This course is designed to teach the non-Arabic speaker to read printed Arabic, to write Arabic with "a pleasing hand," to distinguish accurately the phonological contrasts of modern literary Arabic, and to pronounce it in a manner easily comprehensible to Arabs. Dialogs and proverbs are included for reading practice; grammatical structures are not dealt with. The course may serve as an introduction to, or be used concurrently with, a basic course. Typical lessons present a set of letters related in form, plus certain auxiliary signs. For each letter or sign there are three sections: (1) its pronunciation value, with explanations and drills if it differs from or is lacking in English; (2) the various shapes of this letter in its printed form and drills in reading it; and (3) the written forms of the letter, also with practice drills. At the end of each unit there are review drills for the unit as a whole. The material is presented usually one small feature at a time, and the student proceeds at his own rate. Pronunciation features are recorded on tape as well as described phonetically. Answers to oral drills are on tape; written answers are given in the left margin of the following page. For information on the tapes, write to the authors at the Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor, Mich. 48108. (AMM)
A PROGRAMMED COURSE IN MODERN LITERARY ARABIC
PHONOLOGY AND SCRIPT

Ernest McCarus and Raji Rammuny

Introduction

This course is designed to teach the non-Arab to read Arabic script with acceptable pronunciation. Specifically, its goals are the ability to read printed Arabic, to write Arabic with a pleasing hand, to distinguish accurately the phonological contrasts of modern literary Arabic, and to pronounce it in a manner easily comprehensible to Arabs. Although some dialogs and proverbs are included for reading practice, grammatical structures are not dealt with. This course may well serve, however, as an introduction to or be used concurrently with a basic course.

The language of this course is contemporary Literary Arabic, the literary language that differs from all spoken dialects of Arabic and yet is the only form of Arabic that is written throughout the Arabic world. It is the most universally understood form of Arabic, being used not only in publications but also on the radio, on very formal occasions, etc. There are only superficial variations in script and pronunciation over the Arab world; where a choice had to be made, as, for example, in the pronunciation of ة, the authors have followed Jordanian usage.

* * * * * * *

This course is a refinement of an earlier non-programmed set of materials, also done at the Center for Research on Language and Language Behavior; those materials were based on a contrastive analysis of English and Arabic phonologies (tempered with the authors' collective experience in teaching Arabic to non-Arabs); an analysis of the MLA writing system; and a frequency count of vocabulary used in the leading Arabic textbooks currently in use. The typical lesson of this course presents a set of letters related in form, e.g., ـــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــــ~

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The individual taking this course may proceed at his own rate of speed. The material is presented usually one small feature at a time; certain matters of pronunciation are recorded on tape as well as described phonetically. After a given feature has been presented, it is tested in a drill, which may be oral (marked "on tape"), or written, or both. The answers to oral drills are on tape, while the written answers are always given in the left margin of the following page.

If the student makes more than three errors in any given drill, he should return to the beginning of that section and repeat the intervening drills; if he makes more than ten errors in the review drills at the end of the unit, he should repeat the entire unit.

The authors wish to acknowledge with thanks the kind help afforded by Professor John C. Catford, who read the entire course, and gave valuable suggestions, in particular on the phonology portions, in addition to drawing the illustrations of Arabic consonants.
UNIT 1

The letter I aa
The letter J d
The letter J /
The vowel sign a

The Arabic alphabet has 28 letters plus a number of auxiliary signs written above or below the letters. Arabic is written from right to left.

1. The letter I aa and the short vowel-sign / a; the letter J d.

A. Pronunciation

Arabic has three vowels, each of which can be long or short. This unit will deal with the first pair of long and short vowels, I aa and / a. There are no exact English equivalents, and at the same time there is variation within the Arab world in their pronunciation; imitation of your teacher is the best approach. However, the following observations should be useful.

1. From the Arab's point of view, the difference in these two vowels is length, the amount of time used to pronounce them. In a careful reading, stressed long I aa will be twice as long as stressed short / a. In most of the Arab world I aa is pronounced roughly like a in English "bad", but much longer in duration.
The short vowel —<a> is much shorter, normally about half as long, as a matter of fact. Its quality ranges between the vowel a in English "bat" (but much shorter in duration) and u in English "but" (but again shorter in duration). The following drill illustrates the difference between I and —<a>.

Drill 1. (On tape) Listen to the following pairs but do not repeat.

2. To Americans, who are not accustomed to distinguishing differences in vowel length, the difference in vowel quality is far more striking than the difference in length. However, the Arab also reacts to the difference in quality, since in normal reading or speaking unstressed long vowels tend to be shortened and vowel quality becomes the key distinctive feature. To illustrate: ١<u>daam 'it lasted' sounds like English "dam", while ١<u>dam 'blood' sounds like English "dumb". In the following drill, pay close attention to the quality and quantity of each vowel and imitate as accurately as you can.

Drill 2. (On tape) Repeat on signal.

3. Another important feature of Arabic vowels is the effect of long vowels on word stress. In the following drill, note that long vowels attract word stress; if there are no long vowels, the first short vowel in the word is stressed.


Drill 4. (On tape) Indicate whether the pairs that will be read to you are same or different. Check the proper block.

Note: Drills are set up in Arabic order, proceeding from right to left.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>[XX]</td>
<td>[X]</td>
</tr>
<tr>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>[X]</td>
<td>[X]</td>
</tr>
<tr>
<td>[X]</td>
<td>[X]</td>
</tr>
</tbody>
</table>
Drill 4. (Cont.)

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Drill 5. (On tape) Indicate which of the following pairs contain the long vowel 1. Check the proper block.

Example:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Now, do the same with the following two-syllable words.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
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<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

Drill 6. (On tape)

a. Listen to the following words, noting length of vowel. Say the model word, and then repeat it changing the length of the vowel (i.e., long to short or short to long).

b. Listen to the correct answer on the tape.

c. Repeat the correct answer to yourself.

d. Listen to the correct answer again.
Drill 6. (Cont.)
Example: a.

<table>
<thead>
<tr>
<th>Tape:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>daam</td>
<td>daam - dam</td>
</tr>
<tr>
<td>daam</td>
<td>daam - dam</td>
</tr>
<tr>
<td>daam</td>
<td>daam - dam</td>
</tr>
<tr>
<td>daam</td>
<td>daam - dam</td>
</tr>
</tbody>
</table>

B. Reading

Drill 1. The long vowel aa in Arabic is represented by the letter ْ, called َalif; see box at right. Find the same letter below and circle it.

Drill 2. The letter َ daal represents the consonant d as in English "dandy."* Find the same letter below and circle it.

Drill 3. The consonant ُ and the long vowel ْ combined are pronounced daa. Read the following combinations. (Stress the first syllable of each word.)

Drill 4. The sign ٰ, called fatba in Arabic, represents the short vowel a; it is always placed over a letter. Thus the combination of the letter ُ plus ٰ is ٰ, pronounced da. Find the combination below and circle it.

Drill 5. Read the following:

*Technical description: َ d is a voiced dental stop.
A. Pronunciation

Drill 6.
Check tape

B. Reading

Drill 1.
You should have circled six items including the first one given as an example.

Drill 2.
You should have circled five items.

Drill 3.
Check tape

Drill 4.
From now on we shall give you numbers only.
Seven

Drill 5.
Check tape

C. Writing

Drill 1. The letter 1, pronounced aa, is written from top to bottom as indicated by the arrow. Make the same letter below, following the guidelines first and then independently, sounding out the value aa of the letter as you make it. Start at the right and work left.

Drill 2. This combination of 1 and 1 is pronounced daa. Copy the same combination below, paying special attention to spaces between letters of the same syllable as well as spaces between the syllables themselves.

Drill 3. The combination of 1 and the short vowel sign  forms the syllable da. Note how in writing the short vowel sign we start from the top slanting diagonally to the left. The sign is added after the completion of the letter 1. Copy the model below, following previous instructions.
Drill 3. Continued

Drill 4. Turn back to Drill 2. Look at the model pattern, then turn to this section and make the model once. Now, turn to Drill 3 and do the same with the model pattern. Repeat these two models one after the other three times, keeping in mind space relationship between the letters and syllables.

.2. The letter й ٨.

A. Pronunciation

The letter й has the value of th in English "this", "either", and "bathe"; the phonetic symbol used to transcribe this consonant is й. The Arabic name of this letter is Nal.

B. Reading

A special feature of the Arabic alphabet is the use of dots to distinguish letters from each other. Thus, й is equivalent to й plus a dot above.

Drill 1. Give the names of the following:

Drill 2. й enters into the same combination with vowels as does й. Read the following:

*Technical description: й й voiced interdental fricative.
C. Writing

Drill 1. ٰ is written the same as ٰ plus a dot above. As indicated by the numbers, the dot is written last. Practice the model below.

\[\begin{array}{c}
\text{Practice model below.}
\end{array}\]

Drill 2. This word is pronounced ماما. In copying the model, pay special attention to space relationship between the letters of the word.

\[\begin{array}{c}
\text{Practice model below.}
\end{array}\]

Drill 3. Read the following items from right to left. Then copy the items following the guidelines. Say each item as you make it.

\[\begin{array}{c}
\text{Practice model below.}
\end{array}\]

Drill 4. Which are the correctly written words?

\[\begin{array}{c}
\text{Practice model below.}
\end{array}\]
Answers
Part C.
Drill 4.
Numbers: 2, 4, and 8.

3. Stress

If a word has two or more syllables, one syllable is pronounced louder than the rest; this loudness is called "word stress", or, simply, "stress". There are three simple rules for determining the placement of stress in Arabic. The first rule is that the last syllable of the word is not stressed. Thus, if the word has only two syllables, the next to the last one is stressed.

Compare the following (C stands for any consonant, V stands for short vowels and VV for long vowels):

<table>
<thead>
<tr>
<th>CaàCaa</th>
<th>CaàCa</th>
<th>CàCaa</th>
<th>CàCa</th>
</tr>
</thead>
<tbody>
<tr>
<td>دارا</td>
<td>نوا</td>
<td>نوا</td>
<td>نوا</td>
</tr>
</tbody>
</table>

Drill 7. (On tape)

a. Listening

<table>
<thead>
<tr>
<th>دادا</th>
<th>نادا</th>
<th>نودا</th>
<th>نودا</th>
</tr>
</thead>
<tbody>
<tr>
<td>نادا</td>
<td>نودا</td>
<td>نودا</td>
<td>نودا</td>
</tr>
<tr>
<td>دانو</td>
<td>نانو</td>
<td>نانو</td>
<td>نانو</td>
</tr>
<tr>
<td>نانا</td>
<td>نانو</td>
<td>نانو</td>
<td>نانو</td>
</tr>
</tbody>
</table>

b. Imitation

<table>
<thead>
<tr>
<th>دادا</th>
<th>نادا</th>
<th>نودا</th>
<th>نودا</th>
</tr>
</thead>
<tbody>
<tr>
<td>نادا</td>
<td>نودا</td>
<td>نودا</td>
<td>نودا</td>
</tr>
<tr>
<td>دانو</td>
<td>نانو</td>
<td>نانو</td>
<td>نانو</td>
</tr>
<tr>
<td>نانا</td>
<td>نانو</td>
<td>نانو</td>
<td>نانو</td>
</tr>
</tbody>
</table>

The second rule is that in words of more than two syllables, if the second last vowel is long, it is stressed. Compare:

<table>
<thead>
<tr>
<th>CàCàCaCa</th>
<th>CàCàCa</th>
<th>CàCa(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>دارا</td>
<td>نودا</td>
<td>نووادا</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>دادا</th>
</tr>
</thead>
<tbody>
<tr>
<td>نووادا</td>
</tr>
</tbody>
</table>
Drill 8. (On tape)

a. Listening

<table>
<thead>
<tr>
<th>CaCaáCaa</th>
<th>CaáCaCa</th>
<th>CáCaCa</th>
</tr>
</thead>
<tbody>
<tr>
<td>دادا</td>
<td>دا</td>
<td>دا</td>
</tr>
<tr>
<td>ناذا</td>
<td>نا</td>
<td>نا</td>
</tr>
<tr>
<td>دادا</td>
<td>دا</td>
<td>دا</td>
</tr>
<tr>
<td>نانا</td>
<td>نا</td>
<td>نا</td>
</tr>
</tbody>
</table>

b. Imitation

The third rule is that if the vowel of the second-last syllable is not long, then the third-last syllable is stressed, thus:

Drill 9. (On tape)

a. Listening

<table>
<thead>
<tr>
<th>CaCaáCaa</th>
<th>CaáCaCa</th>
<th>CáCaCa</th>
</tr>
</thead>
<tbody>
<tr>
<td>دادا</td>
<td>دا</td>
<td>دا</td>
</tr>
<tr>
<td>ناذا</td>
<td>نا</td>
<td>نا</td>
</tr>
<tr>
<td>دادا</td>
<td>دا</td>
<td>دا</td>
</tr>
<tr>
<td>نانا</td>
<td>نا</td>
<td>نا</td>
</tr>
</tbody>
</table>

b. Imitation
Drill 10. Read

Drill 11. (On tape) You will hear ten items. If the item read is the same as the word written, circle the item; if not, circle the check mark on the left.

Example:

<table>
<thead>
<tr>
<th>Item</th>
<th>Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>1</td>
</tr>
<tr>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>x</td>
<td>7</td>
</tr>
<tr>
<td>x</td>
<td>8</td>
</tr>
<tr>
<td>x</td>
<td>9</td>
</tr>
<tr>
<td>x</td>
<td>10</td>
</tr>
</tbody>
</table>

The above rules for stress placement do not apply to Egypt and North Africa. The rules for the placement of word stress that apply to Egyptian usage are given below for those interested. In the following, a "short syllable" is one consisting of a consonant and a vowel, symbolized CV. A "long syllable" is one containing more than two symbols, i.e. CVC, CVV or CVVC.

1. The last syllable of the word is not stressed. Thus, if the word consists of two syllables, the first syllable is stressed:

bíhi       lákum
mádaa      yákun
Drill 10.
  Check tape

Drill 11.

2. If the word consists of three short syllables, the first syllable is stressed:
   
   CVCVCV
   kátaba
   sábabu

3. If the word ends in a long vowel which is preceded by three or more short syllables, the next to the last syllable in the word is stressed:
   
   ...CVCVCVCVV
   katabáaa
   fankasaráataa
   vaktasabáahaa
   tarakahúmaa
   malikatuhúmaa

4. Otherwise, if none of the above conditions is met, and if the word contains a sequence of four or more short syllables, the third one in that sequence is stressed:
   
   ...CVCVCVCV...
   katabáhu
   sababúhu
   malikátu
   malikátuhu
   walmalikátu
   waktasabáhu

5. Otherwise, if the next to the last syllable is long, it is stressed:
   
   ...CVCCV(C) ...CVVCV(C)
   katábta kitaábu
   katábttum karifmun
   yukallimuhúna
6. Otherwise, the vowel following the last long syllable in the word is stressed:

...CVCCV...

yaktūbu
yaktūbuhaa
kattābahaa
waktásabu
madrásatun
faltāfit
wastafháma

...CVVCV...

raasála
kitaabūka
naazfitun
4. Review Drills

1. Ten words will be read, each one twice. If the word contains the long vowel  \( \ddot{a} \), write this letter in the first column from the right; if not, write the short vowel-sign in the second column.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tbody>
</table>

2. (On tape) Ten words will be read, each one twice. For each word two choices are given below. Circle the correct choice.

Example:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

53
Drill 1.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Drill 2.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Drill 3.

Check tape

3. Read.

دا دا دا دا دا دا دا دا

4. Circle identical items, then write one like them.

Example:

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا

دا دا دا دا دا دا دا دا دا
Answers

Drill 4.

\[
\begin{align*}
1 & = \frac{1}{t} \\
\frac{1}{2} & = \frac{1}{t} \\
\frac{1}{3} & = \frac{1}{t} \\
\frac{1}{4} & = \frac{1}{t} \\
\frac{1}{5} & = \frac{1}{t} \\
\frac{1}{6} & = \frac{1}{t} \\
\frac{1}{7} & = \frac{1}{t} \\
\frac{1}{8} & = \frac{1}{t} \\
\frac{1}{9} & = \frac{1}{t}
\end{align*}
\]
UNIT 2

The letter \( \varepsilon \) \( \text{uu/w} \)
The vowel sign \( \text{u} \)

1. The letter \( \varepsilon \) and the vowel sign \( \text{u} \)

A. Pronunciation

The sign \( \varepsilon \) (called damma in Arabic) represents the short vowel \( \text{u} \), pronounced like \( \text{u} \) in English "put".

The letter \( \varepsilon \) (Arabic name: waaw) represents the long vowel \( \text{uu} \), pronounced roughly like \( \text{oo} \) in English "moon".

In addition, the letter \( \varepsilon \) also represents the consonant \( \text{w} \), equivalent to \( \text{w} \) in English "wait".

The two vowels differ not only in quality - \( \text{u} \) in "put" as opposed to \( \text{oo} \) in "moon" - but also in quantity. As with \( \varepsilon \) and \( \varepsilon \) (see Unit 1) stressed \( \varepsilon \) \( \text{uu} \) is twice as long as \( \varepsilon \) \( \text{u} \) in any given utterance; compare:

\[ \varepsilon \text{juud} \ 'Be generous!' \]
\[ \varepsilon \text{juud} \ 'generosity' \]

These differences between \( \varepsilon \) and \( \varepsilon \) are illustrated in the following drill.

**Drill 1.** (On tape) a. Listening; b. Imitation.

**Drill 2.** (On tape) a. Listening; b. Imitation.

**Drill 3.** (On tape) Each of the following sets of three words will be read twice. Place a check in the columns indicating identical items.

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Drill 3.

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</table>

Part A. Drill 4. (On tape) The following pairs include the long vowel \( \ddot{u} \) and the short vowel \( \acute{u} \). Listen to each pair, then check the block which corresponds to the item that contains the long vowel.

<p>| | | | |</p>
<table>
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</table>

Drill 5. (On tape):

a. Listen to the following words noting length and quality of vowel. Say the model word, then repeat it changing the length of the vowel (i.e., long to short or short to long).

b. Listen to the correct answer on the tape.

c. Repeat the correct answer to yourself.

d. Listen to the correct answer on the tape.

B. Reading

Drill 1. This is the Arabic letter \( \ddot{w} \), waaw. Circle the same letter below.

\[
\begin{array}{cccc}
\text{ا} & \text{ر} & \text{و} & \text{ى} \\
\text{ق} & \text{ز} & \text{و} & \text{ى}
\end{array}
\]

Drill 2. This combination of the letters \( \ddot{w} \) and \( \ddot{z} \) is \( \ddot{z} \ddot{w} \), pronounced \( \ddot{z} \ddot{u} \). Find the same combination below and circle it.

\[
\begin{array}{cccc}
\text{ذ} & \text{ذ} & \text{ذ} & \text{ذ} \\
\text{ذ} & \text{ذ} & \text{ذ} & \text{ذ}
\end{array}
\]
Answers

Part A.

Drill 4. Give the names of the following:

Drill 5. Read the following:

We mentioned in Section A that \( \text{w} \) may also have the value of a consonant. When this letter is followed or preceded by a vowel (i.e., \( \text{aa}, \text{a}, \text{uu}, \text{w} \)) it has the value of the consonant \( \text{w} \) as in English "wish". Illustrations:

Illustrations:

Drill 6. Circle those items that include \( \text{w} \) as a consonant.

At the end of a word the difference between long and short vowels tends to be neutralized; thus \( \text{dadu} \) and \( \text{jadu} \) are both pronounced the same, the final vowel in each being roughly like \( \text{o} \) in English "boot" but shorter.

Drill 7. Read the following:
C. Writing

Drill 1. This is the letter \( \ddot{\mathfrak{a}} \) waaw; the arrow shows you how to make this letter. Make the same letter below, naming the letter \( \ddot{\mathfrak{a}} \) as you make it.

\[ \begin{array}{c}
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\
\ddot{\mathfrak{a}} \\ 
\end{array} \]

Drill 2. This is the syllable duu. Make the same syllable below and pronounce it as you make it.

\[ \begin{array}{c}
\text{دووووو} \\
\text{دووووو} \\
\text{دووووو} \\
\text{دووووو} \\
\text{دووووو} \\
\text{دووووو} \\
\text{دووووو} \\
\end{array} \]

Drill 3. This is the syllable du. Notice that damma \( \ddot{\mathfrak{u}} \) has just about the same shape as waaw \( \ddot{\mathfrak{a}} \) except that it is smaller and placed above the letter. Follow previous instructions for making this syllable.

\[ \begin{array}{c}
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\ddot{\mathfrak{u}} \\
\end{array} \]
Drill 4. This is the word wadaadu. Make the same word below.

\[
\text{وـدـادـ} \\
\text{وـدـادـ} \\
\text{وـدـادـ} \\
\]

Drill 5. First read the following items, then copy them following the guidelines. Say each item as you make it.

\[
\text{نـوـدـ} \\
\text{نـوـدـ} \\
\text{نـوـدـ} \\
\]

2. Review Drills

Drill 1. Indicate by checking the proper block whether the following statements are true or false.

<table>
<thead>
<tr>
<th>False</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

1. Vowel length is insignificant in Arabic.
2. Like \( \) and \( \) is pronounced twice as long as \( \) .
3. In Arabic \( \) and \( \) are letters, but \( \) and \( \) are vowel signs placed above letters.
4. The letter \( \) only functions as a vowel.
5. Stress in Arabic is not influenced by the vowel length.
Drill 2. (On tape) If the word read contains the long vowel ֗, write this letter in the first column; otherwise, write ֗ in the second column.

<p>| | |</p>
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Drill 3. (On tape) For each word read, two choices are given below. Circle the correct choice.

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</table>
Drill 4. (On tape) Ten words will be read, each one twice. Fill in the missing syllable(s) in the blanks provided. Write all final vowels short.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Answers

Review Drills

Drill 4.

1
2
3
4
5
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7
8
9
10
Unit 3

The letter  underside  \( \text{i} \)  \( \text{ii/y} \)

The vowel-sign \( \text{i} \)

The sign  \( \text{sukuun} \)

1. The letter  underside  \( \text{i} \)  and the vowel-sign \( \text{i} \).

A. Pronunciation

The vowel sign \( \text{i} \) (called kasra in Arabic) represents the short vowel \( \text{i} \), pronounced like \( \text{i} \) in English "fit".

The letter  underside  \( \text{y} \) (yaa\( ^\text{a} \) in Arabic) represents the long vowel \( \text{ii} \), roughly like \( \text{i} \) in English "machine" or \( \text{ee} \) in "seed". This letter also represents the consonant \( \text{y} \) (like \( \text{y} \) in English "yes"); this will be explained below under B. Reading.

At the end of a word the distinction between long \( \text{ii} \)  underside  \( \text{y} \) and short \( \text{i} \)  underside  \( \text{i} \) is neutralized: they both sound roughly like \( \text{ee} \) in "beet", but shorter. Thus,  underside  \( \text{dadi} \) and  underside  \( \text{dadi} \) are both pronounced the same. This is true of all pairs of long and short vowels, except that when  underside  \( \text{aa} \) represents a dual form it is pronounced somewhat longer than  underside  \( \text{a} \), e.g.,  underside  \( \text{aada} \) ’he defended’ but  underside  \( \text{aadaa} \) ’the two of them defended’.

Drill 1. (On tape) a. Listening; b. Imitation.

The following drill illustrates the difference in length and quality between  underside  \( \text{y} \) and  underside  \( \text{i} \). Pay special attention to the shifting of stress from the third last to the second last syllable in each pair.

Drill 2. (On tape) a. Listening, b. Imitation.
Drill 3. Indicate by checking the proper block whether the following pairs are same or different.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
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<tbody>
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</table>

Drill 4. Check the proper block for the short vowel \( \text{i} \) and the long vowel \( \text{ii} \).

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|           | . 3  |
|           | . 4  |
|           | . 5  |
|           | . 6  |
|           | . 7  |
|           | . 8  |
Answers

Part A.

Drill 3.

Dif. Same

☐ ☐ . 1
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☐ ☒ . 3
☒ ☒ . 4
☒ ☒ . 5
☒ ☒ . 6
☒ ☒ . 7
☒ ☒ . 8
☒ ☒ . 9
☒ ☒ . 10

Drill 4.

B. Reading

Drill 1. This is the letter ي yaa. Find the same letter below and circle it.

Drill 2. Give the names of the following letters.

Drill 3. This combination of ر and the long vowel ي is pronounced dii. Read:

Drill 5. Place a check in the column that corresponds to the vowel in the word you hear.

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<tbody>
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</tbody>
</table>
Drill 4. The combination of َ plus the short vowel sign ﯾ is di. Read:

\[
\text{ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ}
\]

Arabic letters are of two kinds: connectors, letters that are connected to both preceding and following letters; and non-connectors, letters which are connected to preceding but not to following letters.

All letters studied so far—that is, ﺟ, ﺣ, ﺑ, and ﺱ—are non-connectors. We now take up ﺱ, which is a connector.

A special feature of connectors is that they assume abbreviated shapes when joined to other letters. Thus, the independent shape of ياء—the shape of the letter when not connected on either side—is ﺱ. When joined to a following letter it takes the shape ﻷ; you will see that the abbreviated shapes contain the most characteristic features of the full letter, in this case the short vertical line plus the two dots below the letter. (The shape of ﺱ when it is joined on both sides and its final joined shape will be given in a later unit.)

Drill 5. The letter ﺱ represents the consonant ﺱ when it follows or precedes a vowel, but represents the vowel ﺱ in all other cases. Read:

\[
\text{ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ ٌ}
\]
C. Writing

Drill 1. This is the Arabic letter ْ (ya‘). Look at the model above, then say the name of this letter as you make it below.

Drill 2. Trace over the following, then copy them saying each item as you copy it.

Drill 3. This is the shape of ْ when it is joined to a following letter. Practice the model below.
Drill 4. Trace over, then copy the following as usual. Notice that the two dots of ّ are added after the completion of the first non-connector, as in ۰۲.

\[
\begin{array}{c}
\text{نُوُذُراً}
\end{array}
\]

Drill 5. Turn back to Drill 2. Look at the first three items, then turn to this section and write them (one at a time). Do the same with the last two items in Drill 4. Check your answers by going back to both Drills 2 and 4.

Drill 6. This is the short vowel-sign ـ kasra. It is written the same as ـ fatha, except that it is written below the letter instead of over it. Practice the model below.

\[
\begin{array}{c}
\text{نُوُذُراً}
\end{array}
\]

Drill 7. Trace over the following, then copy them below, pronouncing each item as you copy it.

\[
\begin{array}{c}
\text{نُوُذُراً}
\end{array}
\]
Drill 8. Trace over, then copy the following.

2. The sign  sukun.

Every consonant is, of course, either followed by a vowel or it is not. If it is, it receives a vowel sign, e.g.,  ,  , and . There is a special sign, called sukun, which denotes the absence of any vowel, e.g.,  dadu but  dad. You might remember sukun  as a small zero indicating the absence of any vowel.

Drill 1. Read:


Drill 2. The sign  sukun is a small circle written above a letter, as you see in the model. Practice writing sukun below.
3. **Stress.** We have seen that if the second last syllable of a word contains a long vowel, that syllable is stressed. We now see that the second last syllable is also stressed if it ends in a consonant—that is, a letter with sukuun over it. Thus: 

\[ \text{wadādwa} \]

**Stress-summary.** If the second last syllable is long (i.e., contains a long vowel or a short vowel followed by two consonants), that syllable is stressed. Otherwise, the third last syllable is stressed.

**Drill 1.** Read the following, paying attention to the placement of stress:

\[
\begin{align*}
\text{ذيودو} & \quad \text{ودار} \\
\text{كدرا} & \quad \text{كدار} \\
\text{دودنور} & \quad \text{دودنور} \\
\text{riorityدو} & \quad \text{دودي} \\
\text{داودو} & \quad \text{داودو}
\end{align*}
\]

4. **Review Drills**

**Drill 1.** Indicate by checking the proper block whether the following statements are true or false.

<table>
<thead>
<tr>
<th></th>
<th>False</th>
<th>True</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tbody>
</table>

1. Like \( \) , the letter \( \) functions both as a vowel and a consonant.

2. There is no difference between *fatba* and *kasra* in writing and placement.

3. \( \) and \( \) are non-connectors, but \( \) is a connector.

4. Long vowels at the end of words are usually shortened in Arabic, except for \( \) when it represents a dual form.

5. The sign \( \) shows that the letter over which it is placed is not pronounced.
Drill 2. (On tape) Each word read will contain one of the vowels indicated at the head of the columns. Write the correct vowel in the appropriate column.

Drill 1.

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<tbody>
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<tr>
<td>5</td>
<td>XX</td>
<td></td>
</tr>
</tbody>
</table>

Drill 3. Pronounce the following words, and then circle items that are the same.

1. نُور
2. نُدير
3. دُنير
4. نُدي
5. كُوادِي
6. وُدانُ
7. نُودِي
8. يُدٌ وي
Drill 4. (On tape) Dictation. Five items will be read to you, each one twice. Write them below.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
Answers

Review Drills

Drill 4.

1. دانست
2. واقع
3. ورود
4. پنجم
5. چهارم
Unit 4

Double consonants: The auxiliary sign \( \amma \) shadda

The letter \( \amma \) b

The letter \( \amma \) t

The letter \( \amma \) d

1. Double consonants

A. Pronunciation

Any Arabic consonant can be doubled, i.e., prolonged in its pronunciation. The sign \( \amma \), called shadda, written above a letter, indicates a doubled consonant. For example,

- \( \amma \) wadat 'she paid blood-money'
- \( \amma \) waddat 'she wanted'

The difference in pronunciation between short and long consonants produces different words, as in the examples above; therefore, when a consonant is written double (i.e., is written with \( \amma \) over it) you must be careful to pronounce it double, or you will produce the wrong meaning.

English does not have double consonants (in spite of such spellings as butter, apple, hissing, etc.) within a word, but may get them when two words succeed each other, as in "night-time", "bad debt", or in compound words such as "bookkeeper", "penknife", etc.

Drill 1. (On tape) a. Listening, b. Imitation.

In Arabic, any consonant in the language may be pronounced double, and examples of each are easy to find. In English, double \( w \) and \( y \) do not occur even in word compounds or when two words come together. Compare "How will he go?" and "When will he go?"; the double \( ww \) that you would expect in the first sentence (how will) sounds like the single \( w \) in the second sentence. In Arabic, however, double \( ww \) and double \( yy \) are pronounced approximately twice as long as single \( w \) and \( y \). In pronouncing \( ww \), as in dawwa, keep the lips tensely rounded for an extra second or so. Likewise, in pronouncing \( yy \), as in dayya, hold the tongue and jaw steady for an extra second or so, prolonging the \( y \) sound.
Drill 2. (On tape) a. Listening, b. Imitation.

Drill 3. (On tape) Listening. Check the block that corresponds to the word with the doubled consonant.

<table>
<thead>
<tr>
<th>Example</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

Drill 4. (On tape) Identification. Indicate whether the item read on tape has a doubled consonant (yes) or does not (no).

<table>
<thead>
<tr>
<th>Example</th>
<th>No</th>
<th>Yes</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>


B. Reading

The symbol \( \ddot{\imath} \), called shadda in Arabic, is placed over a consonant letter to show that the consonant is pronounced double, as in

\[
\ddot{\imath} \text{ wadda} \\
\ddot{\imath} \text{ mawwaba}
\]

Drill 1. (On tape) You will hear two possible readings for each of the following items; check the box for the correct reading:

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<td>5</td>
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<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

Drill 2. Read the following:

\[
\ddot{\imath} \ddot{\imath} \ddot{\imath} \ddot{\imath} \ddot{\imath} \ddot{\imath} \ddot{\imath} \ddot{\imath}
\]

C. Writing

The sign \( \ddot{\imath} \) shadda is composed of two "teeth"; it is always placed above a consonant letter. It is written from right to left, as illustrated above.
Drill 1. Follow the model as you write shadda below.

<table>
<thead>
<tr>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>XX</td>
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<td>XX</td>
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<td>XX</td>
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<tr>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

Fatha and damma are written above shadda, as in:

- **budda**
- **buddu**

Kasra may be written directly under shadda, or under the letter itself, as in:

- **jawwad**

Drill 2. Practice the following.

2. The consonant ـ b

A. **Pronunciation**

The letter ـ, called baa? in Arabic, represents the consonant b, like in English "bat". Arabic b is pronounced like English b; unlike English b it is often pronounced double in the middle of words, as in:

- **dabbara**
- **tabbat**

Drill 1. (On tape) a. Listening, b. Imitation.
B. Reading

\( \text{\textdollar} \) has four different shapes, depending on what kind of letter, if any, precedes or follows it. The independent form is used when the letter is not joined on either side. See model.

Drill 1. Circle the letter \( \text{\textdollar} \) below.

\[
\text{\textdollar} \text{\textdollar} \text{\textdollar} \text{\textdollar}
\]

Drill 2. Give the names of the following:

\[
\text{\textdollar} \text{\textdollar} \text{\textdollar} \text{\textdollar}
\]

Drill 3. Underline \( \text{\textdollar} \) in the following words:

\[
\text{\textdollar} \text{\textdollar} \text{\textdollar} \text{\textdollar}
\]

Drill 4. Read:

\[
\text{\textdollar} \text{\textdollar} \text{\textdollar} \text{\textdollar}
\]

Drill 5. When \( \text{\textdollar} \) occurs joined to a following letter, it takes the shape \( \text{\textdollar} \). Underline this joined form below.

\[
\text{\textdollar} \text{\textdollar} \text{\textdollar} \text{\textdollar}
\]
Drill 6. Read:

Drill 7. When the letter ب occurs joined to preceding and following letters, it takes the form بـ as in the model above. Underline the medial form of ب in the words below:

Drill 8. Read:

Drill 9. In its final joined form, ب takes the shape بـ. Underline this shape in the following:

C. Writing

Drill 1. This is the independent form of ب. Notice the similarity between the letter ب and the first part of ب. See how the model letter is written, then copy it below as usual.
Part B.

Drill 8.
Check tape.

Drill 9.
Numbers: 1, 2, 4, 5, and 7.

Drill 2. Pronounce the following words as you copy them.

Drill 3. The letter ب is a connector. The model shows you the shape it takes when joined to a following letter. Note that this joined shape consists of the most characteristic part of the independent form of the letter; generally the characteristic part is the first part of the independent form plus whatever dots it has. Copy the model below.

Drill 4. Trace over and then copy the following. Remember to add the dot of ب after the completion of the first non-connector.
Drill 5. Note that the characteristic part of ب is slightly modified when joined on both sides.

Drill 6. Trace over and then copy.

Drill 7. Finally, when ب is joined to a preceding letter only, the independent shape is linked to the preceding letter. Practice this shape below.

Drill 8. Trace over, then copy.

Drill 9. The shapes of ب you have already practiced are used in printed Arabic. There are some native speakers, however, who also use them in writing. Usually, written Arabic uses the variants ب for ب and ب for ب as shown above. Practice the models below.

Independent

Joined to a following letter

Drill 10. Trace over and then copy.

بلب بلبل بلبل بلبل

3. The consonant ت ت

A. Pronunciation

Arabic ت (taa') is sufficiently like English to cause no problem in pronunciation. Like all other Arabic consonants, it can be pronounced doubled in the middle of a word, as in:

\[ \text{fattara} \qquad \text{kattaba} \]

Drill 1. (On tape) a. Listening, b. Imitation

B. Reading

The letter ت is exactly like  튜 in its various shapes except that it has two dots above instead of one below. Compare the following two charts with each other, then do the drills.

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>ت</td>
<td>ت</td>
</tr>
<tr>
<td>تَطَبَ</td>
<td>تَطَبَ</td>
</tr>
<tr>
<td>تَنَبَ</td>
<td>تَنَبَ</td>
</tr>
<tr>
<td>تَنَبَ</td>
<td>تَنَبَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَبُأَ</td>
<td>تَبُأَ</td>
</tr>
<tr>
<td>تَبُأَ</td>
<td>تَبُأَ</td>
</tr>
<tr>
<td>تَبُأَ</td>
<td>تَبُأَ</td>
</tr>
</tbody>
</table>

Independent
Joined to a following letter
Joined on both sides
Final joined
Part A.

Drill 1. Underline both the independent shape of ت and the shape joined to a following letter.

\[ \text{Tat \quad Tat} \]

Check tape.

Drill 2. Read:

\[ \text{Tawabu \quad Tawabu} \]

Drill 3. Underline the shapes of ت when it is joined on both sides and when it is final joined.

\[ \text{Tiyub \quad Tiyub} \]

\[ \text{Tawabi} \]

Drill 4. Read:

\[ \text{Tawabu \quad Tawabu} \]

C. Writing

Like ب, ت is a connector. It is written exactly like ب in all its shapes except for the placement of two dots above instead of a dot below. Note that the two dots printed (••) are replaced by the sign (ـ) in handwritten Arabic. Study the chart below, then do the drills.

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>ت</td>
<td>Independent</td>
</tr>
<tr>
<td>ت ت</td>
<td>Joined to a following letter</td>
</tr>
<tr>
<td>ت ت ت</td>
<td>Joined on both sides</td>
</tr>
<tr>
<td>ت ت ت ت</td>
<td>Final joined</td>
</tr>
</tbody>
</table>
Drill 1. The drill provides you with practice in writing words containing the independent shape of ٧.

Drill 2. Practice the following words, which contain the shape of ٧ joined to a following letter.

Drill 3. The words of this drill include ٧ joined on both sides.

Drill 4. Here are five words which include the shape of ٧ when it is joined to the preceding letter only.
Drill 5. Trace over and then copy the following, paying special attention to the variant shapes of ﻓ ﻢ ﻢ:

Drill 6. Turn back to Drill 4, page 47. Look at the first word and then turn to this section and copy it in the space below. Do the same with the third word in Drill 6, page 44, the second word in Drill 10, page 45; the second word in Drill 2, page 47; and the last word in Drill 4, page 47.

4. The letter ﻡ ﻢ.

A. Pronunciation

The letter ﻡ (called ﻩاء in Arabic) represents the sound th as in English "think". It is transcribed with Greek theta: θ.

Notice that both Arabic and English have the consonants ﻡ ﻢ, i.e., th as in English "thin, theme, ether, bath", as well as ﺟ ﻢ, i.e., th as in English "this, them, either, bathe". English unfortunately spells both consonants the same way, with th, while Arabic uses a special symbol for each. As a mnemonic device you might remember that ﻡ has three dots and is pronounced like the th in three, while ﺟ has the other pronunciation.

The consonant ﻡ ﻢ may, of course, like any other consonant, be pronounced double:

\[
\begin{align*}
\text{ka} & \text{@ara} \\
\text{ma} & \text{@ala}
\end{align*}
\]

Drill 1. (On tape) a. Listening, b. Imitation.
B. Reading

The letter \( \mathfrak{t} \) has four shapes, which are exactly identical to those of \( \mathfrak{v} \) and \( \mathfrak{t} \) except that \( \mathfrak{t} \) has three dots \( \cdot \) above the letter. Compare the following charts, one with the other, before you do the drills that follow.

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>نازك</td>
<td>نازك</td>
</tr>
<tr>
<td>دائر</td>
<td>دائر</td>
</tr>
<tr>
<td>بفتح</td>
<td>بفتح</td>
</tr>
<tr>
<td>بفتح</td>
<td>بفتح</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>نازك</td>
<td>نازك</td>
</tr>
<tr>
<td>تطه</td>
<td>تطه</td>
</tr>
<tr>
<td>مثبط</td>
<td>مثبط</td>
</tr>
<tr>
<td>بيفتح</td>
<td>بيفتح</td>
</tr>
</tbody>
</table>

Example Shape

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>بب بب</td>
<td>بب بب</td>
</tr>
<tr>
<td>بب بب</td>
<td>بب بب</td>
</tr>
</tbody>
</table>

Independent

Joined to following letter

Joined on both sides

Final joined

Drill 1. Give the names of the following letters:

اب ت ث د ز و ي

Drill 2. In the following, underline the independent shape of \( \mathfrak{t} \) and its shape joined to following letter.

دات دائي ثاب ذوات

تواب تطئ واش بذك

Drill 3. Read:

دات ثاب ذوات

تواب تطئ واش ثاب

Drill 4. Underline the shapes of \( \mathfrak{t} \) when it is joined on both sides and when it is final connected.

بايه بايفتح بياين

بيئي بياين بياين

Drill 5. Read:

بيئي بياين بياين

بيئي بياين بياين
C. Writing

\( \ddot{\text{B}} \) is a connector and is written, in all its shapes, like \( \dot{\text{B}} \) and \( \ddot{\text{B}} \) except for the three dots above. Note that in handwritten Arabic the sign \( \dddot{\text{B}} \) is used in place of the three dots. See chart below.

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent</td>
</tr>
<tr>
<td></td>
<td>Joined to a following letter</td>
</tr>
<tr>
<td></td>
<td>Joined on both sides</td>
</tr>
<tr>
<td></td>
<td>Final joined</td>
</tr>
</tbody>
</table>

The following four drills provide you with practice in writing the four shapes of \( \ddot{\text{B}} \).

Drill 1. \( \ddot{\text{B}} \) in its independent shape.

Drill 2. \( \ddot{\text{B}} \) joined to following letter.
Drill 3. سَتُّ joined on both sides.

Drill 4. سَتُّ final joined.

Drill 5. Variant shapes of نُكَلِّ.

5. Review Drills

Drill 1. If you hear doubled consonants in the following words write " over the doubled consonants. Otherwise, leave the word as it is.

Example:

<p>| | |</p>
<table>
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<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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<td>3</td>
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<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Drill 2. (On tape) Circle the words read on tape.

Example:

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8

Drill 3. Read:

9. 9
10. 10

Drill 4. (On tape) Dictation.
Answers

Review Drills.

Drill 2.

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8

Drill 3.

Check tape

Drill 4.

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
Unit 5

The letter J J
The letter j j

1. The letter J J

A. Pronunciation

J raah represents the consonant r as pronounced in Spanish or Italian caro. It is entirely unlike American English r, which in reality is more vowel than consonant: what, for example, are the vowels that are pronounced in "bird", "burred" and "berg"? In spite of the spelling, all these words are pronounced brd or brg, the r being the vocalic element. Indeed, if "berd" were a word, it too would be pronounced brd.

Arabic j r by contrast is a true consonant. It is a flap-consonant produced by rapidly tapping the upper gum with the tip of the tongue. Listen to the following Arabic words that have J r between two vowels, as read in Drill 1.

Drill 1. (On tape) Listening.

This sound is found in many languages, such as Spanish, Italian, Japanese, etc. It is also found in American English occasionally, as in the pronunciation of "three" = orri, where r is a flap rather than a vowel; and normally in the pronunciation of t between vowels. That is, t in words such as "letter", "biting", "Otto", etc., is in reality a "flapped r" like Arabic J. Prepare to pronounce J by first practicing words like "oughta" in ("I ought to go"); "gotta" (in "I gotta go"); "lotta" in ("A lot of time").

Drill 2. (On tape) Imitation.

While J r is a flap, double r - that is, J rr-is a trill (a rapid succession of several flaps). This is like rr in Castilian Spanish carro 'car' or perro 'dog'.
Drill 3. (On tape). a. Listening. Listen to the following pairs of Arabic words in which the only difference is the presence of \( \text{\text{rr}} \) as opposed to \( \text{\text{r}} \).

If you have difficulty in producing a good trilled \( \text{\text{rr}} \), first try to get a "feel" for it by making the flap several times in rapid succession, e.g., \( \text{\text{ra}-\text{ra}-\text{ra}-\text{ra}} \); then curl the tip of your tongue upward until it touches the gum; holding it there gently, blow air forcefully across it, making little adjustments in the precise location and muscular tension of the tip of the tongue, until you get it flapping vigorously. At first, you may have to use considerable breath-force. You may find it useful first to pronounce \( \text{sh} \) (as in English "shoe") to position the tongue properly; then, holding the tongue firm, bring the tip of the tongue up to the gum, almost to the point of blocking off the stream of air. A forceful expulsion of air should produce a trill.

Drill 4. (On tape) b. Imitation.

Drill 5. a. Listen to the following words. Say each word, then repeat it doubling the consonant \( \text{\text{r}} \).

b. Listen to the correct answer on the tape.

c. Repeat the correct answer to yourself.

d. Listen to the tape again.

B. Reading

Drill 1. This is the independent form of the letter \( \text{\text{r}} \). \( \text{\text{raa\?}} \) Circle the same letter below.

\[
\begin{array}{c}
\text{ر} \\
\text{ر} \\
\text{ر} \\
\text{ر} \\
\text{ر} \\
\text{ر} \\
\text{ر} \\
\text{ر}
\end{array}
\]

Drill 2. Underline the letter \( \text{\text{r}} \) in the following.

1. دار 2. ران 3. كن 4. بار
5. دري 6. بارود 7. كور 8. بودي
Part B.

Drill 1. Answer:

Initial: 2, 8
Medial: 3, 5, 6
Final: 1, 4, 7

Drill 2. Answer:

Initial: 2, 8
Medial: 3, 5, 6
Final: 1, 4, 7

Drill 3. Read.

Drill 4. The letter ج may occur joined to a preceding letter, but not to a following one. Look at the model above then underline the similar form below.

Drill 5. Read.

C. Writing

Drill 1. Note how in writing the letter ج we start above the line and curve downward moving towards the left as you see above. Practice the model below.

Drill 2. Trace over, then copy the following.

Drill 3. This is the shape of ج when it combines with a preceding letter. Note that the combination is written in one movement. Copy the model below.
Drill 4. Practice the following:

\[
\begin{array}{c}
\text{بَزَّر}
\end{array}
\]

2. The letter \( \text{ز} \).

A. Pronunciation

The letter \( \text{ز} \) zayn represents the consonant \( \text{z} \), as in English "zero, vocalize". Arabic \( \text{ژ} \) and English \( \text{z} \) are similar enough to permit the substitution of one for the other without problem. Arabic \( \text{ژ} \), like other Arabic consonants, may of course be doubled, as in:

\[
\text{بُزَّر} \quad \text{بَزَّر} \quad \text{بَزَّر} \quad \text{بَزَّر}.
\]

B. Reading

The letter \( \text{j} \) has two shapes which are exactly like those of \( \text{ز} \) except for the dot above. See charts below.

\[
\begin{array}{|c|c|}
\hline
\text{ژ} & \text{ژ} \\
\hline
\text{ژ} & \text{ژ} \\
\hline
\end{array}
\]

Drill 1. Underline the letter \( \text{j} \) in the following.

1. زار 2. بار 3. بار 4. بَزَّر

Drill 2. Read:

\[
\begin{array}{c}
\text{بَزَّر} \\
\text{بَزَّر} \\
\text{بَزَّر}
\end{array}
\]
Drill 1.
Independent: 1, 2, 3, 7, and 8.
Joined: 4, and 6.

Drill 2.
Check tape

C. Writing

In writing, the two shapes of ج are exactly identical to those of ج except that the former have a dot above. This is illustrated in the charts below.

Independent
Joined to preceding letter

Drill 1. The following words include the independent shape of ج. Trace over, then copy them.

Drill 2. Practice the following words which contain ج joined to preceding letter.

3. Review Drills

Drill 1. (On tape): If the word read is the same as the one written, circle the word; if not, circle the check mark.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
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Unit 6

The letter ﻮ ﻴ
The letter ﻪ ﻪ
Nunation ﻪ-un, ﻪ-an, ﻪ-in

1. The letter ﻮ ﻴ.

A. Pronunciation

The letter ﻮ (faa7) is pronounced like ﻴ in "fat, roof". It may, of course, be pronounced double.

B. Reading

Drill 1. ﻮ faa7 is a connector and has four shapes. The model on the right shows the independent shape. Circle the same shape below.

Drill 2. Read:

Drill 3. The letter ﻮ takes the shape when it is combined with a following letter. Underline this joined shape in the following.
Drill 4. Read:

Numbers: 1, 2, 4, 6, 7, and 8.

Drill 5. When joined on both sides, \( \mathfrak{f} \) takes the shape \( \mathfrak{f} \). Underline the same shape below.

Drill 6. Read:

Drill 7. Here are the four shapes of \( \mathfrak{f} \).
Drill 8. Read:

C. Writing

Drill 1. Like the letter whose circle is written on the line (unlike and which go below the line) Note the similarities between the circle of and the circle of . Practice the model.

Drill 2. Copy the following, tracing over the dotted lines first.

Drill 3. Only the characteristic part of -- the circle plus the dot, as in the box at right -- is used when this letter is joined to a following letter. Copy the model below.
Drill 4. In copying the words below, remember to add the dot of as well as other dots after the completion of the first non-connector (or the last letter of the word if there are no non-connectors).

Drill 5. Follow the model as you write joined on both sides.

Drill 6. Copy the following in the usual way.

Drill 7. When joined to preceding letter only, takes the shape on the right. Make this shape below.
Drill 8. Practice the following.

The letter َنَ (nuun) has the value of English n as in "no, moon".

B. Reading

Drill 1. َنَ nuun is a connector. Here is the independent shape. Underline this shape in the words below.

1. زَن 2. نَان 3. فِران 4. فِرْنَان 5. نَدَان 6. تَب 7. بَان 8. تَنات

Drill 2. Give the names of the following.

اَب تَ ي ن رَ زِ ف

Drill 3. Read:

بَان دَان نَنْ تَنْ رَنْ نَان فِران نِرْنَان

The shape of َنَ when it is joined to a following letter and the shape connected in both directions are exactly like those of ﺑَ and ﺑَ except that the َنَ shapes take a dot above. See chart on next page.
Answers

Part B.

Drill 1.
Numbers: 1, 2, 3, 4, 5, and 7.

Drill 2.
Check tape

Drill 3.
Check tape

Drill 4. Underline the shape of ُن joined to following letter and its shape joined on both sides.

<table>
<thead>
<tr>
<th>Joined on both sides</th>
<th>Joined to following letter</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ُن</td>
<td>ُن</td>
<td>ب</td>
</tr>
<tr>
<td>ُن</td>
<td>ت</td>
<td>ت</td>
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<tr>
<td>ُن</td>
<td>ن</td>
<td>ن</td>
</tr>
</tbody>
</table>

Drill 5. Read:

\[
\text{nun} \quad \text{bun} \quad \text{bun} \\
\text{raai} \quad \text{naat} \quad \text{naat} \\
\text{raai} \quad \text{bun} \quad \text{bun}
\]

Drill 6. A final joined ُن takes the shape as shown in the model. Read:

\[
\text{Dan} \quad \text{Dan} \quad \text{Dan} \\
\text{Norin} \quad \text{Norin} \quad \text{Norin} \\
\text{Tien} \quad \text{Tien} \quad \text{Tien}
\]

C. Writing

Drill 1. Note that unlike ُدو and ُن which are all written on the line, ُن goes below the line. Practice the model below.
Drill 2. Trace over, then copy.

Drill 3. The following words: include the shape of ن joined to following letter. Pronounce each word as you write it.

Drill 4. Here are words with ن joined in both directions.

Drill 5. Note that final ن is a descending letter; that is, the preceding letter is joined to it at the top rather than at the bottom as with س. Compare س and ر. Practice the following.
Drill 6. The independent shape ٧ as well as the final joined ٧ may have the variants shown above. These variants are used in written Arabic only. Make these variants below, following the directions shown by the arrows.

Drill 7. Trace over, then copy.

The chart below contains a summary of all the written shapes of ٧.

<table>
<thead>
<tr>
<th>Example</th>
<th>Shape</th>
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</thead>
<tbody>
<tr>
<td>٧</td>
<td>Independent</td>
</tr>
<tr>
<td>٧</td>
<td>Joined to following letter</td>
</tr>
<tr>
<td>٧</td>
<td>Joined on both sides</td>
</tr>
<tr>
<td>٧</td>
<td>Final joined.</td>
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</tbody>
</table>
3. **Nunation** (in Arabic ﺛﺘﻦَ) is the adding of an n (Arabic ﻧﻮن) at the end of a word which is not definite in meaning. For example:

*albaabu 'the door'*

*baabun 'a door'*

This final -n, which always follows one of the short vowels, is written in a very special way: it is symbolized by the writing of the short-vowel sign twice, thus (an abbreviation of د) for -un, for -an, and for -in. The Arabic names for these signs are **dammataan** (literally, "two dammas"), **fathataan** ("two fatha's") and **kasrataan** ("two kasra's") respectively. These will now be dealt with individually.

**dammataan** ﺛ-، -un.

A. **Pronunciation**

The ending ﺛ-، -un is pronounced, as would be expected from the spelling, like u in English "put" plus n. Remember that Arabic u is a short vowel, and must always be pronounced short and clipped; it is never drawled or prolonged as English vowels may be.

B. **Reading**

**Drill 1.** This is the tanwiin sign -un written over the last letter of the word. Point to each of the following words as you listen to then as they are read on the tape.

*daarun*

**Drill 2.** Read:

\[ نور دار كتاب دفتر نون دقف دنوعد يبان \]

C. **Writing**

**Drill 1.** The tanwiin sign ﺛ is composed of double ﻧ combined and written in one stroke. Copy the model below.
Drill 2. Trace over then copy the following. Onote that " is written above the final letter in each word.

\[ 
\begin{array}{ccc}
\text{باب} & \text{نور} & \text{قريت} \\
\text{بيان} & \text{بيت} & \text{نور} \\
\end{array}
\]

fathataan = -an

A. Pronunciation.

Fathataan = -an is pronounced like -one in English "done", or -un in "pun". Remember that Arabic short a is never lengthened or drawn out in pronunciation.

B. Reading

Fathataan consists of two fatha's, as indicated earlier. It is normally written over ٍ, which does not affect the pronunciation. In a sense, fathataan could be defined as the combination of َالиф plus two fatha's which has the pronunciation value of -an: ٍ

Drill 1. Listening (on tape). The following pairs of words contrast dammataan and fathatdan; read them silently as you listen to the tape.

- دارا - دارا
- رئیتا - رئیتا
- باب - باب
- تیت - تیت

Drill 2. Read:

- نور
- زیرتا
- بار

C. Writing

Drill 1. In making the tanwiin sign = we write doubled ٍ parallel to each other. Practice the model below.
Drill 2. Pronounce each of the following words as you write them.

<table>
<thead>
<tr>
<th>Drar</th>
<th>Kusrat</th>
<th>Annan</th>
</tr>
</thead>
</table>

kasrataan = -in

A. Pronunciation

kasrataan = -in is pronounced like -in in English "tin", it is a short vowel, of course, and is never lengthened in pronunciation (or drawled) as is often done in English.

B. Reading

kasrataan is written below the last letter of the word, as is illustrated at the right.

Drill 1. Listening (on tape). Read silently the following words as they are read on tape.

Dar, Biz, Ayn, Don, Zay, Qay, Na, Ta

Drill 2. Give the names of the following signs:

Drill 3. Read:

Nun, Zay, Dot, Beth, Freh

C. Writing

Drill 1. The tanwiin sign is written exactly like except that it is written below the final letter in the word. Practice the following. See next page.
4. **Review Drills**

**Drill 1. Identification (on tape).**

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<th>Example</th>
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**Drill 2. If the word read is the same as the word written, circle the word; if not, circle the check mark.**

- 1. رییَن
- 2. نیامد
- 3. نیست
- 4. نیست
- 5. نیست
- 6. نیست
- 7. نیست
- 8. نیست
- 9. نیست
- 10. نیست

**Drill 3. Read:**

 فهي، ينوب، رفیع، نوری، رییَن، نیامد، نیست، نیست، نیست، نیست.
### Answers

#### Review Drills

#### Drill 1.

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#### Drill 2.

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</table>

#### Drill 3.

Check tape

#### Drill 4. True or false:

<table>
<thead>
<tr>
<th>False</th>
<th>True</th>
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1. The letter faa? is an extension of waaw plus a dot above it.

2. The position of the dot(s) distinguishes the forms of ب, د, ث, and ن, when connected to following letter or joined on both sides.

3. ف is a connector.

4. In writing the syllable نو we start with the dot.

5. The tanwiin signs د، ه， are pronounced with the consonant ن added to the short vowels د، ه， ن.
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<tr>
<th>Drill 4.</th>
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</tbody>
</table>

Drill 5.

| 1. نور |   |
| 2. نبات |   |
| 3. قنان |   |
| 4. نغور |   |
| 5. بين |   |
| 6. رنينا |   |
Unit 7

The letter 

The letter 

The letter 

1. The letter \( \text{J} \) 

A. **Pronunciation**

Arabic \( \text{J} \) (\( \text{J} \text{laam} \)) corresponds to English \( \text{L} \); compare (listen to tape) Arabic \( \text{laam} \) and English "lamb". In both of these words, where \( \text{L} \) precedes a vowel, \( \text{L} \) is produced by touching the tip of the tongue to the teeth (Arabic) or to the tooth ridge behind the teeth (English) as the air passes around the side of the tongue. When, however, \( \text{L} \) follows a vowel, English and Arabic differ in their pronunciation of it. In English, post-vocalic \( \text{L} \) is pronounced with the back part of the tongue tensed and raised up towards the velum, giving the \( \text{L} \) a velar or "back" kind of coloring. Arabic, on the other hand, uses the same pronunciation of \( \text{L} \) after vowels as it does before vowels. The following drill illustrates this difference in post-vocalic \( \text{L} \)'s.

Drill 1. (On tape) Listening.

Drill 2. (On tape) Eight English and Arabic words will be read to you. Listen carefully then check the proper block.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
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</thead>
<tbody>
<tr>
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<td>. 1</td>
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</table>
Before you practice Arabic words, try pronouncing some English words with final ı as an Arab would pronounce them in Arabic.

**Drill 3.** (On tape) Imitation.

**Drill 4.** (On tape) a. Listening; b. Imitation.

The point has just been made that Arabic ı differs from English ı in that it is pronounced the same after vowels as it is before vowels. There are two exceptions to this: ı after vowels is pronounced in Arabic like post-vocalic English ı (a) when it is in the same word as certain "back" consonants, such as ج which will be presented later in this unit, or (b) in certain forms of the word for "God". Compare (listen to tape) the word الله ılaahun 'a god' with الله ıllaahu 'God', which is transcribed with ı to show that it is pronounced like ı in English "feel" rather than "leaf". Note also that the vowel ą after ı is pronounced like a in "father".

That is, you must simply memorize the fact that the word الله ıllaahu meaning "God" is pronounced with post-vocalic ı rather than the pre-vocalic type. In the word الله ılłaahī 'to God', however, ı is the pre-vocalic type because it follows the palatal vowel i.

This backed pronunciation, in which the back of the tongue is tensed and raised up toward the soft palate, or velum (as for the vowel in "good"), is called velarization, and is symbolized by a dot under the letter. The non-backed variety is referred to as plain. Thus, ı is plain, while ı is velarized.

**B. Reading**

**Drill 1.** This is the letter ı laam in its independent shape. Circle the same letter below.
Answers

Part A.

Drill 3.
Check tape

Drill 4.
Check tape

Part B.

Drill 1.
Numbers: 1, 2, 4, 5, 6, 7, 8, and 9.

Drill 2. Say the names of the following letters.

Drill 3. Read:

Drill 4. Joined to a following letter, ل takes the shape ل. Compare this shape with the independent one, then underline the joined shape below.

Drill 5. Read:

Drill 6. Note that the combination ل + ل is written ل. Read:

Drill 7. ل has the shape ل when it is joined to following and preceding letters, as you see on the right. Read:
Drill 1. Note how in making the independent shape of ل, we start above the line writing ل and curving downward below the line, then leftward and again upward to a point on the line. Copy the model below.

Drill 2. Sound out each of the following words as you write them:

Drill 3. The shape of ل joined to a following letter does not go below the line as you see on the right. Copy the model below.

Drill 8. These are the four shapes of ل. Compare the final joined shape with the others, then read the following.
Drill 4. Copy the following words as usual.

Copy the following words as usual.

Drill 5. When connected in both directions, the shape of ل should be written in one movement, moving from the preceding letter upward and then retracing the same path downward into the following letter. Follow the arrow above in making the model below.

Drill 6. Practice the following.

Drill 7. When ل occurs final joined, the preceding letter is connected to it just above the curve. Like the shape joined on both sides, the final joined shape of ل moves from the preceding letter upward and then retraces it path downward and into the curve, as you see above.
Drill 7. Continued

Drill 8. Practice the following.

2. The letter ل k.

A. Pronunciation

The Arabic letter ل kaaf represents the k as in English "kit, baker, task".

B. Reading

Drill 1. ل is a connector and has four shapes. The model here shows you the independent shape. Circle the words that include this shape.

1. ذاک 2. بت 3. دک 4. بیونک 5. پیال
6. براک 7. بال 8. لمال 9. پلا

Drill 2. Read:

ذاک
بت
برک
بیونک
براک
بال
لام
لمال

Drill 3. When joined to a following letter ل, takes the shape ل. Read:

کرک
کونی
بکی
کبت

کرک
کونی
بکی
کبت

کرک
کونی
بکی
کبت

کرک
کونی
بکی
کبت
Drill 1. Pay special attention to ل when it is joined to a following | or ٍ. Look at the model then read the following.

Drill 2. Check tape

Drill 3. Check tape

Drill 4. Pay special attention to ل when it is joined to a following | or ٍ. Look at the model then read the following.

Drill 5. Compare the shape of ل when it is joined on both sides with the other two shapes, then circle words containing the shape joined on both sides.

Drill 6. These are the four shapes of ل. Study the chart carefully then read:

C. Writing

Drill 1. The independent shape of ل is written like the independent shape of ة except that its base is made fairly flat and the last part continues beyond a point on the line, curving rightward then downward and leftward as you see above. Copy the model below.
Answers

Drill 2. Practice the following.

Drill 4.
Check tape

Drill 5.

1
2
3
4
5
6

Drill 6.
Check tape

Drill 3. The shape of when joined to a following letter is written in two movements as shown by the arrow (right). It is exactly like when joined to a following letter, but with the addition of the extra line on top.

Drill 4. In copying the following words, remember to add the stroke of after the completion of the first non-connector.

Drill 5. When joined on both sides, the shape of is written exactly like the shape of in this position except that a stroke is added above. Do the following drill.
Drill 6. When  işlemleri joined to following  or  or when it is pre-
ceeded by another letter and  or  it takes
the special shape indicated
above. Note that in this case  is written from bottom to top.
See the model.

Drill 7. Trace over and then copy.

Drill 8. The final joined shape of  rests
on the line. The preceding letter
is joined to it at the base, then
moves upward and retraces its path
downward then into the base. See
the model above.
Drill 9. Practice the following.


Drill 10. Trace over and then copy.


Drill 11. ا has the variant \( \dot{\text{ذ}} \) in both its independent and final joined shapes. This is the printed shape; however, it is also used in writing.


Drill 12. Trace over and then copy.


121
3. The letter ِ q.

A. Pronunciation

ِ qaaaf differs from ُ primarily in point of articulation. ُ, like English k, is pronounced at various points between the palate and the velum, depending on the adjacent vowels. Compare, for example, the fronted k in "key" with the backed k in "cool". ِ, on the other hand, is always produced with the root of the tongue making closure at the uvula, regardless of contiguous vowels (see illustration).

To pronounce ِ, say k as in the word "hawk". Hold this final k this is, maintain the contact between the back of the tongue and the soft palate. Now, while maintaining contact, slide your tongue back till the backest part of your tongue is touching the backest part of the soft palate, including the uvula. This is the place of articulation for ِ. Practice making this extreme back tongue uvula contact until you get ِ. ُ and ِ stand in opposition to each other in their influence on adjacent vowels. ُ requires the fronted pronunciation of following vowels, while ِ requires the backed. Thus the vowel ا in ِ ِkaad sounds like ا in "cad" while the vowel in ِ qaad sounds like ا in "cod". This difference in vowel quality will help you both in identifying which of the two consonants has been said and in producing the proper sound yourself.

The sound of ِ is said to be like the cawing of a crow; if you can produce the "caw" of a crow, this may help you with ِ. The essential task is to touch the backest part of your tongue to the uvula as you say "ah".

Technical Summary

ِ : Unaspirated voiceless uvular stop.
ُ : Aspirated voiceless velar stop

122
Drill 1. (On tape) Listening.

Drill 2. (On tape) Imitation.

Drill 3. (On tape) Are the following same or different? Check the proper block.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
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<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
</tbody>
</table>

Drill 4. (On tape) If the word read contains the sound $\mathcal{O}$ write the letter $\mathcal{O}$ in the block given, if it contains the sound $\mathcal{S}$ leave the block blank.

<table>
<thead>
<tr>
<th>Different</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
</tbody>
</table>
Answers

Part A.

Drill 3.

B. Reading

Drill 1. Look at the independent shape of ق on the right, then underline the same shape below.

Drill 2. Give the names of the following.

Drill 3. Read:

Drill 4. The shapes of ق joined to a following letter and its shape joined on both sides are like the shapes of ف in these two positions except that ق takes two dots rather than one. See charts below.

Drill 5. ق has the shape ق when it occurs final joined to a preceding letter. The following drill contains all the shapes of ق. Circle words containing the final joined shape only.
Answers

Part B.

Drill 1.
Numbers: 1, 3, 4, 6, 7, 9, and 10.

Drill 2.
Check tape

Drill 3.
Check tape

Drill 4.
Check tape

Drill 5.
رَأَتِيٚ
رَأَتِيٚ
رَأَتِيٚ
رَأَتِيٚ

Drill 6. Read:

C. Writing

Drill 1. The independent shape of قَبَضٌ is like the independent shape of قَبَضٌ except that it is more rounded and goes below the line, whereas قَبَضٌ is flat and rests on the line; قَبَضٌ also has, of course, two dots while قَبَضٌ has one.

Drill 2. Trace over and then copy.

Drill 3. When قَبَضٌ occurs joined to a following letter or connected in both directions, it takes the same shapes of قَبَضٌ in these two positions except for the two dots. Study the models above before you do the following drills.
Part B.

Drill 6.

Check tape

Drill 4. َقُ ْبَمَرُّ ْيَقُولُ ْتَقَمِّرُ ْتَقَمِّرُ

Drill 5. Again, the final joined shape of َقُ goes below the line and is more rounded than the shape of َفُ in this position.
Practice the following.

Drill 6. Both the independent and final joined shapes of َقُ have the variant shapes shown there. Both shapes are very common in written Arabic. Practice the variants below.

Drill 7. Trace over, and then copy.

<table>
<thead>
<tr>
<th>Independent</th>
<th>Final joined</th>
<th>Independent</th>
<th>Final joined</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drill 8. Sound out each of the following words as you write them.

4. Review Drills

Drill 1. (On tape) Indicate whether the following words contain a ل or ٣ sound. Write the proper letter in the appropriate column.

<table>
<thead>
<tr>
<th></th>
<th>ل</th>
<th>٣</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drill 2. (On tape). I am going to read seven words. If the word read is the same as the one written, circle the word, if not circle the check mark.

X |   |   |   |   |   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
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<td>X</td>
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</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CIRCLE THE WORD I SAY:

|   |   |   |   |   |   |
|---|---|---|---|---|
| 8 |   |   |   |   |
| 9 |   |   |   |   |
| 10|   |   |   |   |
| 11|   |   |   |   |
| 12|   |   |   |   |
Drill 3. Read:

١٠. لا تكون قريباً 
١١. كتاب كبير
١٢. بيتك قريب
١٣. لا تكون فندق قريب
١٤. بيتك كبير

Drill 4. (On tape) Dictation.

Arabic sentences for reading.

1. Do not lie (speaking to male).
2. Your house is near.
3. Rafiq wrote a book.*
4. We live in a hotel.

VOCABULARY

no ("do not" in negative commands)
you lie, prevaricate (speaking to a male)
house, your house (speaking to a male)
near, close
he wrote
Rafiq (boy's name)
a book
we live
in
a hotel

*In modern usage, proper names (names of persons and places) are not inflected; that is, they are spelled and pronounced without final short vowels or nunation.
Answers

Drill 3.
Check tape

Drill 4.

1. كتب
2. وقف
3. فكر
4. يقول
5. بك شرف
6. قلب نور
1. The letter ﺔ s.

A. Pronunciation

The letter ﺔ (siin) is represented by s as in English "sit, missing, guess". The difference in pronunciation between s and z, voicing, is a basic one, common to many pairs of consonants, and found in all languages; an understanding of it will be of substantial aid to you in mastering the new, unfamiliar consonants of Arabic. Let us see now what voicing is.

First, pronounce s alone, prolonging it: ssss. Then pronounce a prolonged zzzz. Note that they are pronounced in exactly the same way as far as the shape of the tongue and position of the jaw are concerned. As a matter of fact, you can pronounce ssszzz without any change in lips, tongue, etc. However if you hold your throat as you say sss and zzz, you will be aware of a buzzing sound that accompanies zzz but not sss (or if you lay the palm of your hand on top of your head, you can actually feel the vibration of zzz). This buzzing is produced by the vibrating of the vocal cords, and is called voicing. A sound produced with voicing, such as z, is said to be voiced, while those not accompanied by voicing, such as s, are unvoiced or voiceless. In English and Arabic, all vowels are voiced, as are the nasals m, n and ng (as in "sing") and the semivowels w and y. h is voiceless. Voiceless-voiced pairs of consonants (consonants that are identical except for voicing) are s-z; f-v; ʈ-ʈ; sh-zh (zh in "azure"); p-b; t-d; k-g, and ch-j.
B. Reading

Drill 1. Here is the independent shape of the letter س. Give the names of the following letters:

| س | س | س | س | س |

 Drill 2. Read:

س نا س نا س نا س نا س

 Drill 3. Study the shape of س joined to a following letter, then circle the same shape below:

Independent

济南市

 Joined to following letter.

 Drill 4. Read:

س س س س س

 Joined on both sides.

 Drill 5. Compare the shape of س joined on both sides with the other shapes, then circle this shape in the words below.

Independent

济南市

 Joined to following letter.

 Joined on both sides.
Answers

Part B.

Drill 1.
Check tape

Drill 2.
Check tape

Drill 3.
Numbers:
1, 3, 4, 5, 6, 7, 8, and 10.

Drill 4.
Check tape

Drill 5.
Numbers:
1, 2, 3, 5, 6, 7, 8, and 9.

C. Writing

Drill 1. This is the independent written shape of س. Note that it is written with a single stroke, beginning with the upstroke ٔ on the right. The last part is rounded and goes below the line. Note that it has a single smooth line instead of the three "teeth" of the printed form.

Drill 2. Trace over and then copy.

Independent

Independent

Joined to following letter.

Joined on both sides.

Final joined.
Answers
Part B.

Drill 6.
Check tape

Drill 7.
Check tape

Drill 3. When is joined to a following letter, the last part is omitted as illustrated in the model.

Drill 4. Practice:

Drill 5. When joined in both directions, the shape is like its shape when joined to a following letter except for the upstroke at the beginning. Copy the following as usual.

Drill 6. Again, the final joined shape of is the same as the independent shape, except for the upstroke which is retained only when final is joined to same letter (as in ).

Practice:
Drill 7. This drill includes all the written shapes of ش. Pronounce each word as you write it.

The letter ش

A. Pronunciation

The Arabic letter ش is pronounced like sh in English "she, pusher, rush". The symbol used to transcribe it is ش.

B. Reading

The four shapes of ش are exactly like those of س except for three dots above ش. See charts below.

Drill 1. Give the names of:

ش ف ق ك ل ن و ي

Drill 2. Circle the independent shape of ش as well as its shape joined to a following letter.

1. فاش 2. فرس 3. شادي 4. رسول 5. فرنس
6. كوب 7. سراب 8. راشد 9. فوشن 10. راسب
Answers

Part B.

Drill 1.
Check tape

Drill 2.
Numbers:
1, 3, 5, 6, 8, and 9.

Drill 3. Read:

\[
\begin{array}{cccc}
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\end{array}
\]

Drill 4. In the following, circle the shape of \( \text{ش} \) joined on both sides and its final joined shape.

<table>
<thead>
<tr>
<th>Number</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ناثم</td>
</tr>
<tr>
<td>2</td>
<td>بـشهم</td>
</tr>
<tr>
<td>3</td>
<td>لـشيا</td>
</tr>
<tr>
<td>4</td>
<td>شـمان</td>
</tr>
<tr>
<td>5</td>
<td>قـقغ</td>
</tr>
<tr>
<td>6</td>
<td>فـرـس</td>
</tr>
<tr>
<td>7</td>
<td>ناثم</td>
</tr>
<tr>
<td>8</td>
<td>شاويش</td>
</tr>
<tr>
<td>9</td>
<td>نـشيـب</td>
</tr>
<tr>
<td>10</td>
<td>يفيـم</td>
</tr>
</tbody>
</table>

Drill 5. Read:

\[
\begin{array}{cccc}
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\text{ش} & \text{ش} & \text{ش} & \text{ش} \\
\end{array}
\]

C. Writing

Again, all the shapes of \( \text{ش} \) are written like their correspondent shapes of \( \text{س} \) with the addition of the three dots, which are written in a single movement like those of the letter \( \text{ث} \). Examine the following charts before you do the writing drills.

\[
\begin{array}{ccc}
\text{س} & \text{س} & \text{س} \\
\text{س} & \text{س} & \text{س} \\
\text{س} & \text{س} & \text{س} \\
\end{array}
\]

Drill 1. \( \text{ش} \): independent and joined to following letter.

\[
\begin{array}{cccc}
\text{ننشش} & \text{ششوش} & \text{ششوش} & \text{ششوش} \\
\text{ششوش} & \text{ششوش} & \text{ششوش} & \text{ششوش} \\
\text{ششوش} & \text{ششوش} & \text{ششوش} & \text{ششوش} \\
\end{array}
\]

Independent
Joined to following letter
Joined on both sides.
Final joined.
Answers

Part B.

Drill 3. Check tape

Drill 4.

Numbers: 1, 2, 3, 5, 8, and 9.

Drill 5. Check tape

3. Pause

In reading and speaking Modern Literary Arabic there is a special feature of style that involves the final words of utterances. In brief, vowels occurring at the end of the last word in an utterance (whether an entire sentence or part of a sentence) are shortened: long vowels become short vowels, and short vowels (including nunation) are dropped.

Illustration: "Your house is close by."
is pronounced baytuka qariib, with the " of qariib suppressed. If the speaker pauses after the word qariib, it will be pronounced baytuk, with " suppressed. Further illustrations:

<table>
<thead>
<tr>
<th>Full form</th>
<th>Pause Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>'house'</td>
<td>baytun</td>
</tr>
<tr>
<td>'Rafiq wrote'</td>
<td>kataba rafiqun</td>
</tr>
<tr>
<td>'he wrote'</td>
<td>kataba</td>
</tr>
<tr>
<td>'We live in a hotel'</td>
<td>naskunu fii funduqan</td>
</tr>
<tr>
<td>'we reside'</td>
<td>naskunu</td>
</tr>
<tr>
<td>'France'</td>
<td>faransa</td>
</tr>
</tbody>
</table>

Thus, if the sentence نسكَن في فندق is read as a single utterance, it is pronounced naskunu fii funduq. If, however, there is a pause after the first word, it is pronounced naskun -- fii funduq.

Drill 1. a. Read the following, pronouncing the final word in each utterance in its pause form.

1. بيتك قريب
2. كتب رفيق
3. نسكَن في فندق
4. في فندق نسكَن

b. Read the following, pausing whenever there is a dash--and using the pause form in each case.

1. بيتك - قريب
2. كتب - رفيق
3. كتب - رفيق
4. نسكَن في فندق
5. في فندق نسكَن
6. شربت وسكبت - وساقي
7. شربت وسكبت - وساقي

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Nunation is lost in pause, along with the preceding short vowel. In case of fatha with nunation, however, the full form rather than the pause form is generally used; the three vowels with nunation are illustrated below using the word for "book":

<table>
<thead>
<tr>
<th>'book'</th>
<th>Full Form</th>
<th>Pause Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitaabun</td>
<td>kitaab</td>
<td></td>
</tr>
<tr>
<td>kitaabin</td>
<td>kitaab</td>
<td></td>
</tr>
<tr>
<td>kitaaban</td>
<td>kitaaban</td>
<td></td>
</tr>
</tbody>
</table>

The pause form that one would expect from the rules--loss of nunation, shortening of long vowel, giving kitaaba--was used in earlier Arabic, but is only rarely heard today.

Note that the loss of a short vowel may result in a cluster of two consonants, as in 1:rc, 'I drank', pronounced ١٣٨ in its pause form; the stress remains unchanged.

Henceforth you will be expected to use the pause form as appropriate.

4. Review Drills

Drill 1. (On tape) I am going to read six words. If what is read is the same as the word written, circle the latter; if not, circle the check mark.

Now, circle the word I say: 

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>فَرَسْا</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>روپیا</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>نارس</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>تَرُبِّتِ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>شُرَبُ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>نَادِسِ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>سَبِير روپیا</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>سَبِير سَامِي</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>شُرْبُ نَادِسِ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>سَبِير فَرَسْا</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>تَرُبِّتِ كُوکاکُلا</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Drill 2. Read:

1. I drank Coca-Cola.
2. I thanked Nancy.
3. How did he travel?
4. The Russian Ambassador is in France.

Arabic sentences for reading:

1. شربت كوكا-コーラ.
2. شكرا نانسي.
3. كيف سافر؟
4. سفير روسيا في فرنسا.

Drill 3. Dictation (on tape).

Vocabulary

1. I drank
2. Coca-Cola
3. I thanked
4. Nancy
5. how?
6. he traveled
7. ambassador
8. Russia
9. in
10. France
Unit 9

The letter ص ص
The letter ض ض

1. The letter ص ص

A. Pronunciation

Arabic has two s's: ح (sin) s and ص (saad) s. They are pronounced differently and sound different. Arabic ح is like English s in "see, east", while ص s is velarized--that is, the back part of the tongue is positioned as for the vowel in "good" as ح is pronounced; the tongue as a whole is tense as ص is pronounced. Listen to the tape as these two sibilants are pronounced in isolation; ح should be higher pitched, while ص, being velarized, should be lower in pitch:

a. ح sssss
b. ص sssss

An even more striking difference between the two s's is the effect they have on adjacent vowels; listen to these two items on tape:

a. صاار saar 'he moved on'
b. صار saar 'he became'

Not only are the s's different, but the pronunciation of ص aa is radically different in the two words. From the Arabic point of view, these are considered the front and back pronunciations of the same vowel, namely ص aa. The English speaker, on the other hand, is struck by the fact that Arabic ص corresponds to two English vowels, the a in sad and the o in sod. The vowel a in sad is a front vowel (produced by the front part of the tongue and in the front part of the mouth), while the o in sod is a back vowel. From the Arabic point of view, there are two s's and one vowel, the quality of that vowel being determined by the quality of the adjacent consonant. Thus, when the Arab hears the English words sad and sod he hears two different s's ( ح and ص) but one vowel ( ص), and would spell them ص and صااا respectively. In Arabic, the consonants are constant
with the vowel a dependent variable, while in English the consonant is the variable and the two vowels are the constants.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ساد</td>
<td>sad</td>
</tr>
<tr>
<td>صاد</td>
<td>sod</td>
</tr>
</tbody>
</table>

This fact is important and useful in both hearing Arabic and pronouncing it accurately. While س and ص are pronounced differently, and you should practice the different tongue positions in your pronunciation drills, the difference in vowel quality is an even more significant clue. If you get the vowels right, the consonants cannot be far wrong.

Drill 1. (On tape) Listen to the following pairs with س and ص .

Drill 2. (On tape) Repeat after each pair.

Drill 3. Identification test: Put an X in the appropriate column, indicating whether the word on tape contains س or ص:

<table>
<thead>
<tr>
<th>س</th>
<th>ص</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.1</td>
</tr>
<tr>
<td></td>
<td>.2</td>
</tr>
<tr>
<td></td>
<td>.3</td>
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<tr>
<td></td>
<td>.9</td>
</tr>
<tr>
<td></td>
<td>.10</td>
</tr>
</tbody>
</table>

So far we have discussed only the long vowel س . The same discussion is equally applicable to short س (fatha), the main difference being that the front and back varieties of س are half as long as the corresponding varieties of س .

Drill 4. (On tape) Imitation.
Drill 5. (On tape) Identification test:

<table>
<thead>
<tr>
<th>ص</th>
<th>س</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>3</td>
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<td>9</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

There are also differences in the other long and short vowels. Specifically for ـ i the front variety that goes with س is like the i in English sit, while the back variety is like e in English nurses.

Drill 6. (On tape) Listen to the following pairs of words which contrast the difference in sound of ـ i. Repeat the pairs of words on tape.

Drill 7. Long ii is the same with the addition of the vowel i in machine. Listen to the tape, noting the differences in quality between سـسii and سـسii.

Drill 8. (On tape) Identification test: Put an X under the proper letter.

<table>
<thead>
<tr>
<th>ص</th>
<th>س</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
We have seen (1) that ص is front and that, in reference to it, ص is back; and (2) that the presence of ص in the word requires the back pronunciation of adjacent vowels. There is another difference between the two ص's: in pronouncing ص the muscles of the tongue and throat are tensed up, while with ص they are relatively relaxed. This difference is highlighted before ص ص.

Drill 9. (On tape) Listening.

The vowel ص ص, which is like oo in English boot, is already a back vowel and so cannot be any more backed when next to ص. There is a discernible difference in tenseness, however, as illustrated above.


This tenseness is found with ص ص and ص ص as well, but it is not so apparent with them as in the case of ص ص.

Drill 11. (a) Listen to the following words. Record each word, then repeat it changing the ص sound to ص or ص to ص.

(b) Listen to the correct reading on the model tape.

(c) Repeat the correct answer. Then continue, with the next item and so on.

To summarize, Arabic vowels can be said to have a front pronunciation, which is the usual pronunciation, and a backed or back pronunciation, which is required by velarized consonants. We have had two velarized consonants so far: ص (as opposed to ص ) and ص (as ص).
opposed to لة). The front consonants so far are:

The other velarized consonants are ض and ظ; they will be treated in this and the next unit. If a word contains a velarized consonant, adjacent vowels on either side are also velarized or backed, as in أور (أور). This includes all vowels in the word which came before that velarized consonant, as in برا (bracelets) vs. بنت (bonds). This includes all vowels in the word which came before that velarized consonant, as in برا (bracelets) vs. بنت (bonds) (underlining shows extent of backness).

As a rule, vowels in syllables following a velarized consonant are front, although there are Arabs who simply pronounce the entire words with back vowels, as صوان or صوان.

Technical Summary:

voiceless dental sibilant
voiceless velarized alveolar sibilant

The following diagrams illustrate the different articulations of س and ص.

There are two noteworthy differences:

1. س is dental while ص is alveolar (note arrows)
2. The back of the tongue is relaxed for س while it is tensed and raised up to close to the velum for ص.
B. Reading

Drill 1. Like most other letters ب has four shapes. Here is the first one. Look at the independent shape above, then give the names of the following.

Drill 2. (On tape) read:

Drill 3. When joined to a following letter, the characteristic part ص is used; note that the little break in the line, called a "tooth" in Arabic, is an essential part of this shape. Read:

Drill 4. Note also that the "tooth" is retained when ص is joined in both directions. Circle this third shape in the following.

Drill 5. Read:
Drill 6. Compare the final joined shape of ص with the other shapes, then circle words including the last shape.

<table>
<thead>
<tr>
<th>Independent</th>
<th>Joined to following letter.</th>
<th>Joined on both sides</th>
<th>Final joined</th>
</tr>
</thead>
</table>

Drill 7. Read:

C. Writing

Drill 1. ص is written in one movement. Unlike the loops of ج and which are small and circular, the loop of ص is bigger and more open.

Drill 2. Practice the following.
Drill 3. The characteristic part of ١ is used when it is joined to a following letter. Remember to add the "tooth" before you join ١ to the following letter. See model below.

Drill 4. Trace over and then copy.

Drill 5. When joined to preceding and following letters, the shape of ١ is like its shape when joined to a following letter, except that it is joined to the preceding letter by a line coming from under it.

Drill 6. Practice:

Drill 7. Again, the final joined shape of ١ is connected to the preceding letter by a line coming from under it as indicated above.
Drill 8. Pronounce the following as you write them.

Drill 9. Practice all the shapes of 

2. The letter ض پ

A. Pronunciation

Section I treated the two Arabic s's: the front س and the velarized ص s. Arabic likewise has two d’s: a front ض, like English d, and a velarized د called daad, where the whole middle of the tongue covers the roof of the mouth.

As in the case of س and ص, the Arabic-speaker hears the the vowels in the English words "Dan" and "Don" as variants of و ا, but considers the d's different; he would spell these two names phonetically دان and دان respectively, reflecting the back-ness of the vowel and consonant in "Don".

Before starting the drills, remember that ض, like س, is a front consonant which requires a front pronunciation of adjacent vowels, whereas ض like ص is a velarized consonant (a d pronounced with the quality of the vowel in "good") and thus requires a back pronunciation of adjacent vowels. (See illustration.)
Drill 1. (On tape) Listening.

Drill 2. (On tape) Imitation.

Drill 3. (On tape) Identification. Check the block that corresponds to the word which includes the sound ض .

\[
\begin{array}{ccc}
2 & 1 & .1 \\
\square & \square & .2 \\
\square & \square & .3 \\
\square & \square & .4 \\
\square & \square & .5 \\
\square & \square & .6 \\
\square & \square & .7 \\
\square & \square & .8 \\
\end{array}
\]

Drill 4. (On tape) Identification. If the word read contains ض , write this letter in the block given; otherwise, leave the block blank.

\[
\begin{array}{ccc}
\square & \square & .1 \\
\square & \square & .2 \\
\square & \square & .3 \\
\square & \square & .4 \\
\square & \square & .5 \\
\square & \square & .6 \\
\square & \square & .7 \\
\square & \square & .8 \\
\square & \square & .9 \\
\square & \square & .10 \\
\end{array}
\]
Technical Summary:
- voiced dental stop
- voiced velarized alveolar stop

B. Reading

Drill 1. The letter ش daad is identical to ص plus a dot. Give the names of the following:

Since the dot is the only difference between ص and ش we will not introduce the various forms of ش individually as we did with ص. Instead you will be given two charts, one including all the shapes of ص and the other including those of ش. Study these charts carefully, then do the drills that follow.

Drill 2. Circle the words below that contain ش.


*Some Arabs pronounce ش ُd as ُٰ, a voiced velarized alveolar flat fricative. This is the same pronunciation as for ظ, which will be dealt with in the following unit.
Drill 3. Read:

Drill 1. The letter ص is a connector and is written the same way as ص plus a dot, which is added after the completion of ص. Practice the model below.

In Section 1 of this unit you were given some instructions with each writing drill in order to help you make the correct letter in all its various shapes. In this section, you will be simply asked to copy model words and phrases that contain ص, since the instructions given for ص apply here.

Drill 2. ص: Independent and joined to following letter.

Drill 3. ص: joined on both sides and final joined.
Drill 4. Note that the independent shape of د and its final joined shape have the variants indicated on the right. The downward slanting stroke added at the end of the letter replaces the dot, as in the case of د and د. Practice the following:

Drill 5. The following phrases contain both ض and ص in different positions. Pronounce each phrase as you write it.

3. Review Drills

Drill 1. (On tape) Listen to the sounds ض، د، ص، س in the following words, then write the appropriate letter (which represents the sound you hear) on the left.

Example:

ص

1

2

3

4

5

6

7

8

9

10
Drill 2. (On tape) Circle the word read to you on the tape.

Now, indicate whether the phrase read is the same as the phrase written; if it is the same, circle the phrase; if not, circle the X.

Drill 3. Read:

Drill 4. (On tape) Dictation.

Arabic sentences for reading.

1. Riad is a Lebanese friend.
2. He is studying in Beirut.
3. I visited Riad three years ago.
4. My friend Riad was hospitable to me.
5. I thanked Riad before my departure.
Answers

Review Drills

Drill 2.

1. Riad
2. friend
3. Lebanese
4. he studies, he is studying
5. in
6. Beirut
7. I visited
8. before, ago
9. three
10. years

Check tape

Drill 4.

1. riad
2. is
3. studied
4. in
5. Beirut
6. I visited
7. before, ago
8. three
9. years

Vocabulary

Riad (boy's name)
friend
Lebanese
he studies, he is studying
in
Beirut
I visited
before, ago
three
years
he acted hospitably toward
he was hospitable to me
departure
my departure
Unit 10

The letter ٍ

The letter ٣

1. The letter ٍ

A. Pronunciation

ٍ (taa7)ٍ٣ and ٨ (taa7)ٞ٣ constitute the third pair of front and velarized consonants. ٍ٤٣ is quite like English ٤٣٣; ٧ ٣ however, differs from it in four ways:

1. The tongue is quite tense in the pronunciation of ٣ as opposed to ٧.
2. For ٣ ٣ the back part of the tongue is in position for the vowel of "good", so supplying the velar effect.
3. ٣ ٣ and English ٩ are slightly aspirated—that is, pronounced with a little burst of air; ٧ ٣, however, is unaspirated.
4. ٣ ٣ takes the fronted pronunciation of adjacent vowels, while ٧ ٣ is accompanied by the backed variety. Thus, ٣ ٢٣ taat sound like English "tat" and ٧ ٢٣ taat sounds like English "tot".

Listen to these differences in the following words:

٢ ٦٢ ٦٢ ٦٢
٢ ٦٢ ٦٢ ٦٢
٢ ٦٢ ٦٢ ٦٢
٢ ٦٢ ٦٢ ٦٢
٢ ٦٢ ٦٢ ٦٢
٢ ٦٢ ٦٢ ٦٢
The following diagram illustrates the differences in tongue shape and tongue placement.

As with the other velarized-plain pairs of consonants, the quality of the adjacent vowels is your clue as to their identity, and your best aid in pronouncing them properly.

**Technical Summary**

\[ \text{\textcircled{c}} \quad \text{v voiceless dental stop} \]

\[ \text{\textcircled{b}} \quad \text{t unaspirated voiceless velarized alveolar stop.} \]

**Drill 1.** (On tape) Listening, and imitation.

**Drill 2.** (On tape) Identification. Check the proper block.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
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<tr>
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<td>□</td>
<td>□</td>
</tr>
<tr>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
Drill 3. (On tape) Identification. Check the block which corresponds to the word that contains ِّ.

Drill 4. Read:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
<td>ِّ</td>
</tr>
</tbody>
</table>

B. Reading

Drill 1. This is the letter ِّ.

Circle the same letter below. ِّ

Independent

Drill 2. Give the names of the following.

ابن

Drill 3. Circle ِّ in the following words.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ِّ</td>
<td>ِّ</td>
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<td>ِّ</td>
<td>ِّ</td>
</tr>
</tbody>
</table>

Drill 4. Read:
Drill 5. When joined to a following letter, is simply linked to it without change. Compare both independent and joined forms (right), then circle the joined form below.

1. طَأَر 2. طَيْب 3. طَلَّال 4. سَمِي 5. يِسَاط 6. رُطَّل

Drill 6. Read:

طَب طَلَّان طْلَّيْب شُرَيْط طَرْل طَيْب طَالِب نَذِين

Drill 7. The shape of is the same in all positions, being merely linked directly to the preceding or following letter; see box. Circle the words below that contain the last two shapes.

1. طَأَر 2. سَرْط 3. بَلاط 4. رَبْط 5. طَرْل 6. نَطِن طَنَا 7. طْرَط ضَرْبٍ

Drill 8. Read:

طَأَر ضَبِط طْرَك ضَطَب طُطْب طَلِفَي تْطَير طَيّب طَلَّال

C. Writing

Drill 1. The letter consisting of two parts: which resembles the first part of and which is added next, written from top to bottom. Practice the model below.
Drill 2. Trace over and then copy the following.

Like ص, the letter ط is a connector. Joined to following letter ص must have a tooth ص, whereas ط must not.

There is no need to give instructions for connecting ص with preceding and following letters. The same instructions given for ص apply here, except for the tooth (٩) which is added to ص but not to ط. The following two drills are given for practice.

Drill 3. This drill includes the forms of ط when joined to a following letter and when joined in both directions. Trace over the model line, then copy it below.

Drill 4. This drill reviews all the shapes of ط.
1. The letter ٰ

A. Pronunciation

The letters (BuildContext> and ٰ<ContextParagraph> represent the last set of plain/velarized consonants. ٰ<ContextParagraph> is the same as th in English "this, they." This th is a front consonant; Arabic ٰ<ContextParagraph> and English "that" sound the same. On the other hand, ٰ<ContextParagraph> is the back variety of ٰ<ContextParagraph>; in pronouncing ٰ<ContextParagraph> the tongue is further back in the mouth than for ٰ<ContextParagraph>, and the back part of the tongue is in the same position as for the vowel in "good". The muscles are held tense as in the case of the other velarized consonants. Again, if you pronounce the vowels correctly your consonants will be understood.

Drill 1. (On tape) a. Listening.

b. Imitation.

One final comment on the velarized consonants is that they affect not only adjacent vowels, but other consonants as well. That is, a velarized consonant requires the back pronunciation of vowels and also transforms plain consonants to velarized. Thus the word صوت "voice" is pronounced sawt; ضار "whip" is also pronounced *sawt; ضار "middle" is pronounced wasat; ضار (the letter ص) and ضار (the letter ض) are pronounced ضار and ضار respectively; and so forth.

Technical Summary

\[ \text{\textcircled{j} voiced interdental flat fricative} \]

\[ \text{\textcircled{b} voiced velarized alveolar flat fricative}\]

Drill 2. (On tape) Identification. Check the block which corresponds to the word that contains ٰ.

\[ \begin{array}{c}
\text{1} \\
\text{2} \\
\text{3} \\
\text{4} \\
\text{5} \\
\text{6} \\
\text{7} \\
\text{8} \\
\text{9} \\
\end{array} \]

* Some Arabs pronounce ٰ as ژ, a voiced velarized alveolar sibilant.
Drill 3. (On tape) Listen to each of the following words; if the word contains the sound \( \mathbf{j} \) write the letter \( \mathbf{j} \) in the block provided, but if it contains the sound \( \mathbf{b} \) leave the block blank.

<p>| | | | | | | | | | |</p>
<table>
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</tr>
</tbody>
</table>

B. Reading

Drill 1. The letter \( \mathbf{b} \) is made of the letter \( \mathbf{f} \) plus a dot. Give the names of the following.

\[
\begin{array}{c}
\text{ة}
\end{array}
\]

\( \mathbf{b} \) has four shapes which are exactly like those of \( \mathbf{f} \) except for the dot above. Study the following charts, then do the drills.

\[
\begin{array}{c|c|c}
\mathbf{f} & \text{Independent} & \text{Joined to a following letter} \\
\hline
\text{Independent} & \text{Joined on both sides} & \text{Final joined}
\end{array}
\]

Drill 2. Circle the words which contain the independent shape of \( \mathbf{b} \) as well as the shape joined to a following letter.

1. بوط
2. طَرَف
3. خَراط
4. نَاطل
5. نَطَر
6. طَّر
7. قَاط
8. طَارق
9. طَرَق

161
Answers

Part A.

Drill 3.

Drill 4. Circle the words below which include the shape of ظ joined on both sides and its final joined shape.

Drill 5. Read:

C. Writing ظ, like ط, is a connector and has four shapes which are written like those of ط except for the dot. See charts on p. 123.

The following drills provide you with practice of the various shapes of ظ.

Drill 1. : Independent.

Drill 2. : Joined to following letter.

Drill 3. Read:

Drill 1.

Check tape

Drill 2. Independent: 1, 3,

Joined to following letter: 2, 4, 6, 9.
Answers

Part B.

Drill 3.
Checked tape

Drill 4.
1, 4, 5 (final joined)

Drill 5.
Check tape

Review Drills

Drill 1. (On tape) Listen to the sounds ت, ط, ن, ظ in the following words, then write the letter that represents the sound you hear in the appropriate column below.
Drill 2. (On tape) If what is read corresponds to what is written, circle the latter; if it does not, circle the check mark:

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td>X</td>
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<tr>
<td>X</td>
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<tr>
<td>X</td>
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</tr>
<tr>
<td>X</td>
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<tr>
<td>X</td>
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<tr>
<td>X</td>
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</tr>
</tbody>
</table>

Drill 3. Read:

طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب
طبيب طبيب

Drill 4. True or False.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
F | T |

1. The letters ط and ظ have identical shapes; the only difference between them is the dot.
2. The letters ط، ض، ص، and ظ are all connectors.
3. When connected to a following letter، ط، ص، and ظ، behave like ط and ظ.
4. The dot of ظ is added after the stroke of ١.
5. The strokes of both ط and ظ are written from bottom to top.

Arabic sentences for reading.

1. Lutfi's doctor arrived.
2. Riad is a tall student.
3. Dhafir is a patriotic officer.
4. Dhafir traveled by train.
Answers

Review Drills

Drill 2.
X
X
X
Check tape

Drill 3.
False True
☐ ☒ . 1
☐ ☒ . 2
☐ ☒ . 3
☐ ☒ . 4
☐ ☒ . 5

Drill 4.

Drill 5.

Vocabulary

he arrived
doctor
Lutfi (boy's name)
student
tall
Dhafer
officer
patrotic
in
train
Unit 11

The letter \( \text{m} \)

The letter \( \text{h} \)

Taa\'( marbuuta \( \text{at} \)

1. The letter \( \text{m} \)

A. Pronunciation

The consonant \( \text{m} \) miim is pronounced like English \( \text{m} \) in "man, hammer, ram". It may be pronounced double, as in \( \text{rummaan} \).

B. Reading

Drill 1. This is the letter \( \text{m} \) miim in its independent shape. Underline the same letter in the following.

Drill 2. Give the names of the following.

Drill 3. Read:

Drill 4. The loop of the letter \( \text{m} \) is the part of the letter that is used when \( \text{m} \) is connected to a following letter. Read:
Drill 5. When joined on both sides, \( f \) is joined to the preceding letter with a line that descends from above; note in the illustration in the box that the preceding letter or letters are written above the line in anticipation of the line descending to connect with \( f \). Underline in the following the shape of \( f \) joined on both sides.

Drill 6. Read:

\[
\text{س} \quad \text{ن} \quad \text{م} \quad \text{ئ} \quad \text{م} \quad \text{ئ} \quad \text{ن} \quad \text{م} \quad \text{ئ} \quad \text{س} \quad \text{م} \quad \text{ئ} \quad \text{ن}
\]

Drill 7. When it occurs final joined, \( f \) is connected to a preceding letter from above. Note that the full form of \( f \) is used here. Circle the words including the final joined forms only.

Drill 8. Read:

\[
\text{أ} \quad \text{ح} \quad \text{ج} \quad \text{د} \quad \text{ب} \quad \text{أ} \quad \text{ح} \quad \text{ج}
\]
C. Writing

Drill 1. In writing independent م, we begin with the loop first, then leftward and downward below the line. Unlike the loop of م, which is circular and written above the line, the loop of م is on the line, and smaller.

Drill 2. Practice the following.

Drill 3. The loop م is the most characteristic part of the letter م, and it alone is used when joined to a following letter.

Drill 4. Trace over and then copy the following.
Drill 5. While most letters are joined to a preceding letter on the line, e.g., 𞃛, 𞃛, etc., 𞃛 is joined from above as indicated in the model. Practice the shape of 𞃛 connected on both sides below.

Drill 6. Practice the following.

Drill 7. The final joined shape of 𞃛 is similar to the independent shape except for the preceding part which should be raised above the line as in the shape connected on both sides.

Drill 8. The following drill contains all shapes of 𞃛.
2. The letter ً h

A. Pronunciation

Arabic (haa?) corresponds to English h as in "hot". There are, however, three important differences. First, Arabic ً h can be pronounced double, as in the following drill.

Drill 1. a. Listening. Note: Words will be read in pause form.

- sahhal
- fahham
- mahhad
- jahhaz
- tamahhal

b. Repetition. In pronouncing double h, be sure to prolong it two or three times as long as you would for English.

Second, while English h can only be pronounced with a following vowel, Arabic ً h may be pronounced before a vowel or a consonant.

Drill 2. a. Listening. Contrast between a vowel and ah ﺔ.

- sahl 'easy'
- nahr 'river'
- fahm 'understanding'
- ġahr 'mouth'

- saal 'it flowed'
- naar 'fire'
- fam 'mouth'
- ġarr 'evil'

b. Repetition. As an aid in pronouncing h before consonants, pronounce ً double, e.g., sahhl. This exaggerated pronunciation is preferable to not pronouncing it at all, and with additional practice you will ultimately achieve a balanced pronunciation of it.

ً h can also come as the last sound of the word, as in the following.
Drill 3. a. Listening.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>saah 'shah'</td>
<td></td>
</tr>
<tr>
<td>taah 'he strayed'</td>
<td></td>
</tr>
<tr>
<td>yibh 'resemblance'</td>
<td></td>
</tr>
<tr>
<td>miyaah 'waters'</td>
<td></td>
</tr>
<tr>
<td>baladuh 'his country'</td>
<td></td>
</tr>
</tbody>
</table>

b. Repetition. Again, exaggerate at first by prolonging it.

The other important difference is that Arabic is pronounced more forcefully than is English, this would seem to be necessary in order to pronounce it double, for example, or at the end of a word. English seems by comparison more relaxed and less tense, even being dropped by some people in certain words, e.g., "mayhem," "herb," "humor," or being slurred over in expressions like "Let (h)er go!" In pronouncing Arabic be sure to articulate it with force, making a special effort to pronounce it as audibly as possible when it is not followed by a vowel.

Drill 3. (On tape) a. Listen to the difference between English and Arabic in the following similar words.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هات</td>
<td>'give'</td>
</tr>
<tr>
<td>هام</td>
<td>'important'</td>
</tr>
<tr>
<td>هام</td>
<td>'he became thirsty'</td>
</tr>
<tr>
<td>همل</td>
<td>'terror'</td>
</tr>
<tr>
<td>هم</td>
<td>'anxiety'</td>
</tr>
</tbody>
</table>

b. Imitation

Drill 4. (On tape) This drill includes before a consonant or at the end of the word. a. Listening.
b. Imitation.

Drill 5. (On tape) Doubled ٤ . a. Listening. b. Imitation

B. Reading

Drill 1. This independent form *حاَر* occurs only word-final or after a non-connector. Give the names of the following.

<table>
<thead>
<tr>
<th>شاها</th>
<th>نادِه</th>
<th>دَاها</th>
<th>يَفْجِه</th>
<th>دَاها</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَدِه</td>
<td>نَدِه</td>
<td>دَاها</td>
<td>يَفْجِه</td>
<td>دَاها</td>
</tr>
</tbody>
</table>

Drill 2. Since English h does not occur in word-final position, be careful to pronounce Arabic *ح* fully as you read the following words: (read in pause form).

<table>
<thead>
<tr>
<th>شاها</th>
<th>بَلْدِه</th>
<th>ميِّاه</th>
<th>يَفْجِه</th>
<th>دَاها</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَدِه</td>
<td>نَدِه</td>
<td>دَاها</td>
<td>يَفْجِه</td>
<td>دَاها</td>
</tr>
</tbody>
</table>

Drill 3. ٠ takes the shape *ه* when it is joined to a following letter. Circle this joined shape below.

<table>
<thead>
<tr>
<th>١. حَر</th>
<th>٢ ِـهِد</th>
<th>٣ ِـبْحِه</th>
<th>٤ ِـهِن</th>
<th>٥ ِـذِهب</th>
</tr>
</thead>
<tbody>
<tr>
<td>٦. وَلِدِه</td>
<td>٧ ِـهِد</td>
<td>٨ ِـكيِك</td>
<td>٩ ِـهِن</td>
<td>١٠ ِـرُبِدة</td>
</tr>
</tbody>
</table>

Drill 4. Read:

٠ حَر
٠ هُن
٠ دِهِب
٠ هُنّ
٠ تَرَّهِب
٠ هُنّ
Drill 5. When joined in both directions has the shape ٍٍ, which goes below the line. Circle this shape below.

Drill 6. Read:

Drill 7. These are the four shapes of ٍٍ, including the final joined shape ٍٍ. Circle words below that include the last shape.

Drill 8. Read:

3. taaʔ marbuutah

It is a special way of writing ٍٍ when it is the last letter of certain words. In most cases these words (nouns and adjectives) are feminine singular. It is called taaʔ marbuutah ("tied ٍٍ"). It is the same in shape as ٍٍ but with the addition of two dots; it is always preceded by ٍ. Listen to the following on the tape.
Answers
Part B.

Drill 5.
Numbers: 1, 3, 4, 6, 7, and 8.

Drill 6.
Check tape

Drill 7.
Check tape

Drill 8.
Check tape

The nunation forms of the are illustrated by:

\[
\begin{align*}
\text{madiinatun} & \quad \text{'city'} \\
\text{madiinatin} & \quad \text{'city'} \\
\text{madiinatan} & \quad \text{'city'}
\end{align*}
\]

Note that l'alf is not used to spell out fatha plus nunation. The pause form of the is -a (occasionally -ah for some speakers) for all possible readings. Illustration:

\[
\begin{align*}
\text{Full form} & \quad \text{Pause form} \\
\text{madiinatu} & \quad \text{madiina 'city'} \\
\text{madiinati} & \quad \text{} \\
\text{madiinata} & \quad \text{} \\
\text{madiinatun} & \quad \text{} \\
\text{madiinatin} & \quad \text{} \\
\text{madiinatan} & \quad \text{} \\
\end{align*}
\]

Drill 2. Read:

Note: Final the is often written without the two dots, e.g.,
C. Writing

Drill 1. The letter Ω is more triangular than round, and is written in a clockwise direction. Note that it rests on the line. Practice the model below.

Drill 2. Pronounce the following as you write them.

Drill 3. The letter Ω is a connector. It takes the shape as in the box when connected to a following letter.

Drill 4. Practice the following.
Drill 5. The model shows you how $\emptyset$ is written when it is joined in both directions. Note that this shape is written below the line.

\[ \text{Joined on both sides.} \]

\[ \text{Drill 6. Trace over and then copy.} \]

\[ \text{Final joined} \]

\[ \text{Drill 7. When $\emptyset$ is final joined it takes the shape which is similar to the printed shape. The variant is also common in handwritten Arabic. Practice both shapes below.} \]

\[ \text{Drill 8. Trace and then copy the following.} \]
Drill 9. Say each of the following words aloud as you write them.

4. Review Drills

Drill 1. True or False.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Both the letter haa? and the sign sukuun have the same shape.
2. The shape only occurs in final position of the word.
3. The loops of the letters waaw and miim are written the same.
4. When occurs combined in both directions, the preceding and following letters should be raised above the line.
5. The only difference between haa? and taa? marbuuta is the two dots which are added above the latter.
6. These two words have the same pronunciation and meaning.
7. The pause form of words ending in taa? marbuuta is pronounced.
Drill 2. (On tape) If you hear the sound * in the following, circle the number of the word; if you do not hear the sound, circle the check mark on the left.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>.2</td>
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<td></td>
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<tr>
<td>X</td>
<td>.3</td>
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<td></td>
<td></td>
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<tr>
<td>X</td>
<td>.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>.7</td>
<td></td>
<td></td>
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<tr>
<td>X</td>
<td>.8</td>
<td></td>
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<td></td>
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<tr>
<td>X</td>
<td>.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>.10</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Drill 3. (On tape) If what is read is the same as the phrase or sentence written check under "yes"; if not, check under "no".

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drill 4. Read:

* "هناک مدرسه ثانوية"*  
* "زهير مهندس مشهور"  
* "سهيلة مهندس"*  
* "مینا صديقة"*  
* "شهير مهندس مشهور"  
* "لزيارة مدرسة ثانوية"*  
* "سهيلة مهندس"*  
* "هناک مدرسه"*
Drill 5. (On tape) dictation.

Arabic sentences for reading.

1. Zuhayr is a famous engineer.
   1. زهير مهندس مشهور
2. He went to visit the city of Tehran.
   2.ذهب إلى مدينة طهران
3. There, he met his girl friend Suhayla.
   3. قابل هناك صديقتته سهيلة
   4. تدرس سهيلة في مدرسة ثانوية
5. He who endures, overcomes. (Proverb)
   5. من صبر ظفر

Vocabulary

Zuhayr (boy's name)
eengineer
famous
he went
in order to visit
city
Tehran
he met
there
girl friend
Suhayla (girl's name)
she studies
school
secondary
he who, whoever
he endured
he won, overcame
Answers

Review Drills

Drill 5.

A.)../.+
The letter ٣ ّ
The letter ٤ ٦
The letter ٥ ٫

1. The letter ٣ ّ

A. Pronunciation

The pronunciation of the Arabic letter ٣ ّ varies over the Arab world, but this does not create a problem because all pronunciations are found in English: ٣ as in "judge", ٦ as in "azure" or ٧ as in "pleasure," and ٨ as in "game". The "judge" pronunciation is found in the Arabian Peninsula, Iraq, the Sudan, most of Egypt and certain rural and desert areas of Syria and Jordan. It is pronounced like ٨ in "pleasure" (or ٩ in French "jour") in the Levant and North Africa. Finally, in Cairo and Alexandria it is usually pronounced like ٨ in English "game", but occasionally like ٩ in "judge". This is not a problem for the Arabs, who, in fact, probably usually do not notice the difference. In this course we have chosen the pronunciation ٩ as in "judge". You may also use this value, or that of your teacher if it is different. In any case, you should expect that the letter ٣ ّ will be pronounced in any of these three ways.

٣ ّ may of course be pronounced double regardless of which value it has.


B. Reading

Drill 1. This is the independent shape of ٣ ّ. Give the names of the following:

٣ ّ ٣ ّ ٣ ّ ٣ ّ ٣ ّ ٣ ّ
### Drill 2.
Read:

<table>
<thead>
<tr>
<th>حاصل</th>
<th>حيال</th>
<th>سراج</th>
</tr>
</thead>
</table>

### Drill 3.
Notice that ج retains its characteristic part when it is joined to a following letter.

Read:

| ج : حاصل | ج : حيال |

### Drill 4.
ج has the shape when it is connected to preceding and following letters. Note that this shape is open whereas the first two are closed. Circle the same shape in the following.

<table>
<thead>
<tr>
<th>حاصل</th>
<th>حيال</th>
<th>حليم</th>
<th>حيدر</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. نجم</td>
<td>2. نجيب</td>
<td>3. ماجد</td>
<td>4. نجيب</td>
</tr>
<tr>
<td>6. سلم</td>
<td>7. تجارة</td>
<td>8. جوز</td>
<td>9. سفاج</td>
</tr>
</tbody>
</table>

### Drill 5.
Read:

<table>
<thead>
<tr>
<th>دوم</th>
<th>سجل</th>
<th>شجر</th>
</tr>
</thead>
</table>

### Drill 6.
The final joined shape of ج is similar to the shape joined on both sides plus the tail that goes below the line. Compare this shape with the others, then circle words that contain the same shape.

<table>
<thead>
<tr>
<th>حاصل</th>
<th>حيال</th>
<th>سراج</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. نجار</td>
<td>2. سليم</td>
<td>3. مطر وليل</td>
</tr>
<tr>
<td>4. مناهج جديدة</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Writing

Drill 1. Unlike the characteristic parts of ظ، ض، ص، which are oblong, the characteristic part of ی is rather triangular. Practice the model below.

Drill 2. Pronounce each of the following words as you write them.

Drill 3. ی is a connector. When joined to a following letter, the characteristic part ی is used, written almost straight on the line rather than slanting as in the independent shape.
Drill 4. Practice the following.

Drill 5. When joined on both sides, looks like an acute angle; it is joined to the preceding letter from above. Note that the preceding letters are written above the line in anticipation of it.

Drill 6. Trace and then copy the following.

Drill 7. This final joined shape starts like the previous shape, but instead of resting on the line it slants down then goes below the line like the independent shape. Like the shape connected on both sides, this shape is also joined to the preceding letter from above. Copy the model below.
Drill 8. Practice.

Drill 9. Review of all shapes of ن.

2. The letter ح.

A. Pronunciation

Arabic ح (xaω) has no English equivalent; it is a voiceless uvular fricative produced by raising up the back of the tongue close to the uvula (the top of the soft palate). The air stream is forced through this constricted passage, so creating the desired fricative noise.

ح differs from k in that k is pronounced by completely blocking the passage of the air stream between the velum and the back of the tongue (see illustration).
You can practice ̆ by first saying aka several times, then
drawing the tongue down from the velum, so creating ̆. As a
matter of fact, this sound is sometimes heard in English in the
name "Bach" and the newly-coined word yech (or yechch). It also
is found in many European languages, such as the ch in German ach
or Scotch loch, Russian X, etc. Note that Arabic ̆ x is always
a uvular fricative regardless of the following vowel, never be-
coming palatal as, for example, German ch does after i or e. Some
students tend to substitute k for ̆ ; make an effort to remember
which words contain ̆ , and to pronounce it when required.

Technical Summary

̆ x voiceless uvular fricative


Drill 2. (On tape) Identification. Check the proper block.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.</td>
</tr>
<tr>
<td>2</td>
<td>.</td>
</tr>
<tr>
<td>3</td>
<td>.</td>
</tr>
<tr>
<td>4</td>
<td>.</td>
</tr>
<tr>
<td>5</td>
<td>.</td>
</tr>
<tr>
<td>6</td>
<td>.</td>
</tr>
<tr>
<td>7</td>
<td>.</td>
</tr>
<tr>
<td>8</td>
<td>.</td>
</tr>
</tbody>
</table>

Drill 3. (On tape) Identification. Check the block that contains
the ̆ sound.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>
Drill 4. a. Listen to the following words. Say the model word, then repeat it changing چ to چ or چ to چ.
b. Listen to the correct answer on the tape.
c. Repeat the correct answer to yourself.
d. Again, listen to the correct answer on the tape.

Drill 5. (On tape) Identification. If the word read contains a چ sound place a check mark in the block provided; if not, leave the block blank.

B. Reading
Like چ, the letter چ is a connector and is identical to it in all its four shapes, except for the dot above. Compare the following charts with each other before you start the reading drills.

Drill 1. Give the names of the following:

\begin{align*}
\text{ص} & : \text{ص} \\
\text{ض} & : \text{ض} \\
\text{ط} & : \text{ط} \\
\text{ظ} & : \text{ظ} \\
\text{ر} & : \text{ر} \\
\text{ز} & : \text{ز} \\
\text{س} & : \text{س} \\
\text{ش} & : \text{ش} \\
\text{ت} & : \text{ت} \\
\text{م} & : \text{م} \\
\text{ن} & : \text{ن} \\
\text{و} & : \text{و} \\
\end{align*}
Answers

Part A.

Drill 4.
Check tape

Drill 5.

Drill 3. Read:

Drill 4. Underline the \( \ddot{a} \) joined to a following letter in the following:

Drill 5. Read:

Drill 6. Underline the shape of \( \ddot{a} \) joined on both sides.

Drill 7. Read:

Drill 8. Circle words that contain the final joined shape of \( \ddot{a} \).
Answers

Part B.

Drill 2.

Numbers: 1, 2, 4, 6, 9, and 10.

Drill 3.

Check tape.

Numbers: 1, 3, 4, 6, 7, and 10.

Drill 4.

Check tape.

Numbers: 1, 3, 4, 6, 7, and 10.

Drill 5.

Check tape.

Numbers: 1, 2, 5, 7, 8, and 10.

Drill 6.

Check tape.

Independent shape.

Drill 1.

Independent

Joined to following letter

Joined on both sides

Final joined

Practice the following:

Drill 7.

Check tape.

Drill 8.

1

2

3

4

Drill 2.

Joined to a following letter.
3. The letter ٍ h

**A. Pronunciation**

Arabic ٍ (haa?) h has no English counterpart. It is produced by tensing up the throat muscles (specifically, the faecal columns, the muscles used in gagging) as air is forced through the throat; the back part of the tongue must be kept as low as possible lest ٍ x be produced. It is a voiceless fricative produced in the throat, or pharynx; it is identified as a voiceless pharyngeal fricative.

One suggestion for practicing ٍ is to whisper the word "Hey!" or "Hey you!" as loudly as you can. Then produce the h alone, whispered but with the muscles used in gagging tensed up. This should help give you a feeling for where and how ٍ is produced. An alternative suggestion is to whisper "ah" forcefully, again holding tense those muscles that are used in gagging.

**Drill 1. (On tape) a. Listening.**

ٍ, like ّ, can be pronounced not only before vowels but before consonants, at the end of a word, or double. ٍ differs from ّ in that it is pronounced with the throat muscles quite tense, who for ّ these muscles are relaxed. Further, the shape of the tongue for ٍ is constant, whereas for ّ the tongue takes the
shape of the following (or preceding) vowel. For example, in pronouncing the combination ُه hii, the tongue is shaped for the same as it is for the following ُع. For ُح hii, however, ُح is pronounced in the throat, and a transitional sound is made as the tongue changes to the shape required for ُع; thus, in the pronunciation of ُخ hii you will hear a slight "ah" sound as the tongue changes shape; ُح (a)if.

Drill 2. (On tape) a. Listening, b. Imitation.

Drill 3. (On tape) Identification. Check the proper block.

<table>
<thead>
<tr>
<th>Different</th>
<th>Same</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Drill 4. (On tape) Identification. Check the block which corresponds to the word that contains ُخ.

<table>
<thead>
<tr>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
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<td></td>
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<td></td>
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</tbody>
</table>
Drill 5. (On tape) a. Listen to the following words. Say the model word, then repeat it changing  to  or  to . b. Listen to the correct answer on the tape. c. Repeat the correct answer to yourself. d. Again, listen to the correct answer on the tape.

Technical summary:

\[ \text{r} \] voiceless faucalized pharyngeal fricative.

We have seen that \( \text{x} \) is a voiceless uvular fricative and that \( \text{h} \) is a voiceless pharyngeal fricative. Remember that in producing \( \text{h} \) the back of the tongue must come near the soft palate; for \( \text{h} \) the tongue must be kept low to avoid approaching it.


Drill 7. (On tape) Identification. Check the proper block that contains the sound.

\[
\begin{array}{ccc}
\text{1} & \text{2} & \text{3} \\
\text{4} & \text{5} & \text{6} \\
\text{7} & \text{8} & \text{9} \\
\text{10} & \text{11} & \text{12}
\end{array}
\]

B. Reading

The letter \( \text{h} \) has a connector and has four shapes which are exactly like those of \( \text{r} \) and \( \text{x} \) except that it does not have a dot. See charts below.

\[
\begin{array}{c}
\text{Independent} \\
\text{Joined to following letter.} \\
\text{Joined on both sides} \\
\text{Final joined.}
\end{array}
\]
Drill 1. Give the names of the following:

Drill 2. Underline the independent shape of ح below.

Drill 3. Read:

Drill 4. Underline the shape of ح joined to a following letter and the shape joined on both sides.

Drill 5. Read:

Drill 6. Circle words including the final joined shape of ح.

Drill 7. Read:
Answers

Part B.

Drill 1.
Check tape

Drill 2.
Numbers: 1, 3, 4, 6, 7, and 10.

Drill 3.
Check tape

Drill 4.
Numbers: 1, 2, 3, 4, and 10

Drill 5.
Check tape

Drill 6.

Drill 7.
Check tape

C. Writing

Again, all the shapes of \( \varepsilon \) are written the same as those of \( \dot{e} \) and \( \check{e} \) except for the dot. See charts below:

\[
\begin{align*}
\varepsilon & \quad \dot{e} & \quad \check{e} \\
\text{Independent} & \quad \text{Joined to following letter} & \quad \text{Joined on both sides} & \quad \text{Final joined.}
\end{align*}
\]

Practice the following.

Drill 1. \( \varepsilon \): Independent.

Drill 2. \( \dot{e} \): Joined to a following letter.

Drill 3. \( \check{e} \): Joined on both sides.
Drill 4. \(\checkmark\) : Final joined.

\[\text{صـلاـي}
\text{صـلاـي}
\text{صـلاـي}
\text{صـلاـي}
\]

Drill 5. Review of \(\checkmark\) shapes.

\[\text{صـلاـي}
\text{صـلاـي}
\text{صـلاـي}
\text{صـلاـي}
\]

4. Review Drills

Drill 1. True or False.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. \(\checkmark\) is a connector, but \(\checkmark\) and \(\checkmark\) are not.
2. The placement of the dot distinguishes the letters jiim and xaa\(\checkmark\) from each other.
3. The various shapes of \(\checkmark\), \(\checkmark\), and \(\checkmark\) are written the same.
4. In writing words containing any of the connected shapes of \(\checkmark\) or \(\checkmark\), the dot is added after the completion of the first non-connector.
5. Only the final joined shapes of \(\checkmark\), \(\checkmark\), and \(\checkmark\) are connected to the preceding letter from above.
Drill 2. (On tape) Each word that you will now hear contains either ٥ ٦ ٧. Write on the left the letter which represents the sound you hear.

Drill 1.

<table>
<thead>
<tr>
<th>F</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX</td>
<td>1</td>
</tr>
<tr>
<td>XX</td>
<td>2</td>
</tr>
<tr>
<td>XX</td>
<td>3</td>
</tr>
<tr>
<td>XX</td>
<td>4</td>
</tr>
<tr>
<td>XX</td>
<td>5</td>
</tr>
</tbody>
</table>

Drill 3. Read:

\[
\begin{array}{l}
\text{كhalil } \times \text{ Jamila}.\\
\text{Jamila: Hello, Khalil.}\\
\text{Khalil: How are you?}\\
\text{Jamila: Fine, thanks.}\\
\end{array}
\]

Arabic proverbs

1. He who strives finds.
2. There is no smoke without fire.
3. The guardian may be the thief.
4. A new language is a new man.

Note: All dialogues and proverbs are to be memorized henceforth.
Answers

Review Drills

Drill 2.
1. C
2. C
3. C
4. C
5. C
6. C
7. C
8. C
9. C
10. C

Drill 3.
Check tape

Drill 4.

Vocabulary

Khalil (boy's name)
hello
O (vocative)
Jamila (girl's name)
condition, state
your condition
good (noun), well-being
in good condition, fine
thanks
he strove seriously
he found
smoke
without
fire
its guardian
its thief
tongue; language
new; here: one more
man
Unit 13

The letter ١

The letter ٢

1. The letter ١

A. Pronunciation

The letter ١ (ساين) represents a consonant, ١, that does not exist in English. Listen to it on tape as it is pronounced in initial, medial and final positions in the word:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>sarabun</td>
<td>'Arabs'</td>
</tr>
<tr>
<td>na'sam</td>
<td>'yes'</td>
</tr>
<tr>
<td>baa'a</td>
<td>'he sold'</td>
</tr>
</tbody>
</table>

The consonant ١ is an unusual kind of consonant: it is basically the vowel "ah" (as in "father"), but accompanied in its pronunciation with tensing up of the muscles used in gagging. When Arabs pronounce this consonant after silence, you may detect a short "ah" before the ١ proper is formed. One way to practice ١ is to say "ah", and then tense up your throat muscles as in gagging. Another way to practice it is to sing "ah", carrying it down to the lowest note you can; then sing it one step lower. Finally, it has been suggested that the student imitate the "baa" of a sheep as bleatingly as possible.

Drill 1. (On tape) a. Listening: ١ and long vowels. b. Imitation.

It is important to note the effect that ١ has on adjacent vowels. Since it is in essence the vowel "ah", there is a tendency for other vowels to become like "ah" when next to it. Thus the short vowel ١ in شعرا 'poetry' is more like ١ in "bet" than ١ in "bit", while the ١ in شعر 'hairstyle' is "ah" rather than "a" as in cat.


١ is a voiced faucalized pharyngeal fricative, while ٢ is the same thing voiceless. Thus, ١ is the voiced counterpart of ٢.
One way to practice  is first to pronounce a prolonged  , then add voicing as you do; this will produce  . The next drill contrasts  and  .


Arabic  and  are quite different phonetically. However,  and English  have in common that they are both based on the same vowel --the u of "but", symbolized a.  is a retroflexed 2, while  is faucalized 2. This leads some Americans to hear  as 4. The following drill contrasts the two consonants.


Drill 5. (On tape) Identification. Check the block that corresponds to  .

```
2 1
1
2
3
4
5
6
7
8
```

Drill 6. (On tape) Identification. Check the block that corresponds to  .

```
2 1
1
2
3
4
5
6
```

Technical summary:

 is a voiced faucalized pharyngeal fricative (more properly, voiced faucalized mid-central vocoid).
B. Reading

Drill 1. This is the independent shape of ع. Give the names of the following:

Drill 2. Underline ع in the following.

Drill 3. Read:

Drill 4. ع takes the shape when joined to a following letter. Read:

Drill 5. Note that the shape of ع when joined on both sides is triangular rather than rounded. Underline the same shapes below.

Part B.

Drill 1.
Check tape

Drill 2.
Numbers:
1, 2, 4, 6, 8, and 9.

Drill 3.
Check tape

Drill 4.
Check tape

Drill 5.
Numbers:
1, 2, 3, 6, 8, 9, and 10.

Drill 6. Read:

Drill 7. This chart gives the four shapes of ١. Compare the final joined form with the others, then circle the words below which contain the last shape.

Drill 8. Read:

C. Writing

Drill 1. The letter ١ consists of two parts: ١ (like English c) and ١ which is identical to the tail of ١. Note that the two parts are written in one stroke, as seen above.

Drill 2. Sound out each of the following words as you write them.
Drill 3. $\bar{e}$ is a connector. The characteristic part is joined to a following letter.

Drill 4. Trace over and then copy the following.

Drill 5. Note that the shape of $\bar{e}$ when joined in both directions is triangular rather than round. Practice the model below.

Drill 6. Practice the following:
Drill 7. In its final independent shape \( \varepsilon \) takes the shape connected on both sides plus the tail part of the independent shape. Like the independent shape, it is written in one stroke.

\[ \varepsilon \]

\[ \varepsilon \]

Drill 8. Trace over and then copy the following.

\[ \text{نَعَّلَةَ دَفَعَةَ رَبِيعَةَ نَافِعَةَ سَرِيعَةَ} \]

Drill 9. Review of \( \varepsilon \) shapes.

\[ \text{مَسْرُوعَ نَافِعَ عَرَفَ سَوَاءَ} \]

2. The letter \( \dot{\varepsilon} \)

A. Pronunciation

The letter \( \dot{\varepsilon} \) (wayn) represents a sound that does not exist in English: the consonant \( \dot{\varepsilon} \), the voiced counterpart of \( \varepsilon \). \( \dot{\varepsilon} \) and \( \varepsilon \) are both pronounced by raising up the back of the tongue towards the soft palate and almost, but not quite, stopping the passage of the air. The only difference between the two is that \( \varepsilon \) is voiceless while \( \dot{\varepsilon} \) is voiced. The simplest way to produce \( \dot{\varepsilon} \) is to gargle—without water. Another approach is to say \textit{aga} several times, gradually moving from complete to incomplete closure between tongue uvula. Or, pronounce \( \dot{\varepsilon} \ x \), and as you do add voicing.
The following drill contrasts \( \ddot{c} \) with \( \dddot{c} \), from which it differs only in voicing.

Drill 1. (On tape) a. Listening: \( \ddot{c} \) and \( \dddot{c} \). b. Imitation.

Drill 2. (On tape) Identification. Check the block which corresponds to the word containing \( \ddot{c} \).

\[
\begin{array}{cccccccc}
2 & 1 & & & & & & \\
\hline
\checkmark & \checkmark & .1 & & & & & \\
\checkmark & \checkmark & .2 & & & & & \\
\checkmark & \checkmark & .3 & & & & & \\
\checkmark & \checkmark & .4 & & & & & \\
\checkmark & \checkmark & .5 & & & & & \\
\checkmark & \checkmark & .6 & & & & & \\
\checkmark & \checkmark & .7 & & & & & \\
\checkmark & \checkmark & .8 & & & & & \\
\checkmark & \checkmark & .9 & & & & & \\
\end{array}
\]

Next will follow a drill contrasting it with \( \dddot{c} \).

Drill 3. (On tape) a. Listening \( \dddot{c} \) and \( \dddot{c} \). b. Imitation.

Drill 4. (On tape) If the word read contains \( \ddot{c} \) check under "yes"; if not, place a check under "no".

\[
\begin{array}{cc}
\text{NO} & \text{YES} \\
\hline
1 & .1 \\
2 & .2 \\
3 & .3 \\
4 & .4 \\
5 & .5 \\
6 & .6 \\
7 & .7 \\
8 & .8 \\
9 & .9 \\
10 & .10 \\
\end{array}
\]
Part A.

Drill 2.

1
2
3
4
5
6
7
8
9

Drill 4.

No    Yes

XX    . 1
XX    . 2
XX    . 3
XX    . 4
XX    . 5
XX    . 6
XX    . 7
XX    . 8
XX    . 9

In some languages, such as Parisian French and stage German, \( r \) is a voiced uvular trill, which is sometimes replaced by a voiced velar or uvular fricative: Arabic \( \ddot{c} \). Thus, some students familiar with French or German tend to confuse Arabic \( \ddot{c} \) and \( \ddot{r} \). They are of course quite distinct as seen in the following drill.

Drill 6. (On tape) a. Listening: \( \ddot{r} \) and \( \ddot{c} \). b. Imitation.

Drill 7. (On tape) Identification. Check the blocks that correspond to identical items containing \( \ddot{c} \).

3 2 1

1
2
3
4
5
6
7
8
9
10
Part A.  

Drill 5.  

3 2 1  . 1  

□ □ □ □ □ □ □ . 2  

□ □ □ □ □ □ □ . 3  

□ □ □ □ □ □ □ . 4  

□ □ □ □ □ □ □ . 5  

□ □ □ □ □ □ □ . 6  

□ □ □ □ □ □ □ . 7  

□ □ □ □ □ □ □ . 8  

Drill 7.  

□ □ □ □ . 1  

□ □ □ □ □ □ □ . 2  

□ □ □ □ □ □ □ . 3  

□ □ □ □ □ □ □ . 4  

□ □ □ □ □ □ □ . 5  

□ □ □ □ □ □ □ . 6  

□ □ □ □ □ □ □ . 7  

□ □ □ □ □ □ □ . 8  

□ □ □ □ □ □ □ . 9  

□ □ □ □ □ □ □ . 10  

Drill 8. (On tape) Identification. Check the proper block.  

Technical summary:  

\[ \text{\( \ddot{g} \) voiced uvular fricative.} \]

B. Reading  

\[ \text{\( \dot{g} \) Bayn has four shapes, which are exactly like those of \( \ddot{g} \) except for the dot above. See charts below.} \]

<table>
<thead>
<tr>
<th>( \ddot{g} )</th>
<th>( \dot{g} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent</td>
<td>Joined to following letter</td>
</tr>
<tr>
<td>Joined on both sides</td>
<td>Final joined</td>
</tr>
</tbody>
</table>

Drill 1. Underline the independent shape of \( \ddot{g} \) below.  

1. صحّ  2. فَرَعْ  3. بَلَعْ  4. شَارَعْ  5. بَلَاعّ  6. فَرَعّ  7. ضِبْعَ  8. فَرَعُ  9. ضِبْعُ  10. ضِبْعٌ  

Drill 2. Give the names of the following:  

اِبْتُرْتُ لْمُنْ نِمْوَبٍ  

Drill 3. Read:  

طُرْعَ  بَلَعْ  فَرَعْ  شَارَعْ  ضِبْعٌ  

206
Drill 4. Underline the shape of 

\[
\begin{array}{cccc}
1. & 2. & 3. & 4. \\
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

joined to a following letter.

Drill 5. Read:

\[
\begin{array}{cccc}
1. & 2. & 3. & 4. \\
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

Drill 6. Circle the words that contain the shape of 

\[
\begin{array}{cccc}
1. & 2. & 3. & 4. \\
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

joined on both sides as well as the final joined shape.

Drill 7. Read:

\[
\begin{array}{cccc}
1. & 2. & 3. & 4. \\
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

C. Writing

\[
\begin{array}{cccc}
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

\[
\begin{array}{cccc}
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

\[
\begin{array}{cccc}
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

\[
\begin{array}{cccc}
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

\[
\begin{array}{cccc}
\text{حاب} & \text{قرحب} & \text{قرحب} & \text{قرحب}
\end{array}
\]

Independent

Joined to following letter

Joined on both sides

Final joined
Trace and copy the following.

Drill 1. غ : Independent

Drill 2. غ : Joined to following letter.

Drill 3. غ : Joined on both sides.

Drill 4. غ : Final joined.

Drill 5. Check tape

Drill 6. Check tape

Drill 7. Check tape

Answers

Drill 4.

Numbers: 1, 2, 4, 6, 7, 8, and 10.
3. Review Drills

Drill 1. Listen for the sounds ع، غ، ء in the following words, then write in the appropriate column the letter which represents the sound you hear in each word.

<table>
<thead>
<tr>
<th></th>
<th>ع</th>
<th>غ</th>
<th>ء</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Drill 2. Read:

\[
\text{بغداد، تعظ، بنتغازي، عمان، غادر، ء، مظعم، طمني، صغير، ء، مظعم بنتغازي صغير، شاعر، رافي، ء، مظعم}\\
\]

Drill 3. (On tape) Dictation.
**Drill 1.**

1. No pains, no gains.
2. He who knows his God knows himself.
3. An apology worse than a crime.
4. He who taught me one letter, I am his slave.
5. Don't be too soft lest you be squeezed, nor too dry lest you break.

**Arabic proverbs**

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No pains, no gains.</td>
<td>لا راحة دون تعبي.</td>
</tr>
<tr>
<td>2. He who knows his God knows himself.</td>
<td>من عرف ربه فوف نفسه.</td>
</tr>
<tr>
<td>3. An apology worse than a crime.</td>
<td>خطأ أطيب من ذنب.</td>
</tr>
<tr>
<td>4. He who taught me one letter, I am his slave.</td>
<td>من علمي حلوا صبرى كعبدا</td>
</tr>
<tr>
<td>5. Don't be too soft lest you be squeezed, nor too dry lest you break.</td>
<td>لا تنكر رطبًا فتعصر ولا يلبسًا</td>
</tr>
</tbody>
</table>

**Vocabulary**

- rest
- without
tiredness, fatigue
he knew
lord
his God
self
apology
uglier than
crime, offense
he taught
he taught me
a letter
I became
to him, for him
slave
don't be
wet
and then you will be squeezed
dry
and then you will be broken.
Unit 14

The symbol  

The symbol  

The symbol  

1. The symbol  

A. Pronunciation

The symbol  is called hamza in Arabic; it represents the consonant glottal stop, whose phonetic symbol is ?, for example  

raa? "(the letter) ". Glottal stop is produced by stopping the passage of air through the windpipe momentarily and then releasing it with force. If you take a deep breath, hold it a moment, and then release it, you should hear an audible "explosion" as the air bursts forth out of the windpipe. This is glottal stop.

Glottal stop is not an English consonant, although Americans often pronounce it under certain conditions. For example, say "oh-oh!" with a clear break between the two syllables; glottal stop is the "catch in the throat" that can be heard before the second "bh". We normally produce it when a clean break is made between vowels, especially for extra-precise enunciation, as in "re-entry" (as opposite to "re-entry" with no break between the e's). Compare also "an ice man, not a nice man." In some dialects of English (Brooklyn, Scotch, etc.) the consonant t is replaced by glottal stop  between vowels, as in "a bo'llle of beer", "l'llle boy", etc.

Drill 1. (On tape) a. Listen to hamza in the following words; you will hear first a word without hamza and then a similar word with hamza. b. Imitation.
Drill 2. (On tape) Indicate by checking the appropriate column whether each of the following words contains hamza.

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
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<tbody>
<tr>
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Hamza occurs also at the end of syllables and of words, as in the following drill. Since this is unnatural for speakers of English, you must make a special effort to produce it.


Like other consonants, hamza can be pronounced doubled.


Finally, hamza appears at the beginning of words also.

Drill 5. (On tape) a. Listening, b. Imitation.

For the Arab, these words in Drill 5 begin with consonants, while the English speaker hears only the vowel without the glottal stop. In Arabic, no word or syllable begins with a vowel; a glottal stop always precedes the vowel, and is always so written.

Drill 6. (On tape) Perception test. Some of the following words contain hamza, some do not. Put an X in the "yes" column if there is hamza any place in the word.

<table>
<thead>
<tr>
<th>Yes</th>
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</table>
To non-native speakers of Arabic, *؟ (glottal stop) and ع (rayn) may sound somewhat similar. They are quite separate, of course, and distinguish words from each other, e.g., السألا 'he asked' and السا لا 'he coughed'. Glottal stop * is a stop, whereas ع is a continuant in most pronunciations of Arabic and can be prolonged indefinitely. The next drill contrasts ع and * in the three positions.


B. Reading

Hamza is not one of the letters of the alphabet, but an auxiliary sign. As such it is normally written over or under a letter, called by the Arabs a "chair" or "seat"; it is also often written without a seat, or "aloof". There are three seats, ٍ، ٌ and ِ. Hamza may be written over or under ٍ, e.g., ٍ or ْن; over ٌ, e.g., ٌ; or over ِ, in which case the two dots are not used, i.e., ِ or َ. There are specific rules that determine how to write hamza; for reading hamza, however, there is one simple rule: the seat, if any, is simply ignored in pronunciation, glottal stop alone being pronounced.

Drill 1. (On tape) Point to each of the following words as you hear it read on tape.

Drill 2. Read:
C. Writing

Hamza is not a full-fledged letter, but is written for the most part over or under a seat, and is also written aloof.

Drill 1. Practice writing it aloof below.

Drill 2. Practice writing hamza aloof in the following words.


Hamza is usually written with a seat. The following drills practice it in various positions and with the various seats. Drills 4 and 5 practice it in word-initial position, in which case the seat is exclusively %. If the vowel is kasra $, it is written under $, thus % $; otherwise it is written over $: $ or $.

Drill 4. Pronounce each of the following words as you write them paying particular attention to the placement of word-initial hamza.
Part C.

Drill 3.

1
2
3
4
5
6

Drill 5. (On tape) Dictation.
Now hamza in word-final position.

Drill 6. Sound out each of the following words as you write them, paying particular attention to the placement of word-final hamza.

Drill 7. (On tape) Dictation.
Finally, hamza in word-medial position. Here again all three seats are used.

Drill 8. Practice the following, sounding out each word as you write it.

Part C.

Drill 9. Practice the following as in previous drills.

Drill 10. Practice the following.
The preceding drills have practiced the writing of hamza in various positions. It is possible to give rules for the writing of hamza, and useful for dictation, reading unvoweled texts, etc.

For those interested, those rules are given here; you will not be held responsible for them.

1. Hamza is written aloof:
   a. After \( \text{aa} \), e.g., \\

   Note: when hamza follows \( \text{alif} \), it does not take another \( \text{alif} \) with nunation, thus:

   b. after \( \text{uu} \) and \( \text{w} \), e.g., \\

   c. at the end of a word after consonants or long vowels, e.g., \\

   Hamza is written with a seat in all other instances.

   The rules are different for word-initial position, word-medial position and word-final position.

2. Hamza in word-initial position. If hamza is followed by kasra \( \text{i} \), it is written under \( \text{alif} \), thus:

   as in \( \text{أُنَّى} \). Otherwise hamza is written over \( \text{i} \), e.g. 'father' \( \text{أُبَٰرَ} \) 'nation'.

3. Hamza in word-final position. Hamza is written over a seat homogeneous with the preceding short vowel, e.g., 'principle'; 'coast'; 'pearls'.

   The rules are different for word-initial position, word-medial position and word-final position.
4. Hamza in word-medial position. The seat is chosen according to the adjacent vowels, and according to this priority: i-u-a. That is, if hamza is adjacent to kasra on either side, the seat is ی, e.g., 'presidency', زائر 'visitor'.

If there is no kasra but there is a damma, the seat is ی, e.g., داود 'Daud, David'.

If there is neither kasra nor damma, the seat is ی, e.g., سأل 'he asked', رأس 'head', سؤال 'question, problem'.

2. The sign \( \rightarrow \) madda ʔaa

A. Pronunciation.

Madda \( \rightarrow \) is a special sign, always written over ی as a seat, thus: ی \( \rightarrow \); it has the value ʔaa. It automatically replaces ی except after another ی. Thus ی؟ثؤن becomes ی؟ثؤن 'Korza'; یبدأ becomes یبدأ 'they began' and یأكل 'I eat'. However, in یع 'is aloof because it follows ی aa.

B. Reading

Drill 1. (On tape) Listen to the following words as they are read on tape.

\[
\begin{align*}
\text{آن} & \quad \text{آب} & \quad \text{آدم} & \quad \text{آين} & \quad \text{آذار} \\
\text{آلاف} & \quad \text{آلب} & \quad \text{آن} & \quad \text{آمل} & \quad \text{آين}
\end{align*}
\]

Drill 2. Read:

\[
\begin{align*}
\text{آن} & \quad \text{آم} & \quad \text{آمز} & \quad \text{آن} & \quad \text{آن}
\end{align*}
\]

C. Writing

The sign \( \rightarrow \) madda is written above ی proceeding from right to left as shown above.
Drill 1. Practice the model below.

Drill 2. Pronounce each of the following words as you write them.

Drill 3. (On tape) Dictation.

3. ?alif qaṣṭa

In a limited number of words ?alif is written in miniature form over a consonant letter, for example هَذَا haṣṣa 'this'. This form of ?alif, called ?alif qaṣṭa 'short alif' in Arabic and often referred to in English as "dagger alif", is only found in the following common words:

هدَا 'this' (masc.)
هَذَاء 'this' (fem.)
هُؤلاء 'these'
هَذَا 'thus'
هُذا 'that' (masc.)
هَذا 'thus'
الإِن 'God'
الإِلَّه 'god'

but, however

Drill 1. Read the following:

هدَا نَذَا لِكَنَّ اللَّهُ الْإِلَّهُ هُوَ لِكَنَّ إِلَّهُ هُوَ
4. Review Drills

Drill 1. Read:

Drill 2. (On tape) Dictation.

For memorization.

1. Amina: Hello, sir.
2. George: Hello, young lady.
3. Amina: Where are you from?
4. George: I am from America.
5. Amina: Where do you live?
7. Amina: Are you married?
8. George: No. I am a bachelor.
9. Amina: What do you do?
10. George: I study at the University of Michigan.

Arabic Proverbs

11. One man's meat is another man's poison.
12. Beware the man who has received charity from you.
Answers

Review Drill

Drill 1.
Check tape

Drill 2.

1. Amina (girl's name)
2. Mr.
3. George
4. miss; young lady
5. where?
6. you (speaking to a male)
7. I
8. America
9. you live (speaking to a male)
10. I live
11. Ann Arbor

Vocabulary

(interrogative participle: converts a statement into a question)

married
bachelor, single
what?
you do, work (speaking to a male)
I study
University
Michigan
disasters
people; tribe
in the opinion of; among
profits, benefits, gains
beware! (spoken to a male)
evil
he who, him who
you gave charity (speaking to a male)
to him.
The sign 

The definite article 

Alif maqsuura:

1. wasla

No utterance in Arabic can begin with a cluster of two consonants. If, however, the first word of an utterance is one that does begin with two consonants, such as the imperative forms of certain verbs, then a "helping vowel" preceded by glottal stop is pronounced as part of that word. For example,

-ʂrab qahwatan 'Drink some coffee!' is pronounced:

(The hyphen on -ʂrab indicates that this word needs a helping vowel to make it pronounceable.) Another illustration, using the imperative form of the verb 3aḥababa "to go."

If a word beginning with two consonants follows another word or a prefix, then the final vowel of that word or prefix serves the function of a helping vowel. Thus, after the prefix ʒ wa- 'and' we get waʂrab 'and drink!', as in:

$xu$ waʂrab 'Take and drink!'

Alif is still used to spell this word, but hamza is now replaced by the symbol wasla:

$xu$ waʂrab 'Take and drink!'

Wasla signifies (1) that the alif over which it is written has no pronunciation value and (2) that the final vowel of the preceding word is pronounced with the first consonant following it. Note that words beginning with two consonants are always written with alif and a helping vowel.

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Drill 1. (On tape) a. Read the following to yourself as you hear them read on tape; pay attention to the hamza-wasla oppositions. Note that wasla indicates that the two words are pronounced as one, with no break between them.

- 'Write'
- 'Learn and write'
- 'Dress'
- 'Wake up and dress'
- 'your name'
- 'What is your name?'
- 'his name'
- 'What is his name?'
- 'Drink and eat'
- 'Eat and drink'
- 'Open and close'
- 'Close and open'
- 'Open them and close them!'
- 'Close it and open it!'

b. Read the pairs in a. above.

If a word beginning in two consonants follows a word ending in a consonant, that consonant receives a helping vowel, in most cases, \( i \); the following examples contains 'who':

- \( \text{من أنصوف} \) 'Who left?'\( \text{maninsaraf} \)
- \( \text{من أجلنعت معسلم} \) 'Who met with Salim?'\( \text{manijtamaa mafa saлим} \)

Note that kasra has replaced sukuun on the following?

- \( \text{من أستلم رسالة} \) 'Who received my letter?'\( \text{manistalama risaalati} \)
Drill 2. Read the following pairs of sentences, paying particular attention to the liaison of 'who?' and the following wasla:

1. Go with Salim!
2. 'Who met with Salim?'
3. 'Sit and relax.'
4. 'Who went away?'
5. 'Who bought a house?'
6. 'Who resigned?'

A word-initial hamza that is prefixed with a helping vowel is called، the hamza of connection'.

2. The definite article

A. Pronunciation

The Arabic definite article (called in Arabic التَّفْرِيق التَّأَلِم) is prefixed to a noun or adjective, e.g.,

- أَلْبَدْلَ 'a country' -- أَلْبَدْلُ 'the country'
- كُبْرُ 'big' -- كُبْرُ 'the big one'

The article is pronounced لـ when prefixed to a word beginning with one of the following consonants:

- ج ح خ غ ف ق ك م ه و й

These letters are referred to collectively as حَرَّمَاتُ مُكَرِّمَةٌ 'moon letters', the Arabic word for "moon", arbitrarily being chosen for this since it begins with one of these letters.

Drill 1. On tape. a. Point to each of the following pairs of words as they are read.

- أَلْبَدْلَ 'the professor'    أَلْبَدْلُ 'professor'
- أَلْبَدْلَ 'the country'     أَلْبَدْلُ 'country'
- جَامِعَة َ 'the university'  جَامِعَة َ 'university'
- حَرَبَ 'the war'            حَرَبَ 'war'
- خَيْرَ 'the good'           خَيْرَ 'good'
- عَاصِمَة َ 'the capital'    عَاصِمَة َ 'capital'
Answers

Drill 2.

Check tape

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>'the room'</td>
<td>مَعِيْشَةً</td>
</tr>
<tr>
<td>'the cup'</td>
<td>مَعْيَشَةً</td>
</tr>
<tr>
<td>'the coffee'</td>
<td>قَهَّرَةً</td>
</tr>
<tr>
<td>'the book'</td>
<td>كِتَابٍ</td>
</tr>
<tr>
<td>'the city'</td>
<td>شَجَرَةً</td>
</tr>
<tr>
<td>'the gift'</td>
<td>جَيْبٌ</td>
</tr>
<tr>
<td>'the ministry'</td>
<td>مَحْرِمَةً</td>
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<tr>
<td>'the day'</td>
<td>شَيْخٌ</td>
</tr>
</tbody>
</table>

b. You will now be read the first item of each of the pairs that you have just heard. Listen carefully to each one, then repeat it with the definite article.

The remaining consonants are, logically enough, referred to as the sun letters, the Arabic word for "sun" beginning with ش (sh as in "shine"): شمس. Premised to a sun letter, the ꞌ of the article is pronounced not as ل but indicates doubling of the following consonant, e.g.,

- تالِبٌ | تَالِبٌ |
  - student | the student

Prefixes to a sun letter, the ꞌ of the article loses its ش while the following consonant is written with ش to reflect actual pronunciation.

Note that the sun letters are pronounced more or less in the same place of articulation as ل:

- تَرَزَّسُ شَيْخٌ ضَطْأ نْ |
  - decree of the sultan

In terms of pronunciation, the ꞌ of the definite article is assimilated to (pronounced like) a following consonant if that consonant is pronounced at the same point in the mouth as ل. The moon letters and ل are exceptions to this rule.

Drill 2. (On tape) a. Point to each of the following pairs of words as they are read to you on tape.

- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
- تَلِمِيدٌ - تَلِمِيدٌ |
  - student - a second one
b. Repeat after the tape, prefixing the definite article to each item. Remember to pronounce the first consonant of each word doubled.

Drill 3. (On tape) Identification. Place a check mark in the proper column.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COLUMN</th>
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<tbody>
<tr>
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Note that a word with the definite article cannot receive nunation.

The hamza of the definite article ٌ is hamzatu-l wasli, and the vowel ََа is a helping vowel, as explained earlier in section 1 of this unit. Thus, whenever the article does not occur initially in an utterance, it is pronounced ٓ.

Drill 4. (On tape) Listening.

* 'the lesson'
* 'the first lesson'
* 'the second one'
* 'the second lesson'
Drill 1. Read the following words which start with moon letters.

Drill 2. Read the following words which start with sun letters.

Drill 3. Read:

C. Writing

Practice the following, sounding out each word as you write it.
3. ی \( \text{الیف مـقـسـعـة} \)

A. Pronunciation

The Arabic writing system has two \( \text{الیف} \) 's: one we saw in Unit 1, namely ی; the second is ی ' shortened \( \text{الیف مـقـسـعـة} \) "shortened \( \text{الیف} \)". It it highly specialized: it can only be the last letter of the word, and can only have the value \( \text{ااأ} \), e.g., ی \( \text{بکاا} \) 'he wept'. It can receive nunation, e.g., ی \( \text{صادی} \) sadan 'echo'

The following words are pronounced the same:

- ی \( \text{کلا} \) 'it arose'
- ی \( \text{کلی} \) 'on'

The choice of ی at the end of the word is determined by the grammar, or must be learned for each word. In general, ی is more common than ی, so you will be well advised always to use ی for final ی unless you know that the word in question requires ی.

B. Reading

The ی \( \text{الیف مـقـسـعـة} \) is exactly like ی but without the two dots. As mentioned earlier, it is pronounced \( \text{ااأ} \).

Drill 1. Read:

\[
\begin{array}{cccc}
\text{لـی} & \text{یـی} & \text{ژـری} & \text{نجـری} \\
\text{سـری} & \text{بـرـوی} & \text{قـدـی} & \text{ثـری}
\end{array}
\]

Drill 2. ی occurs only at the end of the word. Thus, it has only two shapes: independent and final joined. Look at the final joined shape in the box above, then read the following.

\[
\begin{array}{cccc}
\text{لـی} & \text{یـی} & \text{بـکی} & \text{لـیلی} \\
\text{سـنی} & \text{مـنـنی} & \text{قـضـی} & \text{مـسـتـنـنی}
\end{array}
\]

When ی is followed by a suffix, i.e., when it is not word final, it becomes a regular ی \( \text{الیف} \) e.g. ی \( \text{بکی} \) 'he built' but ی \( \text{بناا} \) 'he built it'.

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Answers

Drill 1.
Check tape

Drill 2.
Check tape

Drill 3. Read the following in pairs.

Arabic:

ق - ف
د - ك
ه - ج
ي - خ
ت - ل
ض - م
ن - ح
ش - ز

c - k
x - h
zh - zh
m - m
n - n
sh - sh

C. Writing

隋 is written like ى but without the two dots.

Drill 1. Trace and copy the following:

The model on the right shows you how ى is written (٣) when it receives a suffix.

Drill 2. Trace over the items given, then rewrite each one adding the suffix ـه to it. Follow the example given.
4. Review Drills

Drill 1. Read:

What is your name?

Ruth: My name is Ruth.

Sami: Where are you from?

Ruth: I am from France.

Sami: My name is Sami.

Ruth: What is your name?

Sami: What is your name?

Ruth: How are you?

Sami: Fine, thanks.

Ruth: What is your name?

Sami: My name is Sami.

Ruth: What is your name?

Sami: Good morning.

Ruth: How are you?

Sami: Good morning.

Ruth: What is your name?

Sami: My name is Sami.

Ruth: What is your name?

Sami: Where are you from?

Ruth: I am from France.

Sami: Thanks.

Ruth: You are welcome.

Arabic proverbs

12. A friend in need is a friend indeed.

13. Don't postpone today's work until tomorrow.

14. Repetition makes perfect.


16. Pardon behooves the mighty.
Vocabulary

Ruth
morning
good (noun)
good morning
the condition
How are you?
what?
name
your name (speaking to a male)
my name
Sami (boy's name)
and you (feminine)
your name (speaking to a female)
you (feminine)
France
welcome (in response to the friend)
the trouble
you postpone
work, job
today
until
the morrow
the repetition
it teaches
the donkey
(intensifying particle found at beginning of a sentence)
the birds
on
its kind
it falls
pardon, forgiveness
with, belonging to
power, mighty
Dialogues and reading passages for memorization

Numerals 1-20

Days of the week

Months of the year

1. Dialogues and reading passages for memorization.

Salim: Good morning.
Maryam: Good morning
Salim: What is your name?
Maryam: My name is Maryam.
   And what is your name?
Salim: My name is Salim.
Maryam: Where are you from?
Salim: From Lebanon.
Maryam: Thanks.
Salim: You're welcome.

The above dialog is fully "voweled"—that is, the auxiliary signs for short-vowels, shadda, etc. are included with the letters. Most Arabic publications, however, are "unvoweled"—written without any of the auxiliary signs. Thus:

<table>
<thead>
<tr>
<th>Voweled</th>
<th>Unvoweled</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنت</td>
<td>أنت</td>
<td>anta</td>
<td>'you'</td>
</tr>
</tbody>
</table>

This assumes, of course, that the reader already knows Arabic, and that whatever ambiguities can be resolved from the context. It is made possible by the fact that all Arabic syllables begin with consonants, so providing a substantial skeleton for each word; thus, sbaah must be sabaahun 'morning', and mrym is maryam 'Miriam'. Such forms as sibaahun, subaahun, muryum, etc., simply do not exist.
As a rule, only the Koran, the Bible and elementary school books are fully voweled. Most printed and all handwritten Arabic is normally unvoweled. The dialog above is repeated below unvoweled, in printed and handwritten styles. If you memorized the dialog and so are familiar with the words and phrases, you should be able to read these unvoweled versions with ease.

In printed Arabic much use is made of a "word stretcher", a bar that may be added between letters to make words longer in order to fill up space, make straighter margins, etc. To illustrate this, the proverb 'Constant repetition will teach (even) a donkey' is retyped below in varying lengths; they all retain, of course, the same pronunciation and meaning.
b. Ruth: Hello, (Mr.) Farid.
Farid: Hello, (Miss) Ruth.
Ruth: Where are you from?
Farid: From Iraq.
Ruth: Is Iraq in the Middle East?
Farid: Yes.
Ruth: What's the capital of Iraq?
Farid: The city of Baghdad.
Ruth: Thanks.
Farid: Not at all.

c. Jamila: Good afternoon.
George: Good afternoon.
Jamila: What are you studying at the university?
George: Middle Eastern history.
Jamila: Do you know Arabic?
George: Yes.
Jamila: Where did you study Arabic?
George: At the American University of Beirut (AUB)
Jamila: Goodbye.
George: Goodbye.
d. William: Where do you live, Najib?
Najib: In the city of Detroit.
William: On what street?
Najib: On Cass Street.
William: What's your telephone number?
Najib: 869-5741
William: Who lives with you?
Najib: An Arab friend from Syria.
William: Is he going to school or working?
Najib: He works at an Arab restaurant.
e. Linda: Are you married, Ahmad?

Ahmad: Yes.

Linda: Is your wife American?

Ahmad: No, she's an Arab from Jordan.

Linda: Do you have any children?

Ahmad: Yes, I have a boy and a girl.

Linda: Does your wife know English?

Ahmad: Yes, she studied English (in the city of) Amman.

Linda: Thanks, Ahmad.

Ahmad: You're welcome.

f. This dialogue has been left unwoveled; listen to the tape, and write in the voweling yourself.

Karima: When did you take your trip to New York?

Henry: A month ago.

Karima: Did you travel by plane?

Henry: No. By car.

Karima: Did you go to an Arab restaurant there?

Henry: Yes. I went with an Arab friend.

Karima: What did you eat?

Henry: Kubba and salad.

Karima: Did you drink Arabic coffee?

Henry: Yes.
My name is Samir. I am an Arab from Libya. I'm studying engineering at Columbia University in (the city of) New York. I live with an American friend on Munroe Street. My apartment number is 516 and my telephone number is 946-8342.
h. The important countries of the Arab world.

The United Arab Republic; its capital is Cairo.

The Lebanese Republic; its capital is Beirut.

The Syrian Arab Republic; its capital is Damascus.

The Republic of Iraq; its capital is Baghdad.

The Republic of Sudan; its capital is Khartoum.

The Republic of Algeria; its capital is Algiers.

The Republic of Tunisia; its capital is Tunis.

The Republic of Yemen; its capital is San'a.

The Saudi Arabian Kingdom; its capital is Al-Riyad.

The Hashemite Kingdom of Jordan; its capital is Amman.

The Kingdom of Libya; its capitals are Benghazi and Tripoli.

The Kingdom of Morocco; its capital is Rabat.

The emirate of Kuwait; its capital is Kuwait.
بلدان العالم العربي المرجع

الجمهورية العربية المتحدة؛ و عاصمتها القاهرة.

جمهورية لبنان؛ و عاصمتها بيروت.

جمهورية سوريا؛ و عاصمتها دمشق.

جمهورية العراق؛ و عاصمتها بغداد.

جمهورية السودان؛ و عاصمتها الخرطوم.

جمهورية الجزائر؛ و عاصمتها الجزائر.

جمهورية تونس؛ و عاصمتها تونس.

جمهورية اليمن؛ و عاصمتها صنعاء.

الملكة العربية السعودية؛ و عاصمتها الرياض.

الملكة الأردنية الراشدة؛ و عاصمتها عمان.

الملكة الليبية؛ و عاصمتها بنغازي وطرابلس.

الملكة المغربية؛ و عاصمتها الرباط.

امارة البحرين؛ و عاصمتها البحرين.
2. **Numerals 1-20.**

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<thead>
<tr>
<th>English</th>
<th>Written</th>
<th>Printed</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>١</td>
</tr>
<tr>
<td>2</td>
<td>ي٢</td>
<td>٢</td>
</tr>
<tr>
<td>3</td>
<td>ي٣</td>
<td>٣</td>
</tr>
<tr>
<td>4</td>
<td>ي٤</td>
<td>٤</td>
</tr>
<tr>
<td>5</td>
<td>ي٥</td>
<td>٥</td>
</tr>
<tr>
<td>6</td>
<td>ي٦</td>
<td>٦</td>
</tr>
<tr>
<td>7</td>
<td>ي٧</td>
<td>٧</td>
</tr>
<tr>
<td>8</td>
<td>ي٨</td>
<td>٨</td>
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<tr>
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<td>ي٩</td>
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<td>ي١١</td>
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<td>19</td>
<td>ي١٩</td>
<td>١٩</td>
</tr>
<tr>
<td>20</td>
<td>ي٢٠</td>
<td>٢٠</td>
</tr>
</tbody>
</table>

3. **Days of the week.**

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

*Note that compound numbers in Arabic go from left to right as in English. This number is read in Arabic as follows: ألف و تسعون و ثلاثة و مائتان و ثمانية.*
4. Months of the year.

January
February
March
April
May
June
July
August
September
October
November
December

5. The seasons.

Spring
Summer
Fall
Winter