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THIRD
EDITION

MASTERING ARABIC 1

JANE WIGHTWICK & MAHMOUD GAAFAR

MACMILLAN **MASTERS SERIES**

Mastering Arabic 1

Third edition

Jane Wightwick &
Mahmoud Gaafar



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to Leila

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Preface

In developing the *Mastering Arabic* series we have always been concerned to make the course as approachable and enjoyable as possible. In preparing this third edition of *Mastering Arabic 1* we have again looked closely at how we might improve the experience of learning Arabic and hope that our innovations in this edition will build on the success of earlier editions. For example, the introduction of colour has allowed us to signal important language points, to enhance the visual accessibility, and to use photos that put the Arabic language in its cultural context from the very beginning.

At the same time we have enhanced the accompanying website, in particular by adding new video material which is integrated into the text with questions and photos. Also on the website are interactive flashcards, further activities, and additional reference both for the individual learner and for the classroom teacher.

We now have a very long list of teachers, learners and academics who have kindly contributed to and reviewed *Mastering Arabic 1* since its inception. There is no longer room to name them all, but special mention for this edition goes to Souad Baameur, Lecturer for Arabic Language and Culture at Richmond, the American International University in London; Taoufiq Cherkaoui, Lead Practitioner of Arabic, French and Assessment for Learning, and Education Consultant for Cambridge International Examinations; and Dr Abul Kalam Azad, Principal at Briton College, London. The course is immeasurably better for the input from all of our contributors.

We are grateful to everyone at Palgrave for their continued enthusiasm for *Mastering Arabic*, and specifically to Dominic Knight, Helen Bugler, Isobel Munday and Phillipa Davidson-Blake. For this edition, we would also like to thank Andrew Nash for his impeccable copyediting and helpful suggestions. They, together with an extraordinary number of other staff busying away in the background, have supported us all the way and helped to mould *Mastering Arabic* into what has proved to be a gratifyingly successful language-learning programme.

Jane Wightwick and Mahmoud Gaafar

Introduction

Overview of the Arabic language

Arabic is spoken in over twenty countries, from North-West Africa to the Arabian Gulf. This makes it one of the most widely-used languages in the world, and yet it is frequently regarded as obscure and mysterious. This perception is more often based on an over-emphasis on the difficulty of the Arabic script and the traditional nature of some of the learning material than it is on the complexity of the language itself. There is certainly no reason why the non-specialist should not be able to acquire a general, all-round knowledge of Arabic, and enjoy doing so.

Mastering Arabic 1 will provide anyone working alone or within a group with a lively, clear and enjoyable introduction to Arabic. When you have mastered the basics of the language, then you can go on to study a particular area in more detail if you want.

Before we go on to explain how to use this book, you should be introduced to the different kinds of Arabic that are written and spoken. These fall into three main categories:

Modern Standard Arabic

Modern Standard Arabic (MSA) is the universal language of the Arab World, understood by all Arabic-speakers. Almost all written material is in Modern Standard, as are formal and pan-Arab TV programmes, talks, etc.

Classical Arabic

This is the language of the Qur'an and classical literature. Its structure is similar to Modern Standard Arabic, but the style and much of the vocabulary are archaic. It is easier to begin by studying Modern Standard and then progress to classical texts, if that is what you wish to do.


Colloquial dialects




These are the spoken languages of the different regions of the Arab World. They are all more or less similar to the Modern Standard language. The colloquial dialects vary the most in everyday words and expressions, such as 'bread' or 'How are you?'

We have chosen to teach the Modern Standard in *Mastering Arabic 1* as it is a good starting point for beginners. Modern Standard is universally

understood and is the best medium through which to master the Arabic script. However, whenever there are dialogues or situations where the colloquial language would naturally be used, we have tried to choose vocabulary and structures that are as close as possible to the spoken form. In this way, you will find that *Mastering Arabic 1* enables you to understand Arabic in a variety of different situations and provides an excellent base from which to expand your knowledge of the written and spoken language.

How to use *Mastering Arabic 1*

This course has over two hours of accompanying audio. You can access the audio online at macmillanihe.com/masteringarabic. The audio element is an integral part of the course. Those parts of the book which are on the recording are marked with this symbol: . The track number is referenced under the audio symbol for easy access.

The *Mastering Arabic* series also includes a free companion website offering a wealth of support for both learners and teachers (see page xiii). Links to the website are marked with symbols similar to this:   .

We are assuming that when you start this course you know absolutely no Arabic at all and may be working by yourself. The individual units vary in how they present the material, but the most important thing to remember is to try not to skip anything (except perhaps the ‘Structure notes’ – see below). There are over two hundred exercises in the book, carefully designed to help you practise what you have learnt and to prepare you for what is coming. Work your way through these as they appear in the course, with the optional support of the companion website, and you will find that the language starts to fall into place and that words and phrases are revised. Above all, be patient and do not be tempted to cut corners.

Conversation sections

These sections are designed to introduce you to basic conversational Arabic in social and everyday situations so that you can get talking right from the start. They appear in all the units in the first half of the course, and then as appropriate in the later units.

Structure notes

These occur at the end of some units and contain useful additional information about Arabic grammar. They are not essential to your understanding of basic Arabic but will help you to recognise some of the finer points when you read or hear them.

Review units

These occur at three points in the course. They will be very useful to you in assessing how well you remember what you have learnt. If you find you have problems with a particular exercise, go back and review the section or sections of the book that cover that area.

Reference material

This section is found at the end of the book and includes alphabet and verb tables, lists of plurals and months of the year, a vocabulary glossary and an index for easy reference, plus answers to all the exercises in *Mastering Arabic 1*.



1: 01

You'll find a brief audio introduction on the first audio track.

Companion books

Alongside *Mastering Arabic 1* are three companion books: *Mastering Arabic 1: Activity Book*; *Mastering Arabic Grammar* (published in the US as *Easy Arabic Grammar*); and *Mastering Arabic Script* (published in the US as *Easy Arabic Script*). These complement the main course, providing extra practice and additional information.

So now you're ready to start learning with *Mastering Arabic 1*. We hope you enjoy the journey.

Acknowledgements and photo credits

The authors and publishers wish to thank the following who have kindly given permission for the use of copyright material: Oxford University Press for material from *The Oxford Arabic Dictionary*, 2014; Otto Harrassowitz Verlag for material from Hans Wehr, *A Dictionary of Modern Arabic*, ed. J. Milton Cowan, 1991.

The authors and publishers wish also to thank Amani Zitouni, Cyrine El Oued and Mahmoud Abdou for the use of their images and recorded video material.

Music for the audio was composed by Leila Gaafar.

The authors and publishers wish to acknowledge the following for permission to reproduce photographs:

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Free online companion website
www.palgrave.com/masteringarabic

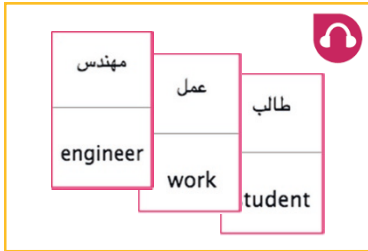
The *Mastering Arabic* companion website is packed with a wealth of resources for both self-study and teaching. Take a look at some of the features:



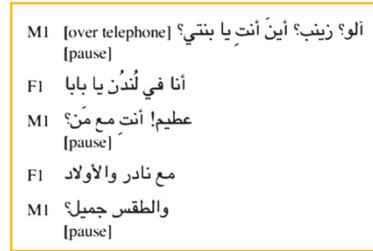
Lively PowerPoint® presentations are ideal for introducing or revising new language.



Engaging videos, featuring native speakers from different parts of the Arabic-speaking world, enhance listening skills.



Audio flashcards teach you the spelling and pronunciation of essential words.



Printable transcripts allow you to check your understanding of the listening activities.

Name	Printed	Handwritten	Name	Printed	Handwritten
alif	ا	ا	djad		ض
bā'	ب	ب	tā'	ط	
tā'	ت		zā'	ظ	
thā'		ث	ayn	ع	
jīm	ج		ghayn	غ	
hā'	ح		fā'	ف	

Enlarged, printable activities let you repeat selected exercises as many times as you want.



Stimulating classroom games boost skills in both spoken and written Arabic.

Language units

1 Getting started






أب ت Letters of the alphabet: group 1

Many Arabic letters can be grouped together according to their shapes. Some letters share exactly the same shape but have a different number of dots above or below; other shapes vary slightly.



1:02

Look at this group of letters and listen to the audio:

	<i>Name of letter</i>	<i>Pronounced</i>
	bā'	'b' as in 'bat'
	tā'	't' as in 'tap'
	thā'	'th' as in 'thin'
	nūn	'n' as in 'nab'
	yā'	'y' as in 'yet'

You can see that bā', tā' and thā' share the same shape, but the position and the number of dots are different; whereas nūn has a slightly different shape, more circular and falling below the line, and yā' has a much curlier shape (but is connected with the other letters, as you will see later in Unit 1).

When Arabic is written by hand, the dots often become 'joined' for the sake of speed. Compare the printed and the handwritten letters opposite. It is useful to be able to recognise and write Arabic handwritten script from the beginning, but be aware that individual styles vary. Concentrate at first on the basic differences between printed and handwritten letters.

أهلاً وسهلاً! ahlan wa sahan!
Hello and welcome! (Arab
culture is famous for hospitality)



Printed letter

ب

ت

ث

ن

ي

Handwritten letter

ب

ت

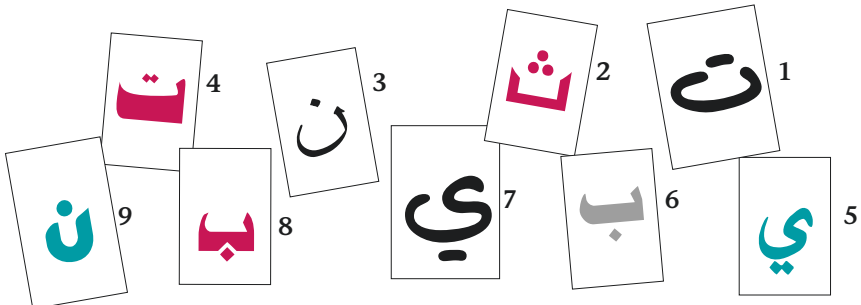
ث

ن

ي

Exercise 1

Look at the letters below and decide which each is. Follow the exercise numbers right to left to accustom your eyes to moving in that direction.





Handwriting practice

(When practising handwriting, first trace the letters following the direction of the arrows, and then try writing them on lined paper.)

The Arabic script is written from *right to left*, so the letters should be formed starting from the *right*:

bā', tā', thā'



nūn



yā'



Finish the main shape of the letter first and then add the dots:

bā'



tā'



thā'



nūn



yā'



Tip: There are *no* capital letters in Arabic.



On the companion website (www.palgrave.com/masteringarabic) you can find a printable worksheet that will help you practise writing these letters.

Vowels

Arabic script is a form of shorthand. Not all the vowel sounds are included. The short vowels in Arabic (a, i, u) are written above and below the main script. If you read an Arabic newspaper, novel or website you will rarely see these vowels, as they are not usually written. Imagine the English sentence 'They can find the key.' as 'thy cn fnd th ky'. The Arabic reader is expected to deduce the meaning of words from experience and context.

Mastering Arabic 1 will begin by showing all the short vowels and will gradually drop them as you become more proficient.

Look at these letters and listen to the audio:



1: 03

ب (ba)

ب (bi)

ب (bu)

From this you can see:

- A dash *above* the letter (ـَ) is pronounced as a short 'a' following the letter. This vowel is called *fatha*.
- A dash *below* the letter (ـِ) is pronounced as a short 'i' following the letter. This vowel is called *kasra*.
- A comma shape *above* the letter (ـُ) is pronounced as a short 'u' following the letter. This vowel is called *ḍamma*.



1: 04

Exercise 2

Listen to the audio and write the correct vowels on these letters:

ب 7

ث 4

ب 1

ث 8

ي 5

ن 2

ت 6

ت 3

Exercise 3

Now practise saying these letters with their vowels; then check your pronunciation in the answer section at the back of the book.

ن 7

ت 4

ب 1

ث 8

ب 5

ن 2

ت 6

ي 3

آيت

Joining letters: group 1

Written Arabic is 'joined up'. When letters come at the end of a word they look very much as they do when standing alone. However, when they come at the beginning or in the middle of a word they get 'shortened'.

Look at how these letters combine:



(read from right to left)

بث = ث + ب

تب = ب + ت

ثبت = ت + ب + ث

Notice how the letter gets 'chopped' and loses its final flourish, or 'tail', when at the beginning or in the middle of a word, but still keeps its dots for recognition.

The letters nūn and yā' have exactly the same shape as the other letters in this group when they come at the beginning or in the middle of a word, but they retain their differences when at the end:



بن = ن + ب

ني = ي + ن

بيت = ت + ي + ب

بني = ي + ن + ب

يبث = ث + ب + ي



On the *Mastering Arabic* website you can find a teaching grid with a unit-by-unit overview of how the *Mastering Arabic* companion books can support your learning, including handwriting practice and additional activities to reinforce your learning.



Handwriting practice



Notice how these letters are joined when written by hand:

ب + ث = بٲ

ب + ن = بن

ب + ث + ت = بٲت

ب + ن + ي = بني

It's easiest if you complete the main shape of the word and then go back to the right-hand side and add all the dots from right to left.



On the *Mastering Arabic* website you can find a printable worksheet that will help you practise handwriting these combinations.

Exercise 4

Look at the newspaper headline below. Two examples of the letters in group 1 are circled. How many others can you find?

Tip: When yā' is by itself or at the end of a word, you may see it without the two dots.

اتصالات ناجحة أعادت الأمور إلى
طبيعتها بين السعودية ولبنان

Exercise 5

Handwrite these combinations of letters.

The first is an example:

_____ **تِين** = ن + ي + ت 1

_____ = ن + ي 2

_____ = ن + ب + ت 3

_____ = ت + ب + ن 4

_____ = ي + ن + ب + ي 5

_____ = ي + ت + ي + ب 6

**Adding vowels to words**

We can now add vowels to the combinations of letters to make words:

(tub) **تُب** = (b) **ب** + (tu) **تُ** ←

(bin) **بِن** = (n) **ن** + (bi) **بِ**

(bint) **بِنْت** = (t) **ت** + (n) **ن** + (bi) **بِ**

(bayna) **بَيْنَ** = (na) **نَ** + (y) **ي** + (ba) **بَ**

Sukūn

A small circle (sukūn) above a letter (◌ْ) indicates that there is *no* vowel sound after that letter – see bint and bayna above. Notice that the sukūn is not usually put above the *last* letter of a word.

Exercise 6

1: 05

Listen to the audio and write the vowels on these words. Each word will be said twice.

ثَبَّتَ 4

بَيْتَ 1

يَثْبُ 5

ثَبَّتَ 2

ثَبَّنَ 6

تَبَّنَ 3

Shadda

In addition to the three short vowels and the sukūn, there is another symbol: the shadda. This is a small *w* shape (◌ّ) written above the letter to indicate that the sound is doubled. For example:

(bathth) بَثّ = (th) ث + (th) ث + (ba) بَ

(bunn) بُنّ = (n) ن + (n) ن + (bu) بُ

The sound of a letter is doubled when there is a shadda. Take care to pronounce this by lingering on the doubled sound, otherwise you may change the meaning of the word.



1: 06

Listen to these examples and repeat them with the audio. Each example is given twice. Notice that kasra is often written below the shadda (◌ّ) rather than below the letter itself – see example 5:

بُنّ 4

بَثّ 1

بَيْنّ 5

ثَبَّتّ *2

يَبِثّ 6

ثَبَّتّ *3

* To hear the shadda compare the pronunciation of examples 2 and 3.

Exercise 7

1: 07

Write these letter combinations and then try to pronounce them. Check your pronunciation with the audio or answer section.

_____ = ت + ن + ن + ت 3

_____ = ت + ت + ت 1

_____ = ن + ي + ي + ن 4

_____ = ب + ي + ي + ن 2

Exercise 8

Look at these words and try to remember the meanings:



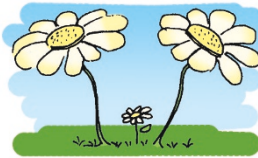
بِنْتٌ C



بَيْتٌ B



تَبَنٌ A



بَيْنٌ E



بُنٌّ D

Handwrite the Arabic words on a separate piece of paper and cover the pictures. Then match the Arabic words you have written with this English:

1 girl/daughter 2 coffee beans 3 house 4 hay 5 between

Conversation sections

The Conversation panels are designed to introduce you to basic conversational Arabic in social and everyday situations. They appear in all the units in the first half of the course, and then as appropriate in the later units.

You'll find the expressions in these panels on the audio, and you'll also be given the opportunity to take part in short dialogues with native speakers. Concentrate on speaking and listening in these sections. At first you may not be able to read all the Arabic script, but you will be able to recognise some of the letters and words.



صباح الخير *ṣabāḥ al-khayr*
Good morning (Sunrise over Luxor)

1: 08



Conversation

Greetings and leave-taking

One of the most important conversational skills initially in any language is to know how to greet people. Arabic greetings can be elaborate and prolonged, but some all-purpose expressions will get you by:

أَهْلًا	(ahlan)	Hello
أَهْلًا وَسَهْلًا	(ahlan wa sahlan)	Hello and welcome
أَهْلًا بِكَ/بِكِ	(ahlan bik/biki)	Hello to you (<i>talking to a male/female</i>)
صَبَاحَ الْخَيْرِ	(ṣabāḥ al-khayr)	Good morning
صَبَاحَ النُّورِ	(ṣabāḥ an-nūr)	Good morning (<i>reply</i>)
مَسَاءَ الْخَيْرِ	(masā' al-khayr)	Good evening
مَسَاءَ النُّورِ	(masā' an-nūr)	Good evening (<i>reply</i>)
مَعَ السَّلَامَةِ	(maʿa s-salāma)	Goodbye

Tip: The reply to a greeting often varies from the original, although it is also acceptable simply to repeat the original phrase in reply.



Vocabulary in Unit 1

بِنْتٍ (bint) girl/daughter	بُنٌّ (bunn) coffee beans
بَيْتٍ (bayt) house	بَيْنَ (bayna) between
تِبْنٍ (tibn) hay	تَيْنٍ (tīn) figs

أَهْلًا (ahlan)	Hello
أَهْلًا وَسَهْلًا (ahlan wa sahlan)	Hello and welcome
أَهْلًا بِكَ/بِكِ (ahlan bik/biki)	Hello to you
صَبَاحَ الْخَيْرِ (ṣabāḥ al-khayr)	Good morning
صَبَاحَ النُّورِ (ṣabāḥ an-nūr)	Good morning (<i>reply</i>)
مَسَاءَ الْخَيْرِ (masā' al-khayr)	Good evening/afternoon
مَسَاءَ النُّورِ (masā' an-nūr)	Good evening/afternoon (<i>reply</i>)
مَعَ السَّلَامَةِ (maʿa s-salāma)	Goodbye



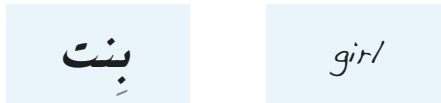
You'll find a PowerPoint presentation on the companion website to help you remember the key words in every unit.

Vocabulary learning

Arabic presents some challenges to the beginner trying to learn vocabulary, as both the words *and* the script are unfamiliar. However, you can use strategies to help yourself. One method recommended for learning vocabulary in new scripts is the use of flashcards, similar to the method used to teach young children how to read.

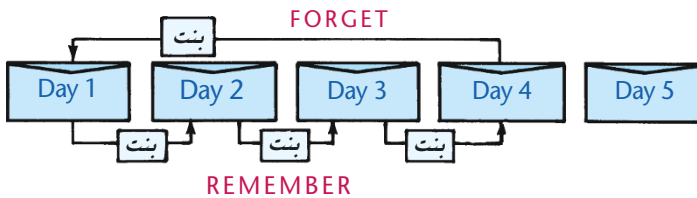
Try the following method to learn your vocabulary:

- Make a set of small cards, blank on both sides.
- Get five envelopes and mark them 'Day 1', 'Day 2', etc.
- Write each Arabic word, with vowels in pencil, on one side of a card and the English on the other:



This is good handwriting practice and will help you remember the word.

- Put each card Arabic side up and say the Arabic aloud. Try to remember what it means. When you've finished, shuffle the cards and put them *English* side up, this time trying to remember the Arabic.
- If you remember a word, move that card to the 'Day 2' envelope; if you forget, put it in the 'Day 1' envelope.
- Each day, take the cards out of each envelope in turn starting with the highest-numbered envelope and working down to 'Day 1'. (After you have completed five days you'll have cards in each envelope.)
- If you forget a card at any point it returns to the 'Day 1' envelope.



- If you can remember a word five days running you can throw the card away. (Or you could erase the pencil vowel marks and put it back in the 'Day 1' envelope.)
- You can add up to 15 words a day to the 'Day 1' envelope. How many you add will depend on the progress of the other cards up the sequence of envelopes.



You can adapt the method above for electronic flashcards. The *Mastering Arabic* companion website has some ready-made online flashcards. In addition, there are various flashcard websites and downloadable apps that will allow you to make and sort your own Arabic flashcards.

2 Putting words together

أبـت

Letters of the alphabet: group 2



Look at the next group of letters and listen to the audio:

1: 09

ا

Name of letter

alif

Pronounced

(see pages 17 and 20)

د

dāl

'd' as in 'dad'

ذ

dhāl

'th' as in 'that'

ر

rā'

rolled 'r' as in Spanish 'arriva'

ز

zāy

'z' as in 'zone'

و

wāw

'w' as in 'wet'



بيتزا وزيتون bītzā wa zaytūn

Pizza and olives

You can see that the dāl and dhāl have the same basic shape, as do rā' and zāy. The only difference is that dhāl and zāy have the dot over the basic shape. Pay special attention to the position and shape of these four letters – dāl and dhāl sit *on* the line while rā' and zāy fall *under* the line.

Wāw and alif have very distinctive shapes, but their connection with the other letters in this group will become clear later in this unit.

As there are no dots to 'join up' in this group of letters, the handwritten versions tend to look very similar to the printed versions.

Exercise 1

Draw a line between the printed letters, their handwritten versions and the names of the letters, as in the example:

و	و	alif
ذ	ا	dāl
و	ذ	zāy
ز	د	rā'
ا	و	wāw
د	ذ	dhāl



Handwriting practice

dāl, dhāl



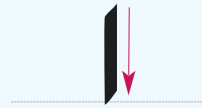
rā', zāy



wāw



alif



Remember, finish the shape first and then add any dots:



On the website you can find a worksheet to practise handwriting these letters.



Joining letters: group 2

The similarity between the letters in group 2 becomes clear when we look at how they are joined to other letters. All of the six letters in this group are joined to the letter *before* but cannot be joined to the letter *after*. Look at how alif joins in these combinations:

$$\overleftarrow{\text{ب}} + \text{ا} = \text{با}$$

$$\text{ب} + \text{ا} = \text{اب}$$

$$\overleftarrow{\text{ب}} + \text{ا} + \text{ب} = \text{باب}$$

The letters in group 2 have the same basic shape wherever they appear in a word, and *always* have a space after because they do not join to the next letter.

←

ن + ا + ر = نار

ب + ر + د = برد

ز + ي + ن = زين

ا + ب + د + ا = ابا

ذ + و + ب = ذوب

و + ز + ي + ر = وزير

The letters in group 2 are the only letters which cannot be joined to the letter following in a word. All other letters can be joined on either side.

Exercise 2

Fill in the missing letters and pronunciation as in the example:

(bard) بَرْد = (d) د + (r) ر + (ba) بَ 1

وَزْد = + + 2

رَبُو = + + 3

= ر + ذ + بَ 4

بِر = + + 5

= بُ + ثِ + يَ 6

ثَوْب = + + 7

= زَ + رَ + دَ 8

Long vowels

In Unit 1 you met the three Arabic vowel signs: fatha (a), kasra (i) and ḍamma (u). These are all pronounced as short vowels. They can be made long by adding the three letters alif (ا), yā' (ي) and wāw (و).



Look at the following and listen to the audio:

1: 10

با (bā) ← بَ (ba)

بي (bī) ← بِ (bi)

بو (bū) ← بُ (bu)

From this you should be able to see that long vowels are made like this:

letter + alif = ā (long 'a' as in *hair* or as in *far*)

letter + yā' = ī (long 'i' as in *meet*)

letter + wāw = ū (long 'u' as in *boot*)

Tip: The pronunciation of the long ā varies, depending on the sounds before and after it. For example, the ā in the word باب *bāb* (door/gate) is pronounced as in 'hair'; but in the word نار *nār* (fire) the ā is pronounced as in 'far'.



باب زُوَيْلَة *bāb zuwayla*
Zuweila Gate (Old Cairo)



Handwriting practice

Practise copying these words. Remember to write the whole word and then add the dots.

ابن ود دار ثوب نزور يبرد



On the website you can find a worksheet to help you practise handwriting these combinations.



Now listen to the pairs of words on the audio and then repeat them. Listen carefully for the difference in the short and long vowels. Each pair is given twice:

1:11

يَزِد 3	بَرَد 2	نُذِر 1
يَزِيد	بَرَاد	نُذُور

It may have occurred to you that if the vowel signs are not usually included at all in written Arabic, then pronunciation requires interpretation. For example, if you come across this word ...

زور

it could be pronounced:

زور (zūr) or ...

زُور (zawr) or ...

زَوْر (zawar) or even ...

زَوَّر (zawwara) or ...

زَوَّر (zuwwira).

(All of these words exist!) The answer is that you do not know *automatically*. However, when you have learned more about the structure and vocabulary patterns in Arabic, you will usually be able to tell from the context.

Exercise 3

Listen to the audio and write the short vowels on these words as appropriate. Each word will be given twice.

1: 12

بريد 6

وزير 1

بين 7

دين 2

بين 8

دين 3

زين 9

بيت 4

وارد 10

يريد 5

Exercise 4

Now try and write the eight words you hear, with their short vowels. Each word will be given twice.

1: 13

Alif

Alif is unique amongst Arabic letters because it does not have a definite sound. There are two main ways an alif is used:

- 1 To form the long vowel ā (see page 17).
- 2 To 'carry' a short vowel. If a word begins with a short vowel, the vowel sign cannot simply hang in the air before the next letter. So the vowel sign is placed above or under an alif, as in these examples:

(in) اِنَّ

(urīd) اُرِيدُ

(ab) اَبٌ

The small 'c' shape (ء) that accompanies the vowel sign is known as hamza. (For more details about hamza, see Unit 6, page 77.)



Don't forget: you'll find more details of the *Mastering Arabic* companion books on the series website. These include additional activities to help you practise reading and writing the Arabic script.



Listen carefully to these words, each of which begins with a vowel carried by an alif.

1: 14

أَنَا 4	أذن 1
أنت 5	أذن 2
أنت 6	إيران 3

Putting words together



Look at the pictures and listen to the audio.

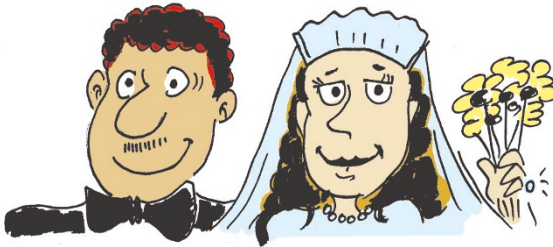
1: 15



أنور



نور



أنور ونور

Tip: و (wa, 'and') is written joined to the word that follows:

أنور ونور (anwar wa-nūr, 'Anwar and Nour').

Exercise 5

1: 16

Look at these pictures and read the names. Check your pronunciation with the audio or in the answer section.



Now choose the correct description for each picture:



B

- 1 بدر وزين
- 2 نادر وبدر
- 3 زين ونادر
- 4 زينب ودينا



A

- 1 زيد وبدر
- 2 دينا ونادر
- 3 زينب وزيد
- 4 زينب وبدر



D

- 1 دينا وزين
- 2 بدر ونادر
- 3 زيد ودينا
- 4 زين وزيد



C

- 1 دينا وزينب
- 2 زيد وزينب
- 3 زيد وزين
- 4 دينا ونادر

Tip: Watch out for the difference in pronunciation between *yā'* representing the long vowel *ī* (e.g. the name *dīnā*) and *yā'* with a *fatḥa* over the letter before, when the combination is pronounced *ay* (*zayd*). Without the short vowels these look the same in Arabic script, so you need to remember the individual pronunciation. The same is true of *wāw* representing the long vowel *ū* (*nūr*) and with a *fatḥa* over the letter before, when it is pronounced *aw* as in 'how' (*fawzi*).



You'll find a downloadable PowerPoint presentation on the website to help you read and pronounce these Arabic names.

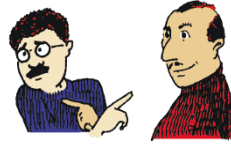
Simple sentences



Look at the picture and listen to the audio.

1: 17

أنا زيد وأنت نادر.



Many Arabic sentences do not need the verb 'to be' in the present tense (am, is, are). This means that you can have a sentence with no verb at all. (These sentences are called *nominal sentences*.)

أنا زيد.
I (am) Zaid.

أنت نادر.
You (are) Nadir.



Handwriting practice

Practise writing these sentences, firstly with the vowels and then without.

أنا نادر. أنا نادر.
أنت دينا. أنت دينا.

Exercise 6

Look at the pictures and make sentences for each bubble:



1: 18



Conversation

Introducing yourself

The simplest way to introduce yourself is to use *ānā ...* (I'm ...) or *ānā ismī ...* (My name's ...). Listen and repeat these expressions.

أنا نادر. (ānā nādir.) / أنا اسمي نادر. (ānā ismī nādir.)

I'm Nadir./My name's Nadir.

أنا دينا. (ānā dīnā.) / أنا اسمي دينا. (ānā ismī dīnā.)

I'm Dina./My name's Dina.

أنا نادر زيدان. صباح الخير. (ānā nādir zīdān. ṣabāḥ al-khayr.)

Good morning. I'm Nadir Zidane.

أنا اسمي دينا بدران. صباح النور. (ānā ismī dīnā badrān. ṣabāḥ an-nūr.)

Good morning. My name's Dina Badran.

For formal identification, Arabs may add the first name of their father. Western-style middle names are not common.

أنا اسمي نادر بدر زيدان. (ānā ismī nādir badr zīdān.)

My name's Nadir Badr Zidane.

أنا اسمي دينا أنور بدران. (ānā ismī dīnā anwar badrān.)

My name's Dina Anwar Badran.

Male and female



1: 19

Listen to this conversation:

(read from right to left) ←



Look at the question (notice the reversed question mark):

وأنت؟ (wa-anti?), and you?

أنت (anti) is used only to refer to a female. Arabic makes a difference between male and female people and objects. It has two *genders*. So we have:

أنا (anā) I (male and female)

أنتَ (anta) you (male)

أنتِ (anti) you (female)

Exercise 7

Fill in the missing words in these conversations:

1

أنا _____ ؟ أنا زينب و _____ ؟

2

_____ زين و _____ ؟

1: 20



Conversation

Meeting someone for the first time

You've learnt a few greetings and how to introduce yourself, so now you're ready to meet someone. After the introductions you could ask how someone is, or say you're pleased to meet him or her.

Listen to these conversations and then have a go at introducing yourself.

أهلاً. أنا توم، وأنت؟ (ahlan, anā Tom w-anti?) Hello, I'm Tom. And you?

أنا دينا. (anā dīnā) I'm Dina.

تَشْرَفْنَا يَا دينا. (tasharrafnā yā dīnā) Pleased to meet you, Dina.

مَسَاءَ الْخَيْرِ. أنا مدام لويس. (masā' al-khayr. anā madām lūwis)

Good evening. I'm Mrs Lewis.

مَسَاءَ النور يا مدام لويس. كَيْفَ الْحَال؟ (masā' an-nūr yā madām lūwis. kayf al-ḥāl?) Good evening, Mrs Lewis. How are you?

الْحَمْدُ لِلَّهِ. (al-ḥamdu lillāh) Fine, thanks ('thanks be to God').

Notice the use of يا (yā) when addressing someone by name. This is common in many parts of the Arab world.

web

You'll find a transcript of the conversation sections on the companion website.



Vocabulary in Unit 2

أنا (anā) I

أنا اِسْمِي ... (ānā ismī ...) my name's ...

أَنْتَ (anta) you (male)

تَشْرَفْنَا (tasharrafnā) pleased to meet you

أَنْتِ (anti) you (female)

كَيْفَ الْحَال؟ (kayf al-ḥāl) how are you?

وَ (wa-) and

الْحَمْدُ لِلَّهِ (al-ḥamdu lillāh) fine, thanks