td>red dates</td>
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<td>balakoon (=-aat)</td>
<td>balcony</td>
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<td>balyoon (balaayin)</td>
<td>billion</td>
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<td>banafsaji</td>
<td>purple, violet</td>
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<td>banțaloon (=-aat)</td>
<td>trousers</td>
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<td>banziin</td>
<td>gasoline</td>
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<td>bard</td>
<td>cold</td>
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<td>bardaan (=-iin)</td>
<td>cold</td>
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<td>bariid</td>
<td>mail; post office</td>
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<tr>
<td>bariid jawwi</td>
<td>air mail</td>
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<td>barmiil (baraamiil)</td>
<td>barrel</td>
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<td>barra</td>
<td>outside; abroad</td>
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<td>basboor (=-ʔaat)</td>
<td>passport</td>
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<td>bass</td>
<td>only</td>
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<td>başal</td>
<td>onions</td>
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<td>bațaatifis</td>
<td>potatoes</td>
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<td>batn</td>
<td>stomach, abdomen</td>
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<tr>
<td>bațrool</td>
<td>petroleum</td>
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<td>bațțaal (=-iin)</td>
<td>bad</td>
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<td>bațšišš</td>
<td>tip</td>
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<td>bazaaliya</td>
<td>peas</td>
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<tr>
<td>ba9d</td>
<td>after</td>
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<tr>
<td>ba9d kida</td>
<td>after that</td>
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<tr>
<td>ba9deen</td>
<td>later</td>
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<tr>
<td>ba9d</td>
<td>each other</td>
</tr>
<tr>
<td>ba9iid</td>
<td>far, distant</td>
</tr>
<tr>
<td>beeq</td>
<td>eggs</td>
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<tr>
<td>been</td>
<td>between</td>
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<tr>
<td>beet (buyuut)</td>
<td>house</td>
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<tr>
<td>bidinjaan</td>
<td>eggplant</td>
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<tr>
<td>Arabic Word</td>
<td>English Meaning</td>
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<tr>
<td>biduun</td>
<td>without</td>
</tr>
<tr>
<td>biğaa9a</td>
<td>goods</td>
</tr>
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<td>biir (aabaar)</td>
<td>(oil) well</td>
</tr>
<tr>
<td>bil-Heel</td>
<td>very much, extremely</td>
</tr>
<tr>
<td>bil-marra</td>
<td>very much, extremely</td>
</tr>
<tr>
<td>bint (banaat)</td>
<td>girl</td>
</tr>
<tr>
<td>bissa (bisas)</td>
<td>cat</td>
</tr>
<tr>
<td>biğ-zabt</td>
<td>exactly</td>
</tr>
<tr>
<td>bluuza (-aat)</td>
<td>blouse</td>
</tr>
<tr>
<td>b-sur9a</td>
<td>quickly</td>
</tr>
<tr>
<td>b-ñweesh</td>
<td>slowly</td>
</tr>
<tr>
<td>bukra</td>
<td>tomorrow</td>
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<tr>
<td>bunni</td>
<td>brown</td>
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<tr>
<td>burtukaan</td>
<td>oranges</td>
</tr>
<tr>
<td>burtukaani</td>
<td>orange (color)</td>
</tr>
<tr>
<td>buudi (-yiin)</td>
<td>Buddhist</td>
</tr>
<tr>
<td>buuṣa</td>
<td>inch</td>
</tr>
<tr>
<td>daaxili</td>
<td>interior, inner</td>
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<tr>
<td>daayim</td>
<td>eternal</td>
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<tr>
<td>dafa9, yidfa9</td>
<td>to pay</td>
</tr>
<tr>
<td>dafter (dafaatir)</td>
<td>notebook</td>
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<tr>
<td>dagiiga (dagaayig)</td>
<td>minute</td>
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<td>dahHHiin</td>
<td>now</td>
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<tr>
<td>dajaaj</td>
<td>chicken</td>
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<tr>
<td>daras, yidrus</td>
<td>to study</td>
</tr>
<tr>
<td>darras, yidarris</td>
<td>to teach</td>
</tr>
<tr>
<td>dars (duruus)</td>
<td>lesson</td>
</tr>
<tr>
<td>dasta (-aat)</td>
<td>dozen</td>
</tr>
<tr>
<td>dawa (adwiya)</td>
<td>medicine</td>
</tr>
<tr>
<td>dawwar, yidawwir (9ala)</td>
<td>to look for</td>
</tr>
<tr>
<td>daxal, yudxul</td>
<td>to enter</td>
</tr>
<tr>
<td>daxxal, yidaxxil</td>
<td>to cause to enter, bring in</td>
</tr>
</tbody>
</table>
daxxan, yidaxxin  to smoke
dayman  always
diblumaasi (-yiin)  diplomatic, diplomat
difaa9  defense
diin (adyaan)  religion
dimišq  Damascus
dimuqraṭi (-yiin)  democrat, democratic
ad-dimuqraṭiyya  democracy
diraasa (-aat)  study
diraa9 (-een)  arm
diri, yidri  to be aware
disamber  December
dukkaan (dakaakīn)  shop
duktoor (dakaatra)  doctor
dukturaa  Doctor's degree
dulaab (dawaaliib)  closet, cupboard
dulaar (-aat)  dollar
dunya  world
duub- (+ verb)  just
duwali  international
duxuul  entering
dāhr  back
dāriiba (daraayib)  tax
dāyyig  narrow
deeef (duyuuf)  guest
didd  against
diffa (difaaaf)  bank (of river)
duḥur  noon
ees  what?
faḍdi (-yiin)  free, empty
faṣuuliyya  beans
faṣqal, yifaṣqil  to prefer
fahham, yifahhim  to explain, help to understand
fajr  dawn
fakha (fawaakih)  fruit
fakk, yifukkan  to take apart; change money
fakka  change (money)
falastiin  Palestine
fallaaH (-iin)  peasant farmer
faraansa  France
faransaawi (-yiin)  French (language, nationality)
fašl (fušuul)  season, class
fataH, yiftaH  to open
faštuur  breakfast
feen?  where?
fi  in
fibraayir  February
fidaa'i (-yiin)  freedom fighter, commando
fii  there is, are
fikra (afkaar)  idea
fifil  pepper
fil-miyya  per cent
finjaan (fanaajiin)  cup
foog  up, above, upstairs
fundug (fanaadig)  hotel
furn  oven
furša (furraš)  opportunity, occasion
fustaan (fasaatiin)  dress
gaabal, yigaabil  to meet
gaal, yiguul  to say
gaam, yiguuum  to get up, stand up
gaas, yigiis  to measure
gabl  before; since; ago
gabl kida  before that
gado (agdaam) foot (measurement)
gaddeeš? how much?
gadiim (gudum) old
gadiyya (gađaaya) case, matter
gafal, yigfil to close
gahwa coffee
galam (aglaam) pen
galiil (-iin) few
gamiš (gumşaan) shirt
garaaj garage
gariib (-iin) near; soon
garš (guruuş) piastre
gasiir (gûsaar) short
gaqad, yug9ud to sit
gidir, yigdar to be able
giid- (+ verb) already
giri, yigra to read
gism (agsaam) department
guddaam in front of
al-guds Jerusalem
gumaaš (agmiša) fabric
gunşuliyya (-aat) consulate
guţun cotton
guzaaz glass
ghaali (-yiin) expensive
ghada lunch
ghalaţ wrong
ghalţaan (-iin) wrong
gharb west
ghayyar, yighayyir to change
gheer kida other than that
ghraam     gram
ghurfa (ghuraf)     room
ghurfat al-intiqaar     lobby, reception room
ghurfat al-juluus     living room
ghurfat an-noom     bedroom
ghurfat as-sufra     dining room
haada     this (m)
haadi     this (f)
hadaak     that (m)
hadiik     that (f)
hadolaak     those
hadool     these
halala     (unit of money)
handasa     engineering
hina     here
hinaak     there
hindoosi (-yiin)     Hindu
hiyya     she
humma     they
huwwa     he
Haajir     very well, OK; ready
Haaja (-aat)     thing; need, necessity
Haal (ahwaal)     situation, condition
Haarab, yiHaarib     to fight, go to war
Haawal, yiHaawil     to try
Habb, yiHubb     to like, love; to want to
Habba     a piece, one
Ha'daana     nursery school, kindergarten
Ha'dratak     you (honorific)
Hafla (Hafalaat)     party
Hagg (-oon)     belonging to
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hajj</td>
<td>the pilgrimage to Mecca</td>
</tr>
<tr>
<td>Hajz</td>
<td>reservation</td>
</tr>
<tr>
<td>Halib</td>
<td>milk</td>
</tr>
<tr>
<td>Hamd</td>
<td>glory</td>
</tr>
<tr>
<td>Hammaal (-iin)</td>
<td>porter</td>
</tr>
<tr>
<td>Hammaam (-aat)</td>
<td>bathroom</td>
</tr>
<tr>
<td>Harb (Hurub)</td>
<td>war</td>
</tr>
<tr>
<td>Harr</td>
<td>hot; heat</td>
</tr>
<tr>
<td>Harraan (-iin)</td>
<td>hot</td>
</tr>
<tr>
<td>Hatta</td>
<td>even; until</td>
</tr>
<tr>
<td>Haṭṭa, yiḥuṭṭa</td>
<td>to put</td>
</tr>
<tr>
<td>Hawaali</td>
<td>about, approximately</td>
</tr>
<tr>
<td>Hijaazi (-yiin)</td>
<td>Hijazi</td>
</tr>
<tr>
<td>Hijrī</td>
<td>A.H. (Islamic calendar)</td>
</tr>
<tr>
<td>Hilu (-wiin)</td>
<td>pretty; sweet</td>
</tr>
<tr>
<td>Hisaab (-aat)</td>
<td>check, bill, account</td>
</tr>
<tr>
<td>Hīzam</td>
<td>belt</td>
</tr>
<tr>
<td>Hīzb (ahṣaab)</td>
<td>party (political)</td>
</tr>
<tr>
<td>Hood</td>
<td>sink</td>
</tr>
<tr>
<td>Hūǧiš</td>
<td>garden</td>
</tr>
<tr>
<td>Hukuuma (-aat)</td>
<td>government</td>
</tr>
<tr>
<td>ibšer</td>
<td>gladly, certainly</td>
</tr>
<tr>
<td>ibtidāʾī</td>
<td>elementary</td>
</tr>
<tr>
<td>iḥja9 ش</td>
<td>eleven</td>
</tr>
<tr>
<td>iḥna</td>
<td>we</td>
</tr>
<tr>
<td>iḥtimaal</td>
<td>probability</td>
</tr>
<tr>
<td>iid (yadeen)</td>
<td>hand</td>
</tr>
<tr>
<td>iijaar</td>
<td>rent</td>
</tr>
<tr>
<td>iiva</td>
<td>yes</td>
</tr>
<tr>
<td>ijtima9 (-aat)</td>
<td>meeting</td>
</tr>
<tr>
<td>ijtima9ī</td>
<td>social</td>
</tr>
</tbody>
</table>
ileen until
illa yes; minus
al-imaaraat the Emirates
intiHaan (-aat) examination, test
in ḥaa' allah if God wills
ingiliizi (ingiliiz) English (language, nationality)
ingiltera England
innu that (conjunction)
inta you (m)
inti you (f)
intu You (p)
iqtisaad economics
islaami Islamic
ism (asaami) name
isra'ilil Israel
isra'ilili (-yiin) Israeli
istiiraad importing
istiigaal (-aat) reception
iṣaara (-aat) signal, traffic signal
iṣṭiraaki socialist
al-iṣṭiraakiyya socialism
itna9￼ twelve
itneen two
al-itneen Monday
ittifaag (-aat) agreement
iṭṭaali (-yiin) Italian
iza if
izn permission
19daadi intermediate
19laam information
jaab, yijiib to bring
jaam9a (-aat) university
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<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>jabal (jibaal)</td>
<td>mountain</td>
</tr>
<tr>
<td>jadiid (judud)</td>
<td>new</td>
</tr>
<tr>
<td>jadur (judraan)</td>
<td>wall</td>
</tr>
<tr>
<td>jakitta (-aat)</td>
<td>jacket</td>
</tr>
<tr>
<td>jala, yijlis</td>
<td>to sit</td>
</tr>
<tr>
<td>jamb</td>
<td>beside</td>
</tr>
<tr>
<td>jamiil</td>
<td>beautiful</td>
</tr>
<tr>
<td>januub</td>
<td>south</td>
</tr>
<tr>
<td>jariida (jaraayid)</td>
<td>newspaper</td>
</tr>
<tr>
<td>jarraah (-iin)</td>
<td>surgeon</td>
</tr>
<tr>
<td>jarrab, yijarrib</td>
<td>to try out</td>
</tr>
<tr>
<td>jawaab (-aat)</td>
<td>letter; answer</td>
</tr>
<tr>
<td>jawaaz (-aat) as-safar</td>
<td>passport</td>
</tr>
<tr>
<td>jawaazaat</td>
<td>passport control</td>
</tr>
<tr>
<td>jaww</td>
<td>weather</td>
</tr>
<tr>
<td>jayy (-iin)</td>
<td>coming, next</td>
</tr>
<tr>
<td>al-jazaayir</td>
<td>Algeria, Algiers</td>
</tr>
<tr>
<td>jazma (jizam)</td>
<td>shoes</td>
</tr>
<tr>
<td>jazzaar (-iin)</td>
<td>butcher</td>
</tr>
<tr>
<td>jeeš (juyuš)</td>
<td>army</td>
</tr>
<tr>
<td>jiddan</td>
<td>very</td>
</tr>
<tr>
<td>jihaaaz (ajhiza)</td>
<td>equipment, appliance, apparatus</td>
</tr>
<tr>
<td>jii9aan (-iin)</td>
<td>hungry</td>
</tr>
<tr>
<td>jild</td>
<td>leather, skin</td>
</tr>
<tr>
<td>jineena (janaayin)</td>
<td>garden</td>
</tr>
<tr>
<td>jughrafya</td>
<td>geography</td>
</tr>
<tr>
<td>jumhuuri</td>
<td>republican</td>
</tr>
<tr>
<td>jumuuriyya</td>
<td>republic</td>
</tr>
<tr>
<td>jumla (jumal)</td>
<td>sentence</td>
</tr>
<tr>
<td>al-jum9a</td>
<td>Friday</td>
</tr>
<tr>
<td>juwwa</td>
<td>inside</td>
</tr>
<tr>
<td>kaafir (-iin)</td>
<td>unbeliever</td>
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</table>

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<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kaan, yikuun</td>
<td>to be</td>
</tr>
<tr>
<td>kabaab</td>
<td>shish kabob</td>
</tr>
<tr>
<td>kabiir (kubaar)</td>
<td>big</td>
</tr>
<tr>
<td>kalaam</td>
<td>speech</td>
</tr>
<tr>
<td>kalb (kilaab)</td>
<td>dog</td>
</tr>
<tr>
<td>kallaf, yikallif</td>
<td>to cost</td>
</tr>
<tr>
<td>kallam, yikallim</td>
<td>to talk to</td>
</tr>
<tr>
<td>kam?</td>
<td>how many?</td>
</tr>
<tr>
<td>kamaan</td>
<td>too, also</td>
</tr>
<tr>
<td>kammal, yikammil</td>
<td>to finish</td>
</tr>
<tr>
<td>kanaba (-aat)</td>
<td>sofa</td>
</tr>
<tr>
<td>karafta (-aat)</td>
<td>necktie</td>
</tr>
<tr>
<td>kart (kuruut)</td>
<td>card</td>
</tr>
<tr>
<td>katab, yiktub</td>
<td>to write</td>
</tr>
<tr>
<td>katiir</td>
<td>much, many</td>
</tr>
<tr>
<td>kazaalik</td>
<td>thus, as well</td>
</tr>
<tr>
<td>keef?</td>
<td>how?</td>
</tr>
<tr>
<td>kida</td>
<td>like that</td>
</tr>
<tr>
<td>kifaaya</td>
<td>enough</td>
</tr>
<tr>
<td>kiilu</td>
<td>kilo</td>
</tr>
<tr>
<td>kiimya</td>
<td>chemistry</td>
</tr>
<tr>
<td>kilma (kalimaat)</td>
<td>word</td>
</tr>
<tr>
<td>kitaab (kutub)</td>
<td>book</td>
</tr>
<tr>
<td>kitaaba</td>
<td>writing</td>
</tr>
<tr>
<td>kubbaaya (-aat)</td>
<td>drinking glass</td>
</tr>
<tr>
<td>kubri (kabaari)</td>
<td>bridge</td>
</tr>
<tr>
<td>kufta</td>
<td>ground spiced meat</td>
</tr>
<tr>
<td>kull</td>
<td>each, every</td>
</tr>
<tr>
<td>kull-ma (+ verb)</td>
<td>whenever</td>
</tr>
<tr>
<td>kulliyya (-aat)</td>
<td>college</td>
</tr>
<tr>
<td>kumm (akmaam)</td>
<td>sleeve</td>
</tr>
</tbody>
</table>

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kursi (karaasi)  chair
kusa  squash
al-kuweet  Kuwait
kwayyis (-iin)  good
la'  no
lَاا (+ verb)  do not (negative command)
laakin  but
laazim (+ verb)  must
laff, yiluff  to turn
laga, yilaagi  to find
laHam  meat
lamman  when (non-interrogative)
laṭiif (luṭaaf)  nice, pleasant
law  if
law samaHt  if you please
leel  night
leemuun  lemons
leeš?  why?
li'ann  because
libnaan  Lebanon
liHadd-ma (+ verb)  until
lihiba  Libya
lillaah  to God
li muddat  for a period of
lissa9  still; not yet
lista (lisat)  list
litir  liter
lugha (-aat)  language
ma (+ verb)  not
ma fii  there is not, are not
maḍi  last, past
maali  financial
maaris  March
maṣa (-aat)  desk
maayu  May
mabni (-yiin)  built
mabruuk (-iin)  blessed; "congratulations"
mabsuut (-iin)  happy
madiina (mudun)  city
madrasa (madaaris)  school
madxal (madaaxil)  entrance
mafhuum (-iin)  understood
maftuuH (-iin)  opened
magaas (-aat)  size
magfuuul (-iin)  closed
maghrib  sunset
al-maghrib  Morocco
maHaad  nobody
maHall (-aat)  place, store
maHaṭṭa (-aat)  station, stop
maHbuub (-iin)  beloved
maHduud (-iin)  limited, fixed
maHši  stuffed
majalla (-aat)  magazine
majisteer  Master's degree
majlis (majaalis)  majlis session
makaan (amaakin)  place
maktab (makaatib)  office
maktaba (-aat)  library, bookstore
maktuub (-iin)  written
malik (muluuk)  king
malika (-aat)  queen
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>maliki</td>
<td>monarchist, monarchical</td>
</tr>
<tr>
<td>malikiyya</td>
<td>monarchy</td>
</tr>
<tr>
<td>malla, yimalli</td>
<td>to fill, fill out</td>
</tr>
<tr>
<td>malyoon (malaayiin)</td>
<td>million</td>
</tr>
<tr>
<td>amlakka (-aat)</td>
<td>kingdom</td>
</tr>
<tr>
<td>mamnuu9 (-iin)</td>
<td>forbidden</td>
</tr>
<tr>
<td>man'tiga (manaa'tig)</td>
<td>region, area</td>
</tr>
<tr>
<td>manzil (manaa'zil)</td>
<td>house</td>
</tr>
<tr>
<td>man9</td>
<td>embargo, prevention</td>
</tr>
<tr>
<td>maqala (-aat)</td>
<td>article (magazine, newspaper)</td>
</tr>
<tr>
<td>marHaba</td>
<td>welcome</td>
</tr>
<tr>
<td>marra</td>
<td>very; occasion; some time</td>
</tr>
<tr>
<td>masa</td>
<td>p.m., evening</td>
</tr>
<tr>
<td>masaa'</td>
<td>evening</td>
</tr>
<tr>
<td>masalan</td>
<td>for example</td>
</tr>
<tr>
<td>masiihi (-yiin)</td>
<td>Christian</td>
</tr>
<tr>
<td>masjid (maaajid)</td>
<td>mosque</td>
</tr>
<tr>
<td>mas'uuul (-iin)</td>
<td>responsible; official (person)</td>
</tr>
<tr>
<td>alQur</td>
<td>Egypt</td>
</tr>
<tr>
<td>ma'shuul (-iin)</td>
<td>busy</td>
</tr>
<tr>
<td>ma'skuur (-iin)</td>
<td>thanked</td>
</tr>
<tr>
<td>ma'rru9 (ma'saarii9)</td>
<td>project</td>
</tr>
<tr>
<td>ma'swi</td>
<td>grilled</td>
</tr>
<tr>
<td>ma'taar (-aat)</td>
<td>airport</td>
</tr>
<tr>
<td>ma'tar</td>
<td>rain</td>
</tr>
<tr>
<td>ma'tbax</td>
<td>kitchen</td>
</tr>
<tr>
<td>ma't9am (ma'taa9im)</td>
<td>restaurant</td>
</tr>
<tr>
<td>mawgif (mawaagif)</td>
<td>stop, stand (bus, taxi)</td>
</tr>
<tr>
<td>mawlid an-nabi</td>
<td>the Prophet's Birthday</td>
</tr>
<tr>
<td>mawjuud (-iin)</td>
<td>present, found</td>
</tr>
<tr>
<td>mawluud (-iin)</td>
<td>born</td>
</tr>
<tr>
<td>maw9ad (mawa9iidi)</td>
<td>appointment</td>
</tr>
</tbody>
</table>
maxtuub (-iin) engaged (to be married)
ma3buut (-iin) correct, precise
ma9a with
ma9a kida in spite of that, nevertheless
ma9a l-asaf unfortunately
ma9alees never mind, it doesn't matter
ma9dan (ma9aadin) metal
ma9guul (-iin) believable, reasonable
ma9had (ma9ahid) institute
ma9muul (-iin) done
ma9ruuf (-iin) known, well-known
ma9rifa acquaintance
miHtaaj (-iin) needing, in need of
miilaadi A.D. (Christian calendar)
miin? who?
mi1H salt
min from; ago
min faqdak please
min gheer without
minHa (minaH) scholarship, grant
minta6ir (-iin) waiting
mistanni (-yiin) waiting
mistajjil (-iin) in a hurry
mi6i, yim6i to walk; leave
mita? when?
mit'akkid (-iin) sure, certain
mit'assif (-iin) sorry
mit'axxir (-iin) late, delayed
mitir (amtaaar) meter
mitzawwij (-iin) married
mit9allim (-iin) educated
miyya (-aat) hundred

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mooz  bananas
moyya  water
mubii9aat  sales
mudarris (-iin)  teacher
mudda  period of time
mudiir (-iin)  director, boss
mudiir maktab  appointments secretary
mufaawaqaat  negotiations
mugaabil  facing
muhandis (-iin)  engineer
muhimm (-iin)  important
muHtal  occupied
mumkin  possible
mumtaaz (-iin)  excellent
musajjil (-aat)  recorder
musaa9ada  help, aid
musaa9id  assistant
musajjal  registered
muslim (-iin)  Moslem
musta9fa (-yaat)  hospital
musta9mal (-iin)  used
mu9kila (ma9aakil)  problem
mu9rif (-iin)  supervisor, inspector
mu9тараwат  purchases
mutarjim (-iin)  translator, interpreter
muttaHiid  united
muu  not
muu kida?  Isn't that so?
muwaafig (-iin)  in agreement
muwaqalaat  transportation, communication
muwaqsaaf (-iin)  employee
mu9tadil  moderate
<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
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<tbody>
<tr>
<td>mu9gam</td>
<td>majority</td>
</tr>
<tr>
<td>naam, yinaam</td>
<td>to sleep</td>
</tr>
<tr>
<td>naas</td>
<td>people</td>
</tr>
<tr>
<td>naayib (nuwwaab)</td>
<td>deputy, representative</td>
</tr>
<tr>
<td>na9daaf, yin9daaf</td>
<td>to clean</td>
</tr>
<tr>
<td>na9iif (nu9aaf)</td>
<td>clean</td>
</tr>
<tr>
<td>nafs</td>
<td>same; oneself</td>
</tr>
<tr>
<td>naf9</td>
<td>oil</td>
</tr>
<tr>
<td>nahaar</td>
<td>daytime</td>
</tr>
<tr>
<td>nahr (anhaar)</td>
<td>river</td>
</tr>
<tr>
<td>najdi (-yiin)</td>
<td>Najdi</td>
</tr>
<tr>
<td>najjaar (-iin)</td>
<td>carpenter</td>
</tr>
<tr>
<td>naksa</td>
<td>setback</td>
</tr>
<tr>
<td>naxil</td>
<td>palm trees</td>
</tr>
<tr>
<td>nazal, yinzal</td>
<td>to descend, stay</td>
</tr>
<tr>
<td>nazzal, yinazzal</td>
<td>to cause to descend, take down</td>
</tr>
<tr>
<td>na9am?</td>
<td>pardon?</td>
</tr>
<tr>
<td>na9am</td>
<td>yes</td>
</tr>
<tr>
<td>nimra (nimar)</td>
<td>number</td>
</tr>
<tr>
<td>nisi, yinsa</td>
<td>to forget</td>
</tr>
<tr>
<td>ni9aam (nu9um)</td>
<td>system</td>
</tr>
<tr>
<td>noom</td>
<td>sleep</td>
</tr>
<tr>
<td>nufambar</td>
<td>November</td>
</tr>
<tr>
<td>nu99</td>
<td>half</td>
</tr>
<tr>
<td>nuur</td>
<td>light</td>
</tr>
<tr>
<td>nuu9 (anwaa9)</td>
<td>type, kind</td>
</tr>
<tr>
<td>al-qaahira</td>
<td>Cairo</td>
</tr>
<tr>
<td>qa9ar</td>
<td>Qatar</td>
</tr>
<tr>
<td>qawmi</td>
<td>national, nationalistic</td>
</tr>
<tr>
<td>al-qawmiyya</td>
<td>nationalism</td>
</tr>
<tr>
<td>raabi9</td>
<td>fourth</td>
</tr>
<tr>
<td>raadyu (rawadi)</td>
<td>radio</td>
</tr>
</tbody>
</table>
raah, yiruuH  
to go
raas  
head
rabbana  
our Lord
rabii9  
spring (season)
ar-rabuu9  
Wednesday
radd, yirudd (9ala)  
to answer
ragam (argaan)  
number
rajja9, yirajji9  
to return (something)
raml  
sand
rasmi  
of official
rašl (artaaal)  
pound (measurement)
raxiis (ruxaas)  
cheap
riji9, yirja9  
to return
rijjaal (rijaal)  
man
rijl (rujuul)  
foot
risaala (rasaayil)  
message, letter
riyaanda  
mathematics
riyaal (-aat)  
riyal
rub9  
quarter, one fourth
rukñ (arkaan)  
pillar
rumaadi  
gray
ruusi (ruus)  
Russian (language, nationality)
ruusya  
Russia
ruzz  
rice
sa'al, yis'al  
to ask
saab, yisiib  
to leave behind
saabi9  
seventh
saadis  
sixth
saanfar, yisaafir  
to travel
saag (-een)  
leg
saag, yisuuq  
to drive
saakin (-iin)  
living, residing
saanawi  secondary; yearly
saaniya (sawaani)  second (unit of time)
saar (-aat)  hour; watch
sa'ad, yisa'adi (fi)  to help
sa'al, yisa'al  to ask
as-saibt  Saturday
saba'h  seventeen
sab9a  seven
sab9iin  seventy
safaara (-aat)  embassy
safiir (sufara)  ambassador
sahl  easy
salaam  peace
salaama  safety
saliig  rice cooked with milk and meat
sallam, yisallim (9ala)  to greet; make safe
samaH, yismaH  to permit
samak (asmaak)  fish
sana (siniin, sanawaat)  year
sariir (surur)  bed
sawa  together
sawwa, yisawwi  to make, do
sawwaag (-iin)  driver
sayyaara (-aat)  car
sayyid  Mr.
sayyida  Mrs.
sa9iid (su9adaa')  happy
sibtambar  September
sideeri  vest
siib (asyaab)  hall, hallway
siina  Sinai
sikirteer (-iin)  secretary
simi9, yisma9 to hear
sitaara (sataayir) curtain, drape
sitt (-aat) woman, lady
sitta six
sittiin sixty
siṣṭa9ṣ sixteen
siyaasa (-aat) policy
si9r (as9aar) price
su'aaal (as'ilaa) question
sujjaada (sajaajiid) rug, carpet
sukkar sugar
as-suudaan Sudan
suug (aswaag) souk
suuriya Syria
su9uudi (-yin) Saudi
as-su9uudiyya Saudi Arabia
ṣaala entrance area in a home
ṣaam, yiṣuum to fast
ṣaar, yiṣiir to happen
ṣabaaH morning
ṣaddar, yiṣaddir to export
ṣaghiiir (ṣughaar) small
ṣahyuuni (-yin) Zionist
aṣ-ṣahyuuniyya Zionism
ṣaHH right, correct
ṣaHiH true
ṣaHra (ṣaHaari) desert
ṣala prayer
ṣalla, yiṣalli to pray
ṣalaṭa salad
ṣaloon guests' receiving room
sanduug (sanaadiig)  box, trunk
santi  centimeter
saraf, yisruf  to spend
sarraf (-iin)  moneychanger
sayadigiya  dish of fish, onions, and rice
saydala  pharmacy (subject)
saydaliyya  pharmacy (store)
saqb  difficult
seef  summer
sifir  zero
shHa  health
sinaa9a  industry
soom  fasting
subuh  a.m., morning
sufra  table of food
sufrai (-yiin)  waiter
suuf  wool
saHib (asHaab)  friend
saaf, yisuuf  to see
saahi  tea
saal, yiswil  to carry
saari9 (sawaari9)  street
saati' (sawaati')  coast
sagga (sugag)  apartment
sahar (suhuur)  month
sajara (aajaar)  tree
sakar, yuuskur  to thank
samaal  north
sam  sun
sanqa (sunqa)  suitcase, purse, briefcase
sarg  east
karika (-aat)  company
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<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>aš-šarq al-awsať</td>
<td>the Middle East</td>
</tr>
<tr>
<td>šarraf, yišarrif</td>
<td>to honor</td>
</tr>
<tr>
<td>šayy (ašyaa')</td>
<td>thing</td>
</tr>
<tr>
<td>šayyal, yišayyil</td>
<td>to load, cause to carry</td>
</tr>
<tr>
<td>šeex (šuyuux)</td>
<td>sheikh</td>
</tr>
<tr>
<td>šihaada (-aat)</td>
<td>declaration of faith; certificate</td>
</tr>
<tr>
<td>šimaal</td>
<td>left</td>
</tr>
<tr>
<td>širib, yišrab</td>
<td>to drink</td>
</tr>
<tr>
<td>šita</td>
<td>winter</td>
</tr>
<tr>
<td>šloonak?</td>
<td>How are you?</td>
</tr>
<tr>
<td>šubbaak (šabaabiik)</td>
<td>window</td>
</tr>
<tr>
<td>šughul (ašghaal)</td>
<td>work</td>
</tr>
<tr>
<td>šukr</td>
<td>thanks</td>
</tr>
<tr>
<td>šukran</td>
<td>thank you</td>
</tr>
<tr>
<td>šurb</td>
<td>drinking</td>
</tr>
<tr>
<td>šuyuu9i (-yiin)</td>
<td>communist</td>
</tr>
<tr>
<td>aš-šuyuu9iyya</td>
<td>communism</td>
</tr>
<tr>
<td>šwayya</td>
<td>a little kit</td>
</tr>
<tr>
<td>taajir (tujjaar)</td>
<td>merchant</td>
</tr>
<tr>
<td>taalit</td>
<td>third</td>
</tr>
<tr>
<td>taamin</td>
<td>eighth</td>
</tr>
<tr>
<td>taani (-yiin)</td>
<td>second; another, other</td>
</tr>
<tr>
<td>taani (+ verb)</td>
<td>again</td>
</tr>
<tr>
<td>taariix</td>
<td>history</td>
</tr>
<tr>
<td>taasi9</td>
<td>ninth</td>
</tr>
<tr>
<td>tagiil (tugaal)</td>
<td>heavy</td>
</tr>
<tr>
<td>tagriiban</td>
<td>approximately</td>
</tr>
<tr>
<td>tahat</td>
<td>under, below, downstairs</td>
</tr>
<tr>
<td>taksi (-yaat)</td>
<td>taxi</td>
</tr>
<tr>
<td>takyiif</td>
<td>air conditioning</td>
</tr>
<tr>
<td>talaata</td>
<td>three</td>
</tr>
</tbody>
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talaatiin  thirty
talata9§  thirteen
talj  ice, snow
tallaaja (-aat)  refrigerator
at-taluut  Tuesday
tamaniin  eighty
taman§a9§  eighteen
tamanya  eight
tamriin (tamaariin)  drill
tamur  dried dates
tarbiya  education, upbringing
tarjama  translation
tarjam, yitarjim  to translate
ta§diir  exporting
ta§miim (-aat)  design
ta§viira (-aat)  visa
taww- (+ verb)  just		
taskira (tazaakir)  ticket
ta9aal (irregular)  come!
ta9b  trouble, bother
ta9baan (-iin)  tired
ta9liim  education
ta99ab, yita99ib  to trouble, tire
tijaara  commerce
tilifisyoon (-aat)  television
tilifoon (-aat)  telephone			
tisa9ta9§  nineteen
tis9a  nine
tis9iin  ninety		
tuffaah  apples
tult  one third
turki (atraak)  Turk
tuunis  Tunisia, Tunis
ṭaaba9 (ṭawaabi9)  stamp
ṭaalib (ṭalaba, ṭullaab)  student
ṭaaza  fresh
ṭabbaax (-iin)  cook
ṭab9an  of course
ṭahHina  sesame dip
ṭalab (-aat)  order, request
ṭalab, yuṭu ṭub  to ask for, request, order
ṭalla9, yitallii9  to carry up, out
ṭamaaṭim  tomatoes
ṭarabiiza (-aat)  table
ṭarablus  Tripoli
ṭaraaf (ṭraaf)  side
ṭard (ṭuruud)  package
ṭariig (ṭurug)  way, road
ṭawiil (ṭuwaal)  tall
ṭayaraan  airlines
ṭayyaara (-aat)  airplane
ṭayyib (-iin)  good, OK
ṭibb  medicine (subject)
ṭili9, yitla9  to go up, ascend
ṭi9im  delicious
ṭuul  length
ughusṭus  August
uktuubar  October
umma (umam)  nation
umm  mother
al-urdun  Jordan
urubba  Europe
usbuu9 (asaabii9) week
ustaaz (asaatiza) professor
utubiis (-aat) bus
uula (irregular) first (f)
uxt (axwaat) sister
waaafag, yiwaafig (9ala) to agree
waaHa (-aat) oasis
waaHid one
waajib (-aat) duty
waalid father
waalida mother
waasi9 (-iin) wide
wagf (awgaaf) wagf (religious endowment)
waggaaf, yiwaaggif to stop, make stop
wagt (awgaat) time
waHaš to miss
waja9, yuja9 to hurt
wala or else
walad (awlaad) boy, child
walla or
wallah by God (oath)
wara behind
warag paper
warda (wuruud) flower
warra, yiwarri to show
washed, yiwashal to arrive
wasať middle, center
wassal, yiwasel to deliver, take to a destination
wašanı national, patriotic
waziir (wuzara) minister

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<th>Arabic Word</th>
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<tr>
<td>wazn (awzaan)</td>
<td>weight</td>
</tr>
<tr>
<td>wiqif, yiwqaf</td>
<td>to stand, stop</td>
</tr>
<tr>
<td>winiš (-iin)</td>
<td>bad</td>
</tr>
<tr>
<td>wilaaya (-aat)</td>
<td>state (of the U.S.A.)</td>
</tr>
<tr>
<td>wizaara (-aat)</td>
<td>ministry</td>
</tr>
<tr>
<td>wuguuf</td>
<td>stopping, standing</td>
</tr>
<tr>
<td>wujuud</td>
<td>existence, presence</td>
</tr>
<tr>
<td>wusṭ</td>
<td>waist</td>
</tr>
<tr>
<td>xaariji</td>
<td>external, foreign</td>
</tr>
<tr>
<td>xaāṭir</td>
<td>sake</td>
</tr>
<tr>
<td>xabbbaaz (-iin)</td>
<td>baker</td>
</tr>
<tr>
<td>xaddaam (-iin)</td>
<td>servant</td>
</tr>
<tr>
<td>xafiif (xufaaf)</td>
<td>lightweight</td>
</tr>
<tr>
<td>xalaṣ</td>
<td>finished</td>
</tr>
<tr>
<td>xaliij</td>
<td>gulf</td>
</tr>
<tr>
<td>xalla, yixalli</td>
<td>to let, leave, allow</td>
</tr>
<tr>
<td>xallaṣ, yixalliṣ</td>
<td>to finish</td>
</tr>
<tr>
<td>xamasṭa9š</td>
<td>fifteen</td>
</tr>
<tr>
<td>al-xamiis</td>
<td>Thursday</td>
</tr>
<tr>
<td>xamsa</td>
<td>five</td>
</tr>
<tr>
<td>xamsiin</td>
<td>fifty</td>
</tr>
<tr>
<td>xaraj, yuxruj</td>
<td>to go out</td>
</tr>
<tr>
<td>xarbaan (-iin)</td>
<td>out of order</td>
</tr>
<tr>
<td>xariif</td>
<td>autumn</td>
</tr>
<tr>
<td>xarraj, yixarrij</td>
<td>to expel</td>
</tr>
<tr>
<td>xaruuf (xirfaan)</td>
<td>lamb</td>
</tr>
<tr>
<td>xass</td>
<td>lettuce</td>
</tr>
<tr>
<td>xaṭṭ (xuṭuuṭ)</td>
<td>line</td>
</tr>
<tr>
<td>xayyaaṭ (-iin)</td>
<td>tailor</td>
</tr>
<tr>
<td>xayyāṭ, yixayyiṭ</td>
<td>to sew</td>
</tr>
<tr>
<td>xeer</td>
<td>goodness</td>
</tr>
<tr>
<td>Arabic</td>
<td>English</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>xidma (xadamaat)</td>
<td>service, favor</td>
</tr>
<tr>
<td>xilaal</td>
<td>during</td>
</tr>
<tr>
<td>xiyaar</td>
<td>cucumbers</td>
</tr>
<tr>
<td>xubz</td>
<td>bread</td>
</tr>
<tr>
<td>xuqaar</td>
<td>vegetables</td>
</tr>
<tr>
<td>xuruuj</td>
<td>exit</td>
</tr>
<tr>
<td>xuşuüşan</td>
<td>especially</td>
</tr>
<tr>
<td>xuşta (xușta)</td>
<td>plan</td>
</tr>
<tr>
<td>ya hala</td>
<td>welcome</td>
</tr>
<tr>
<td>al-yabaan</td>
<td>Japan</td>
</tr>
<tr>
<td>yabaani (-yiin)</td>
<td>Japanese</td>
</tr>
<tr>
<td>yahuudi (-yiin, yahuud)</td>
<td>Jew</td>
</tr>
<tr>
<td>yalla</td>
<td>let's go</td>
</tr>
<tr>
<td>al-yaman</td>
<td>Yemen</td>
</tr>
<tr>
<td>yamaani (-yiin)</td>
<td>Yemeni</td>
</tr>
<tr>
<td>yamiin</td>
<td>right (direction)</td>
</tr>
<tr>
<td>yanaayir</td>
<td>January</td>
</tr>
<tr>
<td>yarda (-aat)</td>
<td>yard (measurement)</td>
</tr>
<tr>
<td>ya9ni</td>
<td>that means, that is to say</td>
</tr>
<tr>
<td>yibgha</td>
<td>to want</td>
</tr>
<tr>
<td>yimkin</td>
<td>maybe</td>
</tr>
<tr>
<td>yoom (ayaam)</td>
<td>day</td>
</tr>
<tr>
<td>al-yoom</td>
<td>today</td>
</tr>
<tr>
<td>yuulya</td>
<td>July</td>
</tr>
<tr>
<td>yunuña</td>
<td>June</td>
</tr>
<tr>
<td>zaakaar, yizaakir</td>
<td>to study</td>
</tr>
<tr>
<td>zaar, yizuur</td>
<td>to visit</td>
</tr>
<tr>
<td>zaayid</td>
<td>plus</td>
</tr>
<tr>
<td>zakaa</td>
<td>alms</td>
</tr>
<tr>
<td>zamaan</td>
<td>long ago</td>
</tr>
<tr>
<td>zawj</td>
<td>wife</td>
</tr>
<tr>
<td>zayy</td>
<td>like, similar to</td>
</tr>
</tbody>
</table>

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zayy kida  like that
zeen  good
zeet  oil
zira9a  agriculture
zira9i  agricultural
ziyaada  more, extra
3an, yi7unn  to think
3arf (3uruuf)  envelope
9aad, yi9iid  to repeat
9aadatan  usually
9aad (-yiin)  ordinary
9aafiya  strength
9alam  world
9alamii  international
9aam  year
9aamir  filled
9a9ir  tenth
9a9iima (9awaasim)  capital (city)
9ayi9 (-iin)  living, alive
9adas  lentils
9add, yi9idd  to count
9adda, yi9addi  to cross
9adl  justice
9af9  luggage
9afwan  you're welcome; pardon me
9ajab, yi9jib  to please
9ala (9a)  on
9ala Hisaab  at the expense of
9ala keefak  you wish
9ala l-agall  at least
9ala mahl- carefully
9ala ğuul
9amal, yi9mil
9amal
9ammaal (+ verb)
9an
9arabi (9arab)
9arabi
9ard
9arraf, yi9arrif (9ala)
9asa
9askari
9askari (9asaakir)
9asa
9ašaan
9ašiir
9ašur
9ašara
9ašaan (-iin)
9azam, yi9zim
9eeela (9awaayil)
9een (9uyuuun)
9ibaara 9an
9iid (a9yaad)
9iid al-giyaama
9iid al-istiqlaal
9iid al-miilaad
9iid miilaad
9iid aš-šukr
9ilm (9uluuum)
9imaara (-aat)
9inab
9ind
straight ahead
to do, work
work
in the process of
about, regarding
Arab
Arabic
width
to introduce, inform
it is hoped, possibly
military
soldier
dinner
because, in order to
juice
late afternoon
ten
thirsty
to invite
family
eye
composed of
holiday
Easter
Independence Day
Christmas
birthday
Thanksgiving
science
building
grapes
to have; at the home of
<table>
<thead>
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<th>English Translation</th>
</tr>
</thead>
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<td>9inwaan (9anaawiin)</td>
<td>address</td>
</tr>
<tr>
<td>al-9iraag</td>
<td>Iraq</td>
</tr>
<tr>
<td>9irif, yi9rif</td>
<td>to know</td>
</tr>
<tr>
<td>9iša</td>
<td>evening prayer</td>
</tr>
<tr>
<td>9išriin</td>
<td>twenty</td>
</tr>
<tr>
<td>9uluum siyaasiyya</td>
<td>political science</td>
</tr>
<tr>
<td>9umaan</td>
<td>Oman</td>
</tr>
<tr>
<td>9umr</td>
<td>life</td>
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<td>9uṭla (9uṭal)</td>
<td>vacation</td>
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