Welcome to Living Language’s *Starting Out in Arabic*, an introductory course teaching the basics of the Arabic language. This all-audio course is designed to be used without any printed material, but should you decide you want to read along as you listen to the lessons, visit www.livinglanguage.com for a free downloadable transcript and other resources.

**ad-dars al-awwal: t’abirāt asasiya**

Lesson 1: Essential expressions

**marHaba!** Welcome! In this first lesson of your Arabic audio course, you’ll learn how to greet people and how to introduce yourself to someone. You’ll also learn some basics of Arabic pronunciation. First, let’s get started with some vocabulary. You’ll hear the words and phrases in English first and then in the Arabic. Repeat each new word or phrase in the pauses provided every time you hear it. Ready?
VOCABULARY BUILDING 1

Yes.  
na'am.

No. [Not at all./By no means.]  
kalla.

Hello.  
ahlan.

Good morning.  
Sabāh al-khayr.

Good evening.  
masā' al-khayr.

Please. (to a man)  
min faDlak.

Of course.  
Taba'an.

Good-bye.  
a'mas-salāma.

TAKE A BREAK 1

Okay, let’s stop there for a moment. You learned how to say some important basic words, such as yes (na'am), no (kalla), hello (ahlan), good morning (Sabāh al-khayr), good evening (masaa' al-khayr), please (min faDlak), of course (Taba'an), and good-bye (ma'as-salāma). Did you notice that there are many sounds in Arabic that don’t have equivalents in English? Many Arabic sounds are pronounced in the back of the throat—na'am (yes), ahlan (hello), SabāH al-khayr (good morning), masā' al-khayr (good evening), min faDlak (please), Taba'an (of course), and ma'as-salāma (good-bye)—and are therefore best learned through careful listening and repetition. For example: na'am, Taba'an, and ma'as-salāma all have the sound a'a in them; SabāH al-khayr and masā' al-khayr have the sound kh in khayr, and SabāH in SabāH al-khayr has the sound H. You will hear these sounds in many words as you learn more Arabic vocabulary.

Did you notice the word al in SabāH al-khayr (good morning)? This word is the equivalent of the English definite article the, but the Arabic al is pronounced as part of the word that follows it. For example, in the greetings above, the word khayr (good) is pronounced together with the definite article al—al-khayr. Often, the l in al blends into the word that follows it and “doubles” the first consonant of the following word, making it sound stronger, as in ma'as-salama (good-bye), where the article is pronounced as s, doubling the initial consonant of the word it precedes. Now, let’s continue with some more words and expressions.

VOCABULARY BUILDING 2

How are you?  
kayf al-Hāl?

Fine.  
bi-khayr.

Thank you.  
shukran.

What is your name? (to a man)  
mā ismuk?
What is your name? (to a woman)  
My name is...  
I am from...  
Nice to meet you.  
Excuse me.  
I would like...  
With pleasure.

mā ismuk?  
ismī...  
ana min...  
tasharrafnā.  
‘afwan.  
uridu...  
bikull-i surur.

TAKING A BREAK 2

Let's pause here for a moment. You have just learned how to say mā ismuk? or mā ismuki? (What is your name?). Note the word mā (what) is used to ask questions and usually followed by a noun, such as ism (name). Note also that the -uk on ismuk is the equivalent of the English your but works as an ending on a word in Arabic. So, instead of possessive pronouns, Arabic uses possessive endings or suffixes that attach to the end of a noun. Possessive suffixes show the gender (masculine or feminine) and the number (singular, dual, or plural) of the nouns they attach to: -uk is singular masculine, so the question mā ismuk? can only be addressed to a man. When addressing a woman, say mā ismuki? The possessive suffix for my is -i, as in ismī (my name). But more on that later.

ONE MORE TIME

Okay, let's put to use what you've learned so far. You'll hear the English first, and then the Arabic, which you should repeat for practice.

Hello. How are you?  
Fine, thank you.  
What is your name?  
My name is Jason. I am from New York.  
Nice to meet you.

ahlan. kayf al-Hāl?  
bi-khayr, shukran.  
mā ismuk?  
ismī jason. ana min new york.  
tasharrafnā.

BRING IT ALL TOGETHER

Now let's bring it all together in a conversation and add a little bit more vocabulary and structure.

Hello!  
Good morning!

ahlan!  
Sabāḥ al-khayr!
How are you?  
Fine, thank you.  
What is your name?  
My name is Jason.  
Are you from America?  
Yes, I am from New York.  
Are you a tourist?  
No, I am a student.  
Nice to meet you, Jason.

Kayf al-Hâl?  
Bi-khayr, shukran.  
Mâ ismuk?  
Ismi jason.  
Anta min amrika?  
Na’am, ana min new york.  
Anta sâ’îH?  
Kalla, ana Tâlib.  
Tasharrafnâ, ya jason.

Okay, you already knew a lot of the vocabulary used in this conversation, but there were a few new words and expressions, too. You probably noticed the question anta min amrika? (Are you from America?) and the question anta sâ’îH? (Are you a tourist?), as well as the answer kalla, ana Tâlib (No, I am a student). You already know the word ana, meaning I, and now you have also learned the word anta, meaning you. Note that the pronoun anta can only be used to refer to a man; if you are addressing a woman, use anti. You’ll learn the rest of the personal pronouns later.

And did you notice the little word ya before jason in tasharrafnâ, ya jason? ya is a vocative particle often used in Arabic in front of the name of the person you are addressing directly; it’s a bit similar to the way hey can be used in English, as in Hey, Jason! You’ll be hearing it a lot.

WORK OUT

Now let’s practice some of what you’ve learned. First, you’ll hear a phrase in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

Ahnân.  
Hello.  
Kayf al-Hâl?  
How are you?  
Mâ ismuk?  
What is your name?  
Tasharrafnâ.  
Nice to meet you.  
Ma‘as-salâma.  
Good-bye.

Great. Now do the opposite, translating the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.
Good morning.

SabāH al-khayr.

Excuse me.

‘afwan.

I would like . . .

uridu . . .

Thank you.

shukran.

With pleasure.

bikull-i surur.

Now translate the following words and phrases into Arabic, then put together short sentences by using the suggested pronouns—ana (I), anta (you, male), or anti (you, female). For example, if you hear student, ana, you’d respond by saying ana Tālib. Repeat the correct answers for practice.

student, ana

ana Tālib.

tourist, anta

anta sā’iH.

from America, anti

anti min amrika.

from New York, ana

ana min new york.

PARTING WORDS

mabrūk! Congratulations! You’ve finished your first lesson of Arabic. Good job! Did you know that there are around twenty different dialects of Arabic spoken throughout the Arab world? The vocabulary you are learning here is the modern version of literary classical Arabic, often referred to as Modern Standard Arabic, which is understood throughout the Arab world. However, there are many local dialects of Arabic, so be ready for variations! Today you’ve learned the basic vocabulary you need to greet people and introduce yourself. You may, of course, want to learn a few other everyday phrases, like Hasanān (all right), shukran jazīlan (many thanks), kafa’ (enough), and ila-liqa’ (so long). See you in Lesson 2!

ad-dars ath-thāni: al-ashkhas wal-‘ā’ila

Lesson 2: People and the family

ahlan! Hello! In this lesson, you’ll learn how to talk about people and your family. You’ll also learn some important points of Arabic grammar: masculine and feminine genders of nouns and the singular, dual, and plural forms of nouns. But let’s learn some new vocabulary first. As before, you’ll hear the English first, followed by the Arabic. Repeat each new word or phrase every time you hear it. haya’a nabda’a! Let’s begin!
VOCABULARY BUILDING 1

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>walad</td>
</tr>
<tr>
<td>girl</td>
<td>bint</td>
</tr>
<tr>
<td>man</td>
<td>rajul</td>
</tr>
<tr>
<td>woman</td>
<td>imra'a</td>
</tr>
<tr>
<td>father</td>
<td>abb</td>
</tr>
<tr>
<td>mother</td>
<td>umm</td>
</tr>
<tr>
<td>brother</td>
<td>akh</td>
</tr>
<tr>
<td>sister</td>
<td>ukht</td>
</tr>
<tr>
<td>husband</td>
<td>zawj</td>
</tr>
<tr>
<td>wife</td>
<td>zawja</td>
</tr>
<tr>
<td>son</td>
<td>ibn</td>
</tr>
<tr>
<td>daughter</td>
<td>bint</td>
</tr>
<tr>
<td>family</td>
<td>‘ā'ilə</td>
</tr>
</tbody>
</table>

TAKE A BREAK 1

Have you noticed the strong sounding m in umm (mother) and b in abb (father)? These are examples of “doubled” consonants that are pronounced with more emphasis and force than their single counterparts. And did you notice that the word bint means both girl and daughter in Arabic? Great!

Okay, now let’s talk about the gender of nouns. Arabic nouns can be classified as either masculine or feminine, usually depending on their endings. For example, feminine nouns often end in -a, such as the feminine noun ‘ā'ilə (family). This system is not perfect, however, and other words of feminine gender do not end in -a, like yadd (hand). On the other hand, feminine nouns referring to people are usually created by adding -a to the end of the masculine form. One example is the word zawja (wife), which is formed by adding -a to the masculine form, zawj (husband). zawja becomes zawjat, with a -t at the end, if a possessive ending is added to the noun. For example, when we attach the possessive ending -i (my) to zawja, we get zawjati (my wife).

When an adjective modifies a noun, it must match the noun in gender—for example, ‘ā'ilati kabira (my family is big), where kabira is the feminine version of the masculine form of the adjective kabir (big).

When you want to talk about more than one of something in Arabic, you use either the plural form or the dual form of the noun. The dual is used to refer to two of something; the plural is used for three or more. Let’s look at how this works on examples, while learning some additional vocabulary.
TAKE A BREAK 2

Let’s break down what you’ve just learned. You probably noticed that the dual is formed by adding -ān to the singular form of a noun, as in: waladān (two boys), bintān (two girls), and ‘ā’ilatān (two families). As for the plural, Arabic has both the regular and the irregular plural. The regular plural is formed by adding -ūn to masculine nouns—mudarrisūn ([male] teachers)—and -āt to feminine nouns—mudarrisāt ([female] teachers). Unfortunately, most Arabic nouns have irregular plurals, and the vowels of the root are either changed or taken out and the word thereby transformed in unpredictable ways. The best way to learn these irregular plural forms is simply to memorize them. Today you have learned irregular plurals awlād (boys), banāt (girls), and ‘ā’ilāt (families).

As for the adjectives, we mentioned earlier that they must match the noun in number and gender. For example, ‘ā’ilā kabira (big family) is feminine singular; ‘ā’ilatān kabiratān (two big families) is feminine dual; and ‘ā’ilāt kabira (big families) is feminine plural. Did you notice that the same singular form, kabira, was used with both the singular—‘ā’ilā—and the plural noun—‘ā’ilāt? That’s because the singular
form of the adjective is used with plural nouns that denote inanimate objects. When an adjective is used with a noun that refers to people, like mudarrisât ([female] teachers), it has to be in the plural form, e.g., mudarrisât jayyidat (good teachers).

ONE MORE TIME

Now, let’s use some of what you’ve learned in a short comprehension exercise. You’ll notice the definite article, al, in front of some of the words. Listen to the English first, then to the Arabic, which you should repeat for practice. Use the word wa to say and.

father of two boys
mother of two girls
The father and brother are teachers.
The mother and sister are good teachers.
My sister’s and my brother’s families are big.

father of two boys
mother of two girls
The father and brother are teachers.
The mother and sister are good teachers.
My sister’s and my brother’s families are big.

BRING IT ALL TOGETHER

Now let’s bring it all together and add a little bit more vocabulary and structure. Listen to Ahmed talking about himself. Repeat the Arabic in the pauses provided.

My name is Ahmed.
I am a doctor.
My family is big.
This is my wife.
My wife is a teacher.
We have a girl and two boys.
This is my mother.
My mother is a teacher too.
My wife and my mother are both teachers.
My father is an engineer.
This is my sister, Mariam, my brother Mustafa, and my little brother, Farouk.
Mariam, Mustafa, and Faruk are students.
You probably understood most of the words and phrases in this segment, but there were also some new ones. You probably guessed that duktor means doctor and that muhandis means engineer. Can you guess what the feminine form of muhandis is? Yes, that’s right—muhandisa. And have you spotted ladaina, the useful word you can use to say we have? You must have guessed that hadhihi means this in hádhihi zawjati (this is my wife). You’ll learn more demonstratives in the coming lessons. Finally, aS-Saghir means little or small, aiDan means also, and Tullâb (students) is the irregular plural of Tâlib (student). And note an interesting thing about Arabic grammar: There is no equivalent of the verb to be and its forms, such as am or is, in Arabic sentences like ana duktor (I’m a doctor), abi muhandis (My father is an engineer), or ‘ā’ilati kabîra (My family is big). The subject pronoun or noun is combined directly with the predicate noun or adjective that is used to describe it.

WORK OUT

Now let’s practice some of what you’ve learned. You’ll hear a word in Arabic. You should translate it into English. You’ll hear the correct answer after a pause.

rajul
imra’a
‘ā’ilâ
zawjati
bint

man
woman
family
my wife
girl, daughter

Great! Now do the opposite; translate the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

sister
brother
father
mother
son

ukht
akh
abb
umm
ibn

Now give the opposite gender form of the following Arabic nouns or adjectives. You’ll hear the correct answers after a pause. Repeat them for practice.

Tâliba
mudarris
muhandisa

Tâlib
mudarrisa
muhandis
PARTING WORDS

shukran! Thank you! You've been very attentive and learned a lot of new vocabulary and grammar. Now you can talk about people and your family in Arabic. Of course, there will be times when you may need to mention other members of your family, like your grandmother (jedda), grandfather (jedd), granddaughter (hafida), or grandson (hafid). In Arabic, aunts and uncles on the mother’s side and those on the father’s side are clearly distinguished. So, the maternal uncle is khāl, and the paternal uncle is ‘amm. The maternal aunt is khāla and the paternal aunt is ‘amma. That’s it for today! yauman s’aidan! Have a wonderful day!

ad-dars ath-thālith: al-arqam

Lesson 3: Numbers

kayf al-Hāl? How are you? Are you ready for more Arabic words? In this lesson, you’ll learn how to count in Arabic. So, let's get started right away. By now you know that you’ll hear the English first, and then you’ll hear the Arabic. Repeat each new word or phrase every time you hear it. haya’a nabda’a. Let’s begin.

VOCABULARY BUILDING 1

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>duktór</td>
<td>duktōra</td>
</tr>
<tr>
<td>kabīra</td>
<td>kabir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sifr</td>
<td>zero</td>
</tr>
<tr>
<td>wāhid</td>
<td>one</td>
</tr>
<tr>
<td>ithnān</td>
<td>two</td>
</tr>
<tr>
<td>thalātha</td>
<td>three</td>
</tr>
<tr>
<td>arba‘a</td>
<td>four</td>
</tr>
<tr>
<td>khamasa</td>
<td>five</td>
</tr>
<tr>
<td>sitta</td>
<td>six</td>
</tr>
<tr>
<td>sab‘a</td>
<td>seven</td>
</tr>
<tr>
<td>thamānia</td>
<td>eight</td>
</tr>
</tbody>
</table>
Okay, let’s stop for a minute. So you’ve learned how to say zero (Sifr) and how to count from wāhid (one) to ‘ashara (ten). Notice that, when counting, the numbers Sifr, wāhid and ithnān, zero, one and two, are used in their masculine forms, and others are used in their feminine forms. When modifying a noun, most numbers, like adjectives, have to agree with it in gender. Curiously, however, the numbers three (thalātha) through ten (‘ashara) must disagree in gender with the noun that follows them. For example, in thalāth Tālibāt (three students), thalāth, which is masculine, modifies Tālibāt, which is feminine. So far, so good. Now, let’s keep counting with from eleven to nineteen.

VOCABULARY BUILDING 2

eleven aHad ‘ashara
twelve ithnat ‘ashara
thirteen thalāthat ‘ashara
fourteen arba‘at ‘ashara
fifteen khamsat ‘ashara
sixteen sittat ‘ashara
seventeen sab‘at ‘ashara
eighteen thamāniat ‘ashara
nineteen tis‘at ‘ashara

Now, let’s take a break here. You’ve just learned to count to tis‘at ‘ashara (nineteen). The number agreement between teens and nouns that follow them is also tricky: The noun that follows a number in the teens is usually in the singular, not the plural form. For example, in khamsat ‘ashara sā‘ih (fifteen male tourists), the noun sā‘ih (male tourist) is singular masculine and in khamsat ‘ashara sā‘iha (fifteen female tourists), the noun sā‘iha (female tourist) is singular feminine.
ONE MORE TIME

Okay, let’s put these numbers together with some of the nouns you learned earlier and see how the numbers work. Ready? You’ll hear the English first, and then the Arabic, which you should repeat for practice.

three men
three women
four men
four women
five men
five women
six men
six women
seven men
seven women
eight men
eight women
nine men
nine women
ten men
ten women

thalâthat rijâl
thalâth imra’ât
arba’at rijâl
arba’a imra’ât
khamsat rijâl
khams imra’ât
sittat rijâl
sitt imra’ât
sab’at rijâl
sab’a imra’ât
thamâniat rijâl
thamân imra’ât
tis’a’t rijâl
tis’a imra’ât
‘asharat rijâl
‘ashar imra’ât

BRING IT ALL TOGETHER

And here are some more numbers. Let’s count from 20 to 90.

twenty
thirty
forty
fifty
sixty
seventy

‘ishrûn
thalâthûn
arba’ûn
khamsûn
sittûn
sab’ûn
eighty  thamānūn
ninety  tis‘ūn

Luckily, the tens do not have separate forms for masculine and feminine; the same form is used with either gender. The ones are joined with the tens by the conjunction wa (and). Also, unlike in English, the ones precede the tens in all two-digit numbers above twenty. For example, wāhid wa thalathūn (thirty-one) is literally one and thirty, and sitta wa thamānūn (eighty-six) is literally six and eighty.

WORK OUT

Now let’s practice some of what you’ve learned. First, you’ll hear a number in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

wāhid            one
thalātha         three
khamsa           five
sab‘a            seven
thamānía         eight
‘ashara          ten
khamsat ‘ashara  fifteen
tis‘at ‘ashara   nineteen
‘ishrūn          twenty
arba‘aūn         forty
sittūn           sixty
thamānūn         eighty

Great! Now do the opposite; translate the numbers from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

zero            Sifr
two             ithnān
four            arba‘a
six             sitta
Of course, the numbers keep on going, all the way to mi’a (one hundred), mi’atān (two hundred), thalāthumā’ (three hundred), alf (one thousand), milyōn (one million), and beyond. And did you know that Arabic numbers are written differently from English numbers? The written form of Arabic numerals is actually of Indian origin. And the numerals used in English are of Arabic origin! 'alam Saghir! It’s a small world!

marHaba! Welcome! Hopefully, you have been practicing your Arabic vocabulary and have even managed to interact a bit with people in Arabic. In this lesson, you’ll learn more about Arabic verbs and nouns, constructing simple sentences and using descriptive words to talk about your home. As you already know, you’ll hear the English first, and then you’ll hear the Arabic. Repeat each new word or phrase every time you hear it. Ready?

Ahmed lives in the house.

Ahmed lives in the house.

yaskunu aHmed fi-l bayt.
There are five rooms in Ahmed’s house, two bedrooms, a living room, a dining room, and a study. And, of course, there is a kitchen, a bathroom, and a pretty garden, too.

Okay, let’s stop here. You learned how to say a house (bayt), a room (ghurfa), a bedroom (ghurfat an-na’um), a living room (ghurfat aj-julus), a dining room (ghurfat aT-Ta’ám), a kitchen (maTbakh), a bathroom (Hammâm), and a garden (Hadiqa). Did you notice the sound gh in the word ghurfa? This sound is pronounced from deep in the throat. You also learned the verb yaskun (to live). Notice that both verbs and nouns can have different endings, such as -u on yaskunu and -tun on Hadiqatun, depending on their position in the sentence. Now let’s talk about sentence construction. There are two types of sentences in Arabic: verbal sentences, which begin with a verb—for example, yaskunu aHmed fi-l bayt (Ahmed lives in the house)—and nominal sentences, which begin with a noun, such as Hadiqatun jamîla (a garden is pretty). Great! Now let’s continue with more words and phrases.

sleeps
Ahmed sleeps.
Mona sleeps.
eats
Ahmed eats.
Mona eats.
sits
Ahmed sits.
Mona sits.
You've just learned a few new verbs, all used in the so-called imperfect tense. The imperfect tense in Arabic is used to talk about actions taking place in the present. Have you noticed how the verbs change their form to agree with the subject? Ahmed sleeps is **yanamu aHmed**, where the verb carries a masculine prefix, **ya-**, and Mona sleeps is **tanamu mona**, with the verb carrying a feminine prefix, **ta-**. Remember the verbs in the rest of the phrases you've just heard: **y'akulu aHmed** (Ahmed eats), **t'akulu mona** (Mona eats), **yajlisu aHmed** (Ahmed sits), **tajlisu mona** (Mona sits). The verbs change their form to match the gender of the subject but also according to the person talked about: verbs used with **ana** (I) carry the prefix **a-**, as in **ana ajlis** (I sit), and verbs used with **anta/anti** (you) carry the prefix **ta-**, as in **anta tajlis** (you are sitting) for the masculine and **anti tajlisi** (you are sitting) for the feminine. Notice that in the latter example, the verb also carries the feminine ending, **-i**. The ending **-an** marks the dual they—**Mona and Ahmed are sitting** is **mona wa aHmed yajlisan**—and **-un** is used for the plural they—**mona, aHmed, wa mustafa yajlisun** (Mona, Ahmed, and Mustafa are sitting).

**ONE MORE TIME**

Let's practice verbs some more. You'll hear the English first, and then the Arabic, which you should repeat for practice. Notice that the prefix **ta-** marks the verbs used with you, either singular or plural, and **ya-** marks those used with he and the masculine they. Remember that the plural ending **-un** is used with the plural you and they, while the ending **-an** marks the verbs used with the dual they.

*I sleep in the bedroom.*

> ana anamu fi ghurfat an-na’um.

*You sleep in the bedroom. (to a man)*

> anta tanamu fi ghurfat an-na’um.

*You sleep in the bedroom. (to a woman)*

> anti tanami fi ghurfat an-na’um.

*Ahmed sleeps in the bedroom.*

> aHmed yanamu fi ghurfat an-na’um.

*Mona sleeps in the bedroom.*

> mona tanamu fi ghurfat an-na’um.

*We sleep in the bedroom.*

> naHnu nanamu fi ghurfat an-na’um.

*All of you sleep in the bedroom.*

> antum tanamun fi ghurfat an-na’um.

*Mona and Ahmed sleep in the bedroom.*

> mona wa aHmed yanaman fi ghurfat an-na’um.

*The children sleep in the bedroom.*

> al-awlad yanamun fi ghurfat an-na’um.
BRING IT ALL TOGETHER

Now let’s bring it all together in a dialogue and add a little bit more vocabulary.

I live in a house with my wife, Mona.
Our house is new.
It has five rooms.
The bedroom has a large window.
The window looks out onto a garden.
Our furniture is new.
The dining table is new.
The kitchen utensils are new, too.
But the living room furniture is old.
Our children love the new house.
It’s big, sunny, and near their school.

Okay, you already knew a lot of the vocabulary in this conversation, but let’s go over the new words that you’ve just heard. You probably already knew that jadid (new) in the feminine form is jadida. And you probably guessed that shurfa means window, that athath means furniture, that adawat al-maTbakh are kitchen utensils, and that madrasa is school. And, of course, qadim means old, and qarib means near.

WORK OUT

And now let’s practice some of what you’ve learned. First, you’ll hear a word in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bayt</td>
<td>a house</td>
</tr>
<tr>
<td>ghurfa</td>
<td>a room</td>
</tr>
<tr>
<td>yanamu</td>
<td>he sleeps</td>
</tr>
<tr>
<td>yajlisu</td>
<td>he sits</td>
</tr>
</tbody>
</table>

Great! Now do the opposite, translating the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.
Now translate the following phrases into Arabic, and add some of the adjectives that you learned today to make short sentences. For example, if you hear a dining room, big, you might respond by saying ghurfat aT-Ta‘âm kabira (The dining room is big). Repeat the correct answers for practice.

- a dining room, big
  - ghurfat aT-Ta‘âm kabira.
- a living room, sunny
  - ghurfat aj-julus mushmisa.
- a study, beautiful
  - ghurfat al-maktab jamila.
- a kitchen, new
  - al-maTbakh jadid.

PARTING WORDS

ra‘i’a! Wonderful! Now you know enough Arabic words to describe the rooms in your house. You may of course want to talk about the other parts of your house, like the entrance, madhhal; the floor you live on, aT-Tabiq; a guest room, ghurfat aD-Duyûf; or the elevator, al-miSa‘ad. Did you know that in many parts of the Arab world, the local dialects employ many English and French words? So, for example, the word villa in Arabic is . . . villa! ilal-iqā! So long!

ad-dars al-khāmis: waSf al-ashy‘a
Lesson 5: Describing things

ahlan wa sahlan! Welcome! In this lesson, you’ll learn how to talk about your surroundings using descriptive words, like those used for colors. You will also learn to use different personal and demonstrative pronouns. haya‘a nabda‘a Halan! Let’s begin right away! You’ll hear the English first, and then you’ll hear the Arabic. Repeat each new word or phrase every time you hear it. Ready?
VOCABULARY BUILDING 1

I: ana
you (to a man): anta
you (to a woman): anti
he: huwa
she: hiya
we: naHnu
you (to men): antum
you (to women): antunna
they (for men or mixed groups): hum
they (for women): hunna
tall: Tawil
happy: sa'id

TAKE A BREAK 1

Okay, let’s stop for a moment. So now you know all the personal pronouns in Arabic. Let’s try to form sentences using some of these pronouns with adjectives. Remember that the verb to be does not exist in Arabic, so, in a sentence like you are tall, the adjective follows the pronoun directly and agrees with it in gender and number. For example: I am tall is ana Tawil; you are tall is anta Tawil, when talking to a man, and anti Tawila, when talking to a woman; he is happy is huwa sa'id; and she is happy is hiya sa'ida. The opposite of happy is unhappy, or in Arabic, laysa sa'id, or simply t'aís (sad). We will learn more about negating words and sentences in the coming lessons. And now let’s try the plurals: they are happy is hum su'ada'a, for men or mixed groups, and hunna sa'idat, for women; we are happy is naHnu su'ada'a; and you are tall is antum Tuwâl, if talking about more than two men, and antunna Tawilat, if talking about more than two women. Okay, and now let’s learn some more new nouns and adjectives.

VOCABULARY BUILDING 2

pen: qalam
paper: waraqa
book: kitâb
dress: fustan
So now you’ve learned that white is **abyaD**, black is **aswad**, green is **akhDar**, blue is **azraq**, red is **aHmar**, and brown is **bunnī**. And you have also learned some new words for objects, like **qalam** (pen), **waraqa** (paper), **kitāb** (book), **fustan** (dress), **qamīs** (shirt), and **Hidha’a** (shoes). Color words match the nouns they modify in gender and number, just like other adjectives.

Now let’s try to put this new vocabulary to use by combining it with Arabic demonstrative adjectives, such as **hādha** (this). Just like other adjectives, the demonstratives change according to gender and number of the noun they modify, so the feminine **hādhihi** (this), instead of the masculine **hādha**, has to be used next to a feminine noun. In the plural, **hāula’i** is the only demonstrative used when referring to people. When referring to inanimate objects, the singular feminine form **hādhihi** is used. Let’s give this a try.

You will notice how the color adjectives change their form depending on the gender of the noun they modify. Try to memorize these forms as you hear them. You’ll hear the English first, and then the Arabic, which you should repeat for practice.

*This is a blue pen.*

*hādha qalam azraq.*

*This is white paper.*

*hādhihi waraqa baydā’.*

*This is a red dress.*

*hādha fustan aHmar.*

*This is a black shirt.*

*hādha qamīs aswad.*

*This is (a pair) of brown shoes.*

*hādha Hidha’a bunnī.*

*These men are tall.*

*hā’ula’i ar-rijal Tuwāl.*
These women are beautiful.  
This book is big.

BRING IT ALL TOGETHER

Now let’s bring it all together and add a little bit more vocabulary and structure. When you hear nouns you are familiar with in unexpected forms, remember that nouns get different endings depending on their placement and function in sentences.

I am very happy!  
My family is here in my house.  
This is my brother’s son Samir.  
Samir is a child.  
Samir wants to draw.  
His father gives him a pen and a paper.  
The girl is wearing a red dress.  
The girl’s hair is brown.  
It’s his little sister Samia.

Okay, let’s go over some of the new words that you just heard. jiddan means very, and huna means here. You also learned a few new verbs, like yuridu (wants), yarsum (draws), ya’aTi (gives), and tartadi (wears). And you have also learned the words Tifl for child and Saghira for small. Can you guess what the feminine form of Tifl is? That’s right; it’s Tifla. And can you guess the masculine form of the adjective Saghira? You’re right again; it’s Saghir. Now, let’s move on.

WORK OUT

It’s time to practice some of what you’ve learned. First, you’ll hear a phrase in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

rajul Tawil  
Tifl sa’id  
bayt kabîr  
fustan aHmar

a tall man  
a happy child  
a big house  
a red dress
qalam azraq
a blue pen

waraqa baydā’
a white paper

Great! Now do the opposite; translate the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

color
laun

book
kitāb

green
akhDar

black
aswad

shoes
Hidha’a

shirt
qamīs

Now translate the following personal pronouns and nouns into Arabic, and then make sentences using some of the descriptive and color adjectives you’ve just learned. For example, if you hear you, tall, you should say anta Taweel or anti Taweela. Repeat the correct answers for practice.

I, happy
ana sa‘id./ana sa‘ida.

you, tall
anta Tawil./anti Tawila.

he, small
huwa Saghir.

she, beautiful
hiya jamila.

a pen, blue
qalam azraaq.

a paper, white
waraqa baydā’.

PARTING WORDS

ana sa‘idun jiddan! I am very happy! You have learned a lot about descriptive and color adjectives in this lesson. But there are, of course, many more colors and adjectives out there that you can learn on your own to expand your vocabulary. And you might find doing that very interesting, jadir bi-l ihtimam, and maybe even amusing, musalli! Have fun! mughamarat sa‘ida!
kayf al-Hāl? How are you? Ready for Lesson 6? Let’s go then. In this lesson, you’ll learn how to ask for
directions, and you will add new words to your vocabulary that you will find useful when talking about
everyday errands. Let’s get started. You’ll hear the English first, and then you’ll hear the Arabic. Repeat
each new word or phrase every time you hear it.

**VOCABULARY BUILDING 1**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>post office</td>
<td>maktab al-barid</td>
</tr>
<tr>
<td>pharmacy</td>
<td>Saydali’ya</td>
</tr>
<tr>
<td>hospital</td>
<td>mustashfa</td>
</tr>
<tr>
<td>supermarket</td>
<td>baqāla</td>
</tr>
<tr>
<td>university</td>
<td>jāmi‘a</td>
</tr>
<tr>
<td>airport</td>
<td>maTār</td>
</tr>
<tr>
<td>hotel</td>
<td>funduq</td>
</tr>
<tr>
<td>taxi</td>
<td>sayārat al-ujra</td>
</tr>
<tr>
<td>address</td>
<td>‘anwān</td>
</tr>
<tr>
<td>street</td>
<td>shār‘a</td>
</tr>
<tr>
<td>square</td>
<td>maydān</td>
</tr>
<tr>
<td>intersection</td>
<td>taqāTu‘a</td>
</tr>
</tbody>
</table>

**TAKE A BREAK 1**

Okay, let’s take a minute to go over what you’ve just heard. You learned some important words, such as
maktab al-barid (post office), Saydali’ya (pharmacy), mustashfa (hospital), baqāla (supermarket), jāmi‘a
(university), maTār (airport), funduq (hotel), sayārat al-ujra (taxi), ‘anwān (address), shār‘a (street),
maydān (square), and taqāTu‘a (intersection). Now let’s talk a bit about some new important points of
Arabic grammar.

There are two interrogative particles in Arabic used to form questions. One is the particle mā (what),
which you came across earlier, and the other is the particle hal, used to form yes-no questions. For
example, you may ask mā hādha? (What is this?) and hear hādha maktab al-barid (This is the post office) in response. Or you may ask a yes-no question such as hal hādhihi Saydali’ya? (Is this a pharmacy?), and hear kalla, hādhihi baqāla (No, this is a supermarket) in response. Okay, now let’s learn a bit more vocabulary and some useful prepositions that will make asking for directions and getting around much easier. Ready?

VOCABULARY BUILDING 2

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>huna</td>
</tr>
<tr>
<td>there</td>
<td>hunak</td>
</tr>
<tr>
<td>near</td>
<td>qarib</td>
</tr>
<tr>
<td>far</td>
<td>ba‘id</td>
</tr>
<tr>
<td>right</td>
<td>yamīn</td>
</tr>
<tr>
<td>left</td>
<td>yasār</td>
</tr>
<tr>
<td>before</td>
<td>qabl</td>
</tr>
<tr>
<td>after</td>
<td>ba‘d</td>
</tr>
<tr>
<td>in front of</td>
<td>amām</td>
</tr>
<tr>
<td>behind</td>
<td>khalf</td>
</tr>
<tr>
<td>next to</td>
<td>bijānīb</td>
</tr>
<tr>
<td>straight ahead</td>
<td>ilal-amām</td>
</tr>
</tbody>
</table>

TAKE A BREAK 2

Let’s go over these new words one more time. You’ve heard several prepositions and words that will help you describe the placement of things around you: huna (here), hunak (there), qarib (near), ba‘id (far), yamīn (right), yasār (left), qabl (before), ba‘d (after), amām (in front of), khalf (behind), bijānīb (next to), and ilal-amām (straight ahead). To ask for directions, you will also need to know the question word aina? (where?). A lot of Arabic location expressions are held together by various prepositions; for example, the preposition min (from) is used together with the adjective qarib (near) to say qarib min (near to). Another word for from is ‘ann used in conjunction with the adjective ba‘id (far) in the phrase ba‘id ‘ann (far from). You might also have spotted the preposition ila (to or towards), which you heard used in the word ilal-amām, meaning towards the front or straight ahead.
ONE MORE TIME

Okay, now let’s put everything you’ve learned so far together into several questions and answers. Ready? As always, you’ll hear the English first, and then the Arabic, which you should repeat for practice.

Where is this street?  
aina hâdha ash-shâr’a?

The supermarket is near the hotel.  
al-baqâla qarîba min al-funduq.

The pharmacy is behind the post office.  
as-Saydali’ya khalf maktab al-barîd.

Is the taxi here?  
hal sayârat al-ojra huna?

There is an intersection before the square.  
hunaka taqâTua qabl al-maydân.

Is this address far?  
hal hâdha al-‘anwân ba‘id?

The hospital is behind the university.  
al-mustashfa khalf aj-jâmi‘a.

I am in front of the post office.  
ana amâm maktab al-barîd.

BRING IT ALL TOGETHER

Now let’s bring it all together, and add a little bit more vocabulary and structure.

Excuse me, I am looking for this address.  
‘afwan, abHathu ‘ann hâdha al-‘anwân.

This hotel is on Al-Nuzha Street.  
hâdha al-funduq fi shâr’a al-nuzha.

Is Al-Nuzha Street near here?  
hal shâr’a al-nuzha qarîb min huna?

Yes, Al-Nuzha street is behind Al-Thawra Square.  
a’nâm, shâr’a al-nuzha khalf maydân ath-thawra.

And where is this square?  
wa ayna hâdha al-maydân?

This square is after the intersection and before the American University.  
hâdha al-maydân ba‘d at-taqâTua wa qabl aj-jâmi‘a al-amrîkiyya.

The hotel is to the left of the SaHHa pharmacy and next to the post office.  
al-funduq ila yasar Saydali’yat aS-SaHHa wa bijânîb maktab al-barîd.

Will I need a taxi?  
hal aHtaju sayârat al-ojra?

No, it’s close to here,  
kalla, innahu qarîb min huna,

and it’s a nice walk.  
wa innaha nuzhatun jamîla.

Thank you for your help.  
shukran li-mus‘adatak.

Okay, I am sure you spotted a few new words and maybe even figured out what they mean. You know the important words ‘afwan (excuse me) and shukran (thank you) from previous lessons. The verb abHathu
means *I am looking for*. You can practice the various imperfect tense forms of this verb by referring back to the verbs taught in Lesson 4. And surely you noticed the preposition *li* (*for*) next to *musā’adat* in *li-musā’adat* (*for your help*).

Notice that many names of streets, squares, and stores in Arab countries have an actual meaning. So, *shār’a al-nuzha* means a street where you can take a nice walk, or *the Promenade Street*. The other new words that you’ve just heard are *SaHHa* (*health*), used in the name of the pharmacy, *Saydali'yat aS-SaHHa* or *the Health Pharmacy*, and *ath-thawra* (*revolution*), used in the name of the square, *maydân ath-thawra* or *the Revolution Square*.

**WORK OUT**

Now let’s practice some of what you’ve learned. First, you’ll hear a word in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

- **mustashfa**
  - hospital
- **baqāla**
  - supermarket
- ‘anwān
  - address
- **taqāTu’a**
  - intersection
- **sayārat al-ujra**
  - taxi

Great! Now do the opposite; translate the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

- **here**
  - *huna*
- **there**
  - *hunak*
- **near**
  - *qarīb*
- **far**
  - *ba‘īd*
- **Where?**
  - *aina?*

And now, put these words together into short sentences. For example, if you hear *hospital, here*, you should say *al-mustashfa huna* (*The hospital is here*). Repeat the correct answers for practice.

- **hospital, here**
  - *al-mustashfa huna*.
- **supermarket, there**
  - *al-baqāla hunak*.
- **address, near**
  - *al-‘anwān qarīb*.
intersection, far
al-taqāTu’a ba’īd.
taxi, where
aina sayārat al-ujra?

PARTING WORDS
Remember that a lot of English and French words have been borrowed into colloquial dialects of Arabic, so in some Arab countries, you will find that a supermarket is referred to simply as a supermarket and a taxi is simply a taxi. You might also need to go to a bank (maSraf), which can also be referred to as bank. And in the evening, you may consider going to the cinema (movies). If you do, have a good time! waqtan mumti‘an!

ad-dars as-sabi‘a: fil-maT’am
Lesson 7: At a restaurant

marHaba! Hello! In this lesson, you’ll learn how to describe food, how to order at a restaurant, and how to express your likes or dislikes in Arabic. First, here’s some vocabulary to get you started. You’ll hear the English first, followed by the Arabic. Repeat each new word or phrase every time you hear it. haya’a nabda‘a! Let’s begin!

VOCABULARY BUILDING 1
please
min faDlak
breakfast
iftar
lunch
ghadā’a
dinner
‘asha’a
restaurant
maT’am
café
maqhâ
tea
sha‘i
coffee
qahwa
milk
Halib
sugar
sukkar
Okay, let’s stop for a moment. You’ve just learned how to say please (min faDlak), breakfast (iftar), lunch (ghadā’a), dinner (‘asha’a), restaurant (maT’am), café (maqhâ), tea (sha’i), coffee (qahwa), milk (Halib), sugar (sukkar), water (mâ’), and menu (qâ’imat aT-Ta‘âm).

Of course, you will need to know some more verbs to be able to construct complete sentences. Remember from Lesson 4 that Arabic verbs use prefixes and suffixes to reflect the gender and number of the person talking, talked to or about—for example, aHmed yatanawal al-iftar (Ahmed is eating breakfast), mona tashrab ash-sha‘i (Mona is drinking tea), and mustafa y’akul fil-maT'am (Mustafa is eating at the restaurant). You can practice the other forms of each of these three verbs on your own, using the verbs in Lesson 4 for reference. And now, are you ready for some more vocabulary? As usual, listen and repeat in the pauses provided.

VOCABULARY BUILDING 2

<table>
<thead>
<tr>
<th>May I have . . . ?</th>
<th>mumkin . . . ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will have . . .</td>
<td>s’atanawal . . .</td>
</tr>
<tr>
<td>I would like . . .</td>
<td>urid . . .</td>
</tr>
<tr>
<td>delicious</td>
<td>shah‘i</td>
</tr>
<tr>
<td>meat</td>
<td>laHm</td>
</tr>
<tr>
<td>chicken</td>
<td>dajāj</td>
</tr>
<tr>
<td>rice</td>
<td>ruz</td>
</tr>
<tr>
<td>vegetables</td>
<td>khuDrawāt</td>
</tr>
<tr>
<td>soup</td>
<td>shurba</td>
</tr>
<tr>
<td>bread</td>
<td>khubz</td>
</tr>
<tr>
<td>salad</td>
<td>salaTa</td>
</tr>
<tr>
<td>dessert</td>
<td>Halwa</td>
</tr>
<tr>
<td>glass</td>
<td>kūb</td>
</tr>
<tr>
<td>cup</td>
<td>finjān</td>
</tr>
</tbody>
</table>
TAKE A BREAK 2

You've just learned some important expressions, such as mumkin . . .? (May I have . . .?), s’atanawal . . . (I will have . . .), and urid . . . (I would like . . .), as well as such vocabulary as shah’i (delicious), laHm (meat), dajjaj (chicken), ruz (rice), khuDrawat (vegetables), shurba (soup), khubz (bread), salaTa (salad), Halwa (dessert), kūb (a glass), and finjān (a cup). Do you remember the preposition fi (in) from previous lessons? You can use it here to say things like al-mā’ fil-kūb (The water is in the glass). And you already know that prepositions sometimes blend into the definite article al, as in fil-finjān (in the cup) or bil-maT'am (at the restaurant). And by the way, just to refresh your memory about the Arabic gender, the feminine form of the adjective shah’i (delicious) is shah’iya. So, for example, we say laHm shah’i (delicious meat), because the word for meat in Arabic, laHm, is of masculine gender, but for soup, shurba, which is of feminine gender, we say shurba shah’iya (delicious soup).

ONE MORE TIME

Okay, let’s put everything you’ve learned so far together in short sentences. You’ll hear the English first, and then the Arabic, which you should repeat for practice.

This is a good restaurant for dinner. hādha maT'am jayid lil-'asha'a.
I will have the coffee at the café. s’atanawal al-qahwa fil-maqhā.
I would like tea with milk. uridu sha’i bil-Halib.
The water is in the glass. al-mā’ fil-kūb.
The coffee is in the cup.
The sugar is in the coffee. as-sukkar fil-qahwa.
The chicken is delicious. ad-dajjaj shah’i.
This dessert is for dinner. hādhihi al-Halwa lil-asha’a.

BRING IT ALL TOGETHER

Now let’s bring it all together in a dialogue and add a little bit more vocabulary and structure.

May I have the menu, please? mumkin qa'emat aT-Ta'am min faDlak?
Of course. Here is the dinner menu. Taba'an. hādhihi qa'imat aT-Ta'am al-'asha'a.
Thank you. I will have the vegetable soup. shukran. s'atanawal shurbat al-khuDrawāt.
I suggest the lentil soup. It’s better in the winter. anSaHuki bi shurbat al-'ads. innaha afDal fish-shitā'.
All right. I would also like to order the grilled chicken.

Hasanan. wa urid aiDan ann aTlub ad-dajāj al-mashwi.

A very good choice! The grilled chicken is delicious. Would you like rice or salad with the chicken?

ikhtiyar jayd jiddan! ad-dajāj al-mashwi shah‘ī. hal turīdin ruz aw salaTa ma’ad-dajāj?

A salad, please. And if possible, a glass of water and some bread.

salaTa min faDlak. wa idha samaHt, kūb mā’ wa ba’D al-khubz.

Certainly. Would you like to order dessert now?

bil-ta’akid. hal turīden ann taTlubi al-Halwa al’an?

No. I will only have a cup of coffee with milk after dinner.

kalla. s’atanawal finjān qahwa bil-Halib faqaT ba’d al-‘asha’a.

Okay, you already have enough knowledge of Arabic and have probably figured out the meanings of all the new words that you just heard. Let’s go over them just in case: anSaHuki bi (I recommend), afDal (better), fish-shitā’ (in the winter), Hasanan (all right), mashui (grilled), ikhtiyar (choice), idha samaht (if you please), bil-ta’akid (of course), and faqaT (only). And you probably noticed the new preposition ma’a (with) in ma’ad-dajāj (with the chicken).

WORK OUT

Now let’s practice some of what you’ve learned. First, you’ll hear a phrase in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

qā’imat aT-T’ām

menu

shurbāt al-khuDrawāt

vegetable soup

ad-dajāj al-mashwi

grilled chicken

kūb mā’

glass of water

finjān qahwa

cup of coffee

Great! Now do the opposite; translate the following words from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

breakfast

iftar

lunch

ghadā’a

dinner

‘asha’a
And now translate the following phrases from English into Arabic. Repeat the correct answers for practice.

- glass of water: kūb mā’
- cup of tea: finjān sha’ī
- milk and sugar: Halīb wa sukkar
- bread and vegetables: khubz wa khuDrawāt
- I would like some soup: urid shurba.

PARTING WORDS

‘aDHīm! Great! You’ve finished the lesson and learned the basic vocabulary that you need to be able to enjoy some of the wonderful foods the Arab countries have to offer. Of course, you might also need to ask for a plate (Tabaq), a spoon (mil’aqa), a fork (shuka), or a knife (sakkīn). Did you know that during the holy Muslim month of Ramadan, many Arabs observe a complete fast and do not eat or drink anything from sunrise to sunset? Also during Ramadan, you will hear that dinner—‘ash’āa—is referred to as breakfast—iftar—because it’s the first meal of the day after the fast is broken at sunset. The month of Ramadan is followed by a holiday called eid al-ﬁ Tr, a three day celebration during which it is customary to visit your friends and relatives and enjoy many grand meals. wajba haniya! Have a nice meal!
### VOCABULARY BUILDING 1

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>al-yaum</td>
</tr>
<tr>
<td>week</td>
<td>usbū'</td>
</tr>
<tr>
<td>month</td>
<td>shahr</td>
</tr>
<tr>
<td>summer</td>
<td>Sayf</td>
</tr>
<tr>
<td>spring</td>
<td>rabi'</td>
</tr>
<tr>
<td>fall</td>
<td>kharīf</td>
</tr>
<tr>
<td>weather</td>
<td>jaww</td>
</tr>
<tr>
<td>newspaper</td>
<td>jarīda</td>
</tr>
<tr>
<td>news</td>
<td>akhbār</td>
</tr>
<tr>
<td>museum</td>
<td>matHaf</td>
</tr>
<tr>
<td>theater</td>
<td>masraH</td>
</tr>
</tbody>
</table>

### TAKE A BREAK 1

Okay, let’s take a break here. You learned how to say al-yaum (today), usbū‘ (week), shahr (month), Sayf (summer), rabi‘ (spring), and kharīf (fall). You learned the Arabic word for winter in the previous lesson. Can you remember what it was? That’s right; it’s shitā’. Today you also learned how to say jaww (weather), jarīda (newspaper), akhbār (news), matHaf (museum), and masraH (theater).

Now let’s talk a bit about the imperative form of Arabic verbs used to issue commands and make requests. Imperatives are formed by adding a vowel to the beginning of the verbs, in place of the prefixes that you already know. There are three forms of the imperative: masculine, when addressing a man; feminine, when addressing a woman; and plural, when addressing more than one person. In addition to the vowel at the beginning, the feminine form also takes the ending -i and the plural form takes the ending -u. Let’s take the imperfect masculine form of the verb to go, yadhhab (he goes), as an example. The imperative masculine singular form of this verb is idhhab! (Go!) and the imperative feminine singular is idhhabi! (Go!). The plural form is idhahbu! (Go!). We’ll practice the imperatives in sentences later on in this lesson. Now, let’s continue with some more useful vocabulary.

### VOCABULARY BUILDING 2

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>dafi’i</td>
</tr>
<tr>
<td>hot</td>
<td>Hārr</td>
</tr>
<tr>
<td>cold</td>
<td>bārid</td>
</tr>
</tbody>
</table>
TAKE A BREAK 2

Let’s pause here. You’ve learned a lot of useful adjectives, like dafi‘i (warm), Ḥārr (hot), bārid (cold), laTif (pleasant), shadīd (strong), mu‘atadil (moderate), and jāf (dry). But what if you want to say not warm? An adjective in Arabic is negated by placing the particle laysa directly before it. With adjectives of feminine gender, laysat, with a -t at the end, is used instead. For example: laysa dafi‘i (not warm) and laysa Ḥārr (not hot) for the masculine, and laysat dafi‘a (not warm) and laysat Ḥārra (not hot) for the feminine. To negate verbs use ma for verbs in the imperfect tense and lan for verbs in the future tense—for example: ma adhhab (I am not going), lan adhhab (I will not go). You’ll hear more examples of negative adjectives and verbs later on in the lesson.

ONE MORE TIME

Okay, let’s put together everything you’ve learned so far. As usual, you’ll hear the English first, and then the Arabic, which you should repeat for practice.

Spring is warm.
Summer is hot.
Fall is not warm.
Winter is not hot.
The wind is strong.
The weather is pleasant.
today’s newspaper
This is not a theater.
This is a museum.
ar-rabī‘dafi‘i.
aS-Sayf Ḥārr.
al-kharīf laysa dafi‘i.
ash-shitā‘ laysa Ḥārr.
ar-riyaH shadīda.
al-jaww laTif.
jaridat al-yaum
hādha laysa masraH.
hādha matHaf.
BRING IT ALL TOGETHER

Now let’s bring it all together and add a little bit more vocabulary and structure.

Hello, Mona! The weather is pleasant today.

Yes, Tareq, the sun is very warm.

And the wind is not strong.

No, it’s refreshing!

According to the weather forecast in the newspaper, the weather will be mild this week.

Spring in Beirut is always moderate.

And not rainy at all!

But the winter is sometimes rainy and cold.

In the winter, I like to go to the museum or the theater.

But today let’s go to a place of nature!

Great idea!

Okay, let’s go over the new words in this dialogue: mon’aisha (refreshing), Hasab (according to), an-nashra al-jawwiya (weather forecast), da’eman (always), aHyanan (sometimes), mûmTir (rainy), ala-l iTlaq (at all), uHebbu (I like or I love), and Tabi’a (nature). Now let’s practice some of what you’ve learned. Isn’t this a fikra ha’ila, a great idea?

WORK OUT

First, you’ll hear a phrase in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

al-jaww Hárr.  The weather is hot.

ash-shams dafi’a.  The sun is warm.

ar-riyaH laysat bârida.  The wind is not cold.

idhhab ilal-masraH.  Go to the theater. (to a man)

idhhabi ilal-matHaf.  Go to the museum. (to a woman)
Great! Now do the opposite, translating the phrase from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

Go! (to a man)  
_idhhab!

Go! (to a woman)  
idhhabi!

Go! (to a group of people)  
idhhabu!

The summer is not cold.  
aS-Sayf laysa bārid.

The winter is not dry.  
ash-shitā’ laysa jāf.

Now translate the following words into Arabic, and then negate them using the particle laysa. Repeat the correct answers for practice.

hot  
Harr, laysa Hārr

pleasant  
laTif, laysa laTif

strong  
shadid, laysa shadīd

moderate  
mu’atadil, laysa mu’atadil

dry  
jāf, laysa jāf

PARTING WORDS

rā’ca! Wonderful! You’ll be happy to know that the weather is quite pleasant in most Arab countries throughout the year, except for the summers, which can be quite hot, so make sure you go prepared. Did you know that many Arab countries, for religious and sometimes also civil purposes, follow a calendar different from the Gregorian calendar used in the United States? The Islamic Hijri calendar, or al-taqīm al-hijri, is calculated from the year AD 622, when the prophet Mohamed emigrated to Mecca. And while the names of the Gregorian calendar months in Arabic are very similar to their European counterparts—for example, yanayir for January, fibrayir for February, and mars for March—the months of the Islamic calendar have very different names, like muHarram for the first month of the year, Safar for the second month, and rabī’ al-awwal for the third month. ilal-liq’a! Till next time!
Lesson 9: At work

Kayf al-Hal? How are you? In this lesson, you’ll learn how to ask the time and tell time in Arabic, in addition to learning some work-related vocabulary. Let’s get started right away! First you’ll hear the English, and then you’ll hear the Arabic. Repeat each new word or phrase every time you hear it.

VOCABULARY BUILDING 1

Monday al-ithnayn
Tuesday ath-thulâthâ’
Wednesday al-arbi‘â’
Thursday al-khamîs
Friday al-jum‘a
Saturday as-sâbt
Sunday al-aHad
tomorrow ghadan
yesterday al-bâriHa
noon aDH-DHuhr
afternoon ba‘d aDH-DHuhr
night al-layl

TAKE A BREAK 1

Okay, let’s stop here and sum up what you’ve just heard. You learned how to say days of the week in Arabic: al-ithnayn (Monday), ath-thulâthâ’ (Tuesday), al-arbi‘â’ (Wednesday), al-khamîs (Thursday), al-jum‘a (Friday), as-sâbt (Saturday), and al-aHad (Sunday). The day of the week is always preceded by the word yaum (day); for example, Monday is referred to as yaum al-ithnayn. You also learned how to say ghadan (tomorrow), al-bâriHa (yesterday), aDH-DHuhr (noon), ba‘d aDH-DHuhr (afternoon), and al-layl (night). And I’m sure you remember the words SabâH (morning) and masâ’ (evening) from Lesson 1 and the word usbû (week) from Lesson 8. Now, let’s add a couple of more useful words. mãDi means last, and qâdim means next. So, if you’d like to refer to something that happened last Monday, you would
say al-ithnayn al-mâDi, and to refer to something that will happen next Monday, you would say al-ithnayn al-qâdim. Okay, let’s listen now to some more vocabulary.

VOCABULARY BUILDING 2

What time is it? kam al-waqt?
It’s . . . o’clock. as-sâ’a . . .
when mata
hour sâ’a
minute daqîqa
year sana
half niSf
quarter rub’a
soon qarîban
never abadân
every day kulla-yaum

TAKE A BREAK 2

Let’s pause there for a moment. Now you know how to ask the time by using kam al-waqt? (What time is it?) and answer the question by saying as-sâ’a . . . (It’s . . . o’clock, literally, The time is . . .). You know how to form questions using mata (when), and you learned how to say sâ’a (hour), daqîqa (minute), sana (year), niSf (half), rub’a (quarter), qarîban (soon), abadân (never), and kulla-yaum (every day or daily). And do you remember the word aHyanan? Yes, you learned it in Lesson 8, and it means sometimes.

ONE MORE TIME

Okay, let’s put together everything you’ve learned so far with some prepositions and numbers and learn how to answer the question kam al-waqt? (What time is it?) in several different ways. You’ll hear the English first, and then the Arabic, which you should repeat for practice.

What time is it? kam al-waqt?
It’s exactly ten o’clock. as-sâ’a al-‘ashara tamaman.
It’s ten past two. as-sâ’a ath-thaniya wa ‘ashar daqâ’iq.
It's ten to two.
It's half past three.
It's a quarter past four.
It's a quarter to four.
It's twelve o'clock noon.
It's between two and four o'clock.
It's approximately four o'clock in the morning.
It's eight in the evening.
It's midnight.

as-sā‘a ath-thaniya illa ‘ashar daqā‘iq.
as-sā‘a ath-thaletha wa n-niSf.
as-sā‘a ar-rabī‘a wa r-rub‘.
as-sā‘a ar-rābi‘a illa rub‘.
as-sā‘a ath-thāniyat ‘ashar Dhuhran.
as-sā‘a bayna ath-thāniya war-rabī‘a.
as-sā‘a Hawali ar-rabī‘a SabaHan.
as-sā‘a ath-thāmina masā‘an.
al-waqt muntaSaf al-layl.

Have you guessed that tamaman means exactly and that daqā‘iq (minutes) is the plural of daqīqa, midnight is muntaSaf al-layla, bayna means between, Hawali means approximately, SabaHan means in the morning, and masā‘an means in the evening? And notice that the expression al-waqt muntaSaf al-layl (it's midnight) is an exception, with al-waqt being used instead of as-sā‘a to indicate time.

BRING IT ALL TOGETHER

Now let's bring it all together, and add a little bit more vocabulary and structure.

Welcome to our company!
Thank you! Am I late?
No problem. Let me take you to your desk.
Everybody looks so busy!
It's a big office! This is your computer and you can use this telephone.
Thank you! I look forward to meeting my colleagues!
I will introduce you to everyone at the meeting this afternoon.

marHaban bik fi sharikatuna!
shukran! hal ta’akhart?
la ba‘as. d‘aini urafi quka ila maktabuk.
yabdu ann al-jāmi‘a mashghūlūn jiddan!
annahu maktab kabir! haDHa huwa Hasūbak wa b-imkanak an tust‘amal haDHA al-hatif.
shukran! innani aTal‘a ila muqabālat zumala‘i!
sa-uqadimuka lil-jāmi‘a al-yaum ba‘d aDH-DHuur fil-ijtimā‘.

Okay, let's sum up the new words you just heard. sharikatuna as you must have guessed means our company. The word for company is sharīka, which can also mean partnership. Note the expressions hal ta‘akhart? (Am I late?), la ba‘as (No problem), and d‘aini urafi quka . . . (Let me take you to . . .). In case you forget the Arabic words Hasūb (computer) and hātif (telephone), you can refer to them simply as kumbutir and tilifūn. yabdu means seems and mashghūlūn is the plural form of busy. You must
remember **maktab** from previous lessons as *desk* or *study*; here it also means *office*—makes sense! **atTal’ila** means *to look forward to*, **muqablat** means *meeting*, **zumala’i** means *my colleagues*. And finally, **sa-uqadimuka** means *I will introduce you* and **ijtimā’** means *meeting*.

**WORK OUT**

And now let’s practice some of what you’ve just learned. First, you’ll hear the days of the week in Arabic, and you should translate them into English. You’ll hear the correct answer after a pause.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>al-ithnayn</td>
<td>Monday</td>
</tr>
<tr>
<td>ath-thulāthā’</td>
<td>Tuesday</td>
</tr>
<tr>
<td>al-arbi‘ā’</td>
<td>Wednesday</td>
</tr>
<tr>
<td>al-khamis</td>
<td>Thursday</td>
</tr>
<tr>
<td>al-jum‘a</td>
<td>Friday</td>
</tr>
<tr>
<td>as-sabt</td>
<td>Saturday</td>
</tr>
<tr>
<td>al-aHad</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

Great! Now do the opposite, translating the following words from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomorrow</td>
<td>ghadan</td>
</tr>
<tr>
<td>yesterday</td>
<td>al-bāriHa</td>
</tr>
<tr>
<td>noon</td>
<td>aDH-DHuhr</td>
</tr>
<tr>
<td>afternoon</td>
<td>ba’đ aDH-DHuhr</td>
</tr>
<tr>
<td>tonight</td>
<td>al-layl</td>
</tr>
</tbody>
</table>

Now translate the following phrases into Arabic. Later, you can practice different variations of time expressions on your own.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What time is it?</em></td>
<td>kam al-waqt?</td>
</tr>
<tr>
<td><em>It's ten o'clock.</em></td>
<td>as-sā‘a al-‘ashara.</td>
</tr>
<tr>
<td><em>when</em></td>
<td>mata</td>
</tr>
<tr>
<td><em>soon</em></td>
<td>qariban</td>
</tr>
<tr>
<td><em>never</em></td>
<td>abadan</td>
</tr>
</tbody>
</table>
PARTING WORDS

mabrûk! Congratulations! Now you will always know what time it is in Arabic, and if you don’t, you’ll be able to ask! Of course, you might also need to ask other questions using the question word kam (how much), such as kam as-sa’ar? (What’s the price?), kam al-wazn? (What’s the weight?), or kam darajat al-Harâra? (What is the temperature?). By the way, remember that the metric system is used in most Arab countries, so you also need to know such words as kilo (kilogram), gram (gram), santimitr (centimeter), and mitr (meter), as well as the degrees in Celsius rather than Fahrenheit.

ad-dars al-‘ashir: al-Haya al-ijtimaiya
Lesson 10: Socializing and entertainment

marHaba! Welcome! We are almost at the end of our course, and for this last bit, we should have some fun. Let’s go to the beach! And while we’re there, we will learn a lot of fun vocabulary that you can use to talk about socializing and entertainment. You’ll also learn some irregular plurals and get an idea of the comparative and superlative forms of adjectives in Arabic. Ready? You’ll hear the English first, and then you’ll hear the Arabic. Repeat each new word or phrase every time you hear it. haya nabd’a! Let’s begin!

VOCABULARY BUILDING 1

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love</td>
<td>uHebb</td>
</tr>
<tr>
<td>sea</td>
<td>baHr</td>
</tr>
<tr>
<td>boat</td>
<td>bâkhira</td>
</tr>
<tr>
<td>shore or beach</td>
<td>shâTi’</td>
</tr>
<tr>
<td>sand</td>
<td>raml</td>
</tr>
<tr>
<td>swimming</td>
<td>sibâHa</td>
</tr>
<tr>
<td>running</td>
<td>raqD</td>
</tr>
<tr>
<td>mountains</td>
<td>jibâl</td>
</tr>
<tr>
<td>lake</td>
<td>buHayra</td>
</tr>
<tr>
<td>river</td>
<td>nahr</td>
</tr>
<tr>
<td>forest</td>
<td>ghâba</td>
</tr>
<tr>
<td>desert</td>
<td>SaHrâ’a</td>
</tr>
</tbody>
</table>
TAKE A BREAK 1

Okay, let’s stop here for a moment. You already know the word nuzha (walk) from previous lessons, and now you also learned how to say uHeb (I love or I like), baHr (sea), bâkhira (boat), shâTi’ (shore or beach), raml (sand), sibâHa (swimming), raqD (running), jibâl (mountains), buHayra (lake), nahr (river), ghâba (forest), and SaHrâ’a (desert). Imagine all the fun things you can say using these words! And if you are ready for more, in the evening, you can go dancing (r’âqS).

Some of the nouns that you just heard have irregular plural forms. Let’s take a look at some examples; remember you’ll need to memorize these plurals as they do not follow the regular patterns we discussed earlier. First you’ll hear the singular, and then the plural: baHr (sea), biHâr (seas); bâkhira (boat), bawâkhîr (boats); shâTi’ (shore), shawâTi’i (shores); raml (sand), rimâl (sands); nahr (river), anhâr (rivers). And to refresh your memory about the regular plurals you learned in Lesson 2, let’s look at these examples: buHayra (lake), buHayrât (lakes); ghâba (forest), ghâbat (forests). And what would be the singular form of the regular plural jibâl (mountains)? That’s right; it’s jabal (mountain). Okay, let’s learn some more fun vocabulary.

VOCABULARY BUILDING 2

player
sports
team
skillful
game
basketball
ball
to win
winner
better
best
worse
worst

lā’âib
riyâDa
fariq
shâTi’
mubârâ
kurat as-salla
kura
yafûz
fâ’iz
afDal
al-afDal
aswa’a
al-aswa’a
TAKE A BREAK 2

Let’s take a minute to talk about how the comparative and superlative forms of adjectives are formed. These two forms are used to express degrees of a certain property when comparing two or more items. The Arabic comparative is formed by adding the prefix a- to the beginning of an adjective—for example, \textit{afDal} (better), \textit{aswa’a} (worse), \textit{ashTar} (more skillful). The comparative form can be used as an adverb, as in \textit{uhibbu hāDa afDal} (I like this better), or as an adjective, followed by the preposition \textit{min} (from), as in \textit{ar-riyāDa afDal min an-nuzha} (Sports are better than walking). The Arabic superlative form is constructed by adding the definite article \textit{al} to the comparative form, for example: \textit{al-afDal} (the best), \textit{al-aswa’a} (the worst), \textit{al-ashTar} (the most skillful).

ONE MORE TIME

Okay, let's put everything you’ve learned so far together into complete sentences. You’ll hear the English first, and then the Arabic, which you should repeat for practice.

\begin{itemize}
  \item \textit{I love the sea.} \quad \textit{uHibbu al-baHr.}
  \item \textit{I love swimming in the sea.} \quad \textit{uHibbu as-sibāHa fil-baHr.}
  \item \textit{I also love swimming in the lake.} \quad \textit{uHibbu ayDan as-sibāHa fil-buHayra.}
  \item \textit{But swimming in the river is better.} \quad \textit{wa lakin as-sibāHa fil-nahr afDal.}
  \item \textit{I also love the desert and the forest.} \quad \textit{uHibbu ayDan as-SaHrā’a wal-ghaba.}
  \item \textit{But the sea is the best!} \quad \textit{wa lakin al-baHr huwa al-afDal!}
\end{itemize}

BRING IT ALL TOGETHER

Now let’s bring it all together and add a little bit more vocabulary and structure.

\begin{itemize}
  \item \textit{I am spending the day at the beach with my friends.} \quad \textit{aqDi al-yaum ala shāT’i al-baHr ma’asDiqā’}.
  \item \textit{We love swimming in the sea.} \quad \textit{naHnu nuHebb as-sibāHa fil-baHr.}
  \item \textit{And walking on the seashore.} \quad \textit{wan-nuzha ala shāTī’ al-baHr.}
  \item \textit{In the afternoon we will play a sports game.} \quad \textit{ba’d aDH-DHūhr sanala’ab mubara riyāDiya.}
  \item \textit{Maybe a game of basketball.} \quad \textit{rubbama mubarat kurat as-salla.}
  \item \textit{Ahmed’s team is very skillful.} \quad \textit{fariq aHmed shāTīr jiddan.}
  \item \textit{But my team is better.} \quad \textit{lakin fariqī afDal.}
\end{itemize}
We won! laqad fuzna!

What a great day! annahu yaumun aDHim!

And now let’s go over some of the new vocabulary you’ve just heard. aqDi means to spend time doing something. Refer to Lesson 4 if you’d like to figure out the various imperfect tense forms of this verb. sanala’ab is the future tense of the verb yala’ab (to play), meaning we’ll play; fuzna is the past tense of the verb yafuz (to win), meaning we won. And aSdiq is the irregular plural of the masculine word Sadiq (friend). Can you guess what the feminine form of the word is? Yes, it’s Sadiqa. Okay, now let’s do some exercises for practice.

WORK OUT

First, you’ll hear a word in Arabic, and you should translate it into English. You’ll hear the correct answer after a pause.

raml sand
jibāl mountains
nahr river
SaHrā’a desert
ghaba forest

Great! Now do the opposite, translating the word from English into Arabic. After a pause, you’ll hear the right answer, which you should repeat for practice.

player la’aib
he plays yala’ab
skillful shāTir
ball kura
basketball kurat as-salla
winner fā’iz
he wins yafuz

Now translate the following words into Arabic, and then add a verb to make a sentence with them. For example, if you hear a match, he wins, you’d respond by saying mubāra, yafuz bil-mubāra (he wins the match). Repeat the correct answers for practice.
a match, he wins
the sea, I love
sports, he plays
a lake, he swims
a day, I spend

mubāra, yafuz bil-mubāra
baHr, uHibb al-baHr
riyāDa, yala’ab riyāDa
buHayra, yasbaHu fil-buHayra
yaum, aqDi al-yaum

PARTING WORDS

There are a lot of religious feasts and holidays in Arab countries, where a variety of different faiths are practiced. Did you know that Friday is a holy day and a day off from work for Muslims? The Friday prayer, which starts at noon, takes up a big part of the afternoon. Many Muslim holidays last more than one day. A popular Muslim holiday is al-mawlid an-nabāwi, which is the celebration of the prophet Mohammed’s birthday. During that holiday, it is customary to distribute candy to children, and many different celebrations, such as horse dances, take place in the streets. Other popular holidays are ra’as as-sana (New Year’s) and eid al-fiSH (Easter), for Arabs of the Christian faith.

mabrūk! Congratulations! You’ve done a great job in this course and have just completed its tenth and final lesson. You’ve learned a lot of practical vocabulary and useful basic grammar, which now you are all ready to put to use. For more practice with conversations, listen to the dialogues. HaDHan sa’idan! Best of luck!

Dialogue

marHaba! Welcome! Here’s your chance to practice all the vocabulary and grammar you’ve mastered in ten lessons of Starting Out in Arabic with these five everyday dialogues.

You’ll hear the dialogue first in Arabic at a conversational pace. Listen carefully for meaning. Can you get the gist of the conversation? Next, you’ll hear each sentence individually, first in Arabic and then in English. This should help fill in any gaps in understanding you had the first time. Then, you’ll have a chance to listen to each sentence of the dialogue again and repeat it for practice. Finally, you’ll do some role-play by taking part in the same conversation. You’ll first hear the native speaker say a line from the dialogue, then you’ll respond appropriately in the pause provided. Have fun!
DIALOGUE 1

bayt aHmed aj-jadid
Ahmed’s new house

Ahmed: ahlān, ya nabila!
Hello, Nabila!

Nabila: ahlān, ya aHmed! kāyf al-Ḥāl?
Hello, Ahmed! How are you?

A: bi-khayr, shukran. ahlān biki fī baytī aj-jadīd!
I am well, thank you. Welcome to my new house!

N: annahu baytun kābir! wa mushmis aiDan!
This is a big house! And sunny too!

A: na’am, naHnu su‘a‘d‘a jiddan huna. lādaina ghurfat julus kābīra, thalāth ghurfā
naum wa Hadiqatun jamiila.
Yes, we are very happy here. We have a big living room, three bedrooms, and a beautiful
garden.

N: wa hāl fa‘alta kull ḥadhihi at-tajdidāt?
And did you make all these renovations?

A: kalla, al-maṬbakh wa-Hammām kanu judād.
No, the kitchen and the bathroom were new.

N: unDHur ‘ala ḥādhihi ash-shurāf al-kabīra fī ghurfat aT-Ta‘ām! bit-ta‘akid hadhihi
Look at these big windows in the dining room! This room must be always very warm in the
morning.

A: na‘am. zawjati wa-awlad yaHibbun tanawal al- ifTar huna fil-Sabā‘H.
Yes, my wife and children love to have breakfast here.

N: wa hāl hāhda al-athāth jadīd?
And is this furniture new?

A: kalla, annahu min baytīna al-qadīm. wa lākin athāt ghurfat al-maktab jadīd.
No, it’s from our old house. But the furniture in the study is new.

N: hal al-bayt qarīb min maktabak?
Is the house near your office?

A: na‘am. wa aiDan qarīb min maktab zawjati wa madrasat al-awlad.
Yes, and also near my wife’s office and children’s school.

N: aDHim! wa aiDan qarīb min bayt alkīk, a laysa kadhālik?
Wonderful! And also near your brother’s house, right?
A: na'am, akhi wa a’ilatiyu yaskunun bijanib maidan ath-thawra; innaha nuzha qariba min huna.

Yes, my brother and his family live near the Al-Thawra square; it’s a short walk from here.

N: mabrûk, ya aHmed! annahu baytun jamil.

Congratulations, Ahmed! It’s a beautiful house.

A: shukran. innana maHDHûDHun.

Thank you. We are very lucky.

New words: fa’alta (did), at-tajdidât (renovations), bit-t’akîd (for sure), a laysa kadhalik? (Right?/Isn’t that so?), maHDHûDHun (lucky).

DIALOGUE 2

aHmed wa mona yatanawalan al-‘asha’a

Ahmed and Mona have dinner

Mona: hâdha maT’am laTif, ya aHmed.

This is a nice restaurant, Ahmed.

Ahmed: na’am, ya mona, annhu jayîd jiddan lil-‘asha’a.

Yes, Mona. It’s very good for dinner.

M: hunaka ashya’a shahiya kathîra fi qâ’imat aT-T’âm.

There are many delicious things on the menu.

A: ana urid shurbat al-khuDrawât.

I would like a vegetable soup.

M: aw rubbama shurbat al-‘ads?

Or maybe the lentil soup?

A: mumkin ann naTlub shurbatân mukhtalifatân.

We can order two different soups.

M: wa ba’d ash-shurba urid salaTa shah’iyya.

And after the soup, I would like a delicious salad.

A: fikra ha’ila! as-salaTa jayîda jiddan fiS-Saif.

Great idea! Salad is very good in the summer.

M: wa anta, madha turid?

And you, what would you like?

A: satanawal ad-dajâj al-mashwi ma’ar-ruz.

I will have the grilled chicken with rice.
M: ikhtiyar jayid jiddan!
A very good choice!

A: wa hay'a naTlub kuban ma'.
And let's order two glasses of water.

M: bit-ta'akid. wa ba'D akh-khub.
Of course. And some bread.

A: akh-khubz huna da'imam Tazij.
The bread here is always fresh.

M: wa ba'd al-asha'a mumkin ann naTlub al-Halwa.
And after dinner we can order dessert.

A: ana urid ba'D al-baqlawa wa finjan qahwa.
I would like some baklava and a cup of coffee.

M: ana urid finjan qahwa aiDan. sanaTlub finjanان qahwa.
I would like coffee, too. We will order two cups of coffee.

A: bit-ta'akid.
Certainly.

M: wa fi-ma ba'd mumkin an nadhhab ilal-sinema. annaha qariba min huna.
And later we can go to the cinema. It's very nearby.

A: aDHim! hay'a naTlub!
Wonderful! Let's order!

New words: ashya'a (things), mukhtalifatān (different), Tazij (fresh).

DIALOGUE 3
fil-baqāla
At the supermarket

Ahmed: hal naHtaj Halib, ya mona?
Mona, do we need milk?

Mona: na'am, ya aHmed. naHtaju Halib wa sukkar.
Yes, Ahmed. We need milk and sugar.

A: Hasanān. wa madha min al-khudrawāt turidin?
All right. And what vegetables do you want to get?

M: ba'D as-salaTa aT-Tazija, TamaTim wa khiyār.
Some fresh salad, tomatoes, and cucumbers.
A: rubber mumkin aIDan an nashtari ba'D al-baTees wal-faSulia al-khadra'a. Maybe we can also get some potatoes and green beans?

M: fi' kra hai'la! naHtaju aIDan ba'D ar-ruz. Good idea! And we need some rice.

A: wash-shai. And tea.

M: wa ba'D al-Halwa lil-awlad. And some dessert for the children.

A: wa ba'D al-fākiha. And some fruit.

M: hādha al-baTīkh shah'iy! This watermelon looks delicious!

A: aDHim! sanashtari al-baTīkh wa hādha at-tufāH al-aHmar. Wonderful! We'll get the watermelon and these red apples.

M: hal taHtaj ba'D al-aqlam li-maktabak? Do you need some pens for your office?

A: na'am, rubber tha'lāth aqlam. qalam azraq, qalam aHmar wa qalam aswad. Yes, maybe three pens. A blue pen, a red pen, and a black pen.

M: wa ba'D al-aqlām lil-awlād aIDan. huna khamas aqlam zurq. And some pens for the children, too. Here are five blue pens.

A: yajib aIDan ann nashtari hadiya li-ukhti. eid miladuha al-asbua'a al-qadim. We must also get a present for my sister. It's her birthday next week.

M: mumkin ann nu'atiha kitāb. We can get her a book.

A: na'am, innha satakun sa'idah bi-hādha. Yes, she would be happy with that.

M: matjar al-kutub bi-janīb al-baqālā. The bookstore is next to the supermarket.

A: hay'a nashtari al-khuDrawāt thumma nadhhab ila matjar al-kutub. Let's buy the vegetables here and then go to the bookstore.

M: aDHim! hay'a bina. Great! Let's go.
New words: naHtaju (we need), TamaTim (tomatoes), khiyār (cucumbers), nashtari (to buy), baTaTis (potatoes), faSulia (beans), fākiha (fruit), baTikh (watermelon), tufāH (apples), yajib (must), thumma (then).

DIALOGUE 4

fil-funduq
At the hotel

Receptionist: ahlān, ya sayid gordon. marHaban bik fi funduq sfinx.
Hello, Mr. Gordon. Welcome to Sphinx Hotel.

Mr. Gordon: shukran! ana sa'idun jiddan bi-wujudi huna.
Thank you! I am happy to be here.

R: hal hādhihi awal ziara lak huna?
Is this your first trip here?

G: na'am. hādhihi awal ziara li-miSr.
Yes, this is my first trip to Egypt.

R: innaka tatakallam al-'arabiya jayyidan!
You speak Arabic well!

G: ana Tālib. adrisu al-lugha al-'arabiya.
I am a student. I study the Arabic language.

R: aDHim! hal turidu ghurfa taTul alal-maydān aw alal-Hadiqa?
Wonderful! Would you like a room overlooking the square or the garden?

G: ghurfa taTul alal-Hadiqa, min faDlik.
A room overlooking the garden, please.

R: ikhtiyar jayyid! innaha hādia’a wa mushmisa fiS-SabāH.
Good choice! It is quiet and sunny in the morning.

G: wa hal al-ghurfa fiha Hammām?
And does the room have a bathroom?

R: na'am.
Yes.

G: hal hunaka taki’if?
Is there air-conditioning?

R: na'am. hunaka taki’if fi kull al-ghurāf.
Yes, there is air-conditioning in all rooms.
The weather forecast says it will be very hot weather next week.

R: aS-Saif fil-qāhira da’iman Hārr.  
Summers in Cairo are always hot.

G: na’am, Hārr wa jaf.  
Yes, hot and dry.

R: hādha SaHiH. hādha muftaHak.  
This is true. Here is your key.

G: shukran li-musa’adatik.  
Thank you for your help.

New words: wujudi (my presence), ziara (trip), tatakallam (you speak), logha (language), adresu (study), taki’if (air-conditioning), muftaHak (your key), SaHiH (true).

DIALOGUE 5  
adh-dhihab ilal-suq  
Going to the souk

Tourist: ‘afwan, mumkin ann turshidini ilas-suq?  
Excuse me, can you show me the way to the souk?

Passerby: istamerr fi hādha ash-shār’a hatta taSel ilal-maydān.  
Continue on this street till you reach the square.

T: maydān ath-thawra?  
Al-Thawra square?

P: na’am. wa fi maydān ath-thawra ittajeh ilal-yamīn wa istamerr Hatta taSel ilal-mustashfā.  
Yes. And at Al-Thawra square you turn right and go straight ahead till you reach the hospital.

T: hal al-mustashfā qarib min al-jāmi’a?  
Is the hospital near the university?

P: na’am, al-mustashfā bijanib aj-jāmi’a.  
Yes, the hospital is next to the university.

T: was-suq aiDan bijanib aj-jāmi’a?  
And is the souk next to the university, too?

P: as-suq khalf aj-jāmi’a, ba’d at-taqāTu’a.  
The souk is behind the university, after the intersection.
T: hal hādha ba‘id?
Is it far?

P: kalla, innaha nuzhatun qasīra min huna.
No, it’s a short walk from here.

T: lakin al-yaum Hárr jiddan. Sa‘aHtaju sayārat ujra.
But it’s a very hot day. I will need a taxi.

P: hunāka sayarāt ujra amam funduq an-nil.
There are taxis in front of the Nile Hotel.

T: wa ayna funduq an-nil?
And where is the Nile Hotel?

It’s next to the pharmacy, across the street.

T: wa mata taffah al-matājir fis-suq?
At what time do the shops at the souk open?

P: taffah fis-sā’a al-‘ashara.
They open at 10 o’clock.

T: rubbama atanawal finjān qahwa fi funduq an-nil qabl ann athhab ilas-suq.
Maybe I will have a cup of coffee at the Nile Hotel before going to the souk.

P: na‘am, ladaika sā’a wāhida qabl ifittaH al-matājer.
Yes, you have one hour before the shops open.

T: shukran li-musa‘adatik!
Thank you for your help!

P: bikulli-surur! waqtan mumti’an!
My pleasure! Have a good time!

New words: turshidini (show me the way to or lead me to), istamirr (continue), hatta (till), taSil (reach), ittajih ilal-yamin (turn right), ‘abr (across), taffaH (open), athhab (go), ladaika (you have).