

عربيّة الناس

'ARABIYYAT AL-NAAS

PART ONE

AN INTRODUCTORY COURSE IN ARABIC

MUNTHYR YOUNES, MAKDA G. WEATHERSPOON
AND MAHA SALIBA FOSTER



“Arabic is a multiglossic language, and to teach it effectively a spoken variety and Modern Standard Arabic (MSA) must both be included. Munther Younes’s pioneering Integrated Approach shows that it is possible to learn Arabic the way native speakers use it, listening and speaking in spoken Arabic and reading and writing in Modern Standard Arabic. I’ve been teaching with the ‘Arabiyyat al-Naas series for many years and I’m delighted with the improvements that the author team has made to this new edition of Book I. Congratulations!”

**Victoria Aguilar, Profesora Titular de Lengua Árabe de
la Universidad de Murcia, Spain**

“Younes, Weatherspoon and Foster are to be commended for a method that enables learners to develop real-world proficiency in everyday, spoken Arabic, as well as the formal register. From the very start, *Arabiyyat Al-Naas, Part One* balances audio, visual and written texts to introduce stimulating and essential aspects of the language and its cultures. The textbook and its companion website offer a wealth of input through varied activities and materials, along with clear grammatical explanations. *Arabiyyat Al-Naas* is a well-conceived and exciting learning resource that empowers learners to reach the intermediate-low level.”

**Nader K. Uthman, Language Director & Arabic Language Coordinator,
New York University, USA**

“*Arabiyyat al-Naas* is the best textbook for a meaningful, engaging, encouraging introduction to Arabic. By focusing on language relevant to students’ needs and lives right from Lesson 1, and integrating every aspect of orthography, pronunciation, vocabulary, and grammar into that framework of immediately useful language, learners are truly and meaningfully communicating with each other from the very beginning. Most of all, learners are communicating as Arabs themselves do: in Modern Standard Arabic on paper, and orally in the colloquial.”

**Maryah Converse, Arabic instructor and Ph.D. student in
second language acquisition**



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'Arabiyyat al-Naas (Part One)

'Arabiyyat al-Naas (Part One), second edition, offers a groundbreaking introduction to Arabic as it is written and spoken by native speakers. It combines a grounding in Modern Standard Arabic (MSA) with an innovative integration of the spoken Levantine variety used in Syria, Lebanon, Jordan and Palestine.

The course efficiently prepares students for the practical realities of learning and “living” Arabic today. The book contains 29 theme-based units covering all the core topics expected in a first-year Arabic course, such as countries, clothes, colors, family and professions. The book is to be used in conjunction with the companion website (www.routledge.com/cw/younes) offering a wealth of additional instructor and student resources.

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The book is an essential resource for students beginning to learn Arabic. While primarily designed for classroom use, it is also highly suitable for independent study. The materials are designed to bring students from the novice low level to the intermediate low level on the ACTFL scale, and from A1 to A2/B1 on the CEFR scale.

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General Introduction

‘Arabiyyat al-Naas is a comprehensive introductory Arabic-as-a-foreign-language textbook that integrates Modern Standard Arabic (MSA), known as *Fuṣḥā* with Levantine Arabic, known as *Shāmī*, the Arabic spoken in Syria, Lebanon, Jordan, and Palestine, in a way that reflects the use of the language by native speakers. Arabs communicate in a spoken variety in everyday situations, and use MSA for reading, writing, and formal speaking. Being two varieties of the same language, MSA and Levantine, share most of their vocabulary and grammatical structures. This book introduces the two simultaneously, building on their shared features and using each in its proper context: *Shāmī* for conversation and discussion and MSA for reading and writing activities. We believe that this is the most effective way to prepare students to function in Arabic. We also believe that if a student masters a major spoken variety such as *Shāmī* well enough, they will be able to function in other spoken varieties, just as native speakers from different areas of the Arab world do.

Native language usage is also reflected in the fact that as the book progresses the ratio of MSA materials in the form of reading passages is increased relative to the *Shāmī* materials. As the book begins, emphasis is on the familiar, concrete, and informal, for which the spoken variety is particularly appropriate. MSA materials occupy an increasingly more prominent role with the progression towards more formal uses, but integration remains an important feature of the book. Following common practice by native speakers, material presented in MSA is discussed in *Shāmī*, which helps the continuous skill building of the two varieties.

The texts, activities, exercises, and accompanying media have been designed with the goal of developing all language skills simultaneously. Video footage, audio recordings, illustrations, maps, pictures, songs, and different types of vocabulary-building activities are used to help make the acquisition and retention of language elements both enjoyable and effective.

The Textbook and Accompanying Materials

With a total of 112 lessons, the book is designed, together with the materials on the Companion Website, to be covered in two 15-week academic semesters or three 10-week academic quarters at the college level or about 120 to 140 hours of classroom instruction, taking into account the time needed for academic breaks, reviews, and tests.

In terms of its structure, the textbook can be divided into three main parts:

1. Unit One introduces the Arabic writing and number systems, about 230 commonly used vocabulary items, and a few basic grammatical structures such as noun possession, the construct (*iDāfa*), and pluralization. The 15 lessons of this unit have a similar structure, with the exception of Lesson 15, which is a review lesson. Each of Lessons 1–14 starts with introducing new vocabulary in an interactive manner with a set of suggested example sentences. This is followed by a variety of exercises to help learn and retain the vocabulary introduced in that lesson and previous ones and develop the listening, reading and writing skills.
2. Units 2–28 build on Unit One through the introduction of carefully designed video, audio, and reading materials and activities with the goal of developing the four skills

of listening, speaking, reading, and writing. The common thread among the units is the story of an American student of Arab descent, Sarah Haddad, who travels to Lebanon and experiences situations that the foreign learner of Arabic is likely to encounter: arriving at the airport, giving personal information, taking a taxi, eating at a restaurant, finding an apartment, and so on. The video and audio materials present Sarah interacting with Arabic speakers in these situations, while the reading materials consist mainly of a written diary of her experiences along with passages related to the themes presented in the units, such as a description of the American University in Beirut, Mediterranean weather, the city of Damascus, and so on.

In terms of their structure, each of Units 2–28 consists of three lessons. The first lesson includes a dialogue involving Sarah, while the third includes a diary entry by her or, in a few instances, by her friend Rami, describing their experiences. The dialogue of the first lesson is in *Shāmī*, while the diary entry is in MSA.

The second lesson mostly consists of a dialogue in *Shāmī*, but in some cases of a reading passage in MSA.

In addition to the dialogue or the reading passage, each lesson includes a set of new vocabulary, comprehension and discussion questions, grammar explanations and a variety of activities, oral and written, designed to expand students' vocabulary and their ability to communicate about different subjects, with the ultimate goal of building the various skills gradually and systematically.

Each three units are followed by a review lesson consisting of:

- a. A cumulative list of the vocabulary introduced in the three units,
- b. A song or a link to a song related to a theme in the three units and uses some of the vocabulary introduced in them,
- c. A sociolinguistic corner which includes important grammatical and lexical differences between MSA and *Shāmī*.
- d. Production (speaking and writing) activities related to one of the themes or situations covered in the three units.

3. Unit 29, the last unit

This unit consists of seven lessons. The first five units focus on “Sarah’s Impressions”, in which she reflects on her experiences during the year she spent in Lebanon. The sixth lesson consists of a short message to the learner about his/her accomplishments after completing the textbook. Each of these six lessons includes a reading text, a set of new vocabulary, comprehension and discussion questions, grammar explanations and oral and written activities. The seventh lesson is a review lesson with activities similar to those of the review lessons in the other parts of the textbook.

The textbook and accompanying media have been designed in such a way that most activities can be worked on outside the class. We recommend that the limited class-time be used for activities that require the teacher’s assistance: asking and answering questions, conversation practice, group work, grammar drills, offering guidance, and making relevant resources available.

It should be noted that while Units 2–29 work well for a flipped classroom, it is best that the teacher introduces Unit 1 material in class first and students review and practice at home.

Culture

There are no separate sections dealing with Arab culture in the textbook, but culture is an integral part of it. In addition to the passages describing Arab countries and cities, culture

is reflected in Sarah's dealings with Arabic speakers of different ages and backgrounds, which are recorded in her diary entries.

Finally, suggestions for introducing the material of the textbook are found in the "Teacher's Guide" (دليل المدرّس) on its Companion Website described below.

The Companion Website

The textbook's companion website (CW) operates in tandem with the printed textbook. The material on the CW includes:

1. Teacher's Guide (دليل المدرّس). This includes suggestions on how to use the textbook and accompanying materials and oral grammar drills. It also offers suggestions for pre-listening activities, sample tests, language games and an answer key, which will be periodically updated
2. Video and audio recordings of the listening passages of Unit One, the dialogues of Units 2–28, the reading materials of all units (1–29), and the songs composed by the authors. The video's are signaled in the printed book by the icon , the audios by the icon , and the songs by the icon .
3. "Review & Write" video clips. These clips, each 10–12 minutes in length and signaled in the printed book by the icon , are found in Unit 1, and are intended as a supplementary source for students to help them master the Arabic alphabet and number system. They provide a quick review and wrap-up of key concepts introduced in the lesson (new letters, new words, and numbers) and can be a useful source for students who join the Arabic course late or study the language outside of the classroom setting.
4. The script of the listening materials of Unit One and the dialogues of Units 2–28.



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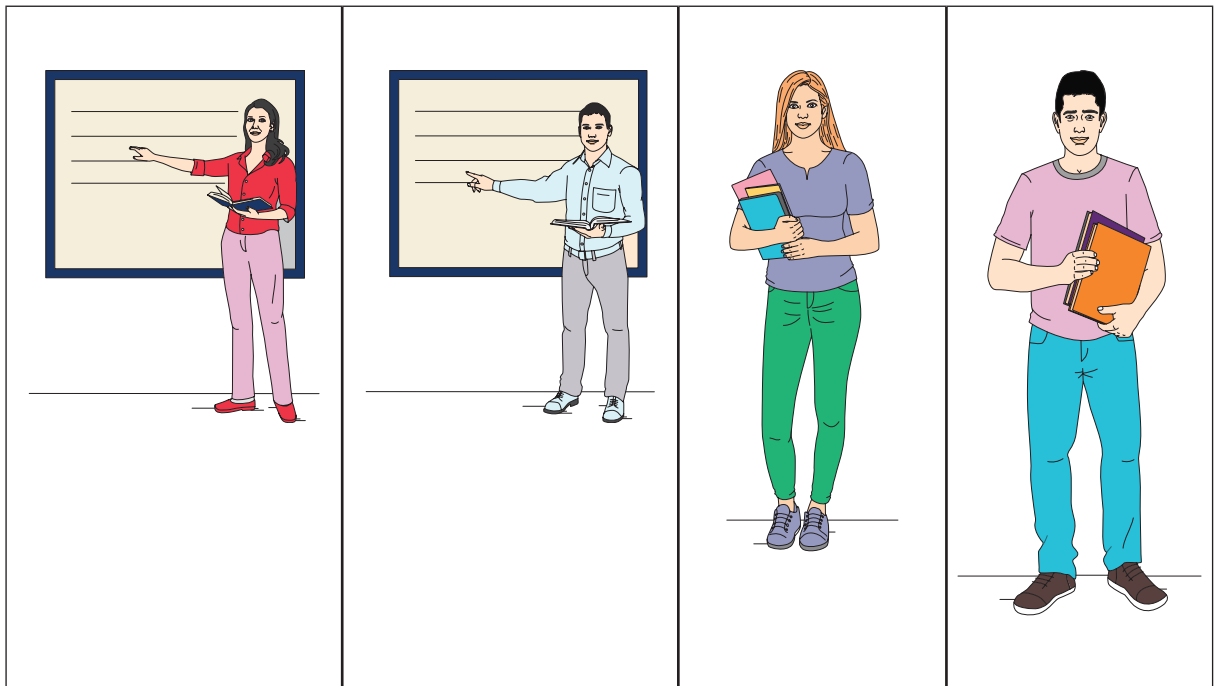
الوحدة الأولى First Unit

الدرس الأول: انا طالب First Lesson: I Am a Student



Exercise 1

Listen to and repeat the words which correspond to the pictures below starting from right to left.



Exercise 2

Listen to and repeat each of the four phrases. Then translate them into English.



Exercise 3

Listen to and repeat each phrase you hear. Then say the appropriate phrase by inserting your own name (be sure to use the correct gender!).

Exercise 4

Listen to the following short conversations and translate them into English.



Exercise 5

Listen to the following short conversation and answer the comprehension questions below.



1. How many male students are in the class?
2. How many female students?
3. How many teachers?

Reading

Exercise 6



The Numbers 1–10

Listen to and memorize the numbers 1–10. Then practice reading them out loud. Note that Arabic is read from right to left.

١٠	٩	٨	٧	٦	٥	٤	٣	٢	١
----	---	---	---	---	---	---	---	---	---

Exercise 7: Reading

Practice reading the numbers out loud with a partner. Remember to start on the right as in the number line above:

١٠	٩	٨	٧	٦	٥	٤	٣	٢	١	.١
٣	٨	٦	٢	١٠	١	٤	٧	٩	٥	.٢
١	٧	٥	١٠	٣	٨	٤	٢	٩	٦	.٣

The Arabic Alphabet

Before introducing the Arabic alphabet, here are a few important facts to keep in mind:

1. As we saw in the above exercise, Arabic is written and read from right to left.
2. There are 28 letters in the alphabet. Letters generally connect to the following letter in a word, like cursive writing in English. There are, however, six letters that do not connect to the following letter. These “one-way connectors” will be shaded in the alphabet tables.
3. The shape of a letter may change slightly according to its position in the word (whether it is at the beginning, middle, or the end of the word). You will learn the different shapes for each letter as they are introduced. For the majority of letters these differences are minimal. As you learn each letter, focus on its basic shape, and the number and placement of dots in it, regardless of position.
4. As the letters of the alphabet are introduced, a table with 28 cells representing the 28 letters will be shown. Those letters introduced in a particular lesson are written in red.

Once they have been introduced, they are shown in subsequent lessons in regular font, without color.

5. Most Arabic sounds represented by the Arabic letters are found in English. In cases where there is a correspondence between the two languages, the English letter is written under “English Equivalent”. In cases where the sound is not found in English an audio icon is shown (🔊), which indicates that a recording of the Arabic sound will be found on the book’s Companion Website.



Exercise 8: Reading

					ب/ب	ا
					ط	
			ن/ن		ل/ل	

New Letters

English Equivalent	Other Shapes (if any)	Stand-alone and Final
	Initial & Medial	
a in English, it can be long or short (<i>banana</i>)		ا
b	ب	ب
🔊		ط
l	ل	ل
n	ن	ن

Secondary Letter

English Equivalent	Letter
This letter, pronounced like <i>a</i> in English, is called <i>taa' marbuuTa</i> in Arabic. It is found only at the end of words, and generally marks feminine gender. ّة follows connecting letters, and ّة follows non-connecting letters.	ة/ة

With the help of the letters above, read the following two phrases. The words are presented as they are normally written in the top row, and with the letters separated below. Note how the letters are connected to form words. As you read, can you guess what the words mean?

words as normally written	طالب	انا
words with letters separated	ط ا ل ب	ا ن ا

words as normally written	طالبة	انا
words with letters separated	ط ا ل ب ة	ا ن ا

Now read the following two words. Can you guess their meanings?

بطاطا
ب ط ا ط ا

لبنان
ل ب ن ا ن

Exercise 9: Listening and Reading (in Class with the Teacher)

Circle the word you hear.

١. انا/باب	٢. لبنان/طالب	٣. طالب/باب	٤. طالب/بطاطا	٥. طالب/طالبة
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Exercise 10: Listening and Reading (in Class with the Teacher):

Circle the letter you hear.

١. ب/ن	٢. ط/ل	٣. ل/ا	٤. ا/ن	٥. ل/ن
--------	--------	--------	--------	--------

Exercise 11: Reading (CW)

Exercise 12: Review and Write

Watch your teacher or refer to the Book's Companion Website (CW) and practice writing the numbers 1–10 in your notebook until you can write them without looking.



Exercise 13 (Writing)

Write each of the letters above the table under its other form in the space provided.

ن ب ة ل

ة	ل	ن	ب



Exercise 14: Review and Write

Watch your teacher or refer to the CW and practice writing the following letters and words in your notebook until you can write them without looking.

ة/ة	ب	ل	ط	ن	ا
-----	---	---	---	---	---

طالبة	انا	طالب	انا
-------	-----	------	-----

Exercise 15: Label the Following Pictures in Arabic. (بطاطا، لبنان، طالبة، طالب)

Second Lesson: I am from Beirut الدرس الثاني: انا من بيروت

Exercise 1: (Listening)

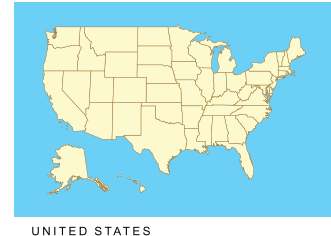
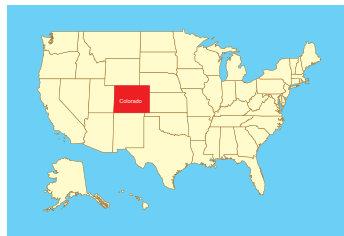
Listen to the following self-introductions and write down in English what each person is saying in your notebook.

Now, introduce yourself to others in class following the same format.



Exercise 2

Listen to and repeat the words which correspond to the pictures below starting from right to left.



Exercise 3: (Listening)

Write down in English the names of Arab countries and cities you hear in each sentence in your notebook. Some sentences contain more than one name.



Exercise 4: (Listening and Reading)

With the help of the audio recording, memorize the Arabic numbers ١١-٢٠ and then practice reading them out loud. Remember reading in Arabic goes from right to left.



٢٠	١٩	١٨	١٧	١٦	١٥	١٤	١٣	١٢	١١
----	----	----	----	----	----	----	----	----	----

Exercise 5: (Reading)

Read each number out loud.

٢٠	١٩	١٨	١٧	١٦	١٥	١٤	١٣	١٢	١١	.١
١٣	١٨	١٦	١٢	٢٠	١١	١٤	١٧	١٩	١٥	.٢
١١	١٧	١٥	٢٠	١٣	١٨	١٤	١٢	١٩	١٦	.٣

The Arabic Alphabet

				ت/ت	ب/ب	ا
		س/س		ر		د
		ف/ف			ط	
ي/ي	و		ن/ن	م/م	ل/ل	
Secondary letter						
						ة/ة

New Letters

Remember that shaded letters are one-way connectors (they connect on the right only.)

English Equivalent	Other Shapes (if any)	Stand-alone and Final
	<i>Initial & Medial</i>	
t	ت	ت
d		د
r		ر
s	س	س
f	ف	ف
m	م	م
w or uu		و
y or ii	ي	ي

Exercise 6: Reading

With the help of the letters above, read the following words:

مدينة	دولة
م د ي ن ة	د و ل ة
من (from)	في (in)
م ن	ف ي

Exercise 7: Reading

Write the names of the following countries, cities and one American state under their Arabic equivalents: Beirut, Britain, Florida, France, Libya, Sudan, Syria, Tripoli, Yemen

اليمن	ليبيا	بيروت	فلوريدا	بريطانيا
ال ي م ن	ل ي ب ي ا	ب ي ر و ت	ف ل و ر ي د ا	ب ر ي ط ا ن ي ا

فرنسا	السودان	طرابلس	سوريا
ف ر ن س ا	ا ل س و د ا ن	ط ر ا ب ل س	س و ر ي ا

Exercise 8: Listening and Reading (in Class with the Teacher)

Circle the word you hear.

١. دولة/مدينة	٢. ليبيا/سوريا	٣. السودان/اليمن	٤. بيروت/بريطانيا
٥. في/من	٦. طرابلس/بيروت	٧. طالب/طالبة	٨. فلوريدا/فرنسا

Exercise 9: Listening and Reading (in Class with the Teacher)

Circle the letter you hear.

١. ب/د	٢. ل/م	٣. ت/د	٤. ا/ي	٥. م/ن
٦. ف/ط	٧. ط/د	٨. د/ر	٩. و/ر	١٠. س/ت

Exercise 10: Reading (CW)



Exercise 11: Review and Write

Watch your teacher or refer to the Book's CW and practice writing the numbers 11–20 in your notebook until you can write them without looking.

Exercise 12 (Writing)

Write each of the letters above the table under its other shape in the space provided.

ت د ر س ف م و ي

ف	س	ي	م	ي	د	و	ر	ت

Exercise 13

Label each of the following words as مدينة or دولة.

٣. سوريا	٢. فرنسا	١. ليبيا
٦. طرابلس	٥. اليمن	٤. السودان
٩. لندن	٨. بريطانيا	٧. بيروت



Exercise 14 (Review and Write)

Watch your teacher or refer to the Book's CW and practice writing the words below in your notebook until you can write them without looking. Then translate them into English.

ل ب ن ا ن	ل ي ب ي ا	س و ر ي ا	ا ل س و د ا ن	ا ل ي م ن

ط ر ا ب ل س	ب ي ر و ت	ل ن د ن	ب ر ي ط ا ن ي ا	ف ر ن س ا

Exercise 15

In your notebook, write down in Arabic the names of the Arab countries and cities you recognize in each sentence. Some sentences contain more than one name.



Exercise 16

Listen to the audio recording and complete each of the following sentences by writing the missing words.



١. "سارة" _____ من _____
٢. _____ في _____
٣. "مريم" _____
٤. _____ من "سياتل".
٥. "دان" _____

الدرس الثالث: مدينة . . . كبيرة أو صغيرة؟ Third Lesson: Is the City of . . . Big or Small?



Exercise 1: Listening

Listen to the following dialogue and answer the questions that follow.

1. Where is Dan from?
2. Where is Salma from?
3. According to the passage, is Los Angeles a big city? Is Aleppo (Halab) a big city?



Exercise 2: Listening

Listen to the following dialogue and answer the questions that follow.

First Listening

1. What are the names of the two people speaking?
2. What do they do?

Second Listening

1. Where is Nadia from?
2. Where is Tripoli (Tarablus)?
3. According to the passage, is Tripoli a big city?



Exercise 3: Listening

Listen to the audio recording and translate each sentence into English in your notebook.



Exercise 4: Listening

Listen to the audio recording and memorize the numbers 21–30.

٣٠	٢٩	٢٨	٢٧	٢٦	٢٥	٢٤	٢٣	٢٢	٢١
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Exercise 5: Reading

The following table has numbers ranging from 1–30. Read all the numbers out loud and write their English equivalents.

٣٠	٢٩	٢٨	٢٧	٢٦	٢٥	٢٤	٢٣	٢٢	٢١	١
١٨	١٠	١٦	٢٩	٦	٢٠	٨	٩	١٥	١١	٢
٢٢	٢٧	٧	١٧	٢	١٩	١٣	١٥	٢٥	١٤	٣

The Arabic Alphabet

		ج/ج		ت/ت	ب/ب	ا
ص/ص	ش/ش	س/س		ر		د
ق/ق	ف/ف	غ/غ/غ/غ			ط	
ي/ي	و		ن/ن	م/م	ل/ل	ك/ك
Secondary Letter						
						ة/ة

New Letters

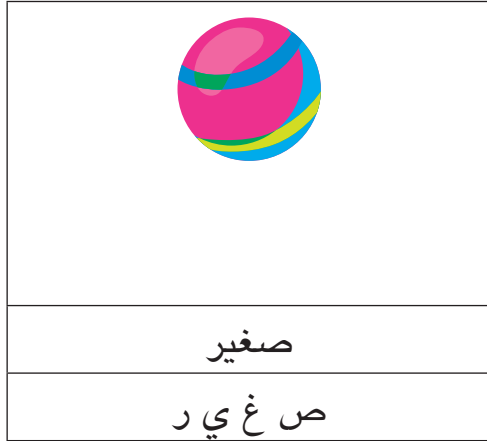
English Equivalent	Other Shapes	Stand-alone and Final
	Initial & Medial	
j	ج	ج
sh	ش	ش
ص	ص	ص
ق	ق	ق
k	ك	ك

Letter with Four Shapes

ص	word-final after two-way connecting letters	word-final after one-way connecting letters	word-internal after two-way connecting letters	word-initial and after one-way connecting letters
	غ	غ	غ	غ

Exercise 6: Reading

With the help of the letters above, read the following words. The words are presented as they are normally written and with the letters separated below.



Exercise 7

Using the compass above, write down in English the meaning of the following phrases:

١. شمال شرق ٢. شمال غرب ٣. جنوب شرق ٤. جنوب غرب

Exercise 8

Now read the following names of cities and countries. Can you guess their equivalents in English?

دمشق	قطر	بغداد	الصومال
د م ش ق	ق ط ر	ب غ د ا د	ا ل ص و م ا ل

Exercise 9: Listening

Circle the word you hear (In class with the teacher).

١. كبير/امريكا	٢. صغير/سوريا	٣. غرب/شرق	٤. مصر/صغير	٥. شمال/السودان
٦. اليمن/ليبيا	٧. كندا/كبير	٨. فرنسا/شرق	٩. جنوب/لبنان	١٠. بريطانيا/طرابلس

Exercise 10

Circle the letter you hear (In class with the teacher).

١. ف/ق	٢. ا/غ	٣. ب/ت	٤. ا/ك	٥. ك/ق
٦. ط/ت	٧. س/ص	٨. ش/س	٩. ق/ج	١٠. غ/ق

Exercise 11

Read the following sentences and answer the questions following them. Note: و = and

١. دمشق في جنوب سوريا.

Where is Damascus located?

٢. بيروت مدينة كبيرة.

How is Beirut described?

٣. تونس شمال غرب ليبيا.

Where is Tunisia located?

٤. مصر شمال السودان وشرق ليبيا.

Where is Sudan relative to Egypt?

Exercise 12: Reading

Circle the letters you recognize in the following words.

١. بارد	٢. العراق	٣. ثلج	٤. الصيف	٥. بغداد
٦. جورج	٧. مطر	٨. الربيع	٩. شمس	١٠. السعودية
١١. الربيع	١٢. الشتاء	١٣. الخريف	١٤. طقس	١٥. حامي

Grammar

Possession in Arabic (my, your)

To express possession in Arabic, the appropriate attached pronoun is suffixed to the noun, as shown in the following table:



(a) name	ism	اسم
my name	ismii	اسمي
your name (masculine)	ismak	اسمك
your name (feminine)	ismik	اسمكِ

Exercise 13: Possession

Go around the room and introduce yourself and ask each of the other students what their names are:

اسمي . . . ايش اسمك/اسمكِ؟



Exercise 14 (Review and Write)

Watch your teacher or refer to the CW and practice writing the numbers 21–30 in your notebook until you can write them without looking.



Exercise 15 (Review and Write)

Connect the letters to make up words, then translate the words into English.

	ط ا ل ب ة		ا ل س و د ا ن
	غ ر ب		ب غ د ا د
	ج ن و ب		م ص ر
	ص غ ي ر ة		ش م ا ل
	ك ب ي ر ة		ش ر ق
	م د ي ن ة		ا ن ا

Exercise 16

Fill in the missing words from the word bank below to complete each sentence. (In some Arabic word processing programs when J is followed directly by م, the two letters form the shape ل as in المغرب.)

شمال جنوب شرق غرب

١. مصر _____ السودان.

٢. امريكا _____ كندا.

٣. العراق _____ سوريا.

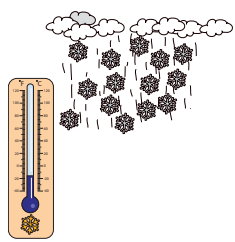
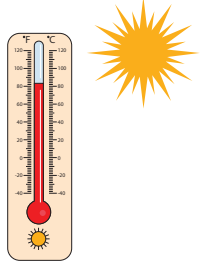
٤. المغرب _____ تونس.

الدرس الرابع: كيف الطقس في بيروت؟ Fourth Lesson: How Is the Weather in Beirut?

Exercise 1 (Listening)

Look at the picture and listen to the recording of each word going from right to left.



 الربيع	 الشتاء	 الخريف	 الصيف
 بارد		 حامي	

Exercise 2 : Listening

Listen to the following sentences and answer the questions below.



1. The weather in New York is. in the.
2. The weather in Damascus is hot in the. and cold in the.
3. How is the weather in Egypt in.?
4. The weather in the. is not hot or cold.

Exercise 3: Listening

Listen to the following two dialogues and answer the questions below. Then carry out a similar conversation with your partner in class with information pertaining to you.



First dialogue:

1. What is the girl's name?
2. Where is she from?
3. How did she describe the weather in her city?

Second dialogue

1. What are the names of the speakers?
2. Where are they from?
3. In what city is the weather described?
4. How is it described?

**Exercise 4: Listening**

Listen to audio recording and memorize the numbers 10–100 counting by 10's.

١٠٠	٩٠	٨٠	٧٠	٦٠	٥٠	٤٠	٣٠	٢٠	١٠
-----	----	----	----	----	----	----	----	----	----

Exercise 5: Reading

The following rows have numbers ranging from 1–100. Read all the numbers out loud and write their English equivalents.

١٠٠	٩٠	٨٠	٧٠	٦٠	٥٠	٤٠	٣٠	٢٠	١٠	١
٧٠	١٠٠	٥٠	٣٠	١٠	٨٠	٢٠	٩٠	٤٠	٦٠	٢
٩٩	٩٦	٦٧	٧٦	٦٦	٨٧	٧٨	٧٢	٢٧	٧	٣
١٤	٢٠	١٨	١٣	١٧	١٢	١٠	١٥	١٩	١١	٤

Exercise 6: Listening and Reading

Circle the number you hear (in class with the teacher)

١٠٠/١٠	٥	٨٥/٨٠	٤	٩١/١٩	٣	٣٠/٢٠	٢	٢٠/١٠	١
٨٠/٣٠	١٠	٤٤/٢٤	٩	٣٠/١٣	٨	٧٣/٧٢	٧	٨/٨٠	٦

The Arabic Alphabet

Remember that shaded letters are one-way connectors: they connect on the right only.

خ/خ	ح/ح	ج/ج		ت/ت	ب/ب	ا
ص/ص	ش/ش	س/س		ر		د

ق/ق	ف/ف	غ/غ غ/غ	ع/ع ع/ع		ط	
ي/ي	و		ذ/ذ	م/م	ل/ل	ك/ك
Secondary Letters						
					أ/ء	ة/ة

New Letters

English Equivalent	Other Shapes	Stand-alone and Final
	Initial & Medial	
ح	ح	ح
خ	خ	خ

Letter with Four Shapes

ح	word-final after two-way connecting letters	word-final after one-way connecting letters	word-internal after two-way connecting letters	word-initial and after one-way connecting letters
	ع	ع	ع	ع

Secondary Letter (*hamza-the Glottal Stop*) أ/ء

The letter *hamza* (the glottal stop) represents the sound that you make when you pronounce a vowel at the beginning of English words like *apple* and *orange*. Although not technically part of the 28 letters of the Arabic alphabet, the *hamza* is represented by its own letter, which comes in six shapes depending on adjacent vowels. Two of the most common shapes are أ in the word أنا, and ء in the word الشتاء (winter).

Exercise 7: Reading

With the help of letter tables above and the pictures, read the following words.

الربيع	الشتاء	الخريف	الصيف
ا ل ر ب ي ع	ا ل ش ت ا ء	ا ل خ ر ي ف	ا ل ص ي ف

بارد	حامي
ب ا ر د	ح ا م ي

Exercise 8: Listening and Reading

Circle the word you hear. (In class with the teacher.)

١. صيف / طقس	٢. ربيع / طرابلس	٣. خريف / صغير	٤. شتاء / شمال	٥. بارد / بريطانيا
٦. مصر / مطر	٧. دمشق / شرق	٨. غرب / ربيع	٩. حامي / جنوب	١٠. كبير / بارد

Exercise 9: Listening and Reading

Circle the letter you hear. (In class with the teacher.)

١. ص / س	٢. ج / ح	٣. ب / ت	٤. ت / ط	٥. ع / غ
٦. ش / س	٧. ح / ع	٨. ي / و	٩. ف / ق	١٠. ح / خ

Exercise 10: Reading

Circle the letters you recognize in each of the following words.

شهر	سنة	أسبوع	يوم	السبت	الأحد
الاثنين	ثلج	الأربعاء	الخميس	الجمعة	شمس

Exercise 11 (CW)

Exercise 12: Reading Comprehension

Read and answer the questions.

١. الصيف والخريف والشتاء والربيع

What is the last season mentioned?

٢. الطقس في لبنان بارد في الشتاء وحامي في الصيف.

What is the weather like in Lebanon?

٣. البصرة مدينة كبيرة في جنوب العراق. الطقس في البصرة حامي في الصيف.

a. Where is Basra located?

b. What is the weather like in Basra in the summer?

٤. حلب مدينة كبيرة في شمال سوريا. الطقس في حلب بارد في الشتاء.

a. Where is Aleppo (Halab) located?

b. What is the weather like in Aleppo in the winter?

Grammar: The Definite Article ال

To make nouns and adjectives definite, Arabic attaches the article ال to the beginning of the word:

a city, one city	مدينة
the city	المدينة

student	طالب
the student	الطالب

Just like in English where some countries such as The United States and The Netherlands have the definite article, in Arabic also, some countries and cities have the definite article as part of their names:

Countries and Cities without the Definite Article	Countries and Cities with the Definite Article
سوريا	السودان
بيروت	اليمن
دمشق	العراق
ليبيا	المغرب

Pronunciation of the ل of the Definite Article: The Sun and Moon Letters

1.

Listen to your teacher (or recording) pronounce the following words and phrases. What do you notice about the pronunciation of the ل in the two tables?



Sun Letters	Moon Letters
الشتاء والربيع والصيف	الخريف
صباح النور	صباح الخير
السودان	الكويت

The pronunciation (but not spelling) of the ل in the definite article ال changes depending on the letter that follows it. Arabic letters are divided into two groups according to where in the mouth they are pronounced: sun letters and moon letters.

Sun letters are pronounced with the tongue placed close to the teeth, like the letter ش in شمس. When the definite article ال is placed in front of a sun letter, the ل assimilates to

(i.e. becomes the same as) that letter, which is pronounced twice as long: شمس (shams) → الشمس (ash-shams).

The rest of the letters, those pronounced with the lips only or farther back in the mouth, are called moon letters. When ال is placed in front of a moon letter, the ل keeps its normal pronunciation: قمر (qamar) → القمر (al-qamar).

2.



Listen to your teacher or the audio recording reading the definite words below and repeat. Pay special attention to where your tongue is placed in your mouth as you pronounce the definite article and the following letter:

Sun Letters شمسية		Moon Letters قمرية	
الدولة	د	الباب	ب
الربيع	ر	الجنوب	ج
السودان	س	الخريف	خ
الشتاء	ش	العراق	ع
الصيف	ص	الغرب	غ
الطالبة	ط	القمر	ق
الليبي	ل	الكبير	ك
النور	ن	المدينة	م
		اليمن	ي



Exercise 13 (Review and Write)

Watch your teacher or refer to the CW and practice writing the numbers 10–100 counting by 10's in your notebook until you can write them without looking.

Exercise 14

Fill in the empty cells in the following table and then read all the numbers aloud.

		١٨				١٤	١٣		١١	١
١٠٠			٧٠			٤٠		٢٠		٢
	٢٩				٢٥				٢١	٣

Exercise 15 (Review and Write)

Connect the letters to form words and then pronounce the words and give their English equivalents.



١	ال ص ي ف	٢	ال ر ب ي ع	٣	ال خ ر ي ف
٤	ح ا م ي	٥	ال ش ت ا ء	٦	ب ا ر د

Exercise 16 (Review and Write)

Connect the letters to form words then translate the resulting sentence into English. The words are separated by /.



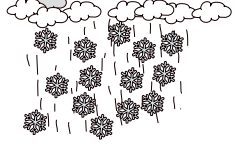
١. ص ب ا ح / ال خ ي ر !
٢. ال ط ق س / ح ا م ي / ف ي / ال س و د ا ن / ف ي / ال ص ي ف .
٣. ط ر ا ب ل س / م د ي ن ة / ك ب ي ر ة / ف ي / ش م ا ل / ل ب ن ا ن .

الدرس الخامس : فيه ثلج كثير في شمال العراق Fifth Lesson: There Is a Lot of Snow in Northern Iraq

Exercise 1: Listening

Look at the pictures and listen to the recording of each word going from right to left.



		
شَمْس	مَطَر	ثَلَج

Exercise 2: Listening

Listen to the following sentences and translate them into English.



Exercise 3: Listening

Listen to the following dialogue and answer the comprehension questions below.



First listening:

What is the topic of the conversation?

Second listening:

According to the dialogue,

1. Is Iraq a big or a small country?
2. What types of weather are there in Iraq?
3. Which areas are hot?
4. What is the weather like in northern Iraq?
5. Which areas get rain?

Exercise 4: Listening

Listen to the recording and answer the questions.



First listening:

What is the topic of the passage?

Second listening:

1. What is the weather like in Riyadh?
2. What is the weather like in the north and west?
3. Where is Abha?
4. What is the weather like in Abha?



Exercise 5: Listening and Reading

Listen to the numbers 100–10,000 counting by hundreds and memorize them. Then read the numbers below.

١٠٠٠	٩٠٠	٨٠٠	٧٠٠	٦٠٠	٥٠٠	٤٠٠	٣٠٠	٢٠٠	١٠٠	١
١٠٠٠٠	٩٠٠٠	٨٠٠٠	٧٠٠٠	٦٠٠٠	٥٠٠٠	٤٠٠٠	٣٠٠٠	٢٠٠٠	١٠٠٠	٢

Reading Large Numbers

Arabic numbers larger than 100 are read the way English numbers are: you start with the largest number and make your way to the smallest, with each number separated by the word *و* (and). For example, the number 1110 is read as:

Arabic	ألف (١٠٠٠) ومِئة (١٠٠) وعشرة (١٠)
Literal English Translation	One thousand (and) one hundred (and) ten

The numbers 21–99 are read from right to left, with the ones first and the tens second. So, the number 64 is read as “four and sixty” (أربعة وستين). The year 1965 is read as follows:

Arabic	ألف (١٠٠٠) وتسعمِئة (٩٠٠) وخمسة (٥) وستين (٦٠)
Literal English Translation	One Thousand and Nine Hundred and Five and Sixty

Exercise 6: Reading

Read the following years aloud and write down their English equivalents.

١٨١٨	١٩٩٩	٢٠٠٤	٢٠٠٠	١٧٧٦	١٩٩١	١٩٩٥	.١
٦٣٢	٢٠٠١	١٤٩٢	١٢٨٠	١٨٦٥	٢٠٠١	٢٠١٨	.٢

The Arabic Alphabet and Diacritical Marks

خ/خ	ح/ح	ج/ج	ث/ث	ت/ت	ب/ب	ا
ص/ص	ش/ش	س/س		ر		د
ق/ق	ف/ف	غ/غ/غ/غ	ع/ع/ع/ع		ط	
ي/ي	و		ذ/ذ	م/م	ل/ل	ك/ك
Secondary Letters						
					أ/أ	ة/ة

New Letter

English Equivalent	Other Shapes (if any)	Stand-alone and Final
	Initial & Medial	
th as in three	ث	ث

Arabic Diacritical Marks

The Arabic letters we have learned so far represent consonants and long vowels. There is a set of other symbols, called “diacritics” or “diacritical marks” found above or below letters, that help with pronunciation. Because native speakers know the correct pronunciation of words, diacritics are not normally written except in children’s books and religious texts such as the Qur’aan.

Below are three common diacritical marks. They represent the Arabic short vowel sounds.

Example	Sound	Symbol (with ب as an example letter)	Diacritic Name
مَدِينَة	Short ا	ba بَ	fatHa فَتْحَة
لُبْنَان	Short و	bu بُ	Damma ضَمَّة
طَالِب	Short ي	bi بِ	kasra كَسْرَة

As your Arabic skills progress and you learn to recognize familiar words, you will gradually see fewer and fewer short vowels printed in this book.

Exercise 7: Reading

With the help of the letters and diacritics above, read the words below. The words are presented as they are normally written and with the letters not connected below.

ثَلَج	مَطَر	شَمْس
ث ل ج	م ط ر	ش م س

ثَلَج كَثِير	مَطَر كَثِير
ث ل ج ك ث ي ر	م ط ر ك ث ي ر

Exercise 8: Reading Comprehension

Read the following two sentences and answer the English questions.

١. العراق دولة عربيّة (Arab) كبيرة شمال السّعوديّة وشرق سوريا.

Where is Iraq located?

٢. البصرة مدينة كبيرة في جنوب العراق. الطقس في البصرة بارد في الشّتاء وحامي في الصّيف والخريف والرّبيع.

- Where is al-Basra located?
- What is the weather like in Basra in the summer?



Exercise 9: Review and Write

Connect the letters to form words, then translate the resulting phrase or sentence into English. The words are separated by /.

١. ث ل ج / و م ط ر
٢. ا ل ع ر ا ق / د و ل ة / ع ر ب ي ة / ك ب ي ر ة .
٣. ا ل ط ق س / ف ي / ب غ د ا د / ب ا ر د / ف ي / ا ل ش ت ا ء .

Exercise 10: Translate the Following into Arabic

Tripoli (طرابلس) is a big city in north Lebanon. The weather in Tripoli is cold in the winter and hot in the summer.



أغنية: كيف الطقس في نيسان؟ (كلمات: منذر يونس، غناء: جواد إياد قبها)

كيف الطقس في نيسان؟
الطقس كويس في بيروت.
حامي شويّة في عمّان.
مطر كثير في إربيل.
شمس كثير في أسوان.

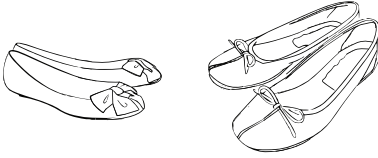
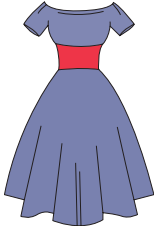
الدرس السادس: أنا لابس قميص أحمر. Sixth Lesson: I am Wearing a Red Shirt



Exercise 1: Listening

Look at the picture and listen to the recording of each word going from right to left.

		
قميص	بنطلون	جاكيت

		
طاقية	كندرة	فستان



Exercise 2: Reading and Writing

Look at the picture and listen to the recording of each word going from right to left.

			
قميص أبيض	بنطلون أزرق	قميص أزرق	قميص أحمر



Exercise 3: Listening

Listen to the audio recording and translate the phrases and sentences you hear into English.



Exercise 4: Listening

Listen to the dialogue and answer the following questions.

1. Did the speaker want a fall or winter jacket?
2. What color jacket did she want?
3. What else did she want besides the jacket?
4. What color or colors?



Exercise 5: Listening

A mother is looking for a missing child at the airport! Listen and answer the questions below.

1. What was the child wearing, according to the woman?
2. What color was his shirt?
3. What color were his pants/trousers?
4. What color was the jacket?

Exercise 6: Reading

Read the following numbers out loud and write down their English equivalents.

١٨٨١	١٧٩٨	١٥١٧	١٢٥٨	٧٥٠	٦٦٠	٦٣٢	١.
٢٠٢٠	١٩٩٣	١٩٧٩	١٩٦٧	١٩٤٨	١٩٣٦	١٩١٧	٢.

Exercise 7: Reading and Writing

Copy each of the following numbers in the space provided under to its spelling in letters.

The first one is given as an example.

١٢٥٨، ٢٠٢٠، ١٩٥٢، ٩٥٢، ٦٥٤، ٢٢٢، ٢٢، ١

اثنين وعشرين	ألف وتسعمائة وخمسين	ألف ومئتين وثمانية وخمسين	ألفين وعشرين	تسعمائة واثنان وخمسين	ستمائة وأربعة وخمسين	واحد	مئتين واثنان وعشرين
٢٢							

The Arabic Alphabet

ا	ب/ب	ت/ت	ث/ث	ج/ج	ح/ح	خ/خ
د		ر	ز	س/س	ش/ش	ص/ص
ض	ط		ع/ع/ع/ع	غ/غ/غ/غ	ف/ف	ق/ق
ك/ك	ل/ل	م/م	ن/ن		و	ي/ي
Secondary letters and diacritics						
أ/أ	ة/ة	َ	ِ	ُ		

New Letters

English Equivalent	Other Shapes (if any)	Stand-alone and Final
	Initial & Medial	
z		ز
Ⓩ	ض	ض

Secondary Letter

English Equivalent	Letter
laa	لا (ل + ا) لام ألف (laam alif)

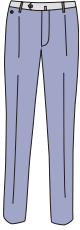
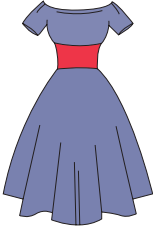
When J is followed by ا in the same word, the two letters combine to make the shape لا, called لام ألف (laam alif) in Arabic. This applies to the letter ا (ألف) with hamza, as in الأحمر.

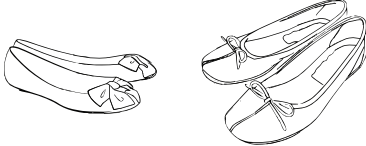
Exercise 8: Reading and Writing



Match the word with the picture by copying it under the corresponding picture.

جاكيت - بنطلون - قميص - فستان - كندرة - طاقية

Exercise 9: Review and Write



Match the phrase with the picture by copying it under the corresponding picture.

قميص أحمر - قميص أزرق - بنطلون أزرق - قميص أبيض - فستان أصفر -
قميص أسود - بنطلون بني - قميص أخضر - البحر الأحمر - البحر الأسود -
البحر الأبيض المتوسط