

LEARN ARABIC IN 7 DAYS

THE ULTIMATE CRASH COURSE
TO LEARNING THE BASICS OF THE
ARABIC LANGUAGE IN NO TIME



DAGNY TAGGART

Learn Arabic In 7 DAYS

The Ultimate Crash Course to
Learning the Basics of the Arabic
Language in No Time

By Dagny Taggart

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Table of Contents

My FREE Gift to You!

Learn Arabic 300% FASTER

Introduction: Get Ready to Dive Into Another World!

A Little about the Arabic Language and the Arabic-Speaking World

Chapter 1: Reading and Pronouncing the Characters

Congratulations! You've finished learning the alphabet!

Sounds that do not exist in Arabic

About Transliteration

A Word of Encouragement

Practice

Chapter 2: Writing the Characters

Practice

Chapter 3: Pronouncing Arabic The Way You're Supposed to

Short Vowel Sounds

More uses for hamza (ء)

Alif maqṣūra

Shadda

Section Two – Basic Grammar to Understand Before You Begin

Chapter 4: Nouns, Pronouns, Adjectives and Plurals

Gender

Pronouns

Practice

Definite and Indefinite Nouns in Arabic

Practice

Practice

Adjectives

Practice

Answers

Plurals

A note on using plurals with adjectives

Practice

Answers

Chapter 5: Expressing Belonging

Possessive Pronouns in Arabic

Practice

Answers

The idafa construction in Arabic

Practice

Answers

Saying “I have” in Arabic

Practice

Answers

Chapter 6: Using Verbs and Creating Sentences

Forming and Negating the Present Tense

Things to remember about present tense verb conjugation in Arabic

Negation (I do not do / I am not doing)

Practice

Answers

Forming Questions

Yes/no questions in Arabic

Information questions

Practice

Answers

Chapter 7: Hellos and Goodbyes

Vocabulary & Phrases

Dialogue

Practice

Answers

Chapter 8: Talking About Yourself and Your Family

Vocabulary & Phrases

Dialogue

Practice

Answers

Chapter 9: Interests, Hobbies and Vacations

Vocabulary & Phrases

Dialogue

Practice

Answers

Section Four – Numbers, Times and Dates

Chapter 10: Learning to Count and Telling the Time

Numbers 1-9

Numbers 11-100

All About Time

Practice

Chapter 11: Days and Months

Vocabulary & Phrases

Dialogue

Practice

Answers

Section Five – Out and About In Arabic-Speaking Countries

Chapter 12: Where Am I?

Vocabulary and Phrases

Countries and Cities

Practice

Answers

Chapter 13: Sightseeing, Culture & Food

Vocabulary & Phrases

In the City

Food

Practice

Answers

Section Six – An Introduction to Colloquial (Spoken Arabic)

Chapter 14: The Basics of Egyptian Colloquial Arabic

Verbs in Egyptian Colloquial Arabic

Vocabulary & Phrases

Practice

Conclusion: A Few Words to Help You on Your Way

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PS: Can I Ask You a Quick Favor?

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About the Author

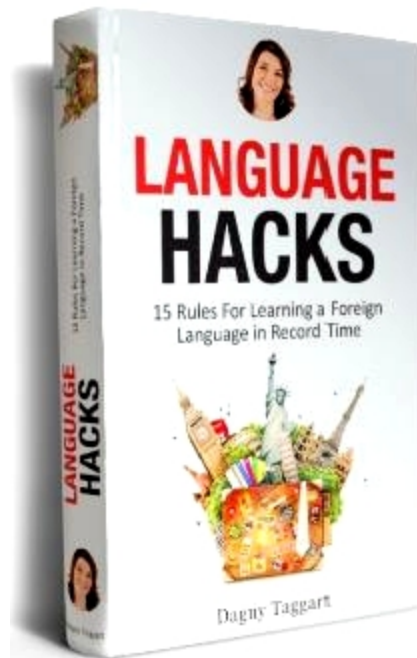
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Keep on traveling,

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Introduction

Get Ready to Dive Into Another World!

See the Arabic writing at the top right-hand side of the page? That's pronounced *muqadima*, and if you hadn't already guessed, it's the Arabic word for "introduction". It might look like nonsense now, but I promise that with just a little hard work and dedication, you'll be reading, speaking and writing this and many more basic words and phrases in less than six months' time.

Many people are put off learning Arabic because of the (perceived) complexity of the alphabet or because they don't think they'll be able to write from right to left. Others shy away because it sounds difficult to pronounce. Take it from me: I was once where you are, and with just a little practice, you'll pick up these new skills in a matter of days. While it's true that more advanced levels of Arabic grammar can be tricky, this book is designed to ease you in gently with the basics you need for everyday communication. You'll be learning to read, write and pronounce the 28 letters of the Arabic alphabet before moving onto basic grammatical concepts, commonly used vocabulary and simple conversation practice. You'll then have the foundations you need to continue your formal journey with Arabic or simply to travel one of the world's many amazing Arabic-speaking countries with confidence!

Before we get started, I want to explain a little about how this book is structured and intended to be used. The first two sections of this book will focus on learning how to read, write and speak the letters as well as on some quick grammatical pointers that you need to know before you get going. I highly recommend you take the time to address these sections properly and make sure you're really familiar with everything before moving onto the later sections. Many people panic at the word "grammar", but there's no need to feel apprehensive – the concepts have been broken down to make them as clear and easy to absorb as possible. There'll be short quizzes at the end of each grammar lesson to make sure you've understood everything properly.

You'll then be ready to get stuck in! Each of the later sections focuses on a separate theme and is sub-divided into chapters and sub-themes to guide you through easily. Each chapter will build on what you've learned in the previous ones, so it's recommended you work through the whole book in order – and again, don't forget the quizzes at the end of each topic that will test if you've understood and remembered what you learned.

Though this book will focus primarily on teaching you Modern Standard Arabic - the standardized, formal version of Arabic that is used to teach the language to non-native speakers and is found in books, newspapers and news broadcasts across all the Arabic-speaking world - the last chapter of this book will provide an introduction to Egyptian Colloquial Arabic, the most widely recognized of the many spoken variants of Arabic and the kind of Arabic you'll hear used in everyday conversation if you visit the country itself. Read the second part of this introduction to find out more!

This book contains over a dozen chapters in total. I'd recommend spending at least a few hours on each chapter to make sure you've really understood the concepts and had chance to memorize the vocabulary. Vocabulary study is one of the most important parts of language learning and, though it might be tedious at times, you'll make things much easier for yourself if you spent a little time on vocabulary every day – especially as your vocabulary base gets bigger and bigger. Find a strategy that works for you – there are tons of great suggestions to be found online.

Finally, whatever your reasons, congratulations on choosing to learn Arabic and I hope you enjoy and gain a lot from this book. You're not only learning a fantastically impressive new skill, you're opening yourself up to an amazing new world of people, cultures, art, music, history, food and more that you'd never have experienced in the same way otherwise.

Bon voyage! / *بونيح*

*****Please note*****

Due to the nature of this book (it contains charts, graphs, and so on), you will better your reading experience by setting your device on *LANDSCAPE*

mode!



A Little about the Arabic Language and the Arabic-Speaking World

So you've chosen to learn Arabic! This section is intended to provide a little light background information about the language and the region before you begin. It's not compulsory reading, but might prove an interesting and useful way to place your learning experience in context – especially if you're new to the idea of studying Arabic.

The Arabic language (Arabic: **اللغة العربية** – *al-logha al-'arabiyya*) is the native language of almost 300 million people worldwide and an official language of more than 20 countries across the Middle East and North Africa, including Morocco, Tunisia, Sudan, Egypt, Jordan, Lebanon, the United Arab Emirates, Oman and Lebanon (hopefully you're already starting to see how many amazing new experiences studying this book will open up for you...!). Though these countries might all share a common language, their histories, geographies and cultures couldn't be more different, and they each have something different to offer those wishing to study or visit them.

At the time of writing in 2014, Arabic-speaking parts of the world are continuing their long stint at the forefront of world events - and for mostly unpleasant reasons. From the toppling of governments in Tunisia, Egypt and Yemen to uprisings and protests in Bahrain, Algeria, Iraq and Sudan and the ongoing turmoil in Syria, the recent few years have been troubled ones for the region. But don't let that put you off learning the language (on the contrary, it's more relevant than ever) or visiting one of the many fascinating areas that are still safe for travel.



The Arabic-speaking world has an incredibly diverse range of sights and sounds to offer. Compare stunning traditional Islamic architecture in the heart of Old Cairo, Egypt...



...with no-expenses-spared modern luxury against a beautiful mountain backdrop in oil-rich Oman in the Arabian Gulf

Arabic – written from right to left - is from the Semitic family of languages and shares similarities with other Semitic languages like Aramaic and Hebrew. While, sadly, it doesn't share any similarities that make it easier to learn for native speakers of English, it has “donated” a number of words to English over the years. Think algebra (ربيعا /*al-jabr*) or safari (from رفعة /*al-safar*, the Arabic word for journey) for starters!

The official form of Arabic is known as Modern Standard Arabic (MSA) and, as mentioned in the first half of this introduction, it's the form that's used in writing and formal speech across all the Arabic-speaking countries. However, Arabic is fairly unusual in that this standard written form is distinct from the many spoken (colloquial) varieties of Arabic that exist throughout the geographical regions in which it is used. To make things more confusing, many of these varieties differ widely not only from MSA but from each other as well – some to the extent that they are *mutually unintelligible* (i.e. that a speaker of one dialect would not be able to understand a speaker of another). An Arabic speaker using the Moroccan dialect, for example, might find it near-on impossible to understand a speaker of the Iraqi dialect and vice versa.

Of course, we won't aim to tackle the issue of dialects in this beginners' guide - this book will focus mainly on MSA, which is what's normally used to give foreign learners a foothold in the language and provides a great basis for further study. However, since Egyptian Colloquial Arabic – thanks to the expansive Egyptian TV and film industry - is more widely understood across the entire Arab world than any other spoken variety, the last section of this book will aim to give you a brief overview of some basic ECA words and phrases that might prove useful in practical situations.

Chapter 1

Reading and Pronouncing the Characters

Before we move to actually look at the letters in the table below, let's take a moment to review a few basic facts that should make things easier.

The good news is that unlike Chinese or Japanese, all the characters in the Arabic alphabet represent sounds rather than meanings. These sounds are then put together in specific combinations to form meaningful words, just as in English does with letters from the Latin alphabet. As we've mentioned before, the Arabic script is written from right to left. Keep this fact in mind when studying the example words, but don't worry about it too much yet!

Many of the letters in the Arabic alphabet are pronounced in a similar way to sounds you'll know from English. This will help you to learn them. However, of the 28 letters in the Arabic alphabet, 10 represent sounds for which there are no direct equivalents in English. These may take a little extra practice to get used to. We'll cover these in the table below - and always remember that if you need any extra help, the internet is your friend. There are plenty of free audio guides and videos out there to show you how they're properly pronounced.

In addition to the 28 standard characters in the Arabic alphabet, there are 3 extra symbols (consider them like accents in French or Spanish) that are written either above or below a word to give extra information about how that word is pronounced. In the case of Arabic, these symbols are used to represent "short vowels" - think of the "a" sound in "dart" as opposed to the longer "a" sound in "dare". This is because short vowel sounds (unlike "long" vowels, which we'll see in the table below in just a minute) are not represented in the Arabic alphabet. But enough about that for now - we'll learn what these symbols look like and how to use them in Chapter 3. Let's focus on the standard characters.

Each Arabic character has a name, and this name sounds different to how the letter sounds when it's pronounced as part of a word. This might sound confusing, but it's actually not - just compare it to the way we say the English "D" (dee) when we're reciting the alphabet with how we say it when

we're pronouncing the word "dog". I've spelt out the character names phonetically in Latin letters and provided them in the table below, but they're for information purposes more than anything else. Our job for the moment is to concentrate on what the Arabic letters look like and how we're supposed to say them.

Getting the hang of how the letters sound is important, because improper pronunciation might cause one word to be accidentally mistaken for another. There's a lot of information to take in in this chapter, but don't be overwhelmed. Just remember your mantra for the first week: read, memorize and practice, practice, practice away!

Note on using the table

The table should be read from right to left (might as well get into the habit now!)

As well as showing you what the characters look like and how they're pronounced, the fourth (leftmost) column of this table has been included to give you an idea of what the characters look and sound like within words. It's also going to introduce you to some basic vocabulary, and hopefully whet your appetite for learning more. However, Arabic is a little tricky in that characters are written differently according to whether they occupy an initial, middle or final position in a word. This is something we'll cover in detail in Chapter 2. While it's nothing to panic about, it means that when getting to grips with the characters, you should focus on the basic or "isolated" form in the first (rightmost) column and not worry too much for the moment about the different forms you see in the example words.

Can you show me an example of the character in use?	How do I pronounce it? And is there anything else I should know?	Character name (Latin letters)	Arabic character
<p data-bbox="363 352 444 422">باب</p> <p data-bbox="363 428 444 464">(bāb)</p> <p data-bbox="250 470 558 905">meaning "door". Notice how we use the character <i>ā</i> to represent a long "a" sound. We'll use several other modified Latin characters to represent different sounds in Arabic as we go along, so try to keep track of them as best you can!</p> <p data-bbox="363 940 444 1010">أب</p> <p data-bbox="363 1016 444 1052">(ab)</p> <p data-bbox="282 1058 526 1094">Meaning "father".</p>	<p data-bbox="586 352 1036 779">This is a bit of a tricky one. Rules of grammar mean that the basic (or "isolated") form of alif you see at the top of the right-hand column can only be used <i>in the middle or at the end</i> of a word, never at the start of one. When alif appears at the start of a word, it comes with a little marking known as a <i>hamza</i> over the top. You can see alif with <i>hamza</i> just underneath the basic form.</p> <p data-bbox="586 835 1036 1136">Phew! Now we've covered that, let's review how it's actually pronounced. When alif comes in its basic form (without <i>hamza</i>), it has a long "a" sound as in the English "dare". When it comes with <i>hamza</i>, it has a short "a" sound as in the English "ant". (<i>hamza</i> represents</p>	<p data-bbox="1127 352 1175 380">alif</p>	<p data-bbox="1305 352 1321 478">ا أ</p>

	<p>the sound produced by momentarily stopping the flow of air in the vocal cords, but don't think about this too much if it confuses you – just focus on the example given).</p> <p>N.B. – <i>hamza</i> is used only to modify the long vowel sounds in Arabic (though all we need to know about for now is its use with <i>alif</i>) and is NOT one of the three short vowel symbols we talked about earlier.</p>		
<p>باب (<i>bāb</i>)</p> <p>Remember this? Yes, here's the Arabic word for "door" that we saw just a moment ago...except now, you know enough letters to read the whole thing!</p> <p>Notice how <i>baa'</i> is written differently at the beginning and end of the word? We'll learn more about that in Chapter 2.</p>	<p>A simple one - pronounce it like the English "b".</p>	<p><i>baa'</i></p>	<p>ب</p>
<p>يخت (<i>yakht</i>) meaning "yacht".</p>	<p>You know this sound from the English word "tell".</p>	<p><i>taa'</i></p>	<p>ت</p>

<p>أكثر (akthar) meaning "more". (You should recognize the alif with hamza at the beginning of the word!)</p>	<p>Another easy one – this is the same as the "th" sound in "third".</p>	<p>thaa'</p>	<p>ث</p>
<p>جبل (jabal) meaning "mountain". Did you notice the baa' in the second position?</p>	<p>Think of the "j" in "jump".</p>	<p>jeem</p>	<p>ج</p>
<p>حادث (hādith) meaning "accident". Notice how we use the symbol ḥ to represent the "heavy" h sound. (Some Arabic teaching materials use a capital H, but we're not going to do that in this book). Which other letters can you see here that you already know?</p>	<p>Here's where it gets a little tricky – this is one of the sounds that has no equivalent in English. It's closest to the English letter "h" – and to English speakers, it might even be hard to tell them apart – but it's important to get it right, since this is one of the things that can cause native speakers of Arabic to misunderstand you if get it wrong.</p> <p>How to say it? Pronounce an English letter "h", but exhale strongly as you do so (imagine blowing warm air onto your hands on a cold day!) The sound comes from your throat, which should be open and slightly tensed. However, be careful not to constrict your throat muscles too</p>	<p>ḥaa'</p>	<p>ح</p>

	much and produce a "kh" sound by mistake.		
<p>خال (<i>khāl</i>) meaning "maternal uncle". (Arabic distinguishes between the male and female sides of the family with all its names for family members)</p>	<p>A soft "kh" sound that comes from the back of the throat. This will be new to English speakers. Those who know German can refer to the "ch" sound in "acht", while speakers of Spanish can compare it to the "j" sound in words like "trabajo".</p>	khaa'	خ
<p>دجاج (<i>dajāj</i>) meaning "chicken (meat)"</p>	<p>As in the English word "done".</p>	daal	د
<p>كذب (<i>kidhb</i>) meaning "lie" (as in, an untruth) Don't worry if this combination of sounds takes a little practice!</p>	<p>Pronounce it like the "th" in "this". Your tongue starts a little further back than when pronouncing the letter ت (thaa')</p>	dhaal	ذ
<p>رجال (<i>rijāl</i>) meaning "men"</p>	<p>This is the same as the Spanish "r", but will be new to speakers of English. Place your tongue a close behind your teeth to create a slightly rolling sound.</p>	raa'	ر
<p>زبادي (<i>zabādi</i>)</p>	<p>Pronounced like the "z" in "zoo".</p>	zaay	ز

<p>meaning "yogurt". Did you notice that you know four of the five letters in this word already?</p>			
<p>جسم (<i>jism</i>) meaning "body".</p>	Just like the "s" in "sample".	siin	س
<p>شمال (<i>shamāl</i>) meaning "north".</p>	Pronounce it like "sh" in "shell".	shiin	ش
<p>صباح (<i>ṣabāḥ</i>) meaning "morning". Notice how we use the symbol ṣ to represent the hard s. Outside of this book - in teaching materials, or occasionally by Arabs writing Arabic in Latin characters – you might see it written as "s".</p>	A new one, and a bit tricky. Your tongue should be a little further forward than when pronouncing the English "s" or the letter س (siin) in Arabic. The mouth should be less open, and you should add some extra emphasis from the back of the throat as you speak it. Try to think of it as a "hard" or "throaty" s sound.	ṣaad	ص
<p>نبض (<i>nabḍ</i>) meaning "pulse". The symbol ḍ represents the hard d (it can also be represented as D).</p>	Another tricky one! This is a hard "d" sound, similar to the hard "s" we learned above. You might find it difficult at first to tell the difference between the English "d" sound (or the letter د (daal) in Arabic) and the	ḍaad	ض

	<p>letter <i>ḍaad</i>. That's totally normal, and you shouldn't feel frustrated if you do. There are plenty of free audio pronunciation guides online that can help you! Modify a regular "d" sound in much the same way as you did the regular "s" sound a moment ago: with your tongue slightly further forward than normal, your mouth less open and with extra emphasis from the back of the throat.</p>		
<p>طالب (<i>ṭālib</i>) meaning "student". You know you the score by now – we represent the hard "t" sound with a dot underneath the Latin character, and you know to look out for it written as "T" in other places.</p>	<p>Yet another "hard" letter. Think of an English "t", and then modify it in the same way as for the letters <i>ṣaad</i> and <i>ḍaad</i>: tongue slightly further forward, mouth slightly less open and emphasis from the throat.</p>	ṭaa'	ط
<p>نظام (<i>niẓām</i>) meaning "system" or "regime". Yep, you guessed it - <i>ẓ</i> or <i>Z</i> is how this letter is usually represented within the Latin alphabet. In fact, many</p>	<p>The last of the "hard" sounds you'll have to master. Your tongue should be in the same position as when you pronounce the word "there", but the mouth should be less open and again, you should incorporate the all-important emphasis from the throat. This letter sounds a little</p>	ẓaa'	ظ

colloquial varieties of Arabic also pronounce it simply as "Z", but let's focus on the standard pronunciation for now.	similar to ذ(dhaal), but is a "throatier" version.		
<p>شعر (sha'ar) meaning "hair". We'll use 'a to represent 'ayn in Latin letters.</p>	Another new sound (I know, I know). This is a difficult one that will take some training, so don't get give up! To master it, think about how you pronounce the "a" sound in a word like "at". Now try to produce this sound much from much further back in the throat. Your throat muscles should be constricted – try to think of a "strangled" sound.	'ayn	ع
<p>غالي (ghāli) meaning "expensive".</p>	Another new one for you to learn. It's similar to the French "r", but will be new to English speakers. Touch the back of tongue to your throat at the point where your throat begins to curve down to produce a gargling-like sound.	ghayn	غ
<p>فستان (fustān) meaning "dress".</p>	Finally, one that's nice and easy! This is like the English "f" in "fan".	faa'	فا
<p>قطر (qaṭar) - the Arabic name for Qatar</p>	The bad news? This is another new sound. The good news? It's the very last one you'll have to learn, and it's one of the easiest for English speakers to master. Firmly pronounce an English "k", but with	qaaf	قا

We'll use q to represent qaaf, even though the sounds are not exactly the same.	your tongue touched to the back of your throat as it was for غ (ghayn).		
سَمَك (<i>samak</i>) meaning "fish".	Like the English "k".	kaaf	ك
كُل (<i>kul</i>) meaning "each" or "every".	Like the English "l" in "last".	laam	ل
مَطَار (<i>maṭār</i>) meaning "airport".	Pronounced just like the English "m".	miim	م
فَنَان (<i>fanān</i>) meaning "artist".	Say it like the "n" in "Nile".	nuun	ن
الهِند (<i>al-hind</i>) - the Arabic name for India. Notice how different haa' looks in its basic or "isolated" form (right-hand column) and when it appears in a word? We'll be learning about this soon.	Similar to the "h" in "hair" – a soft sound	haa'	ه

<p>وقت (<i>waqt</i>) meaning "time" (as in, "What's the time?")</p> <p>نور (<i>nūr</i>) meaning "light". Notice the use of ū to represent the "oo" sound.</p> <p>Compare the two uses of waaw above: as a consonant at the beginning of the word in the first example, then as a vowel in the middle of the word in the second.</p>	<p>The letter waaw can function as both a consonant and a vowel. As a consonant, it sounds the "w" in "win". As a vowel, it sounds like the "oo" in "soon".</p>	<p>waaw</p>	<p>و</p>
<p>يسار (<i>yasār</i>) meaning "left" (as in, left-hand side)</p> <p>النيل (<i>al-nīl</i>) - the Arabic name for the River Nile.</p>	<p>Like waaw, yaa' can also function as consonant and a vowel. As a consonant, it sounds like the "y" in "yet". As a vowel, it sounds like the "ee" in "teen".</p>	<p>yaa'</p>	<p>ي</p>

<p>Notice how we use the symbol <i>ī</i> to represent the “ee” sound. You might also have noticed that <i>yaa’</i> is another letter that looks very different in the middle of the word than in its basic form. Don’t panic about this!</p> <p>We’ve also seen a few examples of <i>yaa’</i> being used as a consonant at the end of words. Think back to the words <i>زبّادي</i> (<i>zabādi</i>) and <i>غالي</i> (<i>ghāli</i>) we saw earlier. When <i>yaa’</i> appears in the final position, we pronounce it like the “y” sound in “tidy” rather than drawing out or “leaning on” the sound as we do when it occurs in the middle of a word (think of the “ee” sound in “teen” we referenced a moment ago). That’s why I’ve spelled these examples with “i” not</p>			
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Congratulations! You’ve finished learning the alphabet!

Now read the few notes below before moving on to your first exercises.

Sounds that do not exist in Arabic

A few sounds exist in English but not in Arabic. In “loan words” – words borrowed by Arabic from English and other European languages – these sounds are usually substituted for a sound that *does* exist in the Arabic alphabet.

- 1) The English “v” becomes “f”
- 2) The English “p” becomes “b”
- 3) The English “g” sometimes becomes “j” (although the English “g” sound exists anyway in some colloquial varieties of Arabic)

About Transliteration

Transliteration is just the technical name for the process that occurs when we try to recreate text written in one alphabet using the characters of another (in this case, Arabic words in Latin letters). I say “try to” because despite our best efforts, transliteration is not 100% accurate and is never completely consistent. As we’ve seen already in this chapter, we’re restricted in the ways we can express particular sounds, and one person’s interpretation of a word might be completely different to another’s, especially if their native languages (and therefore the way they naturally pronounce certain characters) are different.

For this reason, I would strongly recommend that you take time to learn the Arabic alphabet properly before studying any of the later material. I’ve included transliterations of all the words and phrases in this book because they’re necessary within a written guide and can be useful in the beginning, but you’ll be enhancing your learning experience greatly if you try not to rely on them too much during the later chapters – or if you at least attempt to consider the Arabic word and its transliterated form side-by-side.

A Word of Encouragement

Try not to feel overwhelmed by what you’ve just studied – especially by the new sounds. Remember that 18 of the 28 Arabic characters represent sounds you use every day in English and will be able to pronounce easily. Of the remaining 10, only a few are really tricky to get the hang of.

Take as long as you need to familiarize yourself with the alphabet properly. There is no right or wrong timeframe for learning something like this, and

it's perfectly okay to need more than a week. You're creating a solid base for further learning!

Practice

Say the following sounds out loud:

ف	ي (both variants)
أ / ا	ز
ش	ث
ت	ه
و (both variants)	ط
ع	ق
ص	ج
ن	د
ذ	ر
ذ	ر
ع	ر
ق	س
م	ط
ك	ن

Chapter 2

Writing the Characters

First of all – well done! You’ve learned to recognize and say the 28 basic characters, which means you’re more than halfway there. This chapter will build on what you’ve learned by teaching you how to write the characters and combine them in some simple words.

Each Arabic character has a basic or “isolated” form, which is what you learned in the previous chapter. For most characters, that form changes slightly when it is joined to other letters as part of a word – and the way it changes depends on whether it appears as the initial letter, in the middle of the word or at the end. Sound daunting? It isn’t really – just think of it as a slightly more complex version of joined-up writing in English.



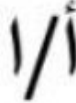

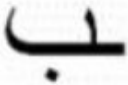



The other thing to know is that not all Arabic characters are created equal. Some can be joined to other letters on both sides, while some can only be joined to the preceding letter and some only to the letter that follows them. Again, this is simple enough to grasp if you study the examples in the table below.

All you’ll need now is a bit of concentration and a good pen. You don’t need a specific kind of pen – just one you can write with comfortably and easily. Some wide-lined paper might be useful, too.

The table should be read from right to left. The final (leftmost) column will reuse some vocabulary from the previous chapter (which you can now study in more depth in light of your new knowledge) and will introduce some new vocabulary too. Don’t worry about memorizing it all as you go along! It’s mainly intended to get you used to seeing what Arabic words look and sound like.


N.B. You might notice that some of the words in the table below end with a character we haven’t seen before, **ة**, which is highlighted here: **سنة** (*sana* / year) to show you how it looks when in a word. **ة** – or *taa’marbuta*, as it is known in Arabic - is spoken like a short “a” sound in English (as in “bat”).

In Arabic, all **nouns** (words for objects or things) are classified as either masculine or feminine, and ة is the symbol that's added to the end of feminine words. Don't worry about it too much for now, as we'll look at it in more detail in Chapter 2.

How it looks in words (initial/middle/final)	Final position	Middle position	Initial position	How to write it	Basic form
<p>أب (ab) (father)</p> <p>باب (bāb) (door)</p> <p>ما (ma) (what)</p> <p>N.B. - where alif is used at the end of the word, we do not emphasise or "lean on" the long "a" sound as much as when it occurs in the middle of a word, hence why "ma" has been transliterated with "a" not "ā".</p>	 (joins to preceding letter)	 (joins only to preceding letter)	 (does not join to following letter)	<p>For the isolated/Initial form, start from the top and draw a vertical stroke that leans very slightly to the left. For <i>hamza</i>, draw a tiny lower-case "c" and finish with a small flick directed to the left and slightly downwards.</p> <p>Where alif joins to the preceding letter, write the joining (horizontal) stroke and then write the alif in an upwards direction without taking your pen off the paper.</p>	
<p>باب (bāb) (You should know this one by now!)</p>	 (joins to preceding letter)	 (joins to preceding and following letter)	 (joins to following letter)	<p>For the isolated form, begin at the right-hand side of the letter and write a small stroke down, a longer horizontal</p>	

<p>قبل (qabl) (before)</p> <p>قريب (qarīb) (close – spatial or in terms of a relationship between people)</p>		<p>following letters)</p>	<p>stroke across and another small stroke up without taking your pen off the paper. Finish with the dot. The initial form works in the same way, except you go on to write the next letter instead of finishing with the final vertical stroke. The middle form should also be written without taking your pen off the paper, so that you go over the vertical line twice, once on your way "up" and once on your way "down". The same applies for the first vertical stroke of the baa' in the final form. Don't worry about making your horizontal strokes perfectly straight - they can curve slightly below the line and come back up. If you're</p>
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				writing an entire word, you should complete the word and then add dots for all letters afterwards. Don't forget them though!	
تنورة (tanūra) (skirt) ممتاز (mumtāz) (excellent) بيت (beyt) (house)	ت (joins to preceding letter)	ت (joins to preceding and following letters)	ت (joins to following letter)	Exactly the same as for baa', the previous letter, except with two dots above instead of one dot below.	ت
ثقافة (thaaqāfa) (culture) كثير (kathir) (many, much) بحث (baḥth) (research, study)	ث (joins to preceding letter)	ث (joins to preceding and following letters)	ث (joins to following letter)	Exactly the same as for baa' or taa', except with three dots above the line.	ث
جميل (jamīl) (beautiful) نجم	ج (joins to preceding letter)	ج (joins to preceding and following letters)	ج	For the isolated form of jeem, begin with the horizontal line from left to right, then complete the curve	ج

<p><i>(nijm)</i> (star)</p>  <p><i>(haj)</i> (pilgrimage)</p>		<p>following letters)</p>	<p>(joins to following letter)</p>	<p>beneath it without taking your pen off the paper. Add the dot. For jeem in initial position, begin at the top of the curve as shown by the red arrow, then continue with the horizontal line that joins it to the following letter without lifting your pen. The middle form can also be written without taking your pen off the paper, so that you go over the curve twice, once on your way "up" and once on your way down. However, while you're getting used to writing, it might be easier to lift your pen off the page and write it in the same way as you did for the initial position. For jeem in final position, you'll need to take your pen off</p>
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				the page after drawing the horizontal line that connects it to the previous letter. Then, draw jeem in exactly the same way as you would in its isolated state, making sure it touches the horizontal line. Remember to add the dots below the line for the initial and middle forms once you've finished writing them!	
<p>حادث <i>(hādith)</i> (accident)</p> <p>لحم <i>(lahm)</i> (meat)</p> <p>صباح <i>(sabāh)</i> (morning)</p>	<p>ح</p> <p>(joins to preceding letter)</p>	<p>ح</p> <p>(joins to preceding and following letter)</p>	<p>ح</p> <p>(joins to following letter)</p>	Exactly the same as for jeem, but without the dot!	ح
<p>خال <i>(khāl)</i> (uncle)</p> <p>دخول <i>(dukhūl)</i> (entry)</p>	<p>خ</p> <p>(joins to preceding letter)</p>	<p>خ</p> <p>(joins to preceding and following letter)</p>	<p>خ</p> <p>(joins to following letter)</p>	Again, exactly the same as for jeem, but with the dot above the curve instead of below the line.	خ

<p>مطبخ (<i>matbakh</i>) (kitchen)</p>		following letter)			
<p>دجاج (<i>dajāj</i>) (chicken (meat, not the animal))</p> <p>هدية (<i>hadīa</i>) (gift)</p> <p>ولد (<i>walad</i>) (son, boy)</p>	<p>د</p> <p>(joins to preceding letter)</p>	<p>داد</p> <p>(joins only to preceding letter)</p>	<p>دد</p> <p>(does not join to following letter)</p>	<p>An easy one! For the isolated version, begin with the vertical stroke downwards (make sure it's slightly tilted to the right as shown, instead of going straight down) and then the horizontal stroke to the left. Daal in initial position is written in the same way, since it doesn't join to the following letter. For daal in the middle and final positions, draw the connecting horizontal line, then go up and back down over the vertical stroke before finishing with the final horizontal stroke. Since daal can't be joined to the following letter, if it occurs in the middle of a word,</p>	<p>د</p>

				you'll need to use the initial form of the letter that comes after it.	
<p>ذهب (<i>dhahab</i>) (gold)</p> <p>كذب (<i>kidhb</i>) (lie)</p> <p>منفذ (<i>manfadh</i>) (passage)</p>	<p>ذ (joins to preceding letter)</p>	<p>ذ (joins only to preceding letter)</p>	<p>ذ (does not join to following letter)</p>	<p>Again, an easy one: dhaal is written in exactly the same way as daal, but with a dot on the top of the vertical stroke.</p>	ذ
<p>رسالة (<i>risāla</i>) (letter, message)</p> <p>مسرح (<i>masrah</i>) (theatre)</p> <p>حار (<i>hār</i>) (hot)</p>	<p>ر (joins to preceding letter)</p>	<p>ر (joins only to preceding letter)</p>	<p>ر (does not join to following letter)</p>	<p>Raa' is another easy one. In its isolated form, simply draw the curve from top to bottom, starting a little way above the line and finishing below it. Raa' in initial position is the same, since it doesn't join to the next letter. For raa' in middle position, draw the horizontal connecting line, then go up and back down over the top section of the character before finishing</p>	ر




				with the curve as shown by the arrows (you don't need to take your pen off the paper). Since raa' doesn't join to the following letter, you'll need to use the initial form of the letter that comes after it. Raa' at the end of a word is written in exactly the same way.	
<p>زبالة (zibāla) (litter, trash)</p> <p>عزيز ('azīz) (dear, darling)</p>	<p>ز (joins to preceding letter)</p>	<p>ز (joins only to preceding letter)</p>	<p>ز (does not join to following letter)</p>	<p>Just the same as raa', except with a dot over the top. As we mentioned for other letters, it's usually easiest to complete the whole word before going back to add the dots.</p>	<p>ز</p>
<p>سنة (sana) (year)</p> <p>عسل ('asl) (honey)</p> <p>شمس (shams) (sun)</p>	<p>س (joins to preceding letter)</p>	<p>س (joins to preceding and following letters)</p>	<p>س (joins to following letter)</p>	<p>For the isolated form of siin, think about drawing a "rounded" lower case w finished with a curve below the line as shown. Siin in initial position is the same, except you continue with the horizontal joining line</p>	<p>س</p>

				<p>instead of drawing the curve.</p> <p>Likewise, siin in middle position can be joined to the preceding and following letters without lifting your pen off the page. Siin in final position is written exactly like the isolated form, except it's preceded by the horizontal joining line.</p>	
<p>شقة (<i>shaqa</i>) (apartment)</p> <p>مشهور (<i>mash-hūr</i>) (famous)</p> <p>عيش (<i>'aish</i>) (bread)</p>	<p>شش (joins to preceding letter)</p>	<p>شش (joins to preceding and following letters)</p>	<p>شش (joins to following letter)</p>	<p>Exactly the same as for siin, but with three dots above the "w" shape. As we've mentioned before, when writing a word such as شقة in the left-most column, the easiest thing to do is to complete the basic shapes of the characters and then go back to add the dots.</p>	ش
<p>صباح (<i>ṣabāḥ</i>) (morning)</p>	<p>صص (joins to preceding letter)</p>	<p>صص (joins to preceding and following letters)</p>	<p>صص (joins to following letter)</p>	<p>To draw the isolated version of ṣaad, place your pen on the paper and follow the</p>	ص

<p>أصل (aṣl) (root, origin)</p> <p>خاص (khāṣ) (private)</p>	<p>(joins to preceding letter)</p>	<p>(joins to preceding and following letters)</p>	<p>(joins to following letter)</p>	<p>direction of the red arrows on the left, beginning with the upwards curve of the half-teardrop shape. Finish the letter with a little flick upwards and a large curve below the line. For ṣaad in initial position, do the same thing, remembering to finish with a little flick up and back down again (as shown) before going on to draw the horizontal connecting line. Ṣaad in middle position should be drawn without lifting your pen off the paper – continue the horizontal connecting line to the point where the thin end of the half-teardrop begins (as shown by the arrows) and then go back over the horizontal line when drawing the bottom part of the</p>
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				<p>letter. Remember to finish with the little flick before connecting it to the next letter. Likewise, <i>ṣaad</i> in final position can be drawn with one continuous stroke. Remember to finish it with the curve below the line as in the isolated form.</p>	
<p>ضابط <i>(dābit)</i> (officer)</p> <p>غضب <i>(ghaḍab)</i> (anger)</p> <p>نبض <i>(nabḍ)</i> (pulse)</p>	<p>ض</p> <p>(joins to preceding letter)</p>	<p>ضد</p> <p>(joins to preceding and following letters)</p>	<p>ضد</p> <p>(joins to following letter)</p>	<p>Exactly like <i>ṣaad</i>, but with a dot above the letter.</p>	ض
<p>طفل <i>(tifl)</i> (child)</p> <p>مطعم <i>(maṭa'am)</i> (restaurant)</p> <p>ضابط <i>(dābit)</i> (officer)</p>	<p>ط</p> <p>(joins to preceding letter)</p>	<p>ط</p> <p>(joins to preceding and following letters)</p>	<p>ط</p> <p>(joins to following letter)</p>	<p>Think back to the isolated form of <i>ṣaad</i>. Isolated <i>taa'</i> is drawn in the same way – beginning at the point indicated by the red arrow on the left - but with a vertical line coming down to meet the thin end</p>	ط

				<p>of the teardrop instead of the upwards flick and curve. First draw the basic shape of <i>taa'</i>, then lift your pen off the paper and draw the vertical line from top to bottom.</p> <p>Likewise, the initial, middle and end versions of <i>taa'</i> are drawn like <i>saad</i>, but without the upwards flick afterwards. As we already mentioned for characters with dots, it's easiest to come back and add the vertical line to <i>taa'</i> when you've finished the word, so that the initial and middle versions can be joined to the next letter without taking your pen off the page.</p>	
<p>ضروري (<i>zarūri</i>) (necessary)</p> <p>معظم</p>	ظ	ظ (joins to preceding and	ظ (joins to following letter)	Exactly the same as <i>taa'</i> , but with a dot above the letter.	ظ

<p>(<i>mua'azam</i>) (most)</p> <p>حظ</p> <p>(<i>haz</i>) (luck, fortune)</p>	<p>(joins to preceding letter)</p>	<p>following letters)</p>			
<p>عيد</p> <p>(<i>'aīd</i>) (feast, festival)</p> <p>بعد</p> <p>(<i>ba'ad</i>) (after)</p> <p>جامع</p> <p>(<i>jāmi'a</i>) (mosque)</p>	 <p>(joins to preceding letter)</p>	 <p>(joins to preceding and following letters)</p>	 <p>(joins to following letter)</p>	<p>For the isolated form of 'ayn, think of a backwards "3", but with the two curves angled slightly downwards to the left and the bottom curve bigger than the top one. In initial position, start from the top of the curve and think of a lower case "c" with a flattened bottom line. Once you've written it, go back over the bottom line and continue with the joining line to the next letter. For the middle form, follow the arrows round in one continuous clockwise motion to create the shape shown. You don't have to fill in the centre, but you might like do</p>	<p>ع</p>





				so to help you recognise 'ayn more easily (it's best to go back to do this after the word is complete!) Likewise, for the final form, follow the arrows round in one motion as shown.	
<p>غرفة <i>(ghurfa)</i> (room)</p> <p>تغريد <i>(taghrīd)</i> (birdsong)</p> <p>بالغ <i>(bāligh)</i> (adult (as in "an adult individual"))</p>	<p>غغ</p> <p>(joins to preceding letter)</p>	<p>غغ</p> <p>(joins to preceding and following letters)</p>	<p>غغ</p> <p>(joins to following letter)</p>	The same as for 'ayn, but with a dot above the letter.	غغ
<p>فرصة <i>(furṣa)</i> (chance, opportunity)</p> <p>مفتوح <i>(maftūḥ)</i> (open)</p> <p>ملف <i>(malaf)</i> (file, folder)</p>	<p>فف</p> <p>(joins to preceding letter)</p>	<p>فف</p> <p>(joins to preceding and following letters)</p>	<p>فف</p> <p>(joins to following letter)</p>	For the isolated form of faa', begin at the point shown by the red arrow on the left and, in one continuous motion, draw a small clockwise circle and a horizontal "tail" with a small upwards flick at	فف

				<p>the end. Finish with a dot. For faa' in initial position, do the same thing, but go on to join it to the next letter with the horizontal connecting line. For faa' in middle position, think back to 'ayn: faa' is also written and joined to the preceding and following letters in one continuous clockwise motion. However, the shape of the letter should be rounded like a circle as it was in the isolated and initial forms. The final form can also be written without taking your pen off the page, by following the same rules. Remember to finish it with a horizontal "tail" and a small upwards flick as you did for the isolated form. And always remember</p>	
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				to go back and add the dot to the faa' when you've finished writing the word!	
<p>قاموس (<i>qāmūs</i>) (dictionary)</p> <p>شقة (<i>shaqa</i>) (apartment)</p> <p>شرق (<i>sharq</i>) (east (as in the direction); also means "Orient" (as in Eastern countries))</p>	<p>ق</p> <p>(joins to preceding letter)</p>	<p>ق</p> <p>(joins to preceding and following letters)</p>	<p>ق</p> <p>(joins to following letter)</p>	Exactly the same as faa', but with two dots above the letter instead of one.	ق
<p>كتاب (<i>kitāb</i>) (book)</p> <p>فكرة (<i>fikra</i>) (idea)</p> <p>ملك (<i>malik</i>) (king)</p>	<p>ك</p> <p>(joins to preceding letter)</p>	<p>ك</p> <p>(joins to preceding and following letters)</p>	<p>ك</p> <p>(joins to following letter)</p>	The isolated version of kaaf basically resembles a backwards "L" shape with horizontal and vertical lines of equal length. The symbol in the middle is a <i>hamza</i> (see the letter alif at the beginning of the chart – but be aware that for kaaf, <i>hamza</i> is merely part of the letter and is not added to modify the pronunciation).	ك

				<p>For kaaf in initial position, begin by drawing the lower of the two slanting lines (as shown by the red arrow) and connect it to the following letter with a horizontal joining stroke. Then, in the same way as we did for characters with dots, go back and add the upper slanted line once you've finish writing the word. Kaaf in the middle of a word is also written without taking your pen off the paper, since you go up and back down over the lower slanted line before connecting it to the next letter. Likewise, kaaf in final position is written in one continuous motion: go up and back down over the vertical line before finishing</p>	
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				with the horizontal line and lifting your pen to add the <i>hamza</i> . When adding dots and lines after you've finished writing a word, it's a good idea to work from the first (rightmost) character to the last character to make sure you don't miss anything.	
<p>لطيف <i>(latif)</i> (nice, kind)</p> <p>ملك <i>(malik)</i> (king)</p> <p>جميل <i>(jamil)</i> (beautiful)</p>	<p>ل (joins to preceding letter)</p>	<p>ل (joins to preceding and following letters)</p>	<p>ل (joins to following letter)</p>	<p>Laam in its isolated form is really simple: simply copy the shape of the letter on the right, moving from top to bottom in one sweeping motion and making sure that the curved part sits below the line. In initial position it's pretty easy too - just like a backwards "L", with the horizontal part acting as a joining line to the next letter. Laam in middle position</p>	<p>ل</p>

				<p>should be written in one continuous motion by going up and back down over the vertical stick. Apply the same rule to laam in final position, but finish it with the curve below the line instead of going on to join it to another letter. N.B. – be sure not to get laam mixed up with alif in the middle of a word, since they look almost exactly the same. The key thing to remember is that laam joins to the following letter, while alif does not.</p>	
<p>ممنوع (<i>mamnū'a</i>) (forbidden, prohibited) (Notice the milims in first and second place!)</p> <p>شرم (<i>sharm</i>) (bay, inlet)</p>	 <p>(joins to preceding letter)</p>	 <p>(joins to preceding and following letters)</p>	 <p>(joins to following letter)</p>	<p>Mim in its isolated form is also quite simple: simply copy the shape of the letter from the right-hand column, moving from top to bottom in one motion and making sure that the vertical part</p>	





				<p>of the miim is below the line. For miim in initial position, begin at the point indicated by the red arrow and draw a small anticlockwise circle before going on to connect it to the next letter. This should all be done in one motion. For miim in middle position, you'll need to lift your pen off the paper after drawing the horizontal joining line and begin a new stroke as you did for the initial version, making sure the circle touches the joining line on the right-hand side. Then connect it to the following letter. Do the same for miim in final position, but draw the isolated form of miim instead of the circle.</p>	
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<p>نهار (<i>nahār</i>) (day, daytime)</p> <p>منطقة (<i>minṭaqa</i>) (area, region)</p> <p>عين (<i>'ain</i>) (eye)</p>	<p>ن</p> <p>(joins to preceding letter)</p>	<p>ن</p> <p>(joins to preceding and following letters)</p>	<p>ن</p> <p>(joins to following letter)</p>	<p>Nuun in isolated form is another easy one: simply copy the shape of the letter in one motion from right to left, making sure that it starts and finishes above the line and that the curved part of the letter sits below it. For the initial and middle forms, just think back to baa' at the beginning of the chart: nuun is exactly the same, except that it has one dot above the line instead of one dot below. Nuun in final position is easy too: simply join it to the horizontal connecting line by going up and back down over the small vertical line and drawing the rest of nuun in its isolated form.</p>	<p>ن</p>
<p>هدية (<i>hadīa</i>) (gift)</p>				<p>Haa' in its isolated form is the easiest one yet – it's just a circle! In initial</p>	<p>ه</p>

<p>(We discussed earlier that the symbol on the end of this word is what signifies a feminine word in Arabic. This symbol is drawn simply by adding two dots onto the end form of haa')</p> <p>سهل (sahl) (easy)</p> <p>فواكه (fowākih) (fruits)</p>	<p>(joins to preceding letter)</p>	<p>(joins to following letter)</p>	<p>(joins to following letter)</p>	<p>position, it's a bit trickier: begin at the point shown by the arrow and move your pen clockwise to draw a complete circle. As you return to your starting point, keep your pen moving round in a clockwise direction to complete a second, smaller circle within the first one. Then continue with the horizontal joining line, all in one motion. (Don't worry if this one takes some practice, and don't worry if your handwritten version doesn't look exactly identical to the one here!) Haa' in middle position is also written in one continuous motion. Approach the character with the horizontal joining stroke, then complete a kind of figure-of-</p>
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				<p>eight that is half above and half below the line. Complete the top (clockwise) part first as show by the arrows before moving to the bottom (anticlockwise) section and continuing to the next letter with a horizontal joining stroke, all without taking your pen off the page. Haa' in final position is written like a small rounded "p" above the line.</p>	
<p>وسخ (<i>wisakh</i>) (dirty)</p> <p>صورة (<i>sūra</i>) (picture)</p> <p>(Remember how when we learned the letters, we mentioned that waaw could be used both as a consonant ("w") or a long vowel ("oo", or ū) depending on where it occurred in the word? The two words</p>	و	و	 <p>(does not join to following letter)</p>	<p>Waaw is another easy one. For the isolated and initial forms (which are the same, since waaw does not join to the following letter), simply copy the shape of the character in one fluid motion, starting as indicated by the red arrow on the left. Waaw in the middle and end positions should</p>	و

<p>above are good examples of the contrasting uses.</p>				<p>be connected to the horizontal joining line that precedes it without taking your pen off the paper. When waaw occurs in the middle of a word, you'll need to use the initial version of the letter that comes after it.</p>	
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<p>يسار (<i>yasār</i>) (left, as in "left-hand side")</p> <p>كبير (<i>kabīr</i>) (big or old)</p> <p>(In these two examples, we see the same thing as with waaw: first, yaa' is being used as a consonant ("y") and then as a long vowel "ee" or ī)</p> <p>مصري (<i>masri</i>) (Egyptian)</p> <p>(Here, yaa' is not being used as a long vowel, but rather in the same way as the "y" in "tidy", so I've transliterated it with "i" to approximate the shorter sound. You might remember me mentioning this as we were first learning the letters!)</p>				<p>For the isolated form of yaa', start with the part above the line, which looks a bit like a lower case "c" with a flattened-out bottom line. Then finish with the "hook" below the line and two dots. Don't worry if it takes some practice to get the shape right! For yaa' in the initial and middle positions, think again back to baa' at the beginning of the alphabet: yaa' is exactly the same, except it has two dots below the line instead of one. For yaa' in final position, think back to the "hook" you drew on the isolated version and connect it to the horizontal joining line in one fluid motion. Remember the dots!</p>	
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Practice

First practice writing the initial, middle and end versions of each letter, saying the sound of the letter as you do so. Don't worry if you need to take it slowly at first, and do it as many times as you need to to feel confident! Then try to combine the letters in the following words - all of which you've already seen in the table above. Transliterations in Latin characters are included to help you at this early stage of your journey, but try to not to rely on them too much! Instead, try to read the words using the sounds you've learned for the Arabic characters.

Don't forget: We've already mentioned several times that you'll save time when writing if you write all the characters in a word and then go back to add dots and missing lines afterwards. However, make sure you don't them! Even one missing dot could cause big misunderstandings...

Meaning	Transliteration	Word
birdsong	taghrīd	تغريد
dictionary	qāmūs	قاموس
excellent	mumtāz	ممتاز
entry	dukhūl	دخول
kitchen	maṭbakh	مطبخ
gift	hadīa	هدية
picture	ṣūra	صورة
mosque	jāmia'a	جامع
father	ab	أب
most	mua'āzam	معظم
famous	mash-hūr	مشهور
room	ghurfa	غرفة

Chapter 3

Pronouncing Arabic The Way You're Supposed to

You now know almost everything there is to know about the Arabic alphabet! I hope you're not feeling too overfaced, and that you're excited about moving on to put what you've learned into practice.

Before we do so, I wanted to cover a couple of small extra points regarding the reading and pronunciation of the words. While this isn't strictly beginner stuff, I think it's important for you to be aware of as you go through the rest of the chapters and start amassing more vocabulary. One of the things I wanted to avoid doing with this book was to spoon-feed transliterated words and phrases without giving any depth of understanding or basis for further study. As such, I recommend that you have a read of this short chapter and keep the information in mind.

Short Vowel Sounds

If you've studied your Arabic alphabet properly, you'll be familiar with the fact that it contains three long vowel sounds:

ا – alif

و – waaw

ي – yaa'

These provide the “drawn-out” vowel sounds in words such as كتاب (kitāb / book), صورة (ṣūra / picture) and كبير (kabīr / big). However, you might have noticed that my transliterated versions of many words included vowels in English that didn't have equivalents in the Arabic script. Let's look at some examples:

Meaning	“Missing” short vowel sound	Transliteration of how the word is actually spoken	Letter-for-letter transliteration	Word
son, boy	a	walad	wld	ولد
chance, opportunity	u	furṣa	frṣa	فرصة
experience	i	khibra	khbra	خبرة

Confusing, right? So how exactly do Arabic speakers know how a word is supposed to be pronounced?

As we mentioned a little earlier on, there are actually three “short vowels” in Arabic. However, rather than being characters in the alphabet, they are special symbols that can be added optionally to words to give more information about how they are pronounced. A text that contains all of the short vowel symbols is called a “**fully vocalized**” text. However, fully vocalized texts are quite rare and tend to be highly formal (the holy book of Muslims, the Quran, is one example). Everyday texts such as newspaper articles and many books do not contain any short vowel symbols at all.

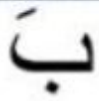





Back to our question, then – how are we supposed to know how to read new words?

The answer – although it doesn’t necessarily help us in practical terms – is that Arabic grammar is extensive and very tightly structured. Words are formed systematically according to set patterns for different grammatical categories of words. These patterns inform how the word should be vowelled. Native Arabic speakers, or those who have studied the language in depth, can use their knowledge about word roots and patterns to predict – almost automatically – how any new word will sound.

Unfortunately, we’re not at that stage yet, which is why I’ll continue to include transliterations of all new vocabulary throughout the book. However, once you’ve memorized how a particular word should sound using the phonetic spelling, I’d still recommend you try to rely mainly on the Arabic

script, as it's always good to immerse yourself in the language as much as you can.

If you're wondering how these short vowels look and work, here's a quick overview. The names of the three short vowel symbols are *fatḥa*, *damma* and *kasra*. They always look the same, no matter where in the word they occur, and they are written either above or below (depending on the symbol) the consonant they follow.

How would it be used in a word I know?	What does it sound like?	What does it look like when applied to a letter?	What does it look like?	Name of symbol
Earlier we saw the word <i>ولد</i> (<i>wild</i>), meaning son or boy. We know that the correct pronunciation is <i>walad</i> . Therefore, in a vocalized text, <i>ولد</i> would contain <i>fatḥa</i> on the waaw and the laam.	The "a" in the English word "mat"	 (ba)		<i>fatḥa</i>
From the table above, we know that the correct pronunciation of <i>فرصة</i> (<i>frṣa</i>) is <i>furṣa</i> . Therefore, in a vocalized text, <i>فرصة</i> would contain <i>damma</i> on the fā'. <i>فرصة</i>	The "u" in the English word "fun"	 (bu)		<i>damma</i>
From the table above, we know that the correct pronunciation of <i>خبيرة</i> (<i>khbra</i>) is <i>khibra</i> . Therefore, in a vocalized text, <i>خبيرة</i> would contain <i>kasra</i> on the khaa'. <i>خبيرة</i>	The "i" in the English word "tin"	 (bi)		<i>kasra</i>

When learning a new word, it's important to memorize the vowels too, since the wrong vowel in the wrong place could change the meaning completely!

Below are a couple more simple notes on pronunciation and special characters in Arabic that you should be aware of before moving on to the next chapters.

More uses for hamza (ء)

As we mentioned earlier, *hamza* represents the sound produced by momentarily obstructing the flow of air in the vocal cords (also known as a “glottal stop”). We’ve already seen how it can be added to the long vowel alif to modify the letter and produce a short or “clipped” a sound, as in **أب** (*ab* / father). In this case, alif is acting as what’s known as a “support letter” for *hamza*. However, *hamza* can also be used as a character in its own right (more about that in the table below).



The rules of hamza are complex, and it’s not possible (or indeed necessary) to explain them here. You’ll get to know them better if you go on to study Arabic in more depth after finishing this course. For now, let’s just prepare ourselves for the later chapters by looking at three other common ways in which *hamza* can be used.

Pronunciation tips	Transliteration and meaning	Example word	Usage
Just as putting <i>hamza</i> over alif changes it to a short, clipped “a” sound, putting <i>hamza</i> underneath alif changes it to a short or clipped “i” sound. A close equivalent would be the “i” in the English word “tin”.	<i>ijāza</i> vacation, holiday	إجازة	Underneath the letter alif (إ)
Here, <i>hamza</i> means that the preceding long vowel sound is cut off abruptly via the momentary obstruction of airflow as described above.	<i>ghadā'</i> lunch	غداء	As a stand-alone character in a word
Here, <i>hamza</i> clips and shortens the long vowel sound of waaw.	<i>so'āl</i> question	سؤال	To modify waaw (و)

Try to remember these rules of pronunciation when you come across *hamza* at other points in the book.

Alif maqṣūra

So far we’ve seen how the letter alif can occur by itself or as a “support letter” for *hamza*. There’s a third version of alif we need to be aware of before moving on with our studies, alif maqṣūra, which literally means “limited alif”. Since it can only occur on the end of words, it has no initial or middle form. However, it does have two different end forms, which we’ll call “end-joined” and “end-isolated”. In both cases, it is pronounced the same as a “regular” alif. See the table below for more information.

Example word	When to use it	How to write it	Arabic symbol	Character and form
حتى (<i>ḥatā</i>) (even, until)	When the second-to-last letter in the word is one that can be joined to the following letter	Like a yaa' in end position, but without the dots.		alif maqṣūra (end-joined)
مدي (<i>madā</i>) (extent, limit)	When the second-to-last letter in the word is one that cannot be joined to the following letter	Like an isolated yaa', but without the dots.		alif maqṣūra (end-isolated)

Shadda

You're almost there! *Shadda* is the very last thing we'll learn about before going on to put some of our newly-acquired knowledge into practice.

Shadda is a symbol that indicates a “doubling” of the consonant to which it is applied. More simply, we might say that we emphasise or “lean on” that particular consonant more than usual. Like *fatḥa* and *kasra*, *shadda* looks the same wherever it appears in the word and is always written above the consonant to which it is attached. It can appear on letters in the middle or at the end of a word, but never at the beginning

Here is what *shadda* looks like on a baa':

In the left-hand image, *shadda* is being used in conjunction with *fatḥa*, while in the right-hand image it is used in conjunction with *kasra*.

What might that look and sound like within a word?

Let's take the Arabic word for medicine:

(ṭib-ba)

In a fully vocalized text, (letter-for-letter, *ṭb*) would have *akasra* on the ṭaa' and a *fatḥa* and *shadda* on the baa'. Therefore, the most accurate transliteration would look something like the italics below the Arabic script.

For another example, let's think back to the word (*ḥtā* /even, until) we saw a moment ago. When I transliterated it as ḥatā, I was simplifying things a little for the sake of helping you focus on the point at hand. In a fully vocalized text, would feature a *shadda* on the taa' as well as a *fatḥa* on the ḥaa'. This means that the actual pronunciation is more like ḥat-tā, with a heavy emphasis on the second consonant.

I won't include *shaddas* when listing new vocabulary for reasons of keeping things simple – and because, as for the short vowels, you'll often find that they're not written down anyway. However, from now on, when a new word has a *shadda*, I'll try to reflect it by including a doubled consonant in my transliteration. Pay attention to the pronunciation, because a doubling of the consonant is often enough to change the meaning of a word!

Congratulations! You have now learnt all you need to begin amassing a body of vocabulary and learning simple phrases! Make sure you feel comfortable with this section – especially the material in Chapters 1 and 2 – before moving on to Section Two.

Section Two – Basic Grammar to Understand Before You Begin

[Chapter 4: Nouns](#), Pronouns, Adjectives and Plurals

[Chapter 5](#): Expressing Belonging

[Chapter 6: Using](#) Verbs and Creating Sentences

Chapter 4

Nouns, Pronouns, Adjectives and Plurals

I've mentioned before that one of my aims for this book was not only to teach you the basics of Arabic conversation, but to give you a solid basis on which to build any future Arabic endeavours. It's with this idea in mind that I've created this short section focusing on the most basic elements of Arabic grammar. I hope it will also help you to better understand some of the material that comes in the later chapters, and to memorize it more easily, since you'll know the logic and rules behind many of the phrases. Learning things parrot-fashion is no good to anyone!

Without further ado, let's get down to it!

If you're not even clear about the meanings of the grammatical terms in the title, don't despair – they're easy enough to grasp. If you already know them, you can skip this short explanation and go straight to the section on gender.

A **noun** is a word that is used to identify an *object* or *thing*. The thing can be *tangible* (e.g. table, chair) or *abstract* (e.g. love, hate). Nouns like “table” and “chair” are what is known as *common nouns* – they identify table and chair as a general class or category of things as opposed to describing one specific table or chair. In contrast, *proper nouns* are names of specific things, such as countries, cities and people (France, Paris, John). They are usually capitalized in English.

Pronouns are words that can be used in place of nouns. They refer to a common or proper noun that has *already been mentioned by name* in a conversation or piece of writing. Sound complicated? It's not. Pronouns in English are *I*, *you* (*singular*), *he/she/it*, *we*, *you* (*plural* – see below) and *they*. Consider: “Dogs are often kept as pets. They are usually very friendly” or “Tom is good at sports. He won the race today.”

Adjectives are simply “describing words” (happy, sad, wide, narrow...the list goes on). They are applied to a noun (placed directly before or after it in

the sentence, depending on the language) to give us more information about that noun.

A **plural** – or more accurately, a **plural noun**– is simply the version of the noun that refers to two or more of the thing in question. Plurals are usually formed in English by adding “-s” or “-es” to the end of the noun, e.g. rabbits, horses, leaves etc. The opposite of a plural noun is a **singular noun**.

Once you’ve read and understood the above definitions, it’s time to move to the next page and learn about **nouns** in Arabic.

Gender

Nouns in Arabic always have a gender, either masculine or feminine. Furthermore, Arabic splits nouns into two categories: human and non-human. As you might expect, human nouns are simply those that describe humans, such as “friend” or “doctor” in English. In Arabic, the gender of such nouns depends on the gender of the person in question. Nouns are made feminine by adding the character ة , or *taa’ marbuta*, as we discussed in Chapter 2 of Section One. Study the examples below:

Transliteration	Arabic (feminine form)	Arabic (masculine form)	Human noun
<i>sadiq(a)</i>	صديقة	صديق	friend
<i>duktūr(a)</i>	دكتورة	دكتور	doctor (academic)

The gender of non-human nouns – that is, inanimate objects or abstract nouns – must be learned, but the good news is that the *form* of a word almost always provides an easy indicator of whether it is masculine or feminine. While this doesn’t apply in every single case, words with **ة** on the end are almost always feminine (and vice versa for word which end in a consonant). Study the examples below:

Transliteration	Gender	Arabic word	Non-human noun
<i>beyt</i>	masculine	بيت	house
<i>madīna</i>	feminine	مدينة	town, city
<i>minṭaqa</i>	feminine	منطقة	area, region
<i>balad</i>	masculine	بلد	country

It’s important to know the gender of a noun for a number of reasons, one of which is that adjectives must always *agree with nouns in gender*. However, we’ll talk more about that later.

Pronouns

We reviewed the use of pronouns in the introduction to this chapter – go back and check if you’re not sure!

Arabic (complicated as ever) actually has three different sets of pronouns, but the ones we’ll learn here – which are known technically as *subject pronouns* – are the easiest to use. Simply put, they’re the basic equivalents of the English pronouns *I, you (singular), he/she/it, we, you (plural) and they*.

Differences to look out for

Arabic differs from English in that it has three different forms of you: one for *masculine singular* (addressing a single male), one for *feminine singular* (addressing a single female), and one for *plural* (addressing a group of people). English uses simply “you” in all three cases. Note how the masculine and feminine versions of “you” in Arabic are spelled the same, but pronounced differently. This is because the masculine version is written with *fatḥa* on the final nuun in a vocalized text (think back to your short vowel symbols!), while the feminine version is written with *kasra*. Likewise, the Arabic pronouns for “he”, “she” and “we” are all pronounced as they are because of the short vowels on the final letters, which I haven’t included here for reasons previously discussed.

Unlike English, Arabic also has no non-gendered word for “it”. If you want to refer to a *non-human noun* in Arabic as “it”, you have to use either the “he” or “she” pronoun depending on the gender of the noun in question. The English sentence “I have a house. It is big”, for example, would translate literally in Arabic to “I have a house. HE is big”. This is because the Arabic word for house, **بيت**, is masculine, as we saw on the previous page.

Study the table below and try to learn how the pronouns look and sound.

Transliteration	Arabic	Pronoun
<i>ana</i>	أنا	I
<i>anta</i>	أنت	You (singular, masculine)
<i>anti</i>	أنت	You (singular, feminine)
<i>howa</i>	هو	He
<i>heya</i>	هي	She
<i>nahnu</i>	نحن	We
<i>antum</i>	أنتم	You (plural)
<i>hum</i>	هم	They

You can now make your first basic statements about yourself or others in Arabic using personal pronouns!

Arabic has no verb for “to be” in the present tense. We’ll talk much more about that later, but what it basically means is that when forming sentences in Arabic to describe yourself or others (e.g. “I am happy”, “You are beautiful”, “He is nice”), you can leave out the am/is and make a complete phrase using just a *pronoun* and an *adjective* (describing word). See the table below for some examples. Most of them use adjectives that you have already been introduced to in earlier chapters, and there are one or two new words, too.

Note how we add ة to the end of an adjective to make it feminine when using it with a feminine pronoun. We change the adjective because – as we mentioned just a little while ago - adjectives *must always agree with the noun or pronoun they are describing*. We’ll learn more about that soon.

We’ll leave out phrases involving *we*, *you (plural)* and *they* for now, since we still need to learn the rules about how adjectives are changed to agree with plural nouns and pronouns.

Meaning	Transliteration	Arabic phrase
I am happy (male speaking – remember when you talk about yourself, you must also adjust the gender of the adjective accordingly!)	<i>ana sa'aīd</i>	أنا سعيد
I am happy (female speaking)	<i>ana sa'aīda</i>	أنا سعيدة
You are nice/kind (addressing a male)	<i>anta laṭīf</i>	أنت لطيف
You are nice/kind (addressing a female) (note how we would know which gender of person أنت is referring to even without the short vowel on the end, because the adjective is feminine! These are the kind of tricks Arabic speakers get used to using.)	<i>anti laṭīfa</i>	أنت لطيفة
He is busy	<i>howa mashghūl</i>	هو مشغول
She is busy	<i>heya mashghūla</i>	هي مشغولة
It is big (referring to a masculine non-human noun such as بلد - country)	<i>howa kabīr</i>	هو كبير
It is big (referring to a feminine non-human noun such as مدينة - city)	<i>heya kabīra</i>	هي كبيرة

Practice

Try writing out and speaking the phrases to get used to them. You should feel very proud at this point that you are already forming complete sentences in Arabic – with a complete understanding of the grammar behind them!

Definite and Indefinite Nouns in Arabic

This short section will deal with the use of the definite article (in English, “the”) and the indefinite article (in English, “a” or “an”) in Arabic.

In Arabic, we attach alif + laam (“al”) to the beginning of a noun to make it definite, as in:

الكتاب
البلد
الغرفة

(the book, the country, the room)

Not all definite nouns carry “al”. Proper nouns – such as names of countries, like مصر (Egypt) – are considered definite by themselves. However, we can safely assume that all nouns that do carry “al” are definite.

Arabic has no indefinite article – the noun simply appears by itself.

The usage of the definite article “al” mostly corresponds to the usage of “the” in English, but with one important difference. In English, we introduce **singular nouns** in one of three ways:

1. With an indefinite article (e.g. a chair)
2. With a definite article (e.g. the bed)
3. With no article at all (art)

The difference between Arabic and English is that Arabic would also use an article in scenario number 3. Remember this rule when forming sentences!

Practice

Here are some examples of sentences where the noun would carry a definite article in Arabic. Once you've read them, make up three more of your own.

1. I study **literature** at university.
2. My brother has a great interest in **politics**
3. **Opera** is a very important feature of the arts scene in Italy.

Pretty simple, right? Now, there's just one more thing to know about the definite article in Arabic. Arabic consonants are divided into two groups:

sun letters

حروف شمسية

ḥurūf shamsiyya

&

moon letters

حروف قمرية

ḥurūf qamariyya

Sun letters are all the letters made by touching the tip of your tongue to the roof of your mouth, while moon letters are all the rest. When words beginning with sun letters are made definite using “al”, the sun letter “assimilates” the laam sound and is pronounced twice instead. Let's look at examples of words we've already seen beginning with the sun letters siin and daal:

السنة

as-sana

year

الدخول

ad-dukhūl

entry

Meanwhile, when the definite article “al” is followed by a moon letter, the laam is pronounced:

المدينة

al-madīna

city

Below are all the sun letters:

ث	ت
ذ	د
ز	ر
ش	س
ض	ص
ظ	ط
ن	ل

Practice

Refer back to the list of vocabulary in the practice section at the end of Chapter 2 (where we learned to write the alphabet) and identify all of the nouns. Say them out loud, adding the definite article to the beginning and making sure to assimilate the laam in the case of sun letters and to pronounce it in the case of moon letters.

بنت جميلة جدا

bint jamīla jid-dan

a very beautiful girl

And finally: There is a category of adjectives in Arabic called *nisba* adjectives which are formed by adding *yaa'* with *shadda* to the end of nouns, often proper nouns such as names of countries. Accordingly, these adjectives are used to describe affiliation to a place. Their feminine and plural forms are formed in just the same way as for other adjectives: by adding *taa' marbuta* and the *-ūn* suffix, as in the following example:

مصر

maṣr

Egypt

الولد المصري

al-walad al-maṣrii

the Egyptian boy

البينة المصرية

al-bint al-maṣriyya

the Egyptian girl

الرجال المصريون

ar-rijāl al-maṣriyyūn

the Egyptian

men

Practice

Now time to test yourself! Write and say the following noun-adjective phrases out loud in Arabic, then check your answers below. Look out for the pronunciation of sun and moon letters! Words you aren't yet familiar with are provided for you.

1. a very beautiful apartment
2. the happy students
3. a sad girl (sad = حزين = *ḥazīn*)
4. the poor men (poor = فقير = *faqīr*)
5. a British boy (British = بريطاني = *brīṭāni*)

Answers

1. شقة جميلة جدا *shaqa jamīla jid-dan*
2. الطلاب السعيدون *aṭ-ṭulāb as-sa'aīdūn*
3. بنت حزينة *bint ḥazīna*
4. الرجال الفقيرون *ar-rijāl al-faqīrūn*
5. ولد بريطاني *walad brīṭāni*

Plurals

Plurals in Arabic can be one of two types: **regular plurals** - which are formed according to certain rules – or **irregular plurals** – which must be learned on an individual basis. (The English language features regular and irregular plurals, too: compare the plural “houses” – which is formed simply by adding an “s” to the singular noun – to the plural “mice”, which represents a variation on the structure of the singular noun “mouse”).

Let’s start with regular Arabic plurals, which are formed by adding a suffix (special ending) to the end of the singular noun. This suffix varies depending on whether the noun is masculine or feminine.

The ending for **masculine regular plurals** is **-ūn**. Examples include:

معلمون *mua’alimūn* teachers (from the
singular معلم – *mua’alim*)

مسلمون *muslimūn* Muslims (from
the singular مسلم – *muslim*)

Note how the structure and pronunciation of the singular noun does not change when a regular plural is formed. Also note how the ending matches the ending for plural adjectives (e.g. مصريون) that we saw on the previous pages.

Now look at the ending for **feminine regular plurals**, which is **-āt**:

معلمات *mua’alimāt* teachers (female)
(from معلمة – *mua’alima*)

مسلمات *muslimāt* Muslims
(female) (from مسلمة – *muslima*)

Note how we drop the feminine marker, the *taa' marbuta*, when we add the plural ending. This plural ending is applied to **all** nouns referring to **human females**.

Feminine non-human nouns (refer back to the Gender section at the beginning of this chapter if you can't remember what this means) usually take the regular feminine plural ending too, as in:

كلمات *kalimāt* words (from كلمة – *kalima*)

Let's now look at **irregular plurals**. These can come from **masculine or feminine, human and non-human nouns** and there are large numbers of them within the Arabic language. While they might seem illogical at the beginning, if you continue to study Arabic, you'll realise that certain patterns recur again and again. For now, let's just keep in mind that they exist. Study the following examples. The first two come from masculine nouns and the second two from feminine nouns.

رجال *rijāl* men (from رجل – *rajul*: we saw this plural in the previous section)

بيوت *beyūt* houses (from بيت – *beit*)

(We saw the above two examples of masculine human nouns in Adjectives section)

نساء *niswa* women (from امرأة – *imraa*: a very different one!)

مدن *mudun* cities (from مدينة – *madīna*)

We're almost done! Just a couple more things to be aware of:

If we want to use a **human plural** to talk about a **mixed group**—that is, a male and female group of people - we use the **masculine plural** (and

masculine adjective ending, if we want to apply an adjective). Thus, to take an example from the previous section, **الطلاب السعيدون** could actually be referring *either* to an all-male group of happy students *or* to a mixed group of happy students. We have no way of knowing which one – the only way we can tell is from the context in which it is used.

Another thing to look out for with **human nouns** is that the **plural** of the **masculine form** will often be **irregular** where the plural of the **feminine form** is **regular**. Let's see some examples:

طالب □ طلاب (irregular)

but

طالبة □ طالبات (regular)

and

زميل □ زملاء (irregular) (*zamīl / zamlā'* – colleague or classmate)

But

زميلة □ ميلات (regular)

A note on using plurals with adjectives

Now we're all clued up on plurals, we can complete our knowledge on knowledge on adjectives before moving onto the next section.

We saw above that when we want to talk about an all-female group rather than a male or mixed group, we remove the *taa' marbuta* from the end of a feminine human noun and add –āt. In this case, we also need to change the adjective too – by doing exactly the same thing. Study the following examples:

طالبة سعيدة □ طالبات سعيدات ṭalibāt
sa'aīdāt happy female students

صديقة حزينة □ صديقات حزينات *sadiqāt ḥazīnāt* sad
female friends

We also saw in the above section that there are a number of ways in which **non-human nouns** can form their plurals. What we need to remember here is that **no matter how the plural is formed – and no matter whether the noun is masculine or feminine – a non-human plural** always takes a **singular feminine adjective** – that is, an adjective ending in *taa' marbuta*. See:

بيوت قديمة *beyūt qadīma* old houses (قديم = ancient,
old – for things, not people)

كلمات كثيرة *kalimāt kathīra* many words

We're all done and almost ready to move on to the next chapter! Before we do so, I want you to review the Plurals section thoroughly and then complete the practice exercise below to make sure you've absorbed what you learned.

Practice

For each of these noun-adjective phrases, write the meaning (and gender, where appropriate) and then rewrite the phrase in the singular. Check your answers below.

مدن جميلة

الطالبات الفقيرات

معلمون مصريون

البيوت الكبيرة

زملاء كثيرون

Answers

Beautiful cities

مدينة جميلة

Poor students (all-female group)

الطالبة الفقيرة

Egyptian teachers (all-male or mixed group)

معلم مصري

Big houses

البيت الكبير

Many colleagues (all-male or mixed group)

زميل

Chapter 5

Expressing Belonging

Possessive Pronouns in Arabic

In the Pronouns section in Chapter 4, we looked at the first of the three sets of Arabic pronouns, the **subject pronouns**, or to put simply: the Arabic equivalents of the English I, you, he/she/it, we/you/they.

In this short section, we'll look at the second set of pronouns, **possessive pronouns**: the equivalents of the English words my, your, his/hers/its, their, your and their. However, instead of being a set of words, Arabic possessive pronouns are a set of suffixes (endings) that are added to the end of nouns to show affiliation or ownership.

Don't worry if it sounds complicated – you'll soon get the hang of it once we look at a few examples. First, study this table of the endings themselves. I've put the Arabic possessive pronouns on the word **بيت** and included their corresponding subject pronoun for comparison (and revision!) purposes.

Meaning	Transliteration	Arabic Possessive Pronoun	Arabic Subject Pronoun	English Subject Pronoun
my house	<i>beiti</i>	بيتي	أنا	I
your house	<i>beitak (to male) / beitik (to female)</i>	بيتك	أنت	You (singular)
his house / its house (for masculine non-human nouns)	<i>beituhu</i>	بيته	هو	He
his house / its house (for feminine non-human nouns)	<i>beituha</i>	بيتها	هي	She
our house	<i>beituna</i>	بيتنا	نحن	We
your house	<i>beitukum</i>	بيتكم	إنتم	You (plural)
their house	<i>beituhum</i>	بيتهم	هم	They

Although the pronunciation of the endings varies slightly in some regional dialects of Arabic, let's focus on learning this pronunciation for now, since it's the most standardized.

One very important thing to remember is that when the possessive suffixes are added to a feminine noun ending *inta'a' marbuta*, the *taa' marbuta* is written and pronounced as the letter *taa'*. For example:

صورة + possessive suffix for "I" = صورتي (*sūrati* – my book)

تنورة + possessive suffix for "she" = تنورتها (*tanūritaha* – her skirt)

Possessive suffixes can also be added to plural nouns, as in:

كتب (*kutub* - irregular plural of كتاب – book) + possessive suffix for "he" = كتبه (*kutubuhu* – his books)

The pronunciation can of possessive suffixes can vary slightly from word to word, which can be a little confusing, so for now, let's concentrate on learning how it looks written down. Whenever you come across a possessive suffix later in the book, it will be transliterated for you.

That's about all there is to say for this fairly simple but very useful piece of grammar, so without further ado, grab a pen and let's get practicing.

Practice

Add the correct possessive suffix to the relevant noun to form the following expressions. Where you're not already familiar with the noun, it's been provided for you:

1. Their picture
2. Your (plural) books
3. My city

4. His pen (pen = قلم = *qalam*)
5. Our party (party = حفلة = *ḥafla*)
6. Her son (remember ولد means “son” as well as “boy”)

Answers

صورتهم	<i>sūrituhum</i>
كتبكم	<i>kutubukum</i>
مدينتي	<i>madīnati</i>
قلمه	<i>qalamuh</i>
حفلاتنا	<i>ḥaflitna</i>
ولدها	<i>waldaha</i>

Now you're ready to practise some *idaafa* constructions of your own. Try your best with these, as getting *idaafa* right will be crucial to your progress in Arabic.

Practice

Translate the following into Arabic. Where you don't know a noun, it is provided for you.

1. The student's (f) notebook (دفتر = *daftar* = notebook)
2. My friend's (m) apartment
3. His colleague's (m) car (سيارة = *sīāra* = car)
4. The door of the house
5. The teacher's (f) pen

Answers

دفتر الطالبة	<i>daftar aṭ-ṭāliba</i>
شقة صديقي	<i>shaqat sadīqi</i>
سيارة زميله	<i>sīārat zamīluhu</i>
باب البيت	<i>bāb al-beit</i>
قلم المعلمة	<i>qalam al-mua'alima</i>

Saying “I have” in Arabic

Arabic does not have a verb for “to have” in the same way as English does. Instead, it uses **prepositions** to express the same meaning. Prepositions are simply words that describe the relationship of one word to another. At (“I am at the library”), on (“The village is on the mountain”) and in (“He is in the car”) are a few examples.

There are three different prepositions that are used to talk about possession in Arabic. They are:

مع	<i>ma’a</i>	with
عند	<i>‘aind</i>	at (make sure to pronounce the non-written <i>kasra</i> on the ‘ayn)
لـ	<i>li</i>	to

We use these prepositions with the same suffixes we learned at the beginning of Chapter 5. Let’s explain what each one is used for before looking at some examples.

Each preposition expresses a slightly different kind of possession. Study the explanations and examples:

مع is used to express physical possession of something at the present time. For example:

معي سيارة *ma’aī sīāra* I have a car
(with me, at the time of speaking)

معه كمبيوتر محمول *ma’ahu kumbiyūtar maḥmūl*
He has a laptop (with him)

(Note how the word for laptop is formed, by adding the adjective *maḥmūl* (portable) to the “Arabicized” English word for computer! Many Arabs go a

Then, we reformulate the sentence using “in” to express what is inside the garden (what it “has”) and add the correct ending to the preposition as we did above:

الحديقة فيها أشجار كثيرة *al-ḥadīqa fīha ashjār kathīra*

(Note the new words: حديقة and أشجار , from the singular شجر (*shajar*))

This literally says: The garden / in her (it) / trees / many = The garden has many trees

This might seem confusing at first, but we actually know all the grammar to be able to understand why the sentence is written this way.

Firstly, we know that Arabic has no word for “it”. So when we are talking about a non-human noun, we use the pronoun for “he” or “she” depending on the gender of the noun in question. Here, we know from the *taa’ marbuta* on the end of the word that we are dealing with a feminine noun, so we choose the possessive pronoun (suffix) for “she”.

We just learned that Arabic has no word for “has/have”. Instead, we are using the preposition *fī* to take its place.

أشجار is a non-human plural. We learned in the Adjectives section that non-human plurals are always take singular feminine adjectives and that in Arabic, the adjective always comes after the noun. Hence, أشجار كثيرة .

Practice

Congratulations! You’ve now completed the last section of the chapter on possession. Reread it as many times as you need to before attempting the following exercise.

Translate the following into Arabic. These are designed to challenge you a little bit, so there might be one than one concept to think about with each

sentence.

1. I have your notebook with me
2. They have an old house
3. My friend's (f) apartment has many rooms (the word for room, غرفة, has an irregular plural: غرف – *ghuruf*)
4. He has a beautiful daughter (hint: بنت can mean daughter as well as girl)
5. She has her colleague's (m) car with her

Answers

معي دفتراك

ma'aī daftarak (for male) /

daftarik (for female)

عندهم بيت قديم

'ainduhum beit qadīm

شقة صديقتي فيها غرف كثيرة

shaqat ṣadīqati fīha ghuruf kathīra

عنده بنت جميلة / ليه بنت جميلة

'ainduhu bint jamīla (lihu bint jamīla,

more formally)

معها سيارة زميلها

ma'aha sīārat zamīlaha

Chapter 6

Using Verbs and Creating Sentences

Congratulations on making it this far! I know grammar can be tough – and not the most exciting of topics to study – but I can't express enough how much your time and effort will pay off throughout the rest of this book and in any future study of Arabic you decide to undertake. Without further ado, let's get to our final grammar chapter, which will focus briefly on verbs (“action words”) in Arabic and how to use them.

Forming and Negating the Present Tense

English has two different ways to express the present tense, known as the simple and continuous. The **present simple** (“I go”) is used to express a **habitual or repeated** action (e.g. “I go to school”). The **present continuous** (“I am going”) refers to an action that is happening **in the present** (“I’m going to school”). When we adjust a verb to match the tense (past/present/future) and the person doing it, this is known as **conjugation**. See the full conjugation of present tense verbs in English in the table below. I’ve used “to do” as an example.

Present continuous	Present simple	Pronoun (person doing the action)
I am doing	I do	I
You are doing	You do	You (singular) (m & f)
He is doing	He does	He / she / it
We are doing	We do	We
You are doing	You do	You (plural)
They are doing	They do	They

In Arabic, there is only one way of writing the present tense. It can have either a simple or a continuous meaning, which we have to detect from the context. Arabic verbs are conjugated either by adding a prefix (an extra letter at the beginning) or by adding both a prefix and a suffix. Study the conjugation of Arabic verbs in the present tense in the table below. I’ve used the verb **فعل** as an example, also meaning “to do”. The pronouns should already be familiar to you from the Pronouns section in Chapter 4.

N.B. When we provide a verb in its basic “to...” form, such as “to do”, “to make”, “to work”, this is called the **infinitive**.

Transliteration	Present tense conjugation of the infinitive فعل	Arabic pronoun	English pronoun
<i>afa'al</i>	أفعل	أنا	I
<i>tafa'al</i>	تفعل	أنت (<i>anta</i>)	You (singular, male)
<i>tafa'alīn*</i>	تفعلين	أنت (<i>anta</i>)	You (singular, female)
<i>yafa'al</i>	يفعل	هو	He
<i>tafa'al</i>	تفعل	هي	She
<i>nafa'al</i>	نفعل	نحن	We
<i>tafa'alūn</i>	تفعلون	أنتم	You (plural)
<i>yafa'alūn</i>	يفعلون	هم	They

*Note that many spoken varieties of Arabic drop the nuun from the end to make this *tafa'alī*.

Things to remember about present tense verb conjugation in Arabic

- The pronouns are effectively “written in” to the verbs using the prefixes and suffixes. This means that – unlike English - we don’t need the pronouns to be able to tell who is doing the action. Accordingly, Arabic speakers include pronouns before verbs only when they want to emphasise **who** is doing the action. Of course, if we are using a noun rather than a pronoun to say who does the action, there is no option to leave this out, because the sentence will lose some of its meaning. And even if we are including a noun to say who does the action, we still need to express it in the verb conjugation. See:

زميلي يفعل

My male colleague (he) does

زميلتي تفعل

My female colleague (she) does

زملائي يفعلون

My colleagues (they) do

- Remember that there is no verb conjugation for “it” because Arabic uses either “he” or “she” depending on the gender of the verb at hand.

- As you can see from the transliterations, the verb فعل adds an unwritten *fatḥa* between the prefix and the first letter (*tafa'al*, etc). Other verbs add different short vowels. Be aware of this, but don't worry about it for now. Whenever I introduce a new verb later in the book, I'll include transliterations to help you understand how it's pronounced.

Negation (I do not do / I am not doing)

To negate a verb in Arabic (i.e. to state that you **don't** do it) is very simple. We need the following particle:

لا *la (laam + alif)*

We use it by placing it in front of the present tense verb we want to negate. This is exactly the same no matter who is doing the verb. See:

لا أفعل *la afa'al* I do not do / I am not doing

لا يفعلون *la yafa'alūn* They do not do / they are not doing

If we want to use a pronoun with the verb - to emphasise **who** is doing it - we place the negative particle لا **between** the pronoun and the verb:

هو لا يفعل *howa la yafa'al* He does not do / is not doing

And that's all we need to know! Are you ready to try it out for yourself?

Practice

Translate the following phrases into Arabic and say them out loud. You'll need the verb **عمل**, meaning "to work". This is conjugated with the same pronunciation as **فعل** – with a *fatḥa* between the prefix and the first letter.

1. My friend (m) works
2. You (plural) work
3. I work (with emphasis on the "I")
4. My colleagues do not work
5. She does not work (without emphasis on the "she")

Answers

صديقي يعمل

أنتم تعملون

أنا أعمل

زملائي لا يعملون

لا تعمل

Forming Questions

This is the last grammar topic we're going to do – and it's one of the easiest! This short section focuses on the really vital skill of asking questions.

There are two kinds of questions in Arabic – yes/no questions (questions beginning with “Do you...?”) and information questions, which begin with question words such as what, who, where, etc.

Yes/no questions in Arabic

Yes/no questions in Arabic are introduced by the following particle:

هل

hal

(no direct equivalent in English)

After placing *hal* at the beginning, you formulate the rest of the question exactly as you would a normal sentence. Thus, intonation is very important for distinguishing questions from normal statements. Like in most other languages, a rising intonation usually signals a question. Let's look at some examples:

هل هو طالب؟

hal howa tālib?

Is

he a student?

هل يعمل في الجامعة؟

hal ya'amal fīl-jāmia'aa?

Does he work at

the university?

(Note that the parts of these questions following the *hal* look exactly the same as the sentences “he is a student” and “he works at the university”. Notice also how we merge *fī* with the definite article *al-* when they are pronounced together, dropping the alif).

Information questions

Information questions are formed in exactly the same way as yes/no questions, except we begin the question with a question word instead of the word *hal*. Again, since the part of the question that follows the question word is structured exactly the same as a normal statement, intonation is very important! It's a good idea to familiarize yourself with the following list. The last three are not question words, but will often come in handy in helping you form questions. You've seen a couple of them already, but they're included again because it never hurts to do a bit of revision.

Meaning	Transliteration	Question word
What (in questions without verbs)	<i>mā</i>	ما
What (in questions with verbs)	<i>mādhā</i>	ماذا
Which	<i>āī</i>	أي
Who	<i>man</i>	من
Where	<i>āīn</i>	أين
How	<i>keif</i>	كيف
With	<i>ma'a</i>	مع
In	<i>fī</i>	في
From	<i>min</i>	من

Note that the words for “who” and “from” are written the same but pronounced differently. Again, this is thanks to the invisible short vowel.

Now study and understand these examples before moving on to complete the exercises. Note that if a question includes a preposition, it goes at the beginning of the sentence, **before** the question word (“From where...?” as opposed to the English “Where....from?”)

ماذا تعمل صديقتك؟ *mādhā ta'amal sadīqatik?* What does your
(f) friend (f) do? (for work)

من أين هو؟
is he from?

min aīn howa?

Where

من أنتم؟
you (plural)?

man antum?

Who are

Now look at a slightly more complicated one:

في أي شركة يعمل صديقك؟
fi aī shirka ya'amal sadīqak?

In which company does your friend (m) work? (addressing a woman) (شركة = company, firm)

Practice

Translate the following questions into Arabic, saying them out loud as you go. Remember to take into account who you are speaking to when pronouncing the possessive suffixes:

1. Is she your colleague? (addressing a male)
2. Where is your friend (male) from? (addressing a female)
3. Is your daughter a student? (addressing a male)
4. Who is he?
5. At which company does your friend (female) work? (addressing a female)

Answers

هل هي زميلتك؟

hal heya zamīlatak?

من أين صديقك؟

min aīn sadīqik?

هل بنتك طالبة؟

hal bintak ṭāliba?

من هو؟

man howa?

في أي شركة تعمل صديقتك؟

fī aī shirka ta'amal sadīqatik?

Chapter 7

Hellos and Goodbyes

This chapter will introduce you to the most common words and phrases used to greet (and respond) to people at different times of the day and on different occasions. You'll also learn to ask how people are and to respond when asked by somebody else. After you've learned the key vocabulary, you'll see some example dialogues in which these words are used. Finally, you'll be tested on what you've learned with some simple exercises.

Vocabulary & Phrases

Meaning	Transliteration	Word
<p>Welcome, hello</p> <p>N.B. You might have noticed that this word ends in alif, but is pronounced with an extra "n" at the end. This is the case for a number of commonly used words. The grammatical reason for the special spoken ending is too complex to go into here, so for now just learn the correct pronunciation from the transliterated form.</p>	<i>marḥaban</i>	مرحبا
<p>Literally: Peace be upon you (used commonly to say "hello")</p> <p>Note that siin is a sun letter and so it is pronounced twice instead of the laam in the "al" being sounded. Look out for other sun letters in the transliterations throughout this section.</p>	<i>as-salām 'aleikum</i>	السلام عليكم
<p>Literally: And upon you peace (response to the</p>	<i>wa 'aleikum as-salām</i>	و عليكم السلام

above, used to say "hello" in return		
Goodbye	<i>ma'a as-salāma</i>	مع السلامة
Good morning	<i>ṣabāḥ al-kheir</i>	صباح الخير
Good morning, as a response to <i>ṣabāḥ al-kheir</i> (<i>ṣabāḥ al-nūr</i> literally means "morning of light")	<i>ṣabāḥ an-nūr</i>	صباح النور
Good afternoon / Good evening (used from 12 noon until the end of the day)	<i>masa' al-kheir</i>	مساء الخير
Good afternoon / evening, as a response to <i>masa' al-kheir</i> (<i>masa' an-nūr</i> literally means "afternoon/evening of light")	<i>masa' an-nūr</i>	مساء النور
Literally: Wake up well (meaning "goodnight")	<i>tiṣbaḥ'ala kheir (to a male) / tiṣbaḥi 'ala kheir (to a female)</i>	تصبح على خير / تصبحي على خير
Please / Excuse me (to ask for or order something)	<i>min faḍlak (to a male) / min faḍlik (to a female)</i>	من فضلك
Thank you	<i>shukran</i>	شكرا
I'm sorry	<i>ana āsif (if you are male) / ana āsifa (if you are female)</i>	أنا آسف / أنا آسفة

Thank you very much (Note how laam and alif are written at the end of <i>jazeelan</i>)	<i>shukran jazeelan</i>	شكرا جزيلا
You're welcome	<i>'afwan</i>	عفوا
How are you?	<i>keif ḥālak (to a male) / keif ḥālik (to a female)</i>	كيف حالك؟
I'm fine, thanks.	<i>ana bikheir shukran</i>	أنا بخير شكرا
(Following on from the above) And how are you?	<i>wa inta (to a male) / wa inti (to a female)</i>	و أنت؟
I'm good (Note that the pronunciation of <i>jayyid</i> comes from the fact that the yaa' carries a <i>shadda</i> in "vocalized" texts (see Part One, Chapter 3)	<i>ana jayyid (if you are male)/ ana jayyida (if you are female)</i>	أنا جيد / أنا جيدة
See you later	<i>arāk fī ma'a ba'ad (to a male) / arāki fī ma'a ba'ad (to a female)</i>	أراك في مابعد / أراكي في مابعد
Congratulations	<i>mabrūk</i>	مبروك
Literally: May you be every year be good (general greeting used on all annual occasions – birthdays, Christmas, New Year, Islamic religious holidays)	<i>Kul sana wa inta tayyib (to a male) / Kul sana wa inti tayyiba (to a female)</i>	كل سنة و أنت طيب / طيبة

And you, too! (response to the above)	<i>wa inta tayyib (to a male) / wa inti tayyiba (to a female)</i>	و أنت طيب / طيبة
Literally: Thanks be to God. Though this sounds like a religious saying, it is used generally to express gladness, thankfulness or happiness about everyday happenings and things.	<i>al-ḥamdullilah</i>	الحمد لله
Literally: If God wills it. In everyday usage, this phrase has come simply to express a general feeling of hopefulness that something will happen, rather than being an overtly religious utterance.	<i>inshā-allah</i>	إن شاء الله
Yes	<i>na'am</i>	نعم
No	<i>lā</i>	لا
And	<i>wa</i>	و

Dialogue

Arabic

A: السلام عليكم

B: و عليكم السلام

A: كيف حالك؟

B: أنا بخير شكراً و أنت؟

A: أنا جيد الحمد لله

B: الحمد لله. أراك في ما بعد!

A: إن شاء الله. مع سلامة!

B: مع سلامة

Transliteration

A: *as-salām 'aleikum*

B: *w 'aleikum as-salām*

A: *keif ḥalak?*

B: *ana bikheir shukran. wa inta?*

A: *ana jayyid al-ḥamdullilah*

B: *al-ḥamdulilah. arākfī ma'a ba'ad!*

A: *inshā-allah. ma'a salāma!*

B: *ma'a salāma*

English – with literal and intended meanings

A: Peace be upon you (hello)

B: And upon you peace (hello to you too)

A: How are you?

B: I'm well, thank you. And you?

A: I'm good, thank God (thankfully).

B: Thank God (I'm glad to hear it). I'll see you soon!

A: God willing (hopefully). Goodbye!

B: Goodbye

This vocabulary can be heard on a daily basis in Arabic-speaking countries, so it's important to be able to recognize it.

Practice

Arabic to English translation: Translate the following words or phrases from Arabic to English.

1. مع سلامة
2. إنشالله
3. صباح الخير
4. مرحبا
5. مساء النور
6. تصبح على خير
7. مبروك
8. شكرا جزيلا

Writing Practice: Write the following English phrases into Arabic characters. Remember to start from the right-hand end of the line!

1. You're welcome

2. Good morning (as a response)

—

3. I'm good (male and female versions). And you?

—
4. Yes / no

Speaking Practice:

Read the dialogue of this chapter out loud. We know from the word endings that the conversation is taking place between two males, so make sure that all your gender-dependent pronunciation is correct. Now imagine that it is taking place between two females and identify what would need to be changed.

Now imagine what you would say in each of the following scenarios. Watch out for gender-specific pronunciation, especially where it is not indicated by the spelling of the word!

1. A friend has received some good news about their health.
2. A friend is getting married.
3. To a male friend on his birthday
4. To bid a female friend a good night
5. To attract a male waiter's attention in a restaurant

Answers

Arabic to English Translation:

1. Goodbye
2. God willing / hopefully

3. Good morning (when you are first to speak)
4. Welcome
5. Good evening (as a response)
6. Goodnight (to a male)
7. Congratulations
8. Thank you very much

Writing Practice:

Check your answers in the table of vocabulary

Speaking Practice:

1. الحمد لله
2. مبروك
3. كل سنة و أنت طيب
4. تصبحي على خير
5. من فضلك

Chapter 8

Talking About Yourself and Your Family

This chapter will teach you how to give basic facts about yourself and your family members in Arabic, such as your names, ages, where you're from and what you do with regards to work or study. Thanks to the grammar work we've already put in, you should understand all of the sentence constructions used in this chapter fairly easily – and a quite a bit of the vocabulary should be familiar, too. This means that you'll hopefully be able to build your own grammatically correct phrases after looking at the ones I've given as examples. Make sure to check your understanding by completing the exercises at the end of the chapter.

Vocabulary & Phrases

Basics

This introduces all the new words you need to know for the chapter and recaps words with which you are not yet very familiar. Words you should know well by now are not included. In particular, make sure you have studied the grammar sections **Saying “I have” in Arabic** and **Forming Questions** well, as you'll need to know the vocabulary and grammar from those to be able to understand this section.

Meaning	Transliteration	Word
name	<i>ism</i>	إِسْم
What's your name? (see how we just added the correct possessive suffix to the word for "name"? Now think how we would ask for his name/her name)	<i>mā ismak? (to a male) / mā ismik? (to a female)</i>	مَا إِسْمُكَ؟
to live	<i>sa-ka-na</i>	سَكَنَ
he lives	<i>yaskun</i>	يَسْكُنُ
like, love	<i>a-ḥa-ba</i>	أَحَبَّ
I like/love (this might look like it spelled the same as the basic or "infinitive" form of the verb above, but what's actually happened is that we dropped from the alif from the infinitive and added an alif to conjugate for "I". Most Arabic verbs beginning with alif lose it when conjugated). The alif is pronounced "u"	<i>uḥib</i>	أُحِبُّ

because it carries the short vowel <i>damma</i> .)		
he loves (note how the first alif has disappeared)	<i>yuḥib</i>	يُحِبُّ
very much	<i>kathīran</i>	كَثِيرًا
but	<i>w lakin</i>	وَلَكِنْ
now	<i>al-ān</i>	الآن
last year	<i>fī as-sana al-māḍiyya</i>	فِي السَّنَةِ الْمَاضِيَةِ

Countries and Nationalities

Note that all adjectives relating to nationality are *nisba* adjectives (refer back to the Adjectives section of Chapter 4 if you can't remember what I'm talking about). The masculine versions are given in the table. You can make them feminine or plural very easily, by following the rule discussed earlier in the book. If you're female, remember to adjust the adjective when talking about yourself. Sorry if I didn't have space to include your country here!

Meaning	Transliteration	Word
America (used to refer to USA) / American	<i>amrika / amriki</i>	أمريكا أمريكي / أمريكى
Canada / Canadian	<i>kanada / kanadi</i>	كندا / كندي
Great Britain / British	<i>brīṭāniya / brīṭāni</i>	بريطانيا / بريطاني
France / French (this one's a bit different)	<i>faransa / faransawi</i>	فرنسا / فرنساوي
Germany / German	<i>almāniya / almāni</i>	ألمانيا / ألماني
Spain / Spanish	<i>isbāniya / isbāni</i>	إسبانيا / إسباني
Italy / Italian	<i>iṭāliya / iṭāli</i>	إيطاليا / إيطالي
India / Indian	<i>al-hind / hindi</i>	الهند / هندي
China / Chinese	<i>aṣ-ṣīn / ṣīni</i>	الصين / صيني
Japan / Japanese	<i>yabān / yabāni</i>	يابان / ياباني
Australia / Australian (the short "u" at the beginning comes from a <i>damma</i> on the alif)	<i>ustrāliya / ustrāli</i>	أستراليا / أسترالي
South America (no adjective, as this is not a nationality. Make sure to pronounce the doubled "y" sound in <i>janūbiyya</i>)	<i>amrika al-janūbiyya</i>	أمريكا الجنوبية

Family

Families are generally very important in Arabic-speaking cultures, and tend to be fairly big. Nouns referring to family members distinguish between

aunts, uncles and cousins on the maternal and paternal sides of the family, which might take some getting used to in the beginning.

Meaning	Transliteration	Word
family (close)	<i>usra</i>	أسرة
family (extended)	<i>'aa'ila</i>	عائلة
father / mother	<i>wālid / wālida</i>	والد / والدة
son / daughter	<i>ibn / ibna</i>	ابن / ابنة
brother / sister	<i>akh / ukht</i>	أخ / أخت
siblings (all-male or mixed) / siblings (all-female)	<i>ikhwa / ikhwāt</i>	إخوة / إخوات
grandfather / grandmother	<i>jadd / jad-da</i>	جد / جدة
uncle / aunt (paternal)	<i>'amm / 'am-ma</i>	عم / عمّة
cousin, m/f (paternal - literally "the son/daughter of the uncle")	<i>ibn al-'amm / ibnat al-'amm</i>	ابن العم / ابنة العم
my cousin, m/f (literally "the son/daughter of my uncle" – remember the rules of <i>idaafa!</i>)	<i>ibn 'ammi / ibnat 'ammi</i>	ابن عمي / ابنة عمي
uncle / aunt (maternal)	<i>khāl / khāla</i>	خال / خالة
cousin, m/f (maternal)	<i>ibn al-khāl / ibnat al-khāl</i>	ابن الخال / ابنة الخال
husband / wife	<i>zawj / zawja</i>	زوج / زوجة

Work and Study

Many of the words should be familiar!

Meaning	Transliteration	Word
to work	'a-ma-la	عمل
work (as in, "I like my work")	shughl	شغل
office	maktab	مكتب
company	shirka	شركة
hospital	mustashfa	مستشفى
business man / woman	rajul al-a'amāl / sayyidat al-a'amāl	رجل الأعمال / سيدة الأعمال
secretary (m/f)	sikritir / sikritira	سكرتير / سكرتيرة
doctor (medical) (m/f)	ṭabīb / ṭabība	طبيب / طبيبة
lawyer (m/f)	muḥāmi / muḥāmiyya	محامي / محامية
teacher (m/f)	mua'alim / mua'alima	معلم / معلمة
professor (m/f)	ustādh / ustādha	أستاذ / أستاذة

policeman/woman	<i>shurtī / shurṭiyya</i>	شرطي / شرطية
to study	<i>da-ra-sa</i>	درس
he studies (note the <i>damma</i> – short “u” sound – that appears between the middle and final letters when we conjugate this verb)	<i>yadrus</i>	يدرس
I studied	<i>darastu</i>	درست
What did you study? (to male / to female)	<i>mādhā darasta? / mādhā darasti?</i>	ماذا درست؟
to get/obtain (note that <i>'ala</i> is not part of the verb but is a preposition literally meaning “on”. A number of Arabic verbs have set prepositions with which they must always be used. In this case, the preposition <i>'ala</i> is used to introduce the thing that is being got or obtained.)	<i>ḥa-ṣa-la 'ala</i>	حصل على
He gets/obtains (or he is getting/obtaining)	<i>yaḥṣul 'ala</i>	يحصل على
The getting/obtaining of something (here, a noun)	<i>al-ḥaṣūl 'ala</i>	الحصول على

has been made from the verb <i>ḥa-ṣa-la</i> . Think of the difference between “I run” [where run is a verb, or action] and “I like running” [where running is a noun, or thing]. See the dialogue for an example of how it is used.)		
To/for. We have already seen the preposition <i>li</i> used to talk about relationships of possession. We can also use it to mean “in order to” or “for the purpose of”.	<i>li</i>	ل
to graduate from	<i>ta-kha-ra-ja min</i>	تخرج من
I graduated from	<i>takharajtu min</i>	تخرجت من
Bachelor’s degree	<i>bakālūriūs</i>	بكالوريوس
Master’s degree	<i>al-mājistīr</i>	الماجستير
university	<i>jāmiā’aa</i>	جامعة
school	<i>madrasa</i>	مدرسة
literature (remember the rules of the definite article and how it differs from English? You’ll see it	<i>al-adab</i>	الأدب

in all the subject names below)		
history	<i>at-tārīkh</i>	التاريخ
English language / French language / Arabic language	<i>al-lughā al-injlīziyya / al-lughā al-faransiyya / al-lughā al-'arabiyya</i>	اللغة الإنجليزية / اللغة الفرنسية / اللغة العربية
geography	<i>al-juḡhrāfiya</i>	الجغرافيا
politics (literally: political sciences)	<i>al-'aulūm as-siāsiyya</i>	العلوم السياسية
mathematics	<i>ar-rīdīāt</i>	الرياضيات
chemistry	<i>al-kīmīā'</i>	الكيمياء
engineering	<i>al-handasa</i>	الهندسة
law	<i>al-ḥaqūq</i>	الحقوق

Dialogue

Arabic

A: ما اسمك؟ (male to female)

B: إسمي سارة. و أنت؟

A: إسمي آدم. من أين أنت؟

B: أنا من فرنسا، ولكن أسكن الآن في أمريكا في مدينة نيو يورك. و أنت؟ من أين إسرتك؟

A: نحن كنديون، ولكن نسكن الآن في بريطانيا. عندك إخوة؟

B: نعم، عندي أخت. إسمها نورة. و أنت؟

A: نعم، عندي أخ. إسمه جون. ماذا تدرسين؟

B: لا أدرس. تخرجت من الجامعة في السنة الماضية و أعمل الآن في شركة كبيرة.

A: ماذا درست؟ و في أي جامعة درست أنت؟

B: درست العلوم السياسية في جامعة باريس. و أنت و جون؟

A: هو يدرس للحصول على بكالوريوس في الكيمياء في جامعة لندن. و أنا محامي *

B: هل تحب شغلك؟

A: نعم، أحب شغلي كثيرا. و أنت؟

B: لا، لا أحب شغلي كثيرا

*In this sentence, we put together the vocab from the vocab list to form a sentence that is more complicated grammatically than any we have seen so far. We use the preposition *li* to mean “for the purpose of” and place it in front of the noun *al-ḥaṣūl‘ala* which means “the getting/obtaining of something”. Convention dictates that when we place the preposition *li* just before the *al* on a definite noun, we drop the alif and join the two laams together. It therefore becomes *lil-ḥaṣūl ‘ala* (for the purpose of getting/obtaining a...).

Transliteration

A: *mā ismik?*

B: *ismi sara. w anta?*

A: *ismi adam. min aīn anti?*

B: *ana min faransa, w lakin askun al-ān fī amrīka, fī madīnat new york. w anta? min aīn usritak?*

A: *naḥnu kanaddiyyūn, w lakin naskun al-ān fī brīṭāniya. ‘aindik ikhwa?*

B: *na’am, ‘aindi ukht. ismaha nora. w anta?*

A: *na'am, 'aindi akh. ismuhu jon. mādhā tadrusīn?*

B: *la adrus. takharajtu min al- jāmia'aa fī as-sana al-māḍiyya wa a'amal al-ān fī shirka kabīra.*

A: *mādhā darasti? wa fī aī jāmia'aa darasti anti?*

B: *darastu al-'aulūm as-sīasiyya fī jāmia'aat barīs. w anta wa jon?*

A: *howa yadrus lil-ḥaṣool 'ala bakālūriūs fīl-kīmīā' fī jāmia'aat lundun. wa ana muḥāmi.*

B: *hal tuḥib shughlak?*

A: *na'am, uḥib shughli kathīran. wa anti?*

B: *la, la uḥib shughli kathīran.*

English

A: What's your name?

B: My name is Sara. And you?

A: My name is Adam. Where are you from?

B: I'm from France, but I now live in America, in the city of New York. And you? Where is your family from?

A: We are Canadian, but we now live in Britain. Do you have brothers and sisters?

B: Yes, I have one sister. Her name is Nora. And you?

A: I have one brother. His name is Jon. What do you study?

B: I'm not studying. I graduated last year and I'm now working in a big company.

B: What did you study? And at which university did you study?

A: I studied politics at the University of Paris. What about you and your brother?

A: He's studying for a Bachelor's degree in chemistry at the University of London. And I'm a lawyer.

B: Do you like your work?

A: Yes, I like my work very much. And you?

B: No, I don't like my work very much.

Practice

Arabic to English translation: Translate the following words or phrases from Arabic to English.

المدرسة

هم يدرسون الرياضيات في الجامعة
والذي شرطى ووالدتي تعمل في المستشفى

أنا أحب ابن خالي كثيرا. هو لطيف جدا

Writing Practice: Write the following English phrases into Arabic characters. Remember to start from the right-hand end of the line!

I am studying for a Bachelor's degree in French.

My aunt (paternal) doesn't like her work.

But

He likes literature very much.

Speaking Practice:

Read the dialogue of this chapter out loud. Now imagine you want to get the following information from a friend. How would you ask the following questions? Some of these are designed to test you a bit and make you apply what you've learned.

- Is your family big? (to a female)
- Does your father work in an office? (to a male) (hint: the verb should come in second place in the sentence)
- What does your cousin (female, maternal side) study? (to a male) (hint: look at the vocab table to see how we made ("my cousin"), then use your possessive pronouns to work out the rest)
- Where are you from? (to a number of people)

Answers

Arabic to English Translation:

The school

They are studying mathematics at university.

My father is a policeman and my mother works at the hospital.

I love my cousin (male, maternal side) very much. He is very kind.

Writing practice:

أنا أدرس للحصول على بكالوريوس في اللغة الفرنسية

عمني لا تحب شغلها

ولكن

هو يحب الأدب كثيرا

Speaking practice:

هل أسرتك كبيرة؟

hal usratik kabīra?

هل يعمل والدك في مكتب؟

hal ya'amal wālidak fi maktab?

ماذا تدرس ابنة خلك؟

mādhā tadrus ibnat khālak?

من أين أنتم؟

min aīn antum?

Chapter 9

Interests, Hobbies and Vacations

Now we've learned how to say what we do for work and study, we'll learn how to talk about what we like to do in our free time.

Vocabulary & Phrases

Meaning	Transliteration	Word
hobby / hobbies	<i>howā / howāiāt</i>	هوية / هوايات
what is / are...? (+ definite noun. Use <i>howa</i> or <i>heya</i> depending on whether the noun is masculine or feminine.)	<i>ma howa / ma heya...?</i>	ما هو / ما هي ...؟
interested in... (+ definite noun or <i>idaafa</i> phrase introduced with the preposition <i>bi</i>)	<i>mahtam bi</i>	مهتم بـ
I am interested in history (as a male / as a female) N.B. note again how the alif in the <i>al-</i> is "swallowed up" between the preposition and the laam	<i>ana mahtam bit-tārīkh / ana mahatma bit-tārīkh</i>	أنا مهتم بالتاريخ / أنا مهتمة بالتاريخ
to enjoy(+ definite noun or <i>idaafa</i> phrase introduced with the preposition <i>bi</i>)	<i>istamta'a bi</i>	إستمتع بـ
he enjoys his work (+ definite noun introduced with the preposition <i>bi</i>)	<i>yastamta'a bishughluhu</i>	يستمع بشغله
to (you might have realized by now that Arabic has more than word for "to". Don't panic about this – just try to	<i>an</i>	أن

remember the context in which each one is used).		
to like to... (+ correctly conjugated verb)	<i>a-ḥa-ba an</i>	أحب أن
he likes to study	<i>yuḥib an yadrus</i>	يحب أن يدرس
play	<i>la'ab</i>	لعب
he plays	<i>yala'ab</i>	يلعب
to (yes, another word for "to"! Hopefully you should be able to spot how its usage is different from the words that came before)	<i>ila</i>	إلى
to travel to (another verb with a preposition. This verb might look a little different than others we have seen so far, but it is conjugated just the same)	<i>sā-fa-ra ila</i>	يسافر إلى
he travels to America	<i>yusāfir ila amrika</i>	يسافر إلى أمريكا
travelling (as a noun)	<i>as-safar</i>	السفر
to go to	<i>dha-ha-ba ila</i>	ذهب إلى
he goes to school	<i>yadh-hab ila al-madrasa</i>	يذهب إلى المدرسة
to watch	<i>shā-ha-da</i>	شاهد
he watches	<i>yushāhid</i>	يشاهد
watching (as a noun)	<i>al-mushāhida</i>	المشاهدة
at home	<i>fī al-beit</i>	في البيت

art	<i>al-fan-na</i>	الفن
music	<i>al-mūsīqa</i>	الموسيقى
sport	<i>ar-rīāda</i>	الرياضة
soccer / football	<i>korat al-qadm</i>	كرة القدم
tennis	<i>rīādat at-tinis</i>	رياضة التنس
the cinema	<i>as-sīnma</i>	السينما
film / films	<i>film / aflām</i>	فيلم / أفلام
television	<i>al-tilifiziūn</i>	التلفزيون
the theatre	<i>al-masrah</i>	المسرح
time / times	<i>waqt / awqāt</i>	وقت / أوقات
emptiness	<i>al-farāgh</i>	الفراغ
free time	<i>awqāt farāgh</i>	أوقات فراغ
in my free time (literally: "in the times of my emptiness" - did you spot the <i>idaafa</i> ?)	<i>fī awqāt farāghi</i>	في أوقات فراغي
day / days	<i>yowm / ayām</i>	يوم / أيام
holiday, vacation, time off	<i>'auṭla</i>	عطلة
during my vacations (literally: "in the days of my vacation" – another <i>idaafa</i>)	<i>fī ayām 'auṭlati</i>	في أيام عطلتي

Dialogue

Arabic

A: ما هي هواياتك؟ ماذا تحب أن تفعل في أوقات فراغك؟

B: في أوقات فراغي أحب أن أذهب إلى السينما و ألعب موسيقى. و أنت؟ ماذا تحبين أن تفعلين في أوقات فراغك؟

A: ** أنا أيضا أحب أن ألعب موسيقى، ولكن لا أذهب إلى السينما. أستمتع بمشاهدة التلفزيون في البيت.

B: هل أنت مهتمة بالرياضة؟

A: *** نعم، أنا أحب أن ألعب رياضة التنس مع أختي. و أنت؟ هل تستمتعون أنت و أصدقائك بالرياضة؟

B: *** تحب أن نشاهد كرة القادم، ولكن لا نلعبها. ماذا تحبين أن تفعلين في أيام عطلتك؟

A: في أيام عطلتي أحب أن أسافر إلى إسبانيا. هل تحب أن تسافر في أيام عطلتك؟

B: نعم، أحب السفر كثيرا. أنا و أسرتي نساfer إلى أمريكا في أيام عطلتنا

*The second of these two questions places the feminine singular pronoun *heya* with the noun “hobbies”. That’s because hobbies is a **non-human plural**. In the Adjective section, we learned that non-human plurals behave like singular feminine nouns by taking a **singular feminine adjective**. They also behave like singular feminine nouns in all other ways.

**Note how we made an *idaafa* construction from the nouns “watching” and “television” □ “watching of television”

***Note how in last of these three questions, we conjugated the verb “to enjoy” for **you plural**. This is because the question involves **you and your friends**.

****The suffixes we learned in the Possessive Pronouns section can actually be used in a number of ways – not just to convey a possessive meaning. Here, I’ve placed the feminine singular suffix “-*ha*” on the end of the verb “we play” to refer back to the feminine noun (soccer) I mentioned earlier in the sentence. Hence, “We do not play her (it).”

Transliteration

A: *mādhā tuḥib an tafa’al fī awqāt farāghak? mā heya howāīatak?*

B: *fī awqāt farāghi uḥib an adh-hab ila as-sīnma wa ala’ab mūsīqa. wa inti? mādhā tuḥibīn an tafa’alīn fī awqāt farāghik?*

A: *ana āīdan uḥib an ala’ab mūsīqa, w lakin la adh-hab ila as-sīnma. astamta’a bimushāhidat at-tilifiziūn fī al-beit.*

B: *hal anti mahtama bil-rīāda?*

A: *na'am, ana uḥib an ala'ab rīādat at-tinis ma'a ukhti. w anta? hal tastamta'aūn anta wa aṣḍiqā'-ak bil-rīāda?*

B: *nuḥib an nushāhid korat al-qadm, w lakin la nala'abha. mādhā tuḥibīn an tafa'alīn fī ayām 'auṭlatik?*

A: *fī ayām 'auṭlati uḥib an asāfir ila isbānīya. hal tuḥib an tusāfir fī ayām 'auṭlatak?*

B: *na'am, uḥib as-safar kathīran. ana wa usrati nasāfir ila amrīka fī ayām 'auṭlatana.*

English

A: What do you (male) like to do in your free time? What are your hobbies?

B: In my free time, I like to go the cinema and play music. What about you? What do you (female) like to do in your free time?

A: I like to play music too, but I don't go to the cinema. I enjoy watching television at home.

B: Are you interested in sport?

A: Yes, I like to play tennis with my sister. How about you? Do you and your friends enjoy sport?

B: We like to watch soccer, but we don't play it. What do you like to do in your time off work/vacations?

A: In my vacations, I like to travel to Spain. Do you like to travel in your time off?

B: Yes, I like travelling a lot. My family and I travel to America during our vacations.

Practice

Arabic to English translation: Translate the following words or phrases from Arabic to English. Remember (where appropriate) to write details about gender and singular/plural.

المسرح

هم مهتمون بالجغرافيا

هل تحبون أن تسافروا إلى إيطاليا؟

هي تستمتع بالسفر كثيرا

Writing Practice: Write the following English phrases into Arabic characters. Remember to start from the right-hand end of the line!

I like to study at home.

My cousin (female, paternal) likes watching American films (hint: remember non-human plurals take feminine singular adjectives)

In our free time

Are you (singular, male) interested in history?

Speaking Practice:

Read the dialogue of this chapter out loud. Now give a short oral presentation about your interests and those of your family and friends. Make one sentence each about:

- your interests and hobbies

- the interests and hobbies of a male family member (brother, father, uncle etc.)

- the interests and hobbies of a female family member

-the interests and hobbies of your friends.

Make sure you're conjugating your verbs correctly depending on who you're talking about.

Once you've decided what you're going to say, try to recite the whole thing without looking at a piece of paper. Remember to think about the words you're saying rather than just reciting it by rote though!

Answers

Arabic to English Translation:

The theatre

They are interested in geography.

Do you (plural) like to travel to Italy?

She enjoys travelling very much

Writing practice:

أحب أن أدرس في البيت

ابنة عمي تحب مشاهدة الأفلام الأمريكية

في وقت فراغنا

هل أنت مهتم بالتاريخ؟

Section Four – Numbers, Times and Dates

Chapter 10: Learning to Count and Telling the Time

Chapter 11: Days and Months

Chapter 10

Learning to Count and Telling the Time

This chapter will teach you how to speak and write the numbers from 1-100 and how to use them correctly in sentences. You'll also learn how to say the time in Arabic. As always, don't move onto the next chapter before completing the exercises to test your knowledge.

I've given the Arabic numerals here for your reference (numbers with two digits or more are read from left to right, unlike the Arabic script), but don't worry too much about trying to memorize them for now. Many Arabs use the numbers 1,2,3,4 and so on. For now, what's important is learning how to say the numbers and recognize how they look when written in words.

Numbers 1-9

Meaning	Transliteration	Word	Number
one	<i>wāḥid</i>	واحد	١
two	<i>ithnān</i>	إثنان	٢
three	<i>thalātha</i>	ثلاثة	٣
four	<i>arba'aa</i>	أربعة	٤
five	<i>khamsa</i>	خمسة	٥
six	<i>sit-ta</i>	ستة	٦
seven	<i>saba'aa</i>	سبعة	٧
eight	<i>thamāniya</i>	ثمانية	٨
nine	<i>tisa'aa</i>	تسعة	٩
ten	<i>'ashra</i>	عشرة	١٠

Numbers 11-100

Meaning	Transliteration	Word	Number (Arabic numeral)
eleven	<i>ihada 'ashar</i>	إحدى عشر	١١
twelve	<i>ithnā 'ashar</i>	إثنا عشر	١٢
thirteen	<i>thalāthat 'ashar</i>	ثلاثة عشر	١٣
fourteen	<i>arba'aat 'ashar</i>	أربعة عشر	١٤
fifteen	<i>khamsat 'ashar</i>	خمسة عشر	١٥
sixteen	<i>sit-tat 'ashar</i>	سنة عشر	١٦
seventeen	<i>saba'aat 'ashar</i>	سبعة عشر	١٧
eighteen	<i>thamāniyat 'ashar</i>	ثمانية عشر	١٨
nineteen	<i>tisa'aat 'ashar</i>	تسعة عشر	١٩
twenty	<i>'ashrūn</i>	عشرون	٢٠
twenty-one	<i>wāhid wa 'ashrūn</i>	واحد و عشرون	٢١

twenty-two	<i>ithnān wa 'ashrūn</i>	إثنان وعشرون	٢٢
twenty-three	<i>thalātha w 'ashrūn</i>	ثلاثة وعشرون	٢٣
twenty-four	<i>arba'aa wa 'ashrūn</i>	أربعة وعشرون	٢٤
twenty-five	<i>khamsa wa 'ashrūn</i>	خمسة وعشرون	٢٥
twenty-six	<i>sit-ta wa 'ashrūn</i>	سنة وعشرون	٢٦
twenty-seven	<i>saba'aa wa 'ashrūn</i>	سبعة وعشرون	٢٧
twenty-eight	<i>thamāniya wa 'ashrūn</i>	ثمانية وعشرون	٢٨
twenty-nine	<i>tisa'aa wa 'ashrūn</i>	تسعة وعشرون	٢٩
thirty	<i>thalāthūn</i>	ثلاثون	٣٠
forty	<i>arba'aūn</i>	أربعون	٤٠
fifty	<i>khamsūn</i>	خمسون	٥٠
sixty	<i>sit-tūn</i>	ستون	٦٠
seventy	<i>saba'aūn</i>	سبعون	٧٠
eighty	<i>thamānūn</i>	ثمانون	٨٠
ninety	<i>tisa'aūn</i>	تسعون	٩٠
one hundred	<i>mī'a</i>	مائة	١٠٠

I haven't written out the numbers from thirty onwards because they're formed in exactly the same way as the twenties. For example, thirty-one would be *wāhid wa thalāthūn*, forty-seven would be *saba'aa wa arba'aūn*, and so on.

The Grammar of Numbers

-Arabic grammar has something called number-noun agreement. This means that a noun changes depending on the number that comes before it. The rules are as follows:

عندها خمسة و سبعون سنة

'*aindaha khamisa wa saba'aun sana*

She is 75 years old

Note how we put the singular form or plural form of *sana* to match the number-noun agreement rules we studied a moment ago.

All About Time

To say the time in Arabic, we need what are known as **ordinal numbers** . In English we know these as first, second, third, fourth, fifth, etc. Like in English, Arabic ordinal numbers are based on the “regular” numbers (or “cardinal numbers”, to give them their technical name), but with some slight changes. To say “... o'clock”, all we need to do is put the relevant ordinal number *after* the Arabic word for hour, as in the table below. Notice how a *taa' marbuta* has been added to the ordinal numbers, since the word for hour is feminine.

Meaning	Transliteration	Word
hour	<i>sā'aa / sā'aāt</i>	ساعة / ساعات
What time is it?	<i>kam as-sā'aa?</i>	كم الساعة؟
(It is) one o'clock	<i>al-sā'aa al-wāhida</i>	الساعة الواحدة
two o'clock	<i>al-sā'aa ath-thāniya</i>	الساعة الثانية
three o'clock	<i>al-sā'aa ath-thālitha</i>	الساعة الثالثة
four o'clock	<i>al-sā'aa ar-rābi'a'aa</i>	الساعة الرابعة
five o'clock	<i>al-sā'aa al-khāmisa</i>	الساعة الخامسة
six o'clock	<i>al-sā'aa as-sādisa</i>	الساعة السادسة
seven o'clock	<i>al-sā'aa as-sāb'i'aa</i>	الساعة السابعة
eight o'clock	<i>al-sā'aa ath-thāmina</i>	الساعة الثامنة
nine o'clock	<i>al-sā'aa at-tās'i'aa</i>	الساعة التاسعة
ten o'clock	<i>al-sā'aa al-'aāshira</i>	الساعة العاشرة
eleven o'clock	<i>al-sā'aa al-ḥādiya 'ashra</i>	الساعة الحادية عشرة
twelve o'clock	<i>al-sā'aa ath-thāniya 'ashra</i>	الساعة الثانية عشرة

To express a number of minutes “past” in Arabic, we put **و** **after** the hour followed by one of the phrases from the table below. These phrases include a piece of vocabulary we have not seen before:

دَقِيْقَةٌ / دَقَائِقُ

daqīqa / daqā'iq

minute / minutes

Note how we use the plural form to agree with the numbers five and ten.

Meaning	Transliteration	Word
five past	<i>wa khamas daqā'iq</i>	وخمسة دقائق
ten past	<i>wa 'ashar daqā'iq</i>	وعشر دقائق
quarter past (literally "and a quarter")	<i>wa ar-ruba'a</i>	والربع
twenty past (literally "and a third")	<i>wa ath-thulth</i>	والثلث
half past (literally "and a half")	<i>wa an-nisf</i>	والنصف

Finally, to express a number of minutes "to" the hour, we put the preposition *إلى* after the hour and choose the corresponding phrase from the table below. Here, we are using *ila* to mean "less" or "except" - so quarter to four translates literally as "four o'clock except a quarter".

Meaning	Transliteration	Word
five to	<i>ila khamas daqā'iq</i>	إلا خمس دقائق
ten to	<i>ila 'ashar daqā'iq</i>	إلا عشر دقائق
quarter to	<i>ila ar-ruba'a</i>	إلا الربع
twenty to	<i>ila ath-thulth</i>	إلا الثلث

Examples:

الساعة العاشرة و الربع

quarter past ten

الساعة الثالثة إلى خمس دقائق

five to three

Practice

Translate the following numbers and times into Arabic. You can look at the table to help you at first if you need to, then practice writing out the phrases

from memory.

1. fifty-nine
2. thirty-eight
3. Twelve
4. seven o'clock
5. twenty to ten
6. twenty-five past eleven (hint: look at five past and ten past to help you)

Now practice speaking by saying your age and the ages of two family members out loud.

Chapter 11

Days and Months

This chapter will teach you how to say the days of the week, months and seasons in Arabic, and how to use them to talk about your schedule.

Vocabulary & Phrases

Days of the Week

The names of the (first five) days of the week are based on the numbers we learnt in the previous chapter, though are not spelled and pronounced exactly the same. Remember that **يوم** is the word for “day”.

Meaning	Transliteration	Word
week / weeks	<i>usbowa'a / asābia'a</i>	أسبوع / أسابيع
Sunday (literally: “day of one” – Sunday is the first day of the week in the Arabic-speaking world)	<i>yowm al-aḥad</i>	يوم الأحد
Monday	<i>yowm al-ithnayn</i>	يوم الاثنين
Tuesday	<i>yowm ath-thulāthā'</i>	يوم الثلاثاء
Wednesday	<i>yowm al-arbi'aā'</i>	يوم الأربعاء
Thursday	<i>yowm al-khamīs</i>	يوم الخميس
Friday (literally meaning “the day of the congregation”, as this is when Muslim Arabs go to the mosque)	<i>yowm al-juma'aa</i>	يوم الجمعة
Saturday (literally meaning “day of the Sabbath”)	<i>yowm as-sabt</i>	يوم السبت
weekend (literally “the holiday of the end of the week” – notice how this is an <i>idaafa</i> phrase with more than two verbs, but only the final verb is definite).	<i>'outlat nihāiyat al-usbowa'a</i>	عطلة نهاية الأسبوع
working week (literally: “the days of work”)	<i>ayām al-'amal</i>	أيام العمل

Months

Meaning	Transliteration	Word
month / months	<i>shahr / shuhūr</i>	شهر / شهور
January	<i>yanāyir</i>	يناير
February	<i>fibrāyir</i>	فبراير
March	<i>māris</i>	مارس
April	<i>abrīl</i>	أبريل
June	<i>yūniyū</i>	يونيو
July	<i>yūlyū</i>	يوليو
August	<i>aughustus</i>	أغسطس
September	<i>sibtimbir</i>	سبتمبر
October	<i>uktūbir</i>	أكتوبر
November	<i>nūfimbir</i>	نوفمبر
December	<i>dāsimbir</i>	ديسمبر
My birthday is in (literally "the celebration day of my birth is in")	<i>'aīd mīlādī fī</i>	عيد ميلادي في

Seasons

Meaning	Transliteration	Word
season / seasons	<i>faṣal / faṣūl</i>	فصل / فصول
spring	<i>ar-rabia'a</i>	الربيع
summer	<i>aṣ-ṣayf</i>	الصيف
fall /autumn	<i>al-kharīf</i>	الخريف
winter	<i>ash-shitā'</i>	الشتاء

Talking About Your Schedule

In Arabic, if we want to say that we do something at a particular time of day, we simply place the time directly after the action. We don't need a preposition to introduce it (e.g. "at five o'clock") as we do in English. See the example below:

يذهب إلى المدرسة الساعة الثامنة

o'clock

He goes to school at eight

If we want to go a step further and clarify whether the time we're referring to is before or after noon, we place one of the following words after the time phrase:

صباحا *ṣabāḥan* In the morning
(before noon)

مساء *masā-an* In the
afternoon/evening (after noon)

(Note that in unvocalized sentences and texts, the second word looks the same as the word for “afternoon/evening”, but is pronounced differently. You’ll usually be able to tell which is meant from the context)

So, applying our new vocabulary:

يذهب إلى المدرسة الساعة الثامنة صباحا He goes to school at eight
o’clock in the morning

If we want to say that we do something “every Saturday” or “every Monday” in Arabic, we need another new piece of vocabulary:

كل *kul* each, every

Then we remove the **يوم** part from the name of the day and place **كل** in front of the remaining part.

Example:

ألعب كرة القدم كل السبت مع أصدقائي I play football every Saturday
with my friends

If we want to say simply that we do something “every day”, we can say:

كل يوم *kul yowm*

Discussing Schedules

Here are some more words that might come in handy when asking for and giving information about weekly schedules. Study it, then look at the

dialogue to see examples of how it's used.

Meaning	Transliteration	Word
when / what time...?	<i>mata</i>	متى...؟
usually (remember when we used مساء to mean "in the evening", but gave it a special unwritten ending when we pronounced it? This is the same idea)	<i>'aāditan</i>	عادة
to wake up (this verb looks quite different to others we have seen so far, but is conjugated just the same!)	<i>is-ti-qa-za</i>	إستيقظ
he wakes up	<i>yastaiqiz</i>	يستيقظ
to go to sleep	<i>nā-ma</i>	نام
he goes to sleep	<i>yanām</i>	ينام
to eat breakfast	<i>fa-ṭa-ra</i>	فطر
he eats breakfast	<i>yaftir</i>	يفطر
to eat lunch (the first of these two words means literally "to eat or take", the second means "lunch")	<i>tan-ā-wul al-ghadā'</i>	تناول الغداء
he eats lunch	<i>yatanāwil al-ghadā'</i>	يتناول الغداء
to go to work	<i>dha-ha-ba ila ash-shughl</i>	ذهب إلى الشغل
he goes to work	<i>yadh-hab ila ash-shughl</i>	يذهب إلى الشغل
to return from work	<i>ra-ja-'a min ash-shughl</i>	رجع من الشغل
he returns from work	<i>yarjia'a min ash-shughl</i>	يرجع من الشغل

Dialogue

Here, one person is interviewing another about their weekly schedule. You should be able to identify from the verb in the first line that the person being asked the questions is female. Look out for a new piece of vocabulary:

كنيسة

kanīsa

church

Arabic

A: متى تستيقظين في أيام العمل؟

B: عادة أستيقظ الساعة السادسة و النصف

A: و متى تذهبين إلى الشغل؟

B: أذهب إلى المكتب الساعة الثامنة إلى الربع صباحا و أرجع من المكتب الساعة الخامسة مساء

A: متى تستيقظين في عطلة نهاية الأسبوع؟ و ماذا تحبين أن تفعلين في عطلة نهاية الأسبوع؟

B: عادة أستيقظ الساعة العاشرة في عطلة نهاية الأسبوع. أذهب إلى السينما كل السبت مع أصدقاتي و أذهب إلى الكنيسة كل الأحد

Transliteration

A: *mata tastaiqiẓīn fī ayām al-‘amal?*

B: *‘aāditan astaiqiẓ as-sāi’aa as-sādīsa wa an-niṣf*

A: *w mata tadh-habīn ila ash-shughl?*

B: *adh-hab ila al-maktab as-sāi’aa ath-thāmina ila ar-ruba’a wa arjia’a min al-maktab as- sāi’aa al-khāmīsa masā-an.*

A: *matatastaiqiẓīn fī ‘autlat nihāiyat al-usbowa’a? w mādhā tuḥibīn an tafa’alīn fī ‘autlat nihāiyat al-usbowa’a?*

B: *‘aāditan astaiqiẓ as-sāi’aa al-‘aāshira fī ‘autlat nihāiyat al-usbowa’a. adh-hab ila as-sīnma kul as-sabt ma’a aṣḍiqā’i wa adh-hab ila al-kanīsa kul al-aḥad.*

English

A: What time do you wake up during the week?

B: I usually wake up at half past six.

A: And what time do you go to work?

B: I go to the office at quarter to eight in the morning and I come back at five in the evening.

A: What time do you wake up at the weekends? And what do you like to do at the weekend?

B: At the weekends, I usually wake up at ten o'clock. I go to the cinema with my friends every Saturday and I go to church every Sunday.

Practice

Arabic to English translation: Translate the following words or phrases from Arabic to English. Remember (where appropriate) to write details about gender and singular/plural.

شهور

يرجع من الشغل الساعة السابعة و النصف

هل تحب أن تشاهد التلفزيون في عطلة نهاية الأسبوع؟

يلعبون رياضة التنس كل الإثنين صباحا

Writing Practice: Write the following English phrases into Arabic characters. Remember to start from the right-hand end of the line!

His birthday is in July.

They go to university at nine o'clock every day.

I go to sleep at one o'clock in the morning at weekends.

What time do you eat lunch during the week? (to a female)

Speaking Practice:

Read the dialogue of this chapter out loud. Now repeat the questions as if they were being asked to a male, then to a group of people (you plural). Finally, imagine that you are being asked the questions, and answer correctly according to your own schedule.

Answers

Arabic to English Translation:

Months

He returns from work at half past seven

Do you like to watch television at the weekend? (to male)

They play tennis every Monday morning.

Writing practice:

عيد ميلاده في يوليو

يذهبون إلى الجامعة الساعة التاسعة كل يوم

أنام الساعة الواحدة صباحا في عطلة نهاية الأسبوع

متى تناولين الغداء في أيام العمل؟

Section Five – Out and About In Arabic-Speaking Countries

Chapter 12: Where Am I?

Chapter 13: Sightseeing, Culture & Food

Chapter 12

Where Am I?

This chapter will teach you how to talk about countries, cities and places in the Arabic speaking world and to say where you would like to visit and why.

Vocabulary and Phrases

Countries and Cities

For each of the countries, I've given the gender of the country name in brackets. Note how many of the country and city names are given with the definite article.

Meaning	Transliteration	Word
North Africa	<i>shimāl ifrīqiya</i>	شمال إفريقيا
the Middle East	<i>ash-sharq al-awsaṭ</i>	الشرق الأوسط
Morocco (m)	<i>al-maghrib</i>	المغرب
Tunisia (f)	<i>tūnis</i>	تونس
Algeria (f)	<i>al-jazā'ir</i>	الجزائر
Egypt (f)	<i>maṣr</i>	مصر
Jordan (m)	<i>al-urdun</i>	الأردن
Palestine (f)	<i>filstīn</i>	فلسطين
Yemen (m)	<i>al-yimīn</i>	اليمن
Saudi Arabia (f) (literally: "the Saudi Arabian Kingdom". Commonly referred to by just <i>as-sa'aūdiyya</i>)	<i>al-mumlaka al-'arabiyya as-sa'aūdiyya</i>	المملكة العربية السعودية
United Arab Emirates (f)	<i>al-imarāt al-'arabiyya al-mutaḥida</i>	الإمارات العربية المتحدة
Bahrain (f)	<i>al-baḥrein</i>	البحرين
Kuwait (f)	<i>al-kūweīt</i>	الكويت
Oman (f)	<i>'aumān</i>	عمان
Syria (f)	<i>sūrīya</i>	سوريا
Lebanon (m)	<i>lubnān</i>	لبنان
Iraq (m)	<i>al-'arāq</i>	العراق
Cairo (capital of Egypt)	<i>al-qahira</i>	القاهرة
Tunis (capital of Tunisia)	<i>tūnis</i>	تونس
Rabat (capital of Morocco)	<i>ar-rabāt</i>	الرباط
Amman (capital of Jordan) (Note that this is spelled the same as the country "Oman", but pronounced differently because	<i>'am-mān</i>	عمان
of different short vowels and a <i>shadda</i>)		
Beirut (capital of Lebanon)	<i>beirūt</i>	بيروت
Damascus (capital of Syria)	<i>damashq</i>	دمشق

Weather

Apart from weather, which is a noun, all of these words are adjectives and can be made feminine by adding *taa' marbuta*.

Meaning	Transliteration	Word
weather	<i>at-taqs</i>	الطقس
hot	<i>ḥār</i>	حار
sunny	<i>mushmis</i>	مشمس
humid	<i>raṭb</i>	رطب
cold	<i>bārid</i>	بارد
windy	<i>'aāsif</i>	عاصف
rainy	<i>mumṭir</i>	مطر

What can I find there?

Meaning	Transliteration	Word
sea	<i>baḥr</i>	بحر
Red Sea	<i>al-baḥr al-aḥmār</i>	البحر الأحمر
Dead Sea	<i>al-baḥr al-meyyit</i>	البحر الميت
beach / beaches	<i>shāṭi' / showāṭi'</i>	شاطئ / شواطئ
river / rivers	<i>nahr / anhār</i>	نهر / أنهار
River Nile	<i>nahr an-nīl</i>	نهر النيل
the desert	<i>aṣ-ṣaḥrā'</i>	الصحراء
the Sahara Desert (note that desert is treated as a feminine noun, even though it has no <i>taa' marbuta</i> on the end)	<i>aṣ-ṣaḥrā' al-ifriqiyya</i>	الصحراء الإفريقية
sand dunes	<i>kuthbān ramliyya</i>	كتبان رملية
pyramids	<i>ahrām</i>	أهرام
the Pyramids of Giza	<i>al-ahrāmāt ath-thalātha</i>	الأهرامات الثلاثة
mountain / mountains	<i>jabal / jabāl</i>	جبل / جبال
village / villages	<i>quriyya / qura</i>	قرية / قرى
city / cities	<i>madīna / mudun</i>	مدينة / مدن
culture	<i>ath-thaqāfa</i>	الثقافة
heritage	<i>at-turāth</i>	التراث
building / buildings	<i>binā' / mubāni</i>	بناء / مباني
architecture	<i>al-handisa al-mu'amāriyya</i>	الهندسة المعمارية
cuisine	<i>al-akl</i>	الأكل

Describing places

We already know the Arabic words for beautiful, big and old. Here are some more unusual words for describing places. All of the words in the list

below are adjectives, so you can make them feminine by adding *taa' marbuta*.

Meaning	Transliteration	Word
traditional	<i>taqlīdi</i>	تَقْلِيدِي
modern	<i>ḥadīth</i>	حَدِيث
stable (politically)	<i>mustaqir</i>	مُسْتَقَر
unstable	<i>gheir mustaqir</i>	غَيْر مُسْتَقَر
conservative (socially)	<i>muhāfiz</i>	مُحَافِظ
liberal (socially)	<i>librāli</i>	لِيْبِرَالِي
interesting, exciting	<i>shā'iq</i>	شَائِق

Why do you want to visit...?

To say that we want to visit a country or place, we need a verb we have not yet come across: “to visit”.

زار *zā-ra* to visit

يزور *yazūr* he visits (note how the alif becomes waaw when conjugated!)

We also need to know how to say “because”:

لأن *li-an* because

The Arabic word for “because” can be followed by a verb or a noun. We’ll see this in the examples further down the page.

The following construction is very useful for helping us say what attracts to us a place:

لأن يوجد فيه / فيها *li-an yowjid fīhu / fīha*

لأن توجد فيه / فيها *li-an towjid fīhu / fīha*

Let’s break this down to understand it a little better:

يوجد (a masculine thing) is found/located

توجد (a feminine thing) is found/located

As we know from our previous studies:

فيه in it (for a masculine “it”)

فيها in it (for a feminine “it”)

Therefore, the phrase literally means: because it (m or f) is found or located in it (m or f). We then add a noun at the end of the sentence to specify exactly what is found or located (the first “it”) in a particular place (the second “it”, which will already have been mentioned previously in the sentence).

This might seem a little confusing at first. Let’s look at it in an example to make things clearer:

أريد أن أزور القاهرة لأن توجد فيها مباني قديمة كثيرة

urīd an azūr al-qahira li-an towjid fīha mubāni qadīma kathīra

Literally: I want / to / visit / Cairo / because / are located / in it (f) / buildings / old / many

Or: I want to visit Cairo because it has many old buildings

Note that the verb **توجد** is feminine singular because it is being used with a non-human plural, buildings. As we learned earlier, **non-human plurals** are always treated like **feminine singular nouns**, including in their verb conjugation.

Also note that we use **فيها** because Cairo is a city and cities always follow the gender of the Arabic word for city, **مدينة** (even when the name of the city itself doesn't look like a feminine word, e.g. **بيروت**)

Let's look at another example:

تريد ان تزور المغرب لان توجد فيه شواطئ جميلة

turīd an tazūr al-maghrīb li-an towjid fihu showāti' jamīla.

She wants to visit Morocco because it has beautiful beaches.

We also mentioned that *li-an* could be used with a noun afterwards. Let's see how that would look:

يريد أن يزور تونس لأنطقسها حار ق مشمس

zurīd an yazowwar tūnis li-an taqṣaha ḥār wa mushmis

He wants to visit Tunisia because its weather is hot and sunny (or more naturally in English, "...because the weather there is hot and sunny")

Before you move onto the exercises, take a look at one final piece of useful vocab for talking about places:

هناك

hināk

there

This is very easy to use. See the example below:

يريدون أن يسافرون إلى شمال إفريقيا لأن الأكل هناك لذيذ جدا

zurīdūn an yusāfirūn ila shimāl ifrīqīya li-an al-akl hināk ladhīdh jid-dan.

They want to travel to North Africa because the cuisine there is very delicious. Note the new vocabulary, **لذيذ** = delicious!

Practice

I haven't included a dialogue for this or the following two chapters because you now know all the grammar you need to make any sentence of your own. Instead, I've included a few more practice exercises than in the previous chapters.

Arabic to English translation: Translate the following words or phrases from Arabic to English. Remember (where appropriate) to write details about gender and singular/plural.

الهندسة المعمارية التونسية

هي تحب السفر إلى الشرق الأوسط كثيرا لأن الطقس هناك مشمس

هو يريد أن يزور مدينة بيروت لأن ثقافتها شائقة جدا

هل أنت مهتم بتراث الشرق الأوسط؟

Writing Practice: Write the following English phrases into Arabic characters. Remember to start from the right-hand end of the line!

The traditional culture

She wants to visit Cairo because the Pyramids of Giza are located there.

I don't want to visit Yemen because the political situation there is unstable now.

(Hint: Situation = **الوضع** = *al-wada'a*)

(Hint 2: Back in Chapter 8, we learned how to say "political sciences". Lift the adjective from here and change to make it apply to the masculine word **الوضع**)

My cousin (male, paternal) likes travelling to the UAE because the cities there are very modern.

Composition:

Choose the two Arabic-speaking countries or cities you would most like to visit. For each country or city, write a sentence giving two reasons why you would like to go there. Each sentence should be structured as shown below. If you need more vocabulary options to describe what you want to see there, check the first vocab list of the next chapter.

أريد أن أزور ... لأن ... و لأن ...

Once you have finished writing your piece, read it out loud until you can say the whole thing fluently.

Answers

Arabic to English Translation:

Tunisian architecture

She likes travelling to the Middle East very much because the weather there is sunny.

He wants to visit the city of Beirut because its culture is very interesting.

Are you (male) interested in the heritage of the Middle East?

Writing practice:

الثقافة التقليدية

أريد أن تزور القاهرة لأن توجد فيها الأهرامات الثلاثة

لا أريد أن أزور اليمن لأن الوضع السياسي هناك غير مستقر الآن

ابن عمي يحب السفر إلى الإمارات العربية المتحدة لأن المدن هناك حديثة جدا

Chapter 13

Sightseeing, Culture & Food

Vocabulary & Phrases

In the City

Where nouns are given in Arabic with two forms, these are the singular and plural forms.

Meaning	Transliteration	Word
to see (as in "I want to see a landmark or attraction")	<i>r-a-a</i>	رأى
I see	<i>a-ra</i>	أرى
he sees	<i>ya-ra</i>	يرى
to book	<i>ḥa-ja-za</i>	حجز
I want to book a room for two people (remember how we mentioned back in the Numbers section that Arabic has a special ending for dual nouns (nouns referring to 2 people)? This is what it looks like on the noun for "person", شخص) (شخص)	<i>urīd an aḥjaz ghurfa li-shakhsān</i>	أريد أن أحجز غرفة لشخصان
to buy	<i>ish-ta-ra</i>	إشترى
he buys (note how the final letter becomes a yaa' when the verb is conjugated)	<i>yashtari</i>	يشترى
here	<i>hina</i>	هنا
ticket	<i>tadhkar / tadhākir</i>	تذكرة / تذاكر
hotel	<i>funduq / fanādiq</i>	فندق / فنادق
museum	<i>matkhaf / matākhif</i>	متحف / متاحف
street	<i>shāri'a / showāri'a</i>	شارع / شوارع
market	<i>sūq / asowāq</i>	سوق / أسواق

mosque (this is an alternative to the word for "mosque" that we saw used earlier in the book, and is more common in everyday usage)	<i>masjid / masājid</i>	مسجد / مساجد
church	<i>kanīsa / kanā'is</i>	كنيسة / كنائس
musical concert	<i>ḥafla mūsīqīya</i>	حفلة موسيقية
art gallery	<i>sālit 'arad lil-fanūn</i>	صالة عرض للفنون
ruins, ancient monuments	<i>al-athar</i>	الأثر
a traditional Middle Eastern coffee shop	<i>maqḥa / maqāhi</i>	مقهى / مقاهي
swimming pool	<i>ḥamām as-sabāḥa</i>	حمام السباحة
park, garden	<i>ḥadīqa / ḥadā'iqa</i>	حديقة / حدائق
palace	<i>al-qaṣr</i>	القصر

Food

As above, where nouns are given in Arabic with two versions, these are the singular and plural forms.

Meaning	Transliteration	Word
to order	<i>ṭa-la-ba</i>	طلب
I order	<i>uṭlub</i>	أطلب
he orders	<i>yuṭlub</i>	يطلب
Can I/we have...? (+ noun. Note that this word is not a verb, so we do not need to conjugate it)	<i>mumkin...?</i>	ممکن...؟
Can I/we have a menu? (Note the "Arabicized" word for menu!)	<i>mumkin minyū?</i>	ممکن منیو؟
Can I order... (+ noun)?	<i>mumkin uṭlub...?</i>	ممکن أطلب...؟
restaurant	<i>maṭa'am</i>	مطعم
knife	<i>sakīn / sakākīn</i>	سکین / سکاکن
fork	<i>shaūka / shaūkāt</i>	شوكة / شوکات
spoon	<i>mala'aqa / malā'aiq</i>	ملعقة / ملاعق
dish (a dish on a menu)	<i>ṭabaq / aṭbāq</i>	طبق / أطباق
bread	<i>'aish</i>	عیش
salad	<i>salāṭa / salaṭāt</i>	سلطة / سلطات
fruits	<i>fowākih</i>	فواكه
soup	<i>shūrba</i>	شوربة
chicken	<i>dajāj</i>	دجاج
beef	<i>lahm</i>	لحم
fish	<i>samak</i>	سمك
hummus	<i>ḥum-muṣ</i>	حمص
rice	<i>ruzz</i>	رز
shawarma (refers to a sandwich made with shawarma meat: meat cooked on a spit with a particular	<i>shawarma</i>	شاورما

blend of Middle Eastern flavorings		
fuul: mashed fava beans served with a range of different toppings – a traditional Arabic street food, served in bread	<i>fūl</i>	فول
falafel: fried ground chickpeas or fava beans – another popular street food, also served in bread	<i>falāfil</i>	فلافل
tahini: paste made from ground sesame seeds, popularly used as a dip/sauce	<i>ṭahīna</i>	طحينة
baba ghanouj (also known as baba ghanoush): a popular dip made from cooked eggplant	<i>baba ghanūj</i>	بابا غنوج
waraq ainab: rolled grape leaves stuffed with rice or other fillings, a popular appetizer	<i>waraq 'ainab</i>	ورق عنب

Practice

Since the vocabulary provided here is of a practical nature, we'll focus on reading and speaking it rather than writing it.

Arabic to English translation:

لحم

الأثر

الحديقة

ممکن عيش؟

أريد أن أحجز أربع تذاكر للحفلة الموسيقية

نريد أن نرى البحر الميت

Speaking Practice:

Say the following:

We want to book rooms for five people

(Hint 1: Remember that rooms has an irregular plural, **غرف** – *ghuruf*)

(**Hint 2:** The plural of **شخص** is **أشخاص** – *ashkhāṣ*. Since this can refer to an **all-male or a mixed group**, it is treated as masculine noun. Think about your number-noun agreement!)

Can I have a shawarma?

I want to order soup and salad

Can I buy tickets for the museum here?

I want to visit the big market

Answers

Arabic to English translation:

Beef

The ruins/ancient monuments

The park

Can I/we have some bread?

I want to book four tickets for the musical concert (notice how the rules for number-noun agreement were used here)

We want to see the Dead Sea

Speaking:

نريد أن نحجز غرف لخمسة أشخاص
ashkāṣ

nurīd an naḥjaz ghuruf likhamsa

ممکن شاورما؟
shawarma?

mumkin

أريد أن أطلب شوربة و سلطة
salaṭa

urīd an uṭlub shūrba wa

ممکن أشتري تذاكر للمتحف هنا؟
lil-matḥaf hina?

mumkin ashtari tathākir

أريد أن أزور السوق الكبير
sūq al-kabīr

urīd an azūr as-

Section Six – An Introduction to Colloquial (Spoken Arabic)

Chapter 14: The Basics of Egyptian Colloquial Arabic

Chapter 14

The Basics of Egyptian Colloquial Arabic

Everything we have learned in this book so far has used the grammar and vocabulary of Modern Standard Arabic, the standardized version of Arabic that's used for reading, writing and formal speech such as news reports and speeches. It is a neutral, standardized version of Arabic that is guaranteed to be understood in all Arabic-speaking countries. However, Arabs rarely use MSA for communicating with each other in day-to-day situations. For this, each country has its own spoken dialect of Arabic. Many of these dialects vary widely from each other, sometimes to the extent that a speaker of one Arabic dialect cannot understand the speaker of another. The introduction of this book covers this in detail – it might be a good idea to re-read it at this point to place what you're going to learn in context.

Since Egyptian Colloquial Arabic (ECA) is by far the most commonly recognized and understood of the regional dialects of Arabic, we're going to study a short introduction to it here. **You can use these words and phrases in Egypt, Jordan, Lebanon, the Gulf countries (UAE, Bahran, Kuwait, Saudi Arabia) and in many parts of Tunisia and Morocco.**

Differences and Similarities between Modern Standard Arabic and Egyptian Colloquial Arabic (ECA)

The good news is that we can use the same personal pronouns, possessive pronouns and rules for masculine and feminine (e.g. adding *taa' marbuta* to words to make them feminine) as we did for MSA. However, ECA differs from MSA in:

- Its vocabulary (many words are different)
- Its grammar (although the good news is that once you've learned it, ECA grammar is much, much simpler)
- Some aspects of pronunciation. In particular, ECA pronounces:

ت as t (as in “top”) – the same as the letter ت, which can be confusing in the beginning

ج as g (as in “garden”)

ق as a glottal stop – so the word صديق, for example, has a silent final letter (ṣadī’)

Don’t worry too much about memorizing these pronunciation rules for now, as all the words you’ll learn in the following section will be transliterated for you.

One of the most significant ways ECA differs from MSA is in its use of verbs, so we’ll look at that in the short section below before moving on to learn and practice some words and phrases.

Verbs in Egyptian Colloquial Arabic

Back in Chapter 6, we learned that MSA has no way of distinguishing between the **present continuous tense** (for actions happening in the present, such as “I want”, “I am going”) and the **present simple tense** (for habitual actions, or actions that are true for a long time: “I go to school”, “I think that...”). Unlike MSA, ECA *does* have a way to distinguish between these two tenses. One of the most commonly used verbs in the present continuous tense in ECA is the verb for “want”. See how it’s formed below. Notice how the verb itself is different from the one used in MSA. Notice also that there unlike MSA, there are only three different forms the verb can take.

عايز

‘aāyiz

want

Meaning	Transliteration	Word
I want (as a male) / you (m) want / he wants	‘aāyiz	عايز
I want (as a female) / you (f) want / she wants	‘aāyiza	عايزة
we want, you (plural) want, they want	‘aāyizīn	عايزين

We can put either a noun or a verb afterwards. First, see the example below, which uses a noun:

عايزين الحساب *'aāyizīn al-ḥiṣāb* We want the bill (when eating out)

Note that in English, it might be considered rude simply to tell the waiter “We want the bill”, but in Arabic this phrase is considered perfectly polite.

When putting a verb after *عايز*, we must conjugate the verb correctly depending on who is doing it. How to do this? It’s easy:

- For the pronouns **I, you (singular, m), he, she and we**, present tense verb conjugation in ECA is **the same** as in MSA

- For **you (singular, f), you (plural) and they**, verb conjugation **changes slightly** by dropping the final nuun. In the case of you (plural) and they, the final nuun is replaced by an alif when written down, although the alif is not pronounced. Let’s look at present tense verb conjugation for the Egyptian Arabic verb for “to go”:

روح *rūḥ* to go to (equivalent of ذهب إلى in MSA)

Note how in ECA, we don’t need a preposition to introduce the place to which we are going. We simply follow the verb with a definite noun.

Meaning	Transliteration	Word
I go to school	<i>arūḥ al-madrasa</i>	أروح المدرسة
You (m) go to school	<i>tirūḥ al-madrasa</i>	تروح المدرسة
You (f) go to school	<i>tirūḥi al-madrasa</i>	تروحي المدرسة
He goes to school	<i>yirūḥ al-madrasa</i>	يروح المدرسة
She goes to school	<i>tirūḥ al-madrasa</i>	تروح المدرسة
We go to school	<i>nirūḥ al-madrasa</i>	نروح المدرسة
You (plural) go to school	<i>tirūḥū al-madrasa</i>	تروحوا المدرسة
They go to school	<i>yirūḥū al-madrasa</i>	يروحوا المدرسة

We can now make sentences such as:

(هم) عايزين يروحوا للسينما

(humma) ‘aāyizīn yirūḥu lis-sīnma

They want to go to the cinema

Note that we don’t need to link the verbs using the preposition **أن** like we do in MSA.

Let’s look finally at the conjugation of present simple verbs in Egyptian Colloquial Arabic. We’ll use the verb “to like/love” as our example, which is the same word as in MSA. The main difference between the MSA and ECA conjugation is that ECA adds the prefix *bi* to each of the forms. When reading the transliterations, look out for some slight differences in pronunciation (vowelling) too:

Meaning	Transliteration	Word
I like/love (notice how we drop the alif when we write it down)	<i>baḥib</i>	بَحِب
You (m) like/love	<i>bithib</i>	بِتْحِب
You (f) like/love	<i>bithibbi</i>	بِتْحِبِي
He likes/loves	<i>biyuḥib</i>	بِيْحِب
She likes/loves	<i>bithib</i>	بِتْحِب
We like/love	<i>binuḥib</i>	بِنْحِب
You (plural) like/love	<i>bituḥibbu</i>	بِتْحِبُوا
They like/love	<i>biyuḥibbu</i>	بِيْحِبُوا

We can now make sentences such as:

بَحِب الموسيقى

I love music

بِيْحِبُوا الأكل المصري

They love Egyptian cuisine

Now we understand how verbs are conjugated, we can move on to learn some useful everyday words and phrases. Where common words such as “thank you” or useful verbs such as “to order” have not been featured here, you can assume that their translations are the same as the MSA ones.

Vocabulary & Phrases

Wherever I’ve given a present continuous verb like *عايز*, I’ve given the masculine and feminine versions and translated them as “I (as a male) / I (as a female)” for the sake of simplicity. However, please remember that the masculine form can also refer to you (m) or to he, while the feminine form can refer to you (f) or to she. Also remember that you can add the suffix *-īn* to make the plural form (we, you plural, they).

The vocabulary here is meant to provide a very brief introduction to ECA. If you want to learn more, there are plenty of great, free written and audio resources online!

Meaning	Transliteration	Word
Yes	<i>aywa</i>	أيوه
No	<i>la</i>	لا
Negative particle (not)	<i>mish</i>	مش
I (m) do not want / I (f) do not want (Note how the pronunciation of the alif is shortened in the female version!)	<i>ana mish 'aāyiz / ana mish 'ayza</i>	أنا مش عايز / أنا مش عايزة
I (m) understand / I (f) understand	<i>ana fāhim / ana fahma</i>	أنا فاهم / أنا فاهمة
how	<i>izzay</i>	إزاي
How are you?	<i>izzayyak / izzayyik ?</i>	إزايك؟
I am good (m/f) (<i>kuwayyis</i> can also mean "well", as in "I do something well")	<i>ana kuwayyis / ana kuwayyisa</i>	أنا كويس / أنا كويسة
How do I get to the market? (Note the word order of the question, which places the question word at the end, unlike in MSA)	<i>arūḥ as-sū' izzay?</i>	أروح السوق إزاي؟
to speak (e.g. a language)	<i>ta-kal-la-ma</i>	تكلم
I speak	<i>batkal-lam</i>	بتكلم
a little	<i>shuwayya</i>	شوية
only / but	<i>bas</i>	بس
Do you speak Arabic? (to a male / to a female)	<i>bititkal-lam 'arabi / bititkallimmi 'arabi?</i>	بتتكلم عربي / بتتكلمي عربي؟

(Note that that way we say "Arabic" is much simpler than in MSA. Also note that we drop the question particle هل)		
I only speak a little Arabic	<i>bitkal-lam 'arabi shwaya bas</i>	بتكلم عربي شوية بس
Can you speak more slowly? (to a male / to a female)	<i>mumkin titkal-lam bir-rāḥa / mumkin titkallami bir-rāḥa ?</i>	ممکن تتكلم بالراحة / ممکن تتكلمي بالراحة ؟
to look at, see	<i>shūf</i>	شوف
*he looks at, sees	<i>yashūf</i>	يشوف
that (m/f)	<i>dah /dī</i>	ده / دي
Can I look at that (m/f)? (If you are not sure of the gender of the thing you are talking about, use the masculine "that" as default – you'll be understood just fine!)	<i>mumkin ashūf da/dī?</i>	ممکن أشوف ده / دي ؟
I'm tired (m/f)	<i>ana ta'abān / ana ta'abāna</i>	أنا تعبان / أنا تعبانة
I'm hungry (m/f)	<i>ana ja'aān / ana ja'aāna</i>	أنا جعان / أنا جعانة
I'm sick (m/f)	<i>ana 'aīān / ana 'aīāna</i>	أنا عيان / أنا عيانة
something	<i>ḥāga</i>	حاجة
eat	<i>a-ka-la</i>	أكل
drink	<i>sha-ri-ba</i>	شرب

I want to eat something (m/f)	'aāyiz akul ḥāga / 'ayza akul ḥāga	عايز أكل حاجة / عايزة أكل حاجة
I want to drink something (m/f)	'aāyiz ashrah ḥāga / 'ayza ashrah ḥāga	عايز أشرب حاجة / عايزة أشرب حاجة
water (note how this is pronounced very differently to how it's written)	maiyya	ماء
How much is that (m/f)?	bikam dah/dī?	بكم ده / دي؟
Do you have? (asking for something at a shop/restaurant etc)	'aindukū...?	عندكوا...؟
Is there a... (+ indefinite noun)?	fih...?	فيه...؟
Is there someone here who speaks English?	fih ḥad hina biyatkal-lam inglīzī?	فيه حد هنا بيتكلم إنجليزي؟
Excuse me (e.g. to get a waiter's attention in a restaurant)	lau samaḥt	لو سمحت
Where is (+ definite noun)..?	fein...?	فين...؟
Where is the bathroom?	fein al-ḥammām?	فين الحمام؟
I need (m/f)	ana maḥtāg / ana maḥtāga	أنا محتاج / أنا محتاجة
I need a doctor (m) (Note that in ECA, we use duktūr to mean a medical doctor, not just an academic one)	ana maḥtāg duktūr	أنا محتاج دكتور

I will get off in... (m/f) (a useful phrase to let taxi drivers know where you want to stop. It literally means "I am getting off in...")	ana nāzil fī/ ana nazla fī...	أنا نازل في / أنا نازلة في
taxi	taksī	تاكسي
in front of (another useful word for pairing with the verb above)	'odām	قدام
I will get off in front of the church (m)	ana nāzil 'odām al-kanīsa	أنا نازل قدام الكنيسة
Okay (showing agreement with something, e.g. a plan)	māshi	ماشي
Of course	ṭab'aan	طبعاً

Practice

Since ECA is a spoken language, not a written one, this practice section will focus exclusively on speaking exercises.

Say the following in Egyptian Colloquial Arabic. Use your grammar knowledge to build the sentences correctly according to who is doing them. If a word is required that wasn't given in the table above, you can assume that it's the same as in MSA. Remember the new rules of pronunciation!

I need to drink water (as a male/female)

How do we get to the market?

Is there a doctor here?

We want to order salad and chicken.

Can I look at this? (referring to a book)

She's sick. Where is the hospital?

Do you want to go to the museum?

Answers

أنا محتاج أشرب ماء / أنا محتاجة أشرب ماء
ashrab maiyya

ana maḥtāg / maḥtāga

نروح السوق إزاي؟

nirūḥ as-sū' izzay?

فيه دكتور هنا؟

fīh duktūr hina?

عايزين نطلب سلطة و دجاج

'aāyizīn nuṭlub salaṭa wa dagāg

ممکن آشوف دده؟

mumkin ashūf dah?

هي عيادة. فين المستشفى؟

'aīāna. fein al-mustashfa?

heya

عايزة تروحي المتحف؟

tirūḥi al-matḥaf?

'ayza

Conclusion

A Few Words to Help You on Your Way

Heartfelt congratulations on having completed this crash course on Arabic – I know many of you will have found it challenging at times! Now, you can pride yourself on having learned to speak, read and write a new alphabet, to have learned the basics of (notoriously complex) Arabic grammar, and to have mastered many basic but highly useful topics of conversation. You're now ready to really utilise your knowledge, either by visiting a place where Arabic is spoken or to enroll in a formal course of Arabic study – or both! Either way, I really recommend you keep using your Arabic on as frequent a basis as possible to make sure that your hard work does not go to waste. This is really important, especially in the early stages of learning a language. Even if you don't have time to study regularly, take a few minutes each week to review your vocabulary lists or to challenge yourself to write a few sentences.

Of course, the best option of all for practicing any new language – and for getting to know the culture that surrounds it – is to engage with native speakers, and there's no better way to do this than by visiting an Arabic-speaking part of the Middle East or North Africa. I couldn't recommend this option highly enough. The Arabic-speaking countries have so much to offer, including some of the world's best-known archaeological sites, geological wonders, beaches, coral reefs, cuisines and cultural traditions. Whether fancy hotels or a tent in the desert, shopping in a traditional bazaar or diving in the world-famous reefs of the Red Sea, the Arabic-speaking countries have something to offer to all. Do plenty of research before you go to get the best out of your trip.

Before you go, let me reiterate once again that languages are not things to be learned and “stowed away” for when you need them. Languages – especially newly-acquired ones – need cultivation and practice. Find a way of studying that works for you, and try to keep at it. Learning a language has so many benefits beyond being able to communicate on holiday – it's something everyone deserves to experience and enjoy.

Best of luck in your future Arabic endeavors!

بالتوفيق!

Dagny Taggart

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THANKS!

**ONCE YOU'RE BACK,
FLIP THE PAGE!
BONUS CHAPTER AHEAD
=)**

Preview Of “Learn French In 7 DAYS! - The Ultimate Crash Course on Learning The Basics of the French Language In No Time”

Introduction

Why should YOU learn French?

Backpacking in the South of France? Dating a dreamy French man or a beautiful French lady? Planning a business meeting with French clients? Moving to a French-speaking country? Willing to show off at the next French festival of your local town?...

This book is for ALL OF YOU!

Thanks to this book, you'll get a grasp of what is French and how to master it! This book will offer you a complete overview of the language along with useful expressions to start speaking.

French is a difficult language to learn... that's why this book makes it fun and easy... without forgetting efficiency!

By the end of this course, you will get the amazing feeling that YOU CAN DO IT! YOU CAN SPEAK FRENCH!

How will YOU learn French within a few weeks?

Are you aware that as an English speaker, you already know some 15,000 French words. The English language has indeed been shaped by many other languages, such as Latin, German, French.

The French influence on English dates back to the Norman invasion of England in 1066. It had a major impact not only on the country but on the language itself. William the Conqueror brought Norman French which became the language of the court, the government and the upper class for

the next three centuries. During the Norman occupation, around 10,000 French words were adopted into English, of which about 75% are still used today. More than 30% of all English words are derived directly or indirectly from French.

If that doesn't convince you to learn French, the idea of visiting one of the 33 French-speaking countries over the world might do it!

French and English are the only languages spoken as a native language on 5 continents and the only languages taught in every country in the world. French is the official or one of the official languages in 33 countries[1]. This number is second to English, which is officially spoken in 45 countries.

Let's not wait anymore and indulge yourself in our learning program... and most of all, ENJOY every bit of the journey!

Chapter 1 : Introducing French

What you're about to learn:

- How to use French words you already know
- How to be at ease with French pronunciation

French/English similarities

The Normans brought French into the English language which resulted in more than 30% of French words currently being used by English natives. You may not be aware of it but everyday... you speak French!

Many of the words of French origin used in English find their roots in Latin and/or Greek. As an example, “beef” from French “boeuf” is meat from a cow (from old English “cu”) which is a type of “bovine” from Latin “bovinus” via French “bovin”.

For a clearer comprehension of the similarities, we have divided this paragraph into four different aspects related to the French influence in English language. There are original French words and expressions to be found in English, true cognates (“vrais amis”), false cognates (“faux amis”) and spelling equivalents.

This will make it easier to understand how to use French words you already know and use in English!

French words & expressions in English

Over the years, an important number of French words and expressions have been absorbed by the English language and are still intact. Many English speakers might not even realize that they are using these French words in everyday conversations.

Some other words and expressions have been kept to add *a certain touch of French* – “un certain je ne sais quoi”. English speakers seem to be aware of this French influence and intentionally using those words with a somewhat accurate pronunciation!

Below is a list of some common examples of French words and expressions used in English.

“adieu” : farewell

“à la carte” : on the menu

“à la mode” : in fashion/style (in English “with ice-cream”)

“art déco” : decorative art

“au pair” : a person who works for a family in exchange for room and board

“avant-garde” : innovative (arts)

“brunette” : small, dark-haired female

“cordon bleu” : master chef

“coup d'état” : government overthrow

“cuisine” : type of food/cooking

“débutante” : beginner (In French, “débutante” is the feminine form of “débutant” which means in English beginner (noun) or beginning (adj). In both languages, it refers to a young girl making her formal début into society. Interestingly this usage is not original in French. It was adopted back from English.)

“déjà-vu” : feeling like you've already seen or done something

“haute couture” : high-class clothing style

“Mardi Gras” : Shrove Tuesday

“pot-pourri” : scented mixture of dried flowers and spices

“prêt-à-porter” : clothing

“savoir-faire” : know-how

“savoir-vivre” : manners, etiquette

“souvenir” : memento

“Bon appétit!” : Enjoy your meal!

“Bon voyage!” : Have a good trip!

“C'est la vie!” : That's life!

“Oh là là!” : Ooh la la!

“RSVP” (“Répondez s’il vous plaît”) : Please RSVP

“Touché!” : You got me!

“Voilà!” : There it is!

True cognates (“vrais amis”)

True cognates (true friends) are words with identical spelling and meaning in both French and English. Given the great use of these words in English, you already have a considerable asset to start using French vocabulary!

True cognates are pronounced differently most of the time. However the exact spelling makes it a great advantage to learn French as an English speaker. You can easily learn some French phrases that have several true cognates.

For instance, “je vais voir un film au cinéma ce week-end avec mon cousin” can be understood with the words “film”, “cinema”, “weekend” and “cousin”. You can easily come up with a translation thanks to the French cognates: “I will go to the movies this weekend with my cousin”.

Note: “cousin” is used in both French and English to refer to the son (or daughter in English) of one of your sibling. While it remains the same for male and female in English, the feminine form has a different spelling in French: “cousine”.

Did you really think that it was so hard to speak French? Just start using the hundreds of words you already use everyday!

The list of French cognates is incredibly long – they are estimated to be some 1,700 words! The following list is just a sample of some of the most common true cognates used in English.

Useful to learn French:

“accent” (masculine noun)

“alphabet” (masculine)

Useful words at work:

“absence” (feminine noun)

“accident” (masculine)

“client” (masculine)

“collaboration” (feminine)

“communication” (feminine)

“contact” (masculine)

“document” (masculine)

“fax” (masculine)

“message” (masculine)

“mission” (feminine)

“obligation” (feminine)

“payable” (adjective)

“profession” (feminine)

“solution” (feminine)

“test” (masculine)

Planning your weekend get-away:

“barbecue” (masculine)

“bikini” (masculine)

“bistro” (masculine)

“bungalow” (masculine)

“camp” (masculine)

“casino” (masculine)

“concert” (masculine)

“kayak” (masculine noun)

“parachute” (masculine)

“parasol” (masculine)

“promenade” (feminine)

“ski” (masculine)

“sport” (masculine)

“taxi” (masculine)

“tennis” (masculine)

“valise” (feminine)

“zoo” (masculine)

At the restaurant:

“addition” (feminine)

“apéritif” (masculine)

“chef” (masculine)

“dessert” (masculine)

“entrée” (feminine)

“fruit” (masculine)

“gourmet” (masculine)

“hors-d'oeuvre” (masculine)

“menu” (masculine)

“pizza” (feminine)

“quiche” (feminine)

“sorbet” (masculine)

“steak” (masculine)

“vodka” (feminine)

False cognates (“faux-amis”)

In French, there are numerous “faux-amis” (false cognates or false friends). These words can cause communication problems as they look alike in French and English but have a totally different meaning.

A wrong use of a false friend can end up by a funny joke or a lack of respect. As an example, it can be funny to hear that someone never buys food containing “préservatifs”, which in French means “condoms”! However it would not be clever to mistake “pain”, which means “bread” in French, with the actual English word (the correct French word being “douleur”). You never know what you will end up getting at the drugstore!

Here is a list of the most common “faux-amis” to avoid stupid mistakes that will haunt you forever!

French faux ami	English translation
actuel	Current, present
actuellement	Currently, presently
agenda	diary
allure	pace, appearance, style
assister à	to attend
attendre	to wait
avertissement	warning
balance	scale
blessé	to wound
bribes	fragments
car	coach
cave	cellar
chair	flesh
chance	luck
coin	corner
déception	disappointment
demander	to ask for
éventuellement	possibly

fabrique	factory
formidable	terrific
génial	brilliant
gentil	kind
injures	insult
lecture	reading
nouvelle	piece of news, short story
patron	boss
préservatif	condom
procès	trial
prune	plum
quitter	to leave
rester	to stay
sensible	sensitive
tissu	fabric

The use of “Franglais”

“Franglais” refers to the massive invasion of French by English words and expressions thanks to the globalization, bringing a worldwide popular culture, and the access to the internet. It has become trendy to use English words in French language. Despite many efforts, the French have failed into translating these English words in their own language, unlike the Canadian French who remarkably succeed in finding equivalents for every English word!

Below is a short list of the most common English words used by French speakers:

baby-foot	table football
basket	Sports shoe, basketball
brushing	blow-dry
camping	campsite
dressings	walk-in closet

catch	wrestling
flipper	pinball machine
footing	jogging
forcing	pressure
jogging	tracksuit
lifting	face-lift
people	celebrity
planning	schedule
pressing	dry-cleaner
relooking	make-over
smoking	tuxedo
sweat	sweatshirt
warning	hazard lights

Pronunciation

The French alphabet has the same number of letters as the English one. There are 6 vowels (“une voyelle”) and 20 consonants (“une consonne”).

A **vowel** is a sound that is pronounced through the mouth (or the nose for nasal vowels) with no obstruction of the lips, tongue, or throat.

There are a few general guidelines to keep in mind when pronouncing French vowels:

- Most French vowels are pronounced further forward in the mouth than their English counterparts.
- The tongue must remain tensed throughout the pronunciation of the vowel.

As for the **consonants**, many of them are similar in French and English so they should be quite easy to learn.

As an approach to French pronunciation (“la prononciation”), we propose you to use the following guide throughout the chapters.

Always refer to this pronunciation guide whenever you try to say a French word from our book. You can also complement your studies with vocal guides to be easily found on the Internet.

Simple letters (“les lettres simples”):

French letters	Sounds like	English examples	French examples
a	a	r[a]t	bras (arm), chat (cat)
b	b	[b]utter	bateau (boat), bébé (baby)
c before o,a,u	k	[c]andy	carte (map), col (collar)
c before e,i,y	s	[s]tanza	citron (lemon), ciment (cement)
ç	s	[s]ilence	ça (this), garçon (boy)
d	d	[d]og	dos (back), dans (in)
e	u	b[u]bble	le (the), ce (this)
f	f	[f]ood	faire (to make), fleur (flower)
g before o,a,u	g	[g]row	gauche (left), guerre (war)
g before e,i,y	j	dé[j]à vu	orange (orange), girafe (giraffe)
h always silent	–	–	hibou (owl), hache (ax)
i	ee	f[ee]t	bisou (kiss), cri (shout)
j	j	dé[j]à vu	je (I), jamais (never)
k	k	[k]oala	képi (kepi), koala (koala)
l	l	[l]ove	lapin (rabbit), livre (book)
m	m	[m]other	maman (mom), mon (mine)
n	n	[n]ever	non (no), nid (nest)

o	o	z[o]rro	domino (domino), collègue (colleague)
p	p	[p]asta	papa (dad), patate (potatoe)
q	q	[c]ap	quatre (four), qui (who)
r	r	a[r]t deco	rare (unsual), radis (radish)
s	s	[s]nail	son (sound), savoir (know)
t	t	[t]ag	tata (auntie), ton (your)
u	ew	déjà v[u]	tu (you), ruban (ribbon)
v	v	[v]iew	vivre (to live), venir (to come)
w	v	wa[v]e	wagon
w (English origin)	w	[w]ater	whisky, wapiti
x inside a word or when ex- is followed by a consonnant or at the end of words	x	e[x]cess	expert, luxe (luxury)
x at the begining of a word or when ex- is followed by a vowel or h	x	e[x]am	exemple (example), examen (exam, test)
x at the end of words	s	[s]olution	dix (ten), six (six)
x (rare cases)	z	[z]ero	deuxième (second)
x at the end of words to indicate plural	silent	–	choux (cabbages), chevaux (horses)

y	y	[y]am	yoyo, yacht
z	z	[z]ip	zéro (zero), zèbre (zebra)

Complex sounds (“les sons complexes”):

French sounds	Sounds like	English examples	French examples
ai	ai	l[ai]ssez-faire	aimer (to love), faire (to do)
-ain, -aim	un	Verd[un]	pain (bread), faim (hunger)
au	o	r[o]pe	paume (palm), baume (balm)
ch	sh	[sh]ampoo	château (castle), chapeau (hat)
ei	e	m[e]n	peine (pain), reine (queen)
eu	e	th[e]	peu (little), deux (two)
-er, -ez	a	d[a]y	manger (to eat), vous allez (you go)
eau, -aud, -ot	o	[o]zone	rateau (rake), chaud (hot), pot (jar)
em, en before consonant	en	[en]core	entre (between), emploi (job)
ha-	a	r[a]t	habiter (to live)
ill	y	[y]ogurt	fille (girl), billet (ticket)
oi	wa	[wa]ter	toit (roof), quoi (what)
oin	oo + un	t[oo]+Verd[un]	loin (far), coin (corner)
on, om	on	s[on]g	bon (good), chanson

			(song)
ou	oo	t[wo]	fou (crazy), cou (neck)
ph	f	[f]ather	phare (lighthouse)
sc before o,a,u	sc	[sc]oundrel	sculpter (to sculpt), scorpion
sc before e,i,y	sc	[sc]enario	scie (saw), scène (stage)
th	t	[t]ime	thym (thyme), thèse (thesis)
ti	s	[s]tone	objection (objection), prophétie (prophecy)
um, un word ending or before a consonant	un	Verd[un]	un (a), parfum (perfume)
ui	wi	ki[wi]	pluie (rain), cuisine (kitchen)

Accents (“les accents”)

French letters	Sounds like	English examples	French examples
à	a	r[a]t	à (in)
é	a	d[a]y	école (school), café (coffee)
è, ê	e	m[e]n	père (father), mère (mother)
â, î, ô, û pronounced as a,i,o,u			château (castle), hôpital (hospital) ...
ä, ë, ï, ö, ü the tréma indicates that the two	a i	n[a i]ve	Noël (Christmas), haïr (to hate)

adjacent vowels must both be pronounced			
---	--	--	--

“Test your French!”

Let's review what you've learnt in that chapter with a few exercises.

Mark the correct answers:

In French, “people” is used to mean:

- a young person
- an old person
- a celebrity

In English, “brilliant” is the translation of the following French word:

- brilliant
- épatant
- génial

In French, “brunette” refers to :

- a type of food
- a small, dark-haired female
- a painting color

Which of the following words is a true cognate (true friend)?”

actually

car

pot-pourri

Which of the following is a false cognate (false friend)?

preservative

debutante

gourmet

Which of the following English term uses the French sound “eau” like in “chapeau” (hat)?

face

throw

shampoo

Which of the following English term uses the French sound “ai” like in “aimer” (to love)?

well

parade

three

Answers:

In French, “people” is used to mean:

a celebrity

In English, “brilliant” is the translation of the following French word:

- génial

In French, “brunette” refers to :

- a small, dark-haired female

Which of the following words is a true cognate (true friend)?”

- pot-pourri

Which of the following is a false cognate (false friend)?

- préservatif

Which of the following English term uses the French sound “eau” like in “chapeau” (hat)?

- throw

Which of the following English term uses the French sound “ai” like in “aimer” (to love)?

- well

[Click here to check out the rest of "Learn French In 7 DAYS! - The Ultimate Crash Course on Learning The Basics of the French Language In No Time" on Amazon](#)

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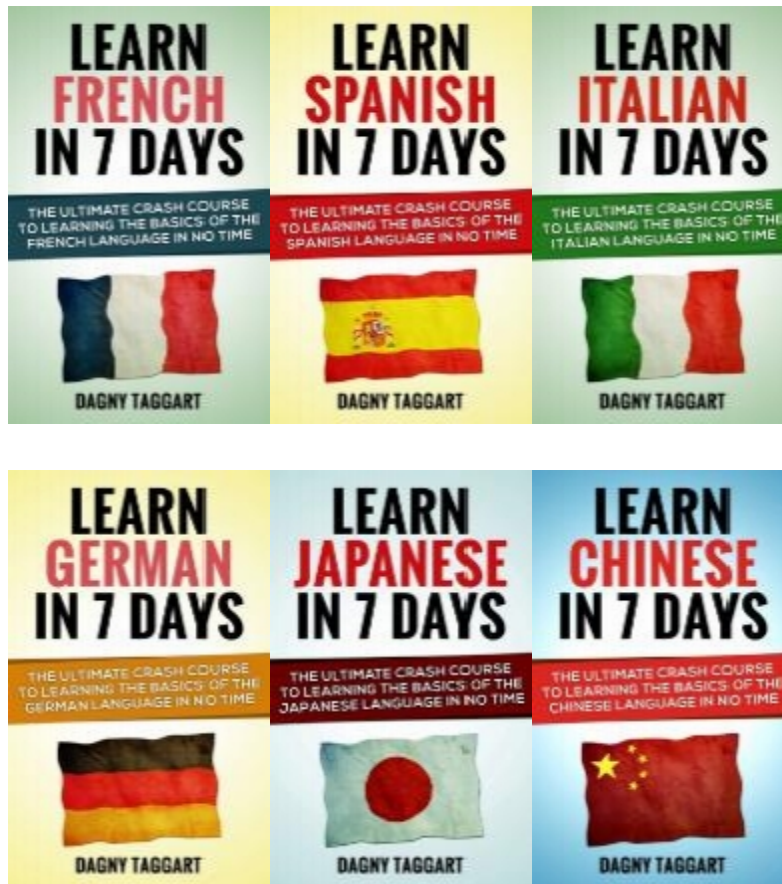
DAGNY TAGGART

Check Out My Other Books

Are you ready to exceed your limits? Then pick a book from the one below and start learning yet another new language. I can't imagine anything more fun, fulfilling, and exciting!

If you'd like to see the entire list of language guides (there are a ton more!), go to:

>> <http://www.amazon.com/Dagny-Taggart/e/B00K54K6CS/> <<



About the Author



Dagny Taggart is a language enthusiast and polyglot who travels the world, inevitably picking up more and more languages along the way.

Taggart's true passion became learning languages after she realized the incredible connections with people that it fostered. Now she just can't get enough of it.

Although it's taken time, she has acquired vast knowledge on the best and fastest ways to learn languages. But the truth is, she is driven simply by her motive to build exceptional links and bonds with others.

She is inspired everyday by the individuals she meets across the globe. For her, there's simply not anything as rewarding as practicing languages with others because she gets to make friends with people from all that come from a variety of cultures. This, in turn, has broadened her mind and thinking more than she would have ever imagined it could.

Of course, as a result of her constant travels, Taggart has become an expert on planning trips and making the most of time spent out of what she calls her "base" town. She jokes that she's practically at the nomad status now, but she's more content to live that way.

She knows how to live on a manageable budget whether she's in Paris or Phnom Penh. She knows how to seek out the adventures and thrills, no doubt, lying in wait at any city she visits. She knows that reflection on each every experience is significant if she wants to grow as a traveler and student of the world's cultures.

Because of this, Taggart chooses to share her understanding of languages and travel so that others, too, can experience the same life-altering benefits she has.