

Elementary Arabic I

Elementary Arabic I

SADAM ISSA AND AYMAN MOHAMED

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EAST LANSING



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Preface

In our experience teaching Arabic at Michigan State University, we have always tailored our curricula to students' needs and the intended learning outcomes set up by ACTFL guidelines. In our continual efforts to provide students with an optimal and up-to-date learning experience, we supplemented textbook material with additional handouts and worksheets that targeted different bands of proficiency. Over the years, it became evident that even with the greatest textbooks, things get obsolete or outdated in a world that is ever-changing. We also encountered considerable shortcomings in the available textbooks, particularly the lack of task-based learning opportunities and the absence of engaging activities and sufficient culture representations. As we filled in these gaps, we ended up with a wealth of resources and worksheets that kept growing over the years. It became a pressing idea that the required textbooks have become more of a financial burden to our students and it cannot be a good investment to keep them.

It was when we first joined the open pedagogy community that we realized the significance of our work, and we believed that it will be worth more if we shared our material as open educational resources. The philosophy of this book is based on interactive learning. Instead of including activities with answer keys as we see in traditional textbooks, the current work takes advantage of the interactive tools provided by H5P to enhance the students' self-study experience. It is also designed with the teacher in mind. Instructors can benefit from the sequence of the lessons to create their lesson plans and assignments throughout the semester.

This book is the entry-level Arabic. It can cater to online-only classes as well as hybrid sections. This feeds into the flipped-class approach in which students prepare and study the material at home then meet in class to practice and engage in conversations based on the material they have already completed online. This course builds literacy in Arabic along with working on fluency and vocabulary use in theme-based components.

Since the book is hosted online, improvements can be made continually. It will keep adapting as students and teachers interact with it and provide critical feedback. We hope that our project contributes to the great mission

of open pedagogy to make quality education accessible to our students:
leaders of a brighter future.

Introduction

This open-source book, *Elementary Arabic I*, is aimed at undergraduate students who are taking Arabic in their first semester. It is the introductory part of an open-source series in Arabic. It starts from scratch and builds literacy in the language while working on speaking and conversation from day one. By the end of this course, students will have covered letters and sounds and be ready to explore the language in a structured and organized manner. Each chapter starts with letters and sounds practice, then moves on to new vocabulary and structure in a lively, interactive approach. Vocabulary and grammar sections are supplemented with audio that is transcribed in the appendix to provide accessibility.

This OER will be unique in its presentation of Arabic language content through theme-based modules. Each theme is addressed through vocabulary, grammar, reading, speaking, and writing components. Each chapter includes self-check embedded quizzes that help learners digest language concepts. The book is also designed with teachers in mind. Each chapter includes pair work and group tasks that the teacher can implement in class, as well as other parts that can be assigned as homework. The last part in each chapter includes an overview assignment that some programs can use if they implement the hybrid approach.

The main focus of the book is to establish a sound basis in Standard Arabic structure in a simplified and sequenced approach. While developing a solid foundation in written Arabic, an introduction into spoken Egyptian Arabic will be integrated to enhance students' spoken fluency and enrich their cultural experience in their language-learning journey. Most Arabic programs will be able to cover this course in half a semester, after which they can direct their students to the second level Elementary Arabic II available at the MSU Libraries' Open Textbook Publishing website.

PART I

GREETINGS AND INTRODUCTIONS

الدرس الأول : أهلا وسهلا



Learning Objectives

In this lesson, students will be able to:

- Learn and practice basic greetings in spoken Arabic.
- Identify and interpret Arabic alphabet system.

Letters and Sounds Overview

In this section:

- You will gain initial recognition of Arabic letters and sounds. This is the general overview. In later chapters, we will revisit them individually.

Arabic Letters and Sounds

Get started with letter shapes. Study the following chart to identify letter forms.

Arabic Alphabets

الحروف العربية

| | | | | | | |
|-------------|--------------|--------------|-------------|-------------|--------------|-------------|
| خ | ح | ج | ث | ت | ب | ا |
| <u>khaa</u> | <u>Haa</u> | <u>jiim</u> | <u>thaa</u> | <u>taa</u> | <u>baa</u> | <u>alif</u> |
| ص | ش | س | ز | ر | ذ | د |
| <u>Saad</u> | <u>Shiin</u> | <u>siin</u> | <u>zaa</u> | <u>raa</u> | <u>dhaal</u> | <u>daal</u> |
| ق | ف | غ | ع | ظ | ط | ض |
| <u>qaaf</u> | <u>faa</u> | <u>Ghayn</u> | <u>Ayn</u> | <u>Dhaa</u> | <u>Taa</u> | <u>Daa</u> |
| ي | و | هـ | ن | م | ل | ك |
| <u>yaa</u> | <u>waaw</u> | <u>haa</u> | <u>Nuun</u> | <u>Miim</u> | <u>Laam</u> | <u>Kaaf</u> |

Arabic Letter Shapes in Words

In this video, you will see how letters change shape in initial, middle, and final position of words. This is an overview to get prepared for the writing training and connecting letters practice that we will conduct in the following chapters.

Video of Arabic Alphabets

Arabic Short Vowels

Short vowels (a-i-u) are represented in Arabic as diacritics above or below the letters. These marks are not necessarily written, as native speakers can read without having these short vowels. You will also be trained to implicitly recognize them. Watch this video to see how these vowels look.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=5#oembed-1>

Arabic Long Vowels

Long vowels (aa- ii- uu) are represented through actual letters. The three letters you will always need to write a long vowel are:

ا as in باب /baab/

و as in توت /tuut/

ي as in تيب /tiib/

Key Takeaways

- Arabic words are formed by tying or binding letters together. To adjust to this process, letters take different shapes in initial, middle, and final positions. You cannot just put letters side-by-side, rather, letters are connected in a process like stitching.

Greeting Phrases

In this section:

- You will learn some phrases to greet and get to know your classmates.
- You will learn where Arabic is spoken.

Activity (1): Role-play. Read and listen to the sample dialogue below and then practice with your classmates.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=24#audio-24-1>

| | | |
|-----------|-----------------------------------|----------------------------------|
| Student A | SabaaH el-kheir / masaa' el-kheir | Good morning/good afternoon |
| Student B | Sabaah in-nuur / masaa' in-nuur | Good morning/ good afternoon |
| Student A | Ana ismii _____ | my name is _____ |
| Student B | Ana ismii _____ | my name is _____ |
| Student A | Ana min madiinat _____ fee _____ | I am from city of _____ in _____ |
| Student B | Ana min madiinat _____ fee _____ | I am from city of _____ in _____ |
| Student A | ahlan wa sahlan | welcome/nice to meet you |
| Student B | ahlan beek(m)\|beekii (f) | welcome/nice to meet you too |

Do you know where Arabic is spoken?

Activity (2): Study the following map with your classmates, then practice pronunciation of Arab countries below.





One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=24#audio-24-2>

| Transcription | Arabic | Transcription | Arabic |
|---------------|-----------|----------------|----------|
| al-yaman | اليمن | al-kuwayt | الكويت |
| miSr | مصر | al-◊iraaq | العراق |
| liibyaa | ليبيا | lubnaan | لبنان |
| Tuunis | تونس | suuriyya | سوريا |
| al-jazaa'ir | الجزائر | al-urdunn | الأردن |
| al-maghrib | المغرب | as-sa ◊uudiyya | السعودية |
| muuriitaanya | موريتانيا | al-baHrayn | البحرين |
| as-suudaan | السودان | al-imaaraat | الإمارات |
| aS-Suumaal | الصومال | qaTar | قطر |
| jiiibuuti | جيبوتي | ◊umaan | عمان |
| Juzurul qamar | جزر القمر | filisTiin | فلسطين |

Key Takeaways

- When it comes to spoken Arabic, you will encounter a variety of dialects, as you can imagine by looking at the map.
- In this book, we will be using the Egyptian dialect when we deal with conversational tasks.

Vocabulary and Speaking: Introducing Each Other

In this section:

- You will learn new words and expressions that will help you start a conversation in spoken Arabic.
- You will be aware of the sociolinguistic varieties in using Arabic.

Vocabulary (I)

Learn these new words in Egyptian Arabic that relate to greetings and introductions. Listen and repeat many times for fluency.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=26#audio-26-1>

| English | Transcription | Arabic | English | Transcription | Arabic |
|------------------|-----------------|--------------|----------------|---------------|------------|
| welcome | ahlan wa sahlān | أهلاً وسهلاً | I | ana | أنا |
| nice to meet you | tasharafna | تشرفنا | you (m.) | inta | إنتَ |
| how are you (m) | izzayak | إزيك | you (f.) | inti | إنتي |
| how are you (f.) | izzayik | إزيك | he | huwwa | هو |
| good (m.) | kuwayyes | كويس | she | heyya | هي |
| good (f.) | kuwayyesa | كويسة | my name | ismi | اسمي |
| what? | eeh? | إيه | your (m.) name | ismak | اسمك |
| from where? | menein? | مينين | your (f.) name | ismik | اسمك |
| where? | fein? | فين | his name | ismu | اسمه |
| thank you | shukran | شكراً | her name | ismaha | اسمها |
| you are welcome | 'afwan | عفواً | yes | na'am/aywa | نعم / آيوه |
| goodbye | ma'assalama | مع السلامة | no | laa | لا |
| | | | I have | 'indi | عندي |

Activity (3): Read and listen to this sample dialogue, then practice with your classmates.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=26#audio-26-2>

| English | Transcription | Arabic | Speaker |
|--|---|--|---------|
| peace be upon you | Assalaamu 'alaykum | السلام عليكم | A |
| and peace be upon you | Wa 'alaykumussalaam | وعليكم السلام | B |
| how are you? | Izzayak (m.) / Izzayik(f.) | إزيك / إزيك؟ | A |
| I am good, thanks God, and you? | Ana Kuwayyes (m.) / kuwayyesa (f.) AlHamdu Lillah, wenta (m.) / wenti (f.)? | أنا كويس / كويسة الحمد لله .. وإنت / إنتي؟ | B |
| I am good, thanks God | Ana Kuwayyes (m.) / Kuwayyesa (f.) AlHamdu Lillah. | أنا كويس / كويسة الحمد لله | |
| What is your name? | Ismak (m.) / ismik (f.) eih? | اسمك / اسمك إيه؟ | A |
| My name is, and you? | ismi, wenta (m.) / wenti (f.)? | اسمي وإنت / إنتي؟ | B |
| My name is | ismi | اسمي | A |
| where are you from? | Inta (m.) / Inti (f.) menein ? | إنت / إنتي منين؟ | B |
| I am from the city of in, and you? | Ana min madinat fee, wenta (m.) / wenti (f.)? | أنا من مدينة في وإنت / إنتي؟ | A |
| I am from the city of in | Ana min madinat fee | أنا من مدينة في وإنت / إنتي؟ | B |
| nice to meet you | Ahlan wa sahlana, tasharfna | أهلاً وسهلاً .. تشرفنا | A |
| nice to you meet you too | Ahlan biik (m.) / biiki (f.) | أهلاً بيك / بيكي | B |



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=26#h5p-1>

حضرتك / حضرتك / HaDaratkum / حضرتكم

- حضرتك is used to show respect when we speak to a male who we do not know well yet.

- **حضرتك** is used to show respect when we speak to a female who we do not know well yet.
- These are more common in spoken Arabic rather than standard Arabic.
- These are more commonly used when there is a difference in age, prestige, or position

Activity (6): Practice the following dialogue with your classmates while filling the gaps. Record in the box below.

Sami : Ahlan wa Sahlan

Mona: Ahlan biik

Sami : Ismi Sami, wa ism HaDritik?

Mona : _____

Sami : Tasharrafna, HaDritik menein

Mona : _____ Elqahirah

Sami : Ahlan wa sahlana

Mona : wa HaDritak ?

Sami: Ana min eskindiriyya

Mona : _____

Sami : Ahlan biiki



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=26#h5p-10>

Key Takeaways

- You can hold a mini-conversation with your classmates to

get to know each other.

Weekend Assignments 1: introduce yourself

In this section:

- You will submit some assignments for your teacher as a general review of Lesson 1.

First watch this song for fun

<https://youtu.be/ifktT2RAVtg>

Task 1

From this lesson, go back to Activity 3 and review the dialogue. Now record yourself reading the dialogue and personalizing it by adding names and places as needed. Read it with two different tones as if two people are speaking together. Try it with a friend or a roommate, that would be fun! Of course, you will be reading a transliteration.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=306#h5p-21>

Key Takeaways

- You are ready to start Lesson 2.

PART II

MY FAMILY AND FRIENDS

الدرس الثاني : أسرتي وأصحابي



Learning Objectives

In this lesson, you will be able to:

- Learn the vocabulary and structure necessary to express

information about friends and family members in Arabic.

- Continue working on literacy and writing Arabic words.

Letters and Sounds: ا to خ

In this section:

- You will practice writing the first group of the alphabet.

We will start learning letters and sounds by sorting them into five groups. Study the chart for Group 1 below.

| End | Middle | Beginning | sound | pronunciation | |
|-----|--------|-----------|-------|---------------------------------------|---|
| ا | ا | ا | /a/ | “a” as in father or Sam | This letter does not connect to the following letter. It works as the long vowel /a:/ |
| ب | ب | ب | /b/ | “b” as in bed | |
| ت | ت | ت | /t/ | “t” as ten | |
| ث | ث | ث | /θ/ | “th” as think | |
| ج | ج | ج | /j/ | “j” as in jam | |
| ح | ح | ح | /H/ | Arabic only (constricted h) | |
| خ | خ | خ | /KH/ | Close to German (ch) as in “nacht” | |



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=32#h5p-2>

Writing Training Series

There are many resources online to help you write Arabic. We select one

channel here for your writing training. We will start with the first video in this section; you can watch it on YouTube.

Writing Arabic Part 1

Key Takeaways

- Short vowels are really short and are just marked with diacritics in writing.
- Long vowels are not so long. If you can clearly hear a vowel, it is more likely a long vowel that needs to be represented in writing.

Vocabulary and Grammar: Masculine and Feminine with Possessives

In this section:

- You will learn new vocabulary and be able to distinguish between masculine and feminine.
- You will learn charts on possessive pronouns and practice using them in complete sentences.

Vocabulary (I)

Listen, read, and repeat. Learn new vocabulary and notice how masculine and feminine are expressed in Arabic.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=34#audio-34-1>

| English | Transcription | Arabic | English | Transcription | Arabic |
|-----------------|---------------|--------|--------------|----------------------|--------------|
| boy | walad | ولد | student | Taalib/Taaliba | طالب-طالبة |
| girl | bint | بنت | teacher | Ustaadh/Ustaadha | أستاذ-أستاذة |
| brother | akh | أخ | doctor | duktuur/duktuura | دكتور-دكتورة |
| sister | ukht | أخت | neighbor | jaar/jaara | جار-جارة |
| house | bayt | بيت | friend | SaaHib/SaaHiba | صاحب-صاحبة |
| street | sahri' | شارع | big | Kabiir/kabiira | كبير-كبيرة |
| city | madiina | مدينة | small | SaGhiir/ SaGhiira | صغير-صغيرة |
| office/ desk | maktab | مكتب | new | Jadiid/Jadiida | جديد-جديدة |
| library | maktaba | مكتبة | excellent | mumtaaz/ mumtaaza | ممتاز-ممتازة |
| class | faSl | فصل | good | jayyid/jayyida | جيد - جيدة |
| dog | kalb | كلب | beautiful | jamiil/jamiila | جميل - جميلة |
| cat | qiTTa | قطعة | beloved | Habiib/Habiiba | حبيب - حبيبة |
| family | usra | أسرة | this is (m.) | haa-tha | هذا |
| universtiy | jami'aa | جامعة | this is (f.) | haa-thi-hi | هذه |
| man | rajul | رجل | car | sayyara | سيارة |
| woman | imra-ah | امرأة | homework | waajib | واجب |

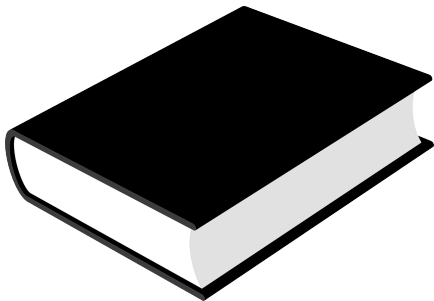
Vocabulary notes

- When you start learning vocabulary in Arabic, you become aware of the use of grammatical gender. This means that for human-related nouns, there are two counterparts from the same noun, with the feminine word having an additional ending that you will learn about soon. For example, a male student is “Taalib” and a female student is “Taaliba”. Similarly, “duktoor” and “duktoora” for a “doctor”. Many other human nouns behave in the same way. Adjectives also have the same feature. So “Kabiir” is big (masculine), and “Kabiira” is big (feminine). Adjectives must match nouns in number and gender.
- Other nouns which are not human are either intrinsically masculine or

feminine. For example “a book” is masculine and “a car” is feminine.

Activity (5): With your classmates, practice asking questions about the pictures below using the following expressions. In answering the questions, use a suitable adjective as well. Record your sentences below.

| | | | | | |
|-------------------|----------------|---------|--------------------|----------------|---------|
| Who is this? (m.) | Man-haa-tha? | من هذا؟ | What is this? (m.) | Maa haa-tha | ما هذا؟ |
| Who is this? (f.) | Man-haa-thi-hi | من هذه؟ | What is this? (f.) | Maa haa-thi-hi | ما هذه؟ |





An interactive H5P element has been excluded from this version of the text. You can view it online [here](#):

<https://openbooks.lib.msu.edu/arb101/?p=34#h5p-11>

Grammar (I)

Possessive pronouns

- The possessive structure in Arabic is formed by adding suffixes to the noun.
- Learn the following nouns and their possessive forms.



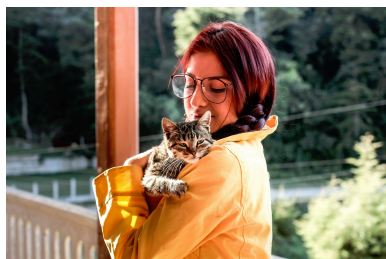
An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=34#h5p-3>

Activity (8): With your classmates, practice creating complete sentences that relate to the picture prompts. Record your sentences below.



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An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=34#h5p-12>

Key Takeaways

- You know how to form your nominal sentences in Arabic.

Reading and Speaking: Using Numbers and Exchanging Information

In this section:

- You will learn and practice Arabic numbers from 1 to 10.
- You will practice a basic conversation with your classmates using new vocabulary.

Activity (9): Read and listen to the numbers 1-10 in Egyptian Arabic.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=36#audio-36-1>

Learning numbers 1-10

الأرقام

| | | | | | |
|---------|----|--------|---------|---|-------|
| sittah | ٦ | ستة | waaHid | ١ | واحد |
| sabCah | ٧ | سبعة | itnein | ٢ | اثنين |
| tamanya | ٨ | ثمانية | talatah | ٣ | ثلاثة |
| tisCah | ٩ | تسعة | arbaC a | ٤ | أربعة |
| Cashara | ١٠ | عشرة | khamisa | ٥ | خمسة |

Activity (10): Exchange phone numbers with your classmate, then report to the class. Follow the model below.



Teacher: Raqam telefonak kaam ya Sam? رقم تليفونك كام يا سام

Sam: Raqam telefoni رقم تليفوني

Teacher: Raqam telefonik kaam ya Jackie? رقم تليفونك كام يا جاكى

Jackie: Raqam telefoni رقم تليفوني

Activity (11): Ask your classmates. Use the following

guide to ask and answer questions with your classmates, then report your findings using the model below.

| مع زميلة | مع زميل |
|---|---|
| اسمك إيه؟ Ismik eeh? | اسمك إيه؟ Ismak eeh? |
| إنتي منين؟ inti menein? | إنت منين؟ inta menein? |
| إنتي طالبة؟ فين inti Taaliba? fein? | إنت طالب؟ فين؟ inta Taalib? fein? |
| عندك أخ؟ اسمه إيه؟ indik Akh?ismu eeh? | عندك أخ؟ اسمه إيه indak Akh? ismu eeh? |
| عندك أخت؟ اسمها إيه؟ indik Ukht? ismaha eeh? | عندك أخت؟ اسمها إيه؟ indak Ukht? ismaha eeh? |

Report using the following prompts and record your sentences below.

| My friend (f.) | My friend (m.) |
|---------------------------------------|------------------------------------|
| SaHbiti ismaha صاحبتني اسمها | SaHbi ismu صاحبني اسمه |
| Heya min هي من | huwa min هو من |
| Heya Taaliba fi هي طالبة في | Huwa Taalib fi هو طالب في |
| 'inaha عندها | 'indu عنده |



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=36#h5p-13>

Key Takeaways

- You can find and report basic information about your friends and classmates.
- You can introduce others in a casual situation.

Weekend Assignment 2: Constructing Sentences

In this section:

- You will submit an assignment to review Lesson 2.

Task 2

Review the vocabulary in Lesson 1 and create translations for the following sentences. Write these below.

1-I am a student at the university.

2-I have a new friend. He is from the city of Chicago.

3-My sister is an excellent teacher.

4-I have a small and beautiful cat. Her name is Mishmish.

5-My house is in a big street.

6-My brother has a new car.

7-This is good homework.

8-My dog is in the car.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=310#h5p-22>

Key Takeaways

- You are ready for Lesson 3.

PART III

FOOD AND DRINKS

الدرس الثالث : طعام وشراب



Learning Objectives

In this lesson, you will:

- Learn about food and drinks in Arabic and practice expressing what you like to eat or drink.
- Learn the present tense verbs and distinguish between nominal and verbal sentences.

Letters and Sounds: From د to ز

In this section:

- You will practice writing the second group of your alphabets.

We will start learning letters and sounds by combining them in the Group 2 chart below.

| End | Middle | Beginning | sound | pronunciation | These letters do not connect to the following letters. |
|-----|--------|-----------|-------|--------------------|--|
| د | د | د | /d/ | “d” as dad | |
| ذ | ذ | ذ | /dh/ | “th” as in ‘there’ | |
| ر | ر | ر | /r/ | “r” as “run” | |
| ز | ز | ز | /z/ | “z” as ‘zoo’ | |



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=177#h5p-4>

Writing Training Series

Continue watching the writing lessons on YouTube
Writing Arabic Part II

Key Takeaways

- Some letters do not connect to the following letters as you learned from Group 2.
- Remember that letters progress from right to left, so the question is to connect forward, not backwards.

Vocabulary and Grammar: Using Present Tense with Food Vocabulary

In this section:

- You will learn new vocabulary on food and drinks.
- You will study and practice the use of verbs in the present tense.

Vocabulary (1)

Listen and read through the following words and expressions.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=179#audio-179-1>

| English | Transcription | Arabic | English | Transcription | Arabic |
|--------------------------|---------------|--------------|------------------|---------------|----------|
| I have | 'indi | عندي | chicken | dajaaaj | دجاج |
| I do not have | laysa 'indi | ليس عندي | meat | laHm | لحم |
| he has | 'indahu | عنده | salad | SaLaTah | سلطة |
| he does not have | laysa 'indahu | ليس عنده | bread | Khubz | خبز |
| she has | 'indaha | عندها | milk | Haleeb | حليب |
| she does not have | laysa 'indaha | ليس عندها | sugar | sukkar | سكر |
| there is/are | hunaak | هناك | tea | Shay | شاي |
| there is not/ are not | laysa hunaak | ليس هناك | coffee | qahwa | قهوة |
| this is (m.) | haatha | هذا | water | maa' | ماء |
| this is (f.) | haathi-hi | هذه | juice | 'aSeer | عصير |
| what? | maatha | ماذا | I drink | ashrab | أشرب |
| how? | kaifa | كيف | I eat | aakul | أكل |
| is/are/do/does? | hal | هل | I like | | أحب |
| morning | SaBaaH | صباح | I do not like | UHibb | لا أحب |
| evening | masaa' | مساء | I want | uriid | أريد |
| every day | kul yawm | كل يوم | I do not want | La uriid | لا أريد |
| news | akhbaar | أخبار | I study | adrus | أدرس |
| bus | utubiis | أوتوبيس | I watch | ushahid | أشاهد |
| bike | darrajah | دراجة | I go to | ath-hab ila | أذهب إلى |

Grammar (١)

Present Tense Verbs

Learn the verb conjugations in the present tense.

| to drink | to eat | to study | to love | pronoun |
|---------------------------|---------------------|---------------------|-----------------------|--------------|
| أشرب ashrab | أكل aakul | أدرس adrus | أحب uHibb | أنا ana |
| تَشْرَب tashrab | تأكل taakul | تدرس tadrus | تُحِب tuHibb | أنتَ anta |
| تَشْرَبِينَ tashrabiin | تأكلين taakuliin | تدرسين tadrusiin | تُحِبِينَ tuHibbin | أنتِ anti |
| يشرب yashrab | يأكل yaakul | يدرس yadrus | يُحِب yuHibb | هو huwa |
| تَشْرَب tashrab | تأكل taakul | تدرس tadrus | تُحِب tuHibb | هي heya |

Notes on Grammar

- There is no indefinite article in Arabic. There is also no (am-is-are). The definite article “the” is expressed by attaching “Al” in the beginning of the noun. For example: Kitaab means “a book”, and Alkitaab means “the book”.
- Verbs in the present tense follow predictable forms that we will discuss in the grammar section.
- Some verbs take certain propositions. One of these is the verb أَذْهَبُ “AthHab” which must be followed by the proposition إِلَى “ilaa,” so أَذْهَبُ إِلَى means “go to”. Another example is أَسْكُنُ which should be followed by the proposition فِي “fee”.
- When you use two verbs side-by-side, they should be split by the infinitive “to” (ann) أَنْ . An example is a sentence like أُرِيدُ أَنْ أَشْرَبَ (urid ann ashrab) “I want to drink,” or أُحِبُّ أَنْ أَشَاهِدَ التِّلْفِيزِيُونَ (uHibb ann ushahid al telefizyon) “I like to watch TV.”
- The question word (hal) is used to initiate yes/no questions.
- If you start a sentence with a verb, you will have جُمْلَةٌ فَعْلِيَّةٌ, a verbal sentence. If you start with a noun, you will have جُمْلَةٌ اِسْمِيَّةٌ, a nominal sentence.
- Note that a phrase starting with عِنْدَ is not a verb, but rather a propositional phrase and it is considered a nominal sentence when you say عِنْدِي سَيَّارَةٌ “I have a car”. The same applies to the هُنَاك there is/are phrases, which count as nominal sentences too.
- The verbal sentence is negated with لَا, while the nominal sentence is

negated with ليس.

Activity (5): Complete the conjugations of the following verbs, guided by the given examples in each slide.



An interactive H5P element has been excluded from this version of the text. You can view it online

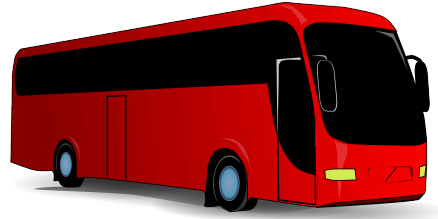
here:

<https://openbooks.lib.msu.edu/arb101/?p=179#h5p-5>

Activity (6): With the teacher and then with the classmates, ask and answer the following questions, then report to class.

| مع زميلة | مع زميل |
|--|--|
| ماذا تحبين أن تشربي؟ Maatha tuHibbin an tashrabi fi alSaBaaH? | ماذا تحب أن تشرب في الصباح؟ Maatha tuHibb an tashrab fi alSaBaaH? |
| ماذا تحبين أن تأكلي؟ maatha tuHibbin an taakuli? | ماذا تحب أن تأكل؟ maatha tuHibb an taakul? |
| أين تسكنين؟ ayna taskuniin | أين تسكن؟ ayna taskun? |
| كيف تذهبن إلى الجامعة؟ kaifa tathHabiin ila al jami'aa? | كيف تذهب إلى الجامعة؟ kaifa tathHab ila al Jami'aa? |

Activity (7): Create basic sentences (either nominal or verbal) using the image clues below. Write your sentences in the box below.





An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=179#h5p-14>

Key Takeaways

- There is a distinction between nominal and verbal sentences in Arabic based on how you start the sentence.
- Verbs in the present tense are formed by the use of prefixes that denote different pronouns.

Reading and Speaking: Shopping and Ordering in Egyptian Arabic

In this section:

- You will learn new expressions in Egyptian Arabic that relate to shopping and ordering food.
- You will practice using these expressions in role-play and common shopping situations.

Activity (8): With your classmates, discuss how you would say the following in Arabic. Write your translations in the box below.

-
- 1) I don't have news.
 - 2) There isn't a teacher in the class.
 - 3) There is a new house on this street.
 - 4) My friend drinks coffee every day.
 - 5) I don't like juice.
 - 6) The cat eats bread and milk.
 - 7) I drink tea with sugar.
 - 8) She wants to go to the class.
 - 9) I like to eat chicken and salad.
 - 10) There is a small dog in the car.
 - 11) There is no homework in the book.
 - 12) He does not want to live in a big city.
-



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=221#h5p-15>

Shopping and Ordering



Learn new words and expressions in Egyptian Arabic relating to shopping and ordering food and drinks.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=221#audio-221-1>

| English | Transcription | Arabic | English | Transcription | Arabic |
|-----------------|---------------------|-------------------|--------------------|---------------|------------------|
| what you drink? | tishrab/i eeh? | تشرب / تشربي ايه؟ | If you (m.) please | min faDlak | من فضلك |
| medium coffee | ahwa mazbuuT | قهوة مطبوخ | If you (f.) please | min faDlik | من فضلك |
| black coffee | ahwa saada | قهوة سادة | I (m.) want | 'aayiz | عايز |
| sweet coffee | ahwa sukkar ziyaada | قهوة سكر زيادة | I (f.) want | 'aayiza | عايزة |
| lemon | lamoon | لمون | bring (m.) me | haat li | هات لي |
| mango | manga | مانجا | bring (f.) me | haati li | هاتي لي |
| orange | burtuqaal | برتقال | is it possible? | mumkin | ممکن |
| tomatoes | TamaaTim | طماطم | I am sorry | aasif/aasifa | آسف / آسفة |
| onions | BaSal | بصل | thank you | shukran | شكراً |
| peppers | filfil | فلفل | you are welcome | 'afwan | عفواً |
| shirt | qamiiS | قميص | ok | maashi | ماشي |
| trouser | banTaloona | بنطلون | there is | fii | فيه |
| skirt | jiiba | جيبه | there is not | mafiish | مافيش |
| blouse | blouza | بلوزة | something else | Haaga taani | حاجة تاني |
| T-shirt | tishirt | تي شيرت | how much? | bikaam | بكام |
| laptop | labtub | لابتوب | here you are | itfaDDal/i | انتفضل / انتفضلي |

Activity (9): What would you say in the following situations? Write your responses below.

-
- 1) You enter a store and greet the owner. What would you say?
.....
 - 2) You politely say that you need a small, green T-shirt.
.....
 - 3) The salesman looks, but he does not find one and apologizes, saying there isn't a green one.
.....
 - 4) You ask if there is a white T-shirt.
.....
 - 5) The salesman says yes, there is.
.....
 - 6) You ask about the price of the white T-shirt.
.....
 - 7) The salesman says the T-shirt is \$10.
.....
 - 8) You like the T-shirt and you say “okay” and hand over the money.
.....
 - 9) The salesman asks you if you need something else.
.....
 - 10) You thank the salesman and say goodbye.
.....
-



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=221#h5p-16>

Activity (10): Role-Play: Record your skit below.



Work out a café scenario with your classmates using the expressions above and the expressions of request you learned so far. Consider the following:

- Casual greetings and welcoming the client.
- Exchange questions to inquire about what is there and what is not there.
- Make orders.
- The waiter delivers the orders.
- Ask for the bill, pay, and exchange thanks and goodbyes.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=221#h5p-17>

Key Takeaways

- Go to the next lesson to continue learning.

Weekend Assignment 3: Picture Description

In this section:

- You will submit an assignment to review Lesson 3.

Task 3






Create a sentence for each picture, using a verb. Try to vary the verbs and pronouns you are using. Suggested starters:

1) I 2) my sister 3) my brother 4) my friend 5) the student

Write these in your notebook. Read and repeat to yourself for fluency.

When ready, record audio of you reading the five sentences.

Submit the audio and text below.

| | | |
|--|---|-----|
| |  | (1) |
| | | |
| |  | (2) |
| | | |
| |  | (3) |
| | | |
| |  | (4) |
| | | |
| |  | (5) |



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<https://openbooks.lib.msu.edu/arb101/?p=313#h5p-23>



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=313#h5p-24>

Key Takeaways

- You are ready for Lesson 4.

PART IV

MY HOUSE

الدرس الرابع : بيتي



Learning Objectives

In this lesson:

- You will be able to describe houses and places with some

detail such as color and location.

- You will learn more about adjectives and develop your sentence structure using descriptive language.

Letters and Sounds: From س to ظ

In this section:

- You will practice writing the third group of the alphabet.

We will start learning letters and sounds by combining them in the Group 3 chart below.

| End | Middle | Beginning | sound | pronunciation |
|-----|--------|-----------|-------|-----------------|
| س | س | س | /s/ | “s” as in Sam |
| ش | ش | ش | /sh/ | “sh” as in ship |
| ص | ص | ص | /ṣ/ | Emphatic /s/ |
| ض | ض | ض | /ḍ/ | Emphatic /d/ |
| ط | ط | ط | /ṭ/ | Emphatic /t/ |
| ظ | ظ | ظ | /ẓ/ | Emphatic /z/ |



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=241#h5p-6>

Writing Training Series

Continue watching the writing lessons on YouTube

Writing Arabic Part III

Key Takeaways

- All letters in this group are connectors.

Vocabulary and Speaking: Nominal and Verbal Sentences

In this section:

- You will learn about names of places and how to structure sentences around them.
- You will ask and answer questions with your classmates using the new vocabulary.

Vocabulary (I)

Listen, read and repeat the following vocabulary that relates to house and places.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=243#audio-243-1>

| English | Transcription | Arabic | English | Transcription | Arabic |
|-----------------|-----------------------|---------------------|-----------------|---------------|--------|
| picture | Suurah | صورة | apartment | shaqqah | شقة |
| blackboard | sabburah | سبورة | room | Ghurfah | غرفة |
| piece of paper | waraqah | ورقة | door | baab | باب |
| page | SafHah | صفحة | window | shubbak | شباك |
| garden/ park | Hadiiqah | حديقة | chair | kursi | كرسي |
| tree | shajarah | شجرة | table | Tawilah | طاولة |
| flower | wardah | وردة | desk/ office | maktab | مكتب |
| club | naadi | نادي | library | maktaba | مكتبة |
| cinema | sinimah | سينما | bed | sariir | سرير |
| museum | mutHaf | متحف | closet | dulaab | دولاب |
| mall | moal | مول | couch | kanabah | كنبة |
| store/shop | maHal | محل | bathroom | Hammam | حمام |
| restaurant | maT'am | مطعم | kitchen | maTbaKh | مطبخ |
| party | Haflah | حفلة | dresser | tasriiHa | تسريحة |
| gym | naadi riyaaDi/ Jim | نادي رياضي / جيم | mirror | miraya | مرآة |
| building | mabna/ binayah | مبنى / بناية | clock/ watch | sa'aah | ساعة |
| | | | carpet | sijjadah | سجادة |
| | | | bulb | lamba | لمبة |
| | | | vase | vaza | فازة |

Activity (5): With your teacher and then with classmates, ask and answer questions about the weekend, guided by the following pictures.

أين تذهبين في نهاية الأسبوع

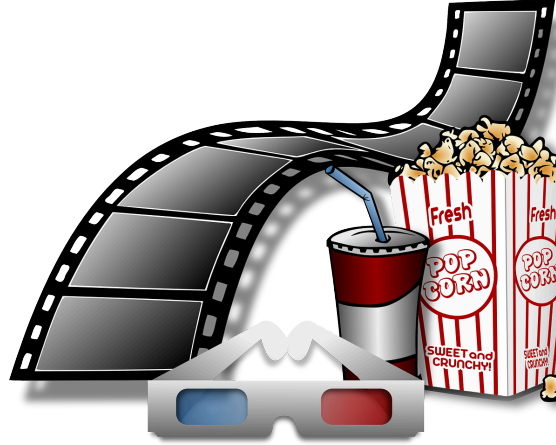
Ayna tathhabiin fi nihayat al usbuu'?
Where do you (f.) go on the weekend?



أين تذهب في نهاية الأسبوع

Ayna tathhab fi nihayat al usbuu'?
Where do you (m.) go on the weekend?





Activity (6): Describe what is in the rooms using the guiding phrases below.



alfaSl fihi

alfaSl laysa fihi

الفصل فيه / ليس فيه

alghurfah fiha

alghurfa laysa fiha

الغرفة فيها / ليس فيها

Hunaak

Laysa Hunaak

هناك / ليس هناك



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=243#h5p-18>

Activity (7): Ask and answer yes/no questions. Report to class using the prompts below.

-
- | | |
|--|-------|
| 1) Do you have a cat or dog? | ..... |
| 2) Do you have a brother or sister? | ..... |
| 3) Do you have a car? | ..... |
| 4) Do you drink coffee in the morning? | ..... |
| 5) Do you have a house? | ..... |
| 6) Do you watch movies at the cinema? | ..... |
| 7) Do you like chicken from Subway? | ..... |
-

Reporting prompts

1) هو عنده / ليس عنده

2) هي عندها / ليس عندها

3) هو يُحبّ / لا يُحبّ

4) هو يُريد / لا يُريد



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=243#h5p-19>

Key Takeaways

- You can describe your houses or places you go to using the appropriate structure.

Grammar and Reading: Using Adjectives

In this section:

- You will learn about nouns and adjectives and practice using them.
- You will create and use sentences with embedded noun-adjective phrases.

Vocabulary (2)

Learn the vocabulary for colors. Listen, read, and repeat.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=280#audio-280-1>

| Meaning | Transcription | Color (f.) | Transcription | Color (m.) |
|---------|---------------|------------|---------------|------------|
| white | BayDaa' | بيضاء | AbyaD | أبيض |
| black | sawdaa' | سوداء | aswad | أسود |
| green | khaDraa' | خضراء | akhDar | أخضر |
| red | Hamraa' | حمراء | Hamraa' | أحمر |
| yellow | Safraa' | صفراء | Asfar | أصفر |
| blue | zarqaa' | زرقاء | Azraq | أزرق |
| brown | bunniyah | بنية | bunni | بني |
| orange | burtuqaliyaa | برتقالية | burtuqaali | برتقالي |
| grey | ramadiyyah | رمادية | ramadi | رمادي |
| purple | banafsajiyya | بنفسجية | banafaji | بنفسجي |

Grammar

Noun-Adjective Structure

As you may have noticed during your study of Arabic so far, nouns come before adjectives and they must agree together in number and gender. Study the following examples:

| | |
|---|-----------------------------------|
| سَيَّارَة كَبِيرَة Syyara kabiira | بَيْت كَبِير Bayt kabiir |
| مَكْتَبَة صَغِيرَة Maktaba Saghiira | مَكْتَب صَغِير Maktab Saghiir |
| أُسْتَاذَة جَدِيدَة ustaatha jadiida | أُسْتَاذ جَدِيد ustaath jadiid |
| وَرْدَة جَمِيلَة Warda jamiila | مَطْعَم جَمِيل maTCam jamiil |
| شَجَرَة خَضِرَاء Shajara khaDraa | شَاي أَخْضَر Shay AkhDar |
| طَاوِلَة صَفْرَاء Tawila Safraa | دُولَاب أَصْفَر Doulaab aSfar |
| بِنْت لَطِيفَة Bint LaTiifa | وَلَد لَطِيف Walad LaTiif |

As you can see, adjectives change according to masculine or feminine nouns. The typical ending for a feminine noun is ة - ة , but some nouns are inherently feminine with no masculine counterpart and vice versa. The case with colors is an exception, as they have certain other forms for feminine, as you see in the vocabulary table.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=280#h5p-9>

Activity (13): Read with your classmates and listen to check your pronunciation. Record yourself reading the sentences.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=280#audio-280-2>

بَيْتِي فِي شَارِعٍ كَبِيرٍ (١)

الْكِتَابِ صَغْبٍ (٢)

الطَالِبِ فِي الْفَصْلِ (٣)

الْوَلَدِ لَا يَشْرَبُ الْحَلِيبِ (٤)

لَا أَحِبُّ كَوَكَوَلَا (٥)

الْقِطَّةِ فِي السِّيَّارَةِ (٦)

سَيَّارَتِي صَفْرَاءُ وَجَدِيدَةٌ (٧)

الشَّجَرَةُ الصَّغِيرَةُ خَضْرَاءُ (٨)

صَاحِبَتِي تَدْرُسُ عَرَبِي (٩)

أَشْرَبُ شَايَ أَسْوَدَ بِسُكَّرٍ (١٠)



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

Key Takeaways

- Move on to the next lesson to continue working on your sentences.

Weekend Assignment 4: Tell Me About Yourself

In this section:

- You will submit an assignment to review Lesson 4.

Watch this song for fun:

<https://youtu.be/2X3nIMc1K2Y>

Task 4

Mini Presentation

You have made good progress in vocabulary and structure and have many tools to create sentences. Today, you will recap what you can say about yourself, your family, your city, place, house, or room. Review old and new vocabulary to be able to create a mini-presentation about yourself in coherent sentences covering some of the following prompts:

1. My name is _____.
2. I am from _____.
3. I live in _____.
4. I am a student at _____ and I study _____.
5. I have a brother/sister, his name/her name, or I do not have one.
6. Something about a family member.
7. Something about your best friend.
8. I have a cat/dog (if applicable).
9. I like to drink _____.

10. I like to eat _____.
11. I like to watch _____.
12. I go to _____ on the weekend.
13. I do not like _____.
14. My house is in _____ and (something that describes your house).
15. In my room _____/ there is _____, and there is _____.
16. I have a car and (something that describes your car) or I do not have a car.
17. I want _____.


Directions:

1. Plan carefully and take your time. Write down all vocabulary you think you will need for the presentation. Make use of as much vocabulary as possible adding various adjectives, verbs, and nouns when necessary.
2. Construct your sentences, varying their structure, and choose appropriate adjectives for them.
3. Draft them in your paper notebook and rehearse. Read them several times so you do not sound like you're reading when you record.
4. Create some visuals, if possible, on a PowerPoint. These can be cartoon and not necessarily something real.
5. You have the option of using the record option in PowerPoint slides using the "Insert Audio" option; this is a handy method. You may also use Zoom>Share Screen>Record. Another basic way is to use PowerPoint on your computer and record the screen with your phone while you speak and flip through the slides.
6. No fancy video is required. Go with the basics: Zoom or just a PowerPoint with embedded audio segments. Go with the easiest option. Your project file may not necessarily be video, it can be only a PowerPoint with inserted audio.
7. Duration of speaking around 2 minutes is good.
8. You may share a YouTube link, a link from Google Drive, or any other possible sharing method.

You can submit the link for your project below:




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 this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=318#h5p-25>

Or record your narration here:

 An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=318#h5p-26>

Key Takeaways

- Move on to Lesson 5.

PART V

STATES AND FEELINGS

الدرس الخامس : كيف نشعرون؟



Learning Objectives

- You will learn how to express your feelings and create strings of sentences that relate to this theme.
- You will develop your knowledge of sentence structure and complete your training on letters and sounds.

Letters and Sounds: From ع to ي

In this section:

- You will complete your journey with the final pool of letters and sounds.

We will start learning letters and sounds by combining them in the Group 4 chart below.

| End | Middle | Beginning | sound | pronunciation |
|-----|--------|-----------|-------|-----------------------------|
| ع | ع | ع | /c/ | Voiced pharyngeal fricative |
| غ | غ | غ | /gh/ | Close to French /r/ |
| ف | ف | ف | /f/ | f as in "fat" |
| ق | ق | ق | /q/ | Velar /k/ close to "calf" |
| ك | ك | ك | /k/ | K as in "king" |



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=326#h5p-27>

Writing Training Series

Continue watching the writing lessons on YouTube
Writing Arabic Part IV

We will now wrap up the rest of the letters with the Group 5 chart below

| End | Middle | Beginning | sound | pronunciation |
|------|--------|-----------|-------|--------------------|
| ل | ل | ل | /l/ | “l” as in ‘lamb’ |
| م | م | م | /m/ | “m” as in ‘mat’ |
| ن | ن | ن | /n/ | “n” as in ‘net’ |
| هـ/ه | هـ | هـ | /h/ | ‘h’ as in ‘house’ |
| و | و | و | /w/ | ‘w’ as in /wow/ |
| ي | ي | ي | /y/ | ‘y’ as in ‘yellow’ |

This letter does not connect to the following letter
‘It works as a long vowel /u:/

This letter works as a long vowel /ee/



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here:

<https://openbooks.lib.msu.edu/arb101/?p=326#h5p-28>

Writing Training Series

Continue watching the writing lessons on YouTube.

Writing Arabic Part V

Key Takeaways

- You can now read and write anything in Arabic.

Vocabulary and Translation

In this section:

- You will learn new vocabulary about states and feelings.
- You will practice the new vocabulary in translation and through meaningful contexts.

Vocabulary (1)

Listen, read, and repeat to learn these words that relate to states and feelings.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=328#audio-328-1>

| English | Arabic | English | Arabic |
|---------------------------|--------------------|--------------|----------------|
| busy | مشغول / مشغولة | hungry | جوعان / جوعانة |
| rich | غني / غنية | thirsty | عطشان / عطشانة |
| poor | فقير / فقيرة | feeling hot | حرّان / حرّانة |
| lonely | وحيد / وحيدة | feeling cold | بردان / بردانة |
| worried | قلق / قلقة | tired | تعبان / تعبانة |
| what is the matter? | مالك / مالك | sad | زعلان / زعلانة |
| feel better | ألف سلامة | angry | غضبان / غضبانة |
| response to "feel better" | الله يسلمك / يسلمك | happy | سعيد / سعيدة |
| don't bother | معلش | happy | ميسوط / ميسوطة |
| excited | متحمس / متحمسة | sick | مريض / مريضة |

Activity (9): Match sentences to their translations



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here:

<https://openbooks.lib.msu.edu/arb101/?p=328#h5p-29>

Activity (10): Create meaningful sentences using the picture clues and language prompts below. Type your sentences in the box.



أندرو _____ وهو يريد أن _____
عصير



نادية _____ وهي تحب أن _____
همبورغر



سارة _____ و _____ تتام



أنا _____ وأريد أن _____



البننت _____ ولازم _____
إلى الدكتور



الأستاذ سمير _____ . هو عنده _____



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=328#h5p-30>

Key Takeaways

- You can talk about feelings and states in more extended sentences.

Grammar: The Definite Article

In this section:

- You will learn about the use of definite article and its pronunciation and meaning in sentence contexts.
- You will read and create sentences making use of definite article in different positions.

Grammar (I)

Sun and Moon Letters

The use of ال in Arabic determines definite nouns. In Arabic, the consonants are divided into two groups: the Sun-letters (حروف شمسية) and Moon-letters (حروف قمرية). This classification is based on whether or not they assimilate the definite article ال. **When the definite article is assimilated into the Sun-letters it loses its distinctive sound.** As a result, the sound at the beginning of the word is doubled. (Given Shaddah).

There are 28 consonants in the Arabic alphabet. Exactly half are Sun and half are Moon. Can you feel where your tongue is when you say *al*? It's at your teeth. Notice how your mouth changes when you make the *sh* sound? *al* ال and *sh* ش are very close to each other: they're both produced right at the front of your mouth. The Sun-letters assimilate the 'Lam' because it makes pronunciation easier. So the Arabs make use of *Idgham* (ادغام) to make the speech light. Now say القمر (Al Qamar). As far as your tongue is concerned, the *al*' ال is nowhere near the *qaf* ق sound. The

Moon-letters, therefore, keep the 'L' ل sound. It is pronounced with the alif ا and then the Lam ل for the Moon letter.

The 14 Sun-letters are: (ن, ل, ظ, ط, ض, ص, ش, س, ز, ر, ذ, د, ث, ت).

Here are some examples of words that begin with sun letters:

(الرَّحْمَن) The Merciful: a name of Allah.

(الضَّحَى) the morning brightness.

(التَّاج) the crown.

(التَّلَج) the ice.

(الدَّب) the bear.

(الرَّجُل) the man.

(الزَّمَن) the time.

The 14 Moon-letters are: (ه, ي, و, م, ك, ق, ف, غ, ع, خ, ح, ج, ب, أ).

Examples of words that begin with moon letters are:

(الأَرْض) the earth.

(الْخَلْق) the creation.

(الْقِيَامَةُ) the Day of Judgment.

(الْكِتَاب) the book.

(اليَوْم) the day.

(الْبَحْر) the sea.

(الْفِيل) the elephant.

Summary

- Definite nouns in Arabic begin with ال *al*
- The way the definite article is pronounced in Arabic is determined by the letter after it.
- If the letter after the definite article is a Sun letter, the letter is merged/assimilated into the definite article.
- If the letter after the definite article is a Moon-letter, the Lam ل of the definite article is pronounced.
- These names come from the fact that the word for the Sun, Al Shams, is pronounced "Ash Shams," assimilating the Lam. While the word for the moon, Al Qamar, does not.

To practice, read the names of Arab countries and determine which include Shams or Moon letters.

| | |
|--------------------------|----------------------------|
| 1- al-kuwayt الكويت | 11. al-jazaa'ir الجزائر |
| 2- as-Suudaan السودان | 12. liibyaa ليبيا |
| 3- as-Sa'udiyya السعودية | 13. qaTar قطر |
| 4- cumaan عُمان | 14. al-baHrayn البحرين |
| 5. al-yaman اليمن | 15. suuriyya سوريا |
| 6. lubnaan لبنان | 16. filisTiin فلسطين |
| 7. al- ciraq العراق | 17. aS-Suumaal الصومال |
| 8. al-Urdunn الأردن | 18. al-imaaraat الإمارات |
| 9. miSr مصر | 19. jiibuutii جيبوتي |
| 10. al-maghrib المغرب | 20. muuriitaanya موريتانيا |
| | 21-Tuunis تونس |

Activity (11): Listen and practice reading these sentences. Note how you assimilate the preposition with the following definite article.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=332#audio-332-1>

- (١) القِطَّة في السَّيَّارة.
- (٢) الطَّالِب في المَكْتَبَة.
- (٣) أَشْرَب قَهْوَة بالحليب.
- (٤) السَّيَّارة في الشَّارِع.
- (٥) أَذْهَب إلى الجَامِعَة بالأوْتوبيس.
- (٦) الْأَخْبَار في الرَادْيُو.
- (٧) الدَّرْس في الكِتَاب.
- (٨) الْقَلَم مع الاسْتَاذ.
- (٩) الْإِمْتِحَان في الْفَصْل.
- (١٠) أَنَا من الْمَغْرِب.

Grammar (2)

Definiteness and Sentence Structure

Study the following boxes and note the differences.

| | | | |
|-----|-----------------|----------------------|-------------|
| (1) | رَجُل طَوِيل | الرَّجُل الطَّوِيل | الرجل طويل |
| (2) | بِنْت جَمِيلَة | البِنْتُ الْجَمِيلَة | البنت جميلة |
| (3) | قِصَّة قَصِيرَة | القِصَّة الْقَصِيرَة | القصة قصيرة |
| (4) | كُرْسِي صَغِير | الْكُرْسِي الصَّغِير | الكرسي صغير |

The simplest form of the Arabic sentence includes a definite noun and an indefinite adjective. If the noun and adjective agree in definiteness/indefiniteness, you get a phrase, not a sentence.

Activity (12): Practice different ways to change these phrases into sentences.

| | | |
|-------|-------------|-----|
| ..... | شاي أخضر | (1) |
| ..... | شجرة كبيرة | (2) |
| ..... | قطعة لطيفة | (3) |
| ..... | ولد صغير | (4) |
| ..... | هذا الكتاب | (5) |
| ..... | هذه البنت | (6) |
| ..... | سيارة واسعة | (7) |

Activity (13): Match sentences to their translations. Pay attention to the use of definiteness.



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<https://openbooks.lib.msu.edu/arb101/?p=332#h5p-31>

Key Takeaways

- You can easily distinguish between phrases and sentences.

Reading and Writing

In this section:

- You will apply your knowledge of Arabic in translation and reading activities.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=334#h5p-32>

Key Takeaways

- By now you are able to progress in the language by building more vocabulary and grammar knowledge.

Weekend Assignment 5

In this section:

- You will submit an assignment to review Lesson 5.

As we wrap up letters and sounds, you can still explore more resources on writing and connecting letters. Below is a channel where Maha, a Youtuber, summarizes it in her own way through six lessons.

<https://www.youtube.com/watch?v=2RcgfyuBlz8&list=PLR0I0Z-Ey9jFLir6bs8kJChIbSAXLzrly>

This Weekend

Watch this Franco-Arab (Inshallah: God willing) song by a Tunisian singer (Latifa). It is subtitled.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=364#oembed-1>

Typing in Arabic

Now we will explore how to do our first typing in Arabic. You can type on

PC, Mac, or smartphone. There are also online keyboards that pop up on the screen for you to use. There are also keyboard stickers you can buy for your keyboard. Try adding the Arabic keyboard to your smartphone to discover the fun of it. Do a web search about how to add the Arabic keyboard on your device.

Your Task

Remember the sentences you made for your mini-presentation last week. This time, try to type them in Arabic script. Below are some of the prompts from last week.

1. My name _____.
2. I am from _____.
3. I live in _____.
4. I am a student at _____.
5. I have a brother/sister, his name/her name, or I do not have one.
6. I have a cat/dog or I don't have.
7. I have a car or I don't have.
8. I like/I do not like _____.

Please do not use online translators and copy/paste. Typos are fine because it is only for practice. The point of the assignment is to look at how the letters get connected together automatically. Explore the Arabic keyboard and submit your typing to your teacher.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=364#h5p-33>

Key Takeaways

- You are now ready to enhance your typing skills in Arabic.

PART VI

THINGS AROUND US

الدرس السادس : الأشياء من حولنا



Learning Objectives

In this lesson, you will:

- Identify things around us like animals and clothes.
- Review worksheets and fun activities using Arabic.

Days of the Week



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=373#h5p-34>

Our Body



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<https://openbooks.lib.msu.edu/arb101/?p=375#h5p-35>

Clothes and Seasons



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<https://openbooks.lib.msu.edu/arb101/?p=377#h5p-36>

Animals



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://openbooks.lib.msu.edu/arb101/?p=379#h5p-37>

Weekend Assignment 6

Watch this song for Amr Diab, famous Egyptian singer.



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://openbooks.lib.msu.edu/arb101/?p=381#oembed-1>

Read the recurring part in the song. Sing along with your family and friends.

حبيبي يا نور العين

| | |
|--------------------------------|----------------------------------|
| حبيبي يا نور العين | O my darling, the glow of my eye |
| يا ساكن خيالي | You live in my imagination |
| عاشق يقالي سنين | Adoring you for years |
| ولا غيرك في بالي | And no one else in my mind |
| حبيبي حبيبي حبيبي يا نور العين | O my darling, the glow of my eye |
| حبيبي حبيبي حبيبي يا نور العين | O my darling, the glow of my eye |
| حبيبي حبيبي حبيبي يا نور العين | O my darling, the glow of my eye |
| حبيبي حبيبي حبيبي يا نور العين | O my darling, the glow of my eye |
| يا ساكن خيالي | You live in my imagination |

Reading Comprehension

Read the following text carefully and take notes of basic information about Samira. You should answer the listed questions below in Arabic in complete sentences. Your answer should be limited to the point raised in the question. Note that you will sometimes need to change the pronouns or possessives

because you are reporting about the speaker in the text. So if she is saying “I am from,” your reply should be “She is from.”



أنا إسمي سميرة . أنا من سوريا . أسكن في مدينة لوس
أنجلوس. أدرس الكيمياء في جامعة كاليفورنيا. أذهب إلى الجامعة
كل يوم . عندي أخ واحد اسمه آدم وهو أستاذ في جامعة تكساس
و يسكن في مدينة أوستن. هو عنده ولد صغير اسمه محمود. أنا
أسكن في بيت صغير مع صاحبتني ليلى. ليلى تحب أن تأكل بيتزا
من (دومينوز) كل يوم وتشاهد (نتفلكس) في المساء. ليلى عندها
كلب صغير اسمه (ريكو). أنا ليس عندي قطة أو كلب.

- 1) Where is Samira from and where does she live?
.....
- 2) What and where she studies?
.....
- 3) What does Adam work? Where?
.....
- 4) With whom does Samira live?
.....
- 5) What does Layla like to do every day?
.....
- 6) What pets does Layla have?
.....
- 7) Does Samira have a dog or cat?
.....

Draft your answers in your notes in complete meaningful sentences, then type them in the drop box to further enhance your typing skills.



An interactive H5P element has been excluded from this version of the text. You can view it online

here:

<https://openbooks.lib.msu.edu/arb101/?p=381#h5p-38>

Appendix: Audio Transcripts

Unit I: Greetings and Introductions

Activity 1: Role play greetings.

1. SabaaH Al-khiir
2. Masaa? Al-Khiir
3. SabaaH Al-Nuur
4. Masa? Al-Nuur
5. Ana ?ismi
6. Ana ?ismi
7. Ana min Madinat ..fii—
8. Ana min Madinat ..fii—
9. Ahlan Wa Sahlan
10. Ahlan biik
11. Ahlan Biiki

Activity 2: Arab Countries

1. Al-kuwait
2. Al-‘iraaq
3. Lubnaan
4. Suuriyyah
5. Al-urdun
6. Al-sa'uudiyyah
7. Al-BaHriin
8. Al-?imaraat
9. Qatar
10. ‘umaan
11. FilsTiin

12. Al-Yaman
13. MiSr
14. Liibya
15. Tuunis
16. Al-Jazaaʿir
17. Al-Maghrib
18. Muritanya
19. Al-Sudaan
20. Al-Sumaal
21. Jibuuti
22. Juzur Al-Qamar

Vocabulary: Greetings and Introductions

1. Ana
2. Intah
3. Inti
4. Huwah
5. Hiyyah
6. ʾismi
7. ʾismik
8. ʾismak
9. ʾismuh
10. ʾismaha
11. Na'am
12. Aywah
13. laa
14. 'indi
15. Ahlan wa Sahlan
16. Tasharafna
17. Izayyak
18. Izayyik
19. Kwais
20. Kwaisah
21. ʾihh
22. Miniin

23. Fiin
24. Shukran
25. 'afwan
26. Ma' Asalamah

Activity 3: Greetings sample dialogue

1. Asalamu 'alikum
2. Wa 'alikum As-salaam
3. Izayyak
4. Izayyik
5. Ana kwayis
6. Ana Kwaiysah Al-Hamdu lilaah. Wa Anta
7. Ana Kwayis
8. Ana Kwaisah. Al-Hamdu Lillah
9. Ismak ?iih
10. Ismik ?iih
11. Ismii.... Wanta/Wanti
12. Ismii.....
13. Intah Miniin
14. Inti Miniin
15. Ana min Madiinat... fii....wanta/wanti
16. Ana Min Madinat....
17. Ahlan Wa Sahlan
18. Tashrafna
19. Ahlan biik/Ahlan Bikii

Unit II: My Family and Friends

Vocabulary

1. Talib/Talibah

2. ustaath/Ustaatha
3. Jaar/Jaarah
4. SaaHib/SaaHibah
5. Kabiir/Kabiirah
6. Saghiir/Saghiirah
7. Kabiir/Kabiirah
8. Mumtaaz/Mumtaazah
9. Jayyid/Jayyidah
10. Jamiil/Jamiilah
11. Habiiib/Habiibah
12. Hatha/Hathihi
13. Sayyarah
14. Waalid
15. Walad
16. Bint
17. Akh
18. Aukht
19. Bayt
20. Shri'
21. Madinah
22. Maktab
23. Maktabah
24. FaSil
25. Kalb
26. QiTah
27. Ausrah
28. Jamiilah
29. Rajul
30. Imra'ah

Reading and Speaking

1. WaHid
2. Ithnaan
3. Thalathah
4. Arba'ah

5. Khamsah
6. Sittah
7. Sab'ah
8. Thamaniyah
9. Tis'ah
10. 'asharah
11. Unit III: Food and Drinks

Unit III: Food and Drinks

Vocabulary and Grammar

1. Dagaag
2. Lahm
3. SalaTah
4. Khubz
5. Haliib
6. Sukkar
7. Shai
8. Qahwah
9. Maa?
10. 'aSiir
11. ?ashrab
12. ?aakul
13. ?uHib
14. Laa ?uHib
15. ?uriid
16. Laa ?uriid
17. Adrus
18. Aushahid
19. Athhab ila
20. 'indi
21. Laisa 'ind
22. 'indahu

23. Laisa
24. 'indahu
25. 'indahaa
26. Laisa 'indahaa
27. Hunaak
28. Lisa hunaak
29. Hatha
30. Hathihi
31. Matha
32. Kaifa
33. Hal
34. Sabaah
35. Masa?
36. Kula yawm
37. Akhbaar
38. Utibiis
39. Drraagah

Shopping and Ordering

1. Min FaDlak
2. Min FaDlik
3. 'ayyiz/'ayyiz
4. Hatli
5. Hatigi
6. Mumkin
7. Aasif
8. Asfah
9. Shukran
10. Afwan
11. Mashi
12. fiih
13. Mafiish
14. Hagah taani
15. Bikaam
16. ItfaDal/ItfaDali

17. Tishrab ?iih
18. Tishrabi ?iih
19. Aahwah MazbuuT
20. Ahwah Saadah
21. Ahwah Sukkar Ziyaadah
22. Lamuun
23. Manga
24. Burtuqaal
25. TamaaTim
26. BaSal
27. Filfil
28. AmiiS
29. BanTaluun
30. Jiibah
31. Bluuzah
32. Tishirt
33. Labtob

Unit IV: My House

Vocabulary: House and Places

1. Shaqah
2. Ghurfah
3. Baab
4. Shubbaak
5. Kursi
6. Tawilah
7. Maktab/Maktabah
8. sariir
9. Dulab
10. Kanbah
11. Hammam
12. Matbakh

13. Tasriiha
14. Miraayah
15. Saa'ah
16. Sijaadah
17. Lambah
18. Vasah
19. Surah
20. Sabbuurah
21. Waraqah
22. SafHah
23. Hadiiqah
24. Shajrah
25. Wardah
26. Naadi
27. Sinima
28. MutHaf
29. Muul
30. MaHal
31. MaT'am
32. Haflah
33. Jim
34. Mabna
35. Binaayah

Vocabulary 2: Colors

1. AbyaD/BayDaa?
2. Aswad/Sawdaa?
3. AkhDar/KhaDraa?
4. Ahmar/Hamraa?
5. ASfar/Safraa?
6. Azraq/Zarqaa?
7. Bunni/Bunniyah
8. Burtuqaali/Burtuqaaliyah
9. Ramaadi/Ramaadiyah
10. Banafsaji/ Banafsajiyah

Activity 13: Reading Sentences

1. Bayti fii Shari' Kabiir
2. Al-kitaab Sa'b
3. ATalib fil-faSil
4. Al-walad laa yashrab Al-haliib
5. Laa Uhib Koka Kola
6. Al-qitah fil-sayyarah
7. Sayyarati Safraa? Wa Jadiidah
8. Al-shajarah al-Saghirah Khadraa?
9. Sahibiti tadrus 'arabi
10. Ashrab shai Aswad Bil-sukkar

Unit V: States and Feelings

Vocabulary: States and Feelings

1. Jaw'aan/jaw'aanah
2. 'atshaan/'atshaanah
3. Harraan/Harraanah
4. Bardaan/Bardaanah
5. Ta'baan/Ta'baanah
6. Za'laan/Za'laanah
7. GhaDbaan/GhaDbaanah
8. Sa'iid/Sa'iidah
9. MabsuuT/MabsuuTah
10. MariiD/MariiDah
11. Mashghuul/Mashguulah
12. Ghani/Ghaniyyah
13. Faqiir/Faqiirah
14. WaHiid/WaHiidah
15. Qaliq/Qaliqah
16. Malak/Malik

17. Alfi Salamah
18. Allah Yisalimak
19. Allah Yisalimik
20. Ma'lish
21. MutaHamis/MutaHamisah

Activity II: Reading Sentences

1. Al-Qitah fis-sayyarah
2. ATalib fil-maktabah
3. Ashrab qahwah bil-haliib
4. As-sayyarah fil-shari'
5. Athhab ilal-jami'ah bil-autibiis
6. Al-akhbaar fil-radio
7. Adrus fil-kitaab
8. Al-qalam ma'il-ustaath
9. Al-imihaan fil-fasil
10. Ana minal-maghrib