

# الوَحْدَةُ الثَّالِثَةُ

## Unit Three

### Objectives

- Learn a morning greeting
- Learn how to ask about well-being
- Introduce the two-way connectors س ش ج ح خ ف ق ة

### 1. The Morning Greeting



Exchange 1

The morning greeting *ṣabāḥu l-ḳayr* has the same function as its English counterpart. You may respond to this greeting using the same phrase (= *ṣabāḥu l-ḳayr*) or another one (e.g. *ṣabāḥu n-nūr*) just as the man does in the drawing. You will notice that these two phrases use the same first word *ṣabāḥ* (= morning), but a different second word. *el-ḳayr* can be roughly translated as “the goodness” while *el-nūr* means “the light”. Listen to the taped material and repeat these phrases for oral practice.

## 2. Asking about Well-Being



Picture of a young Arab couple (male and female). The young woman is asking the young man how he is doing.

The young woman on the right says: كَيْفَ الْحَالِ؟

The unhappy young man on the left responds: الْحَمْدُ لِلَّهِ بِخَيْرٍ.

**Cultural Note:** Usually, when two people greet each other, they also ask about each other’s well-being by saying (*kayfa l-hāl?*). More often than not, Arabs also ask about the well-being of the family and even the extended family. The culturally appropriate response is a positive one. That is, one is not expected to complain even if one is not faring well. The initial response *al-ḥamdu li-lāh bi-ḥayr* literally means “Thank God, I’m well.” Later in the conversation, it is alright to express dejection or complain about an ailment. Many people, however, hedge their complaints by the phrase *aš-šakwā li-lāh* which loosely translated means “I complain to God.” The man in the picture does not seem to be very happy, yet he uses the appropriate response.

Here are some possible responses to the question ‘how are you.’ You can use the phrase *mā akhbāruka* (m.s.) or *mā akhbāruki* (f.s.) (= what’s your news?) as another way to ask how someone is doing. The following responses are appropriate for either question:

كَيْفَ الْحَالِ			
Meaning	Transliteration	Responses	Question
perfect	<i>tamām</i>	تَمَام	كَيْفَ الْحَالِ؟
well, thank God	<i>bi-ḥayr wal-ḥisamdu li-lāh</i>	بِخَيْرٍ وَالْحَمْدُ لِلَّهِ	
good	<i>jayyid</i>	جَيِّد	
not bad	<i>lā ba’s</i>	لَا بَأْسَ	
tired/under the weather	<i>ta’bān</i>	تَعْبَان	



**DVD: Watch Unit 3**

When you are watching the DVD, become an active participant by repeating what you hear trying to imitate the sounds and inflections used in the scenes

**Dialogue 1: Circle the best choice:**

1. How is Speaker One doing?

- a. good
- b. not bad
- c. thank God, well
- d. happy

2. How is Speaker Two doing?

- a. tired
- b. perfect
- c. not bad
- d. good

**Dialogue 2: Circle the best choice:**

How did Speaker One say 'what's your news'?

- a. *al-ḥamdu li-lāh*
- b. *akhbārī jayyida*
- c. *mā akhbāruki*
- d. *ahlan wa sahlān*

**Dialogue 3: Circle the best choice:**

How is Speaker Two doing?

- a. *tamām*
- b. *ta<sup>o</sup>bān*
- c. *lā ba's*
- d. *jayyid*

تمرين ٢ 

**Listen and Respond:** Listen to the prompts and respond appropriately during the pauses. After listening to the exercise, fill in the blanks with your responses in transliteration (= Latin script). Remember to be creative with your answers by varying the answer to “how are you?”

- ١- صَبَّاحُ الْخَيْرِ .  
 -٢ \_\_\_\_\_
- ١- كَيْفَ الْحَالِ ؟  
 -٢ \_\_\_\_\_
- ١- مَا اسْمُكَ (مُذَكَّرٌ = masculine) / مَا اسْمُكَ (مَوْثَّثٌ = feminine)  
 -٢ \_\_\_\_\_
- ١- تَشَرَّفْنَا  
 -٢ \_\_\_\_\_
- ١- إِلَى الْإِلْقَاءِ .  
 -٢ \_\_\_\_\_

### 3. Arabic Alphabet: Two-Way Connectors

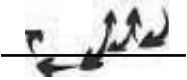

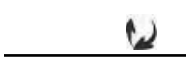
س ش ج ح خ ف ق ة

**a. The Letters *sīn* (س) and *šīn* (ش) and Their Sounds:** As you may have noticed, letters are grouped by the shapes in the Arabic alphabet. Each group shares a basic form or shell. For example, the letters *sīn* س (*s*) and *šīn* ش (*š*) have the same shell, but are differentiated by the three dots placed above the *šīn* ش. The final curved portion of both shells descends below the line.

These letters pose no pronunciation problems as their sounds are found in English as well; *s* is pronounced *s*, as in *Sam*, and *š* is pronounced *š* as in *shine*. Examine their different forms in the table on the following page.

Forms of the Two-Way Connectors (س and ش)					
Symbol	Name	Independent	Final connected	Medial	Initial
s	sīn	س	سس	سس	س
š	šīn	ش	شش	شش	ش

Drawing this shell:

The Independent šīn			
Add the dots	Loop back just above the line	Make three teeth	Start on the line
ش			

تمرین ۳

**Trace over the gray letters:** The letters appear in their initial, medial, final, and independent positions:



كِرَاسٍ



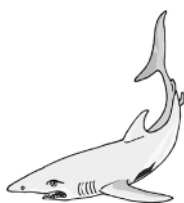
شَمْسٍ



اِبْتِسَامٍ



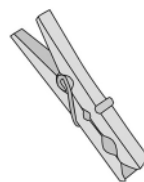
سَيَّارَةٍ



قِرْشٍ



عُشٍ



مِشْبَكٍ



شَارِعٍ

تمرین ۴

**Drawing Letters:** Write the following letters in their initial, medial, and final positions by writing the same letter in groups of three. Write as many groups as will fit on the line

Example: بيب.

\_\_\_\_\_ س  
 \_\_\_\_\_ ش

تمرین ۵ 

**Tracing:** Listen to the following words as you read them and repeat each one during the pause. Then trace over the light-toned words. Remember to proceed from right to left.

شَرار      سَرير      ياسين      پُشير      ريش  
 شَرار      سَرير      ياسين      پُشير      ريش  
 شَرار      سَرير      ياسين      پُشير      ريش

تمرین ۶

**Forming Words:** See how many times you can write the same word on each line

\_\_\_\_\_ شَرار  
 \_\_\_\_\_ سَرير  
 \_\_\_\_\_ ياسين  
 \_\_\_\_\_ پُشير  
 \_\_\_\_\_ ريش

**b. The س and ش in Handwriting:** Usually, in handwriting the three dots above ش is written as a caret ^ that is placed above the basic form after writing it. Also, the three “teeth” of these letters disappear, leaving an elongated horizontal stroke, as in this sample:

Handwriting sample of the *sīn* and the *šīn* here

## تمرین ۷

Spelling: Combine the letters in each set, including short vowels, to form words, as in the example:

<u>نبراس</u>	=	ن + ب + ر + ا + س	
_____	=	ت + ش + ر + ي + ن	-۱
_____	=	ش + ر + ي + د	-۲
_____	=	س + ي + ا + ر + ي + ن	-۳
_____	=	ش + ر + ا + ش + ي + ب	-۴
_____	=	ت + ش + و + ي + ش	-۵
_____	=	ي + ا + ب + و + س	-۶
_____	=	س + ر + ا + ب	-۷
_____	=	ش + و + ا + ر + ب	-۸
_____	=	ي + ش + ي + ر	-۹
_____	=	ش + ب + ا + ب	-۱۰
_____	=	ي + س + ا + ر	-۱۱

## تمرین ۸

**Listen and Recognize:** Check the box next to the word read to you, as in the example.

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/> يَشِيبُ    | <input checked="" type="checkbox"/> نَسِيبُ |
| <input type="checkbox"/> تَشْدِيدُ  | <input type="checkbox"/> تَشْرِيدُ - ۱      |
| <input type="checkbox"/> سَرَابٌ    | <input type="checkbox"/> شَرَابٌ - ۲        |
| <input type="checkbox"/> سَوْرِيٌّ  | <input type="checkbox"/> رُوْسِيٌّ - ۳      |
| <input type="checkbox"/> رَاشٌ      | <input type="checkbox"/> رَاسٌ - ۴          |
| <input type="checkbox"/> سَبَبٌ     | <input type="checkbox"/> شَنْبٌ - ۵         |
| <input type="checkbox"/> نَاشِزٌ    | <input type="checkbox"/> نَشَازٌ - ۶        |
| <input type="checkbox"/> يَسَارٌ    | <input type="checkbox"/> سَارِيٌّ - ۷       |
| <input type="checkbox"/> يَاسِينٌ   | <input type="checkbox"/> سُوْدَانٌ - ۸      |
| <input type="checkbox"/> شَرَايِينٌ | <input type="checkbox"/> شَرِيَانٌ - ۹      |
| <input type="checkbox"/> سَيْرٌ     | <input type="checkbox"/> سَارٌ - ۱۰         |

## تمرین ۹

**Dictation:** Listen carefully to the words read to you and write them down in the blank spaces below. Each word will be read twice.

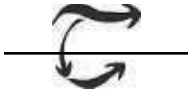
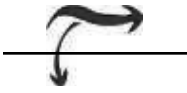

- |            |           |
|------------|-----------|
| _____ - ۲  | _____ - ۱ |
| _____ - ۴  | _____ - ۳ |
| _____ - ۶  | _____ - ۵ |
| _____ - ۸  | _____ - ۷ |
| _____ - ۱۰ | _____ - ۹ |

c. **The Letters *jīm* ج *ḥā'* ح *kā'* خ and Their Sounds:** As you can see, these letters share one basic shell and are differentiated by the dot and its placement.

<i>kā'</i>	<i>ḥā'</i>	<i>jīm</i>
خ	ح	ج

Forms of Some Two-Way Connectors (ج ح خ)					
Symbol	Name	Independent	Final connected	Medial	Initial
<i>j</i>	<i>jīm</i>	ج	ج	ج	ج
<i>ḥ</i>	<i>ḥā'</i>	ح	ح	ح	ح
<i>k</i>	<i>kā'</i>	خ	خ	خ	خ

Drawing this shell:

The Independent <i>jīm</i>			
Add the dot	Loop Around	Go back around	Start above the line
ح			

تمرین ۱۰

Trace over the gray letters: The letters appear in their initial, medial, final, and independent positions:



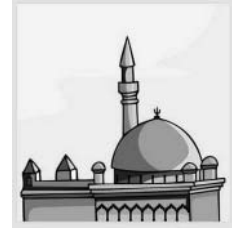
تَخْرُجُ



تَلْجُ



مُسَجِّلَةٌ



جَامِعٌ



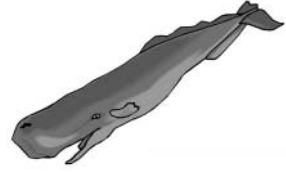
فَلَّاحٌ



بَلَّحٌ



لَحَامٌ



حَوَتْ



صَارُوخٌ



بَطِيخٌ



مَخْبِزٌ



خَاتِمٌ

تمرین ۱۱

**Drawing Letters:** Write the following letters in their initial, medial, and final positions by writing the same letter in groups of three. Write as many groups as will fit on the line (Example: بيب).

_____	ج
_____	ح
_____	خ

تمرین ۱۲ 

**Tracing:** Listen to the following words as you read them and repeat each one during the pause. Then trace over the light-toned words. Remember to proceed from right to left.

جِدَار	تَخْدِير	جَرِيح	زُحَار	سَاخِن	رَبَاح
جِدَار	تَخْدِير	جَرِيح	زُحَار	سَاخِن	رَبَاح
جِدَار	تَخْدِير	جَرِيح	زُحَار	سَاخِن	رَبَاح

تمرین ۱۳

**Forming Words:** See how many times you can write the same word on each line.

_____	رَبَاح
_____	سَاخِن
_____	زُحَار
_____	جَرِيح
_____	تَخْدِير
_____	جِدَار

تمرین ۱۴

**Spelling:** Combine the letters in each set including short vowels to form words as in the example:

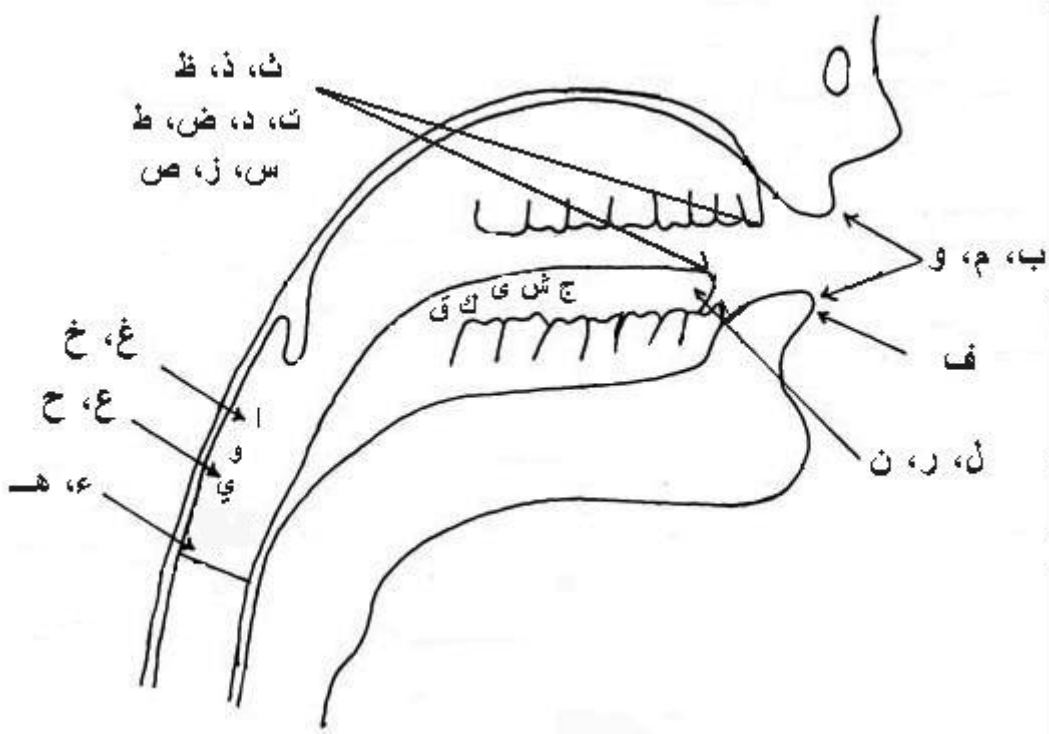
ج + ا + ر + و + ر	=	جارور
ر + ح + ا + ب	=	_____
س + ن + ج + ا + ب	=	_____
ش + خ + ي + ر	=	_____
خ + س + ي + س	=	_____
ر + ب + ي + ح	=	_____
ج + و + ر + ي	=	_____
س + ا + خ + ر + و + ن	=	_____
س + ح + ا + ب	=	_____
ج + ي + ر + ا + ن	=	_____
ا + ن + ح + د + ا + ر	=	_____

**i. A Brief Phonetic Background:** Several factors contribute to how a consonant is sounded. The *first* is point of articulation. This refers to how the speech organs come into contact with one another to obstruct the flow of air in some way in order to produce a sound. The figure titled **Organs of Speech** on the next page illustrates the speech organs and points of articulation.

*Second*, manner of articulation refers to the ways in which the articulation of a sound is performed. For example, a consonant may be oral (the air escapes through the mouth, as in *s*) or nasal (the air escapes through the nose, as in *m*). It may be a stop, where speech organs stop the flow of the air completely and then release it explosively (e.g. *b*). A consonant may also be produced with an amount of friction when two organs come very close to each other, not stopping the air flow completely but rather allowing it to escape with friction (e.g. *s*). Fricative sounds are produced in this manner.

The *third* important factor is the state of the vocal cords. A consonant is said to be voiced if the vocal cords vibrate during its production. To experience this, place your fingers on your throat while saying *sssss* and then change to *zzzzzz*. Alternate them until you feel the difference. The first sound (*s*) is voiceless, where no vibrations in the throat can be felt,

whereas the letter (z) is voiced, where you will feel the vibrations.



Organs of Speech

**ii. The Sound of the Letter (ج):** This letter is usually pronounced just like the *s* in *pleasure*. Note, however, that in formal recitations (e.g. recitation of the Holy *Qur'ān*), it may be pronounced like the *j* in *judge*. In parts of Egypt and Yemen it is pronounced *g* as in *gap*. In colloquial speech in the Gulf area, it is pronounced *y* as in *yet*. Despite these variations, the spelling remains unchanged.

**iii. The Sound of the Letter (ح):** The sound represented by the letter *ḥā'* ح is called by some learners of Arabic the “hard *h*,” meaning that it is produced like an *h*, but with accompanying friction in the throat. There is a great deal of truth in this description. The mechanisms involved in producing the sound ح are the same used in producing the *h* sound, but with the epiglottis brought so close to the pharyngeal wall that the air escapes with friction. This consonant is voiceless; that is, no vibrations of the vocal cords occur.

**iv. The Sound of the Letter (خ):** The sound represented by the letter *kā'* خ is similar to the final consonants in German *Bach* and Scottish *loch*. The back of the tongue lightly touches the soft palate (velum) and the air escapes with no friction. It is produced in the same place where the sharp *k* sound is produced as you can see in the illustration on the following page. The sound *ḳ* is voiceless.

The table titled **Forms of Some Two-Way Connectors** below shows the four forms of these letters in different word positions.

Picture of the point  
of articulation of the *k*

Picture of the point  
of articulation of the *ḳ*

### Places of Articulation of *k* and *ḳ*

تمرین ۱۵ 

**Listen and Recognize:** Check the box next to the word read to you, as in the example.

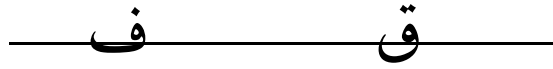
- |                                   |  |      |
|-----------------------------------|--|------|
| <input type="checkbox"/> جَري     | <input checked="" type="checkbox"/> جاري |      |
| <input type="checkbox"/> حَرْب    | <input type="checkbox"/> خراب            | - ۱  |
| <input type="checkbox"/> حَريِر   | <input type="checkbox"/> جَريِر          | - ۲  |
| <input type="checkbox"/> حُدوث    | <input type="checkbox"/> حَدِيث          | - ۳  |
| <input type="checkbox"/> حَرَش    | <input type="checkbox"/> جَرَش           | - ۴  |
| <input type="checkbox"/> حَدِيد   | <input type="checkbox"/> جَدِيد          | - ۵  |
| <input type="checkbox"/> تَحْرِير | <input type="checkbox"/> تَحذِير         | - ۶  |
| <input type="checkbox"/> رُوخ     | <input type="checkbox"/> رُوح            | - ۷  |
| <input type="checkbox"/> شَجِير   | <input type="checkbox"/> شَخِير          | - ۸  |
| <input type="checkbox"/> خَاسِر   | <input type="checkbox"/> حَاسِر          | - ۹  |
| <input type="checkbox"/> سَحَر    | <input type="checkbox"/> سَاحِر          | - ۱۰ |

تمرین ۱۶ 

**Dictation:** Listen to the words and write them down in the blank spaces or on a ruled sheet of paper. Each word will be read twice.

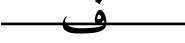
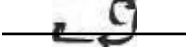


- 1- \_\_\_\_\_ 2- \_\_\_\_\_  
 3- \_\_\_\_\_ 4- \_\_\_\_\_  
 5- \_\_\_\_\_ 6- \_\_\_\_\_  
 7- \_\_\_\_\_ 8- \_\_\_\_\_  
 9- \_\_\_\_\_ 10- \_\_\_\_\_





**d. The Letters *fā'* ف and *qāf* ق and Their Sounds:** Although the independent shapes of these two letters are different, their shapes in the initial and medial positions resemble each other. The *qāf* ق (*q*) can be thought of as a rounder version of the letter *fā'* ف (*f*) in all positions. Possibly the most notable difference is in the independent and final positions wherein the *fā'* ف (*f*) is written flush on the line unlike the letter *qāf* ق (*q*) which has a bowl-like shape and descends below the line.



Forms of Some Two-Way Connectors (ق، ف)					
Symbol	Name	Independent	Final connected	Medial	Initial
<i>f</i>	<i>fā'</i>	ف	ف	ف	ف
<i>q</i>	<i>qāf</i>	ق	ق	ق	ق

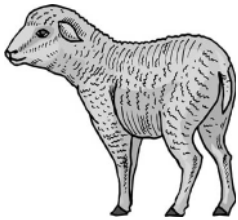
Drawing these shells:

The Independent <i>fā'</i>			
Add the dot	Make a tip	Go back around	Start above the line
			

The Independent <i>qāf</i>			
Add the dots	Go below the line	Make a loop	Start above the line
			

تمرین ۱۷

**Trace over the gray letters:** The letters appear in their initial, medial, final, and independent positions:



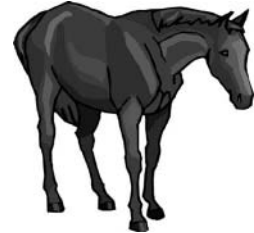
خَرُوف



صَفِّ



مِفْتَاح



فَرَس



سِبَاقِ حَلَقِ بَقْرَةَ قَمَرِ

تمرين ١٨ 

**Tracing:** Listen to the following words as you read them and repeat each one during the pause, then trace over the light-toned words. Remember to proceed from right to left.

قَرِيبَ فَرِيدَ فُنْدُقَ شُرُوقَ رَقِيقَ خَفِيفَ  
 قَرِيبَ فَرِيدَ فُنْدُقَ شُرُوقَ رَقِيقَ خَفِيفَ  
 قَرِيبَ فَرِيدَ فُنْدُقَ شُرُوقَ رَقِيقَ خَفِيفَ

تمرين ١٩

**Forming Words:** See how many times you can write the same word on each line

\_\_\_\_\_ خَفِيفَ  
 \_\_\_\_\_ رَقِيقَ  
 \_\_\_\_\_ شُرُوقَ  
 \_\_\_\_\_ فُنْدُقَ  
 \_\_\_\_\_ فَرِيدَ  
 \_\_\_\_\_ قَرِيبَ

تمرین ۲۰

**Spelling:** Combine the letters in each set, including short vowels, to form words.

- |       |   |                       |      |
|-------|---|-----------------------|------|
| _____ | = | ر + ق + ي + ب         | - ۱  |
| _____ | = | ت + ق + ا + ر + ي + ر | - ۲  |
| _____ | = | ف + ن + و + ن         | - ۳  |
| _____ | = | ث + ا + ق + ب         | - ۴  |
| _____ | = | ف + ر + ا + ت         | - ۵  |
| _____ | = | ن + ق + و + د         | - ۶  |
| _____ | = | ش + ف + ي + ق         | - ۷  |
| _____ | = | س + ا + ر + ق         | - ۸  |
| _____ | = | ق + ر + ي + ب         | - ۹  |
| _____ | = | ش + ر + و + ق         | - ۱۰ |
| _____ | = | ق + ر + ش             | - ۱۱ |
| _____ | = | ف + ر + د + و + س     | - ۱۲ |

**e. Phonetic description of the fā':** The sound represented by the letter fā' ف is the same as the English *f*. The sound represented by the letter qāf ق is slightly similar to the *k* sound in *cot*, but with the back of the tongue touching the uvula (see the two illustrations on the following page). This means that its point of articulation is further back than that of *k*. You may feel the difference between the two places of articulation if you alternate pronouncing *cot* and *cat*. But remember that the place of articulation of qāf is further back in the throat than its English counterpart. Also, the vowels (*a* and *ā*) that follow qāf differ in quality from the same ones when they follow kāf. After *q*, the vowel *ā* is pronounced like the vowel in *far*, whereas, following *k*, it is pronounced like the vowel in *dad*.

Picture of the mouth  
producing the letter *k* ك

Picture of the mouth  
producing the letter *q* ق

Places of Articulation of *qāf* and *kāf*٢١ تمرين 

**Listen and Recognize:** Check the box next to the word read to you, as in the example.

Example:	<input type="checkbox"/>	فَرِيق	<input checked="" type="checkbox"/>	رَفِيق
	<input type="checkbox"/>	سَحِيق	<input type="checkbox"/>	سَخِيف - ١
	<input type="checkbox"/>	ثِقَاب	<input type="checkbox"/>	نُقُب - ٢
	<input type="checkbox"/>	قَذَائِف	<input type="checkbox"/>	فَنَادِق - ٣
	<input type="checkbox"/>	أَفْرَاح	<input type="checkbox"/>	أَفْرَاح - ٤
	<input type="checkbox"/>	رِفَاق	<input type="checkbox"/>	رَافِق - ٥
	<input type="checkbox"/>	فَاسِق	<input type="checkbox"/>	فُسْتِق - ٦
	<input type="checkbox"/>	فَرَادِيس	<input type="checkbox"/>	فِرْدَوْس - ٧
	<input type="checkbox"/>	اِخْتِرَاق	<input type="checkbox"/>	اِخْتِرَاف - ٨
	<input type="checkbox"/>	سَقَر	<input type="checkbox"/>	سَفَر - ٩
	<input type="checkbox"/>	شُرُوح	<input type="checkbox"/>	شُرُوح - ١٠

**f. The Letter *tā' marbūṭa* and Its Sound:** The letter *tā' marbūṭa* (ة) is a variant of the regular *tā'* (ت). It serves only as a suffix. The function for which it is best known is the feminine noun marker—meaning that when this letter is attached to most masculine nouns and adjectives, it makes them feminine.

The *tā' marbūṭa* is not always pronounced. Whether it is pronounced or not depends on the grammatical function of the word to which it is suffixed and on its structure. If the word is said by itself or is followed by an adjective, then the *tā' marbūṭa* is not pronounced. If a personal pronoun or some other suffix is attached to the word, or if the word forms a special relationship of belonging with the following noun (*iḍāfa*), then it must be pronounced just like a regular *tā'*.




The position of a *tā' marbūṭa* is at the end of a word. There are only two forms: 1) one connected to a preceding two-way connector; and 2) one after a one-way connector. The way to draw the two forms of this letter is illustrated in the two tables below.



ة

Unconnected

ة

Connected

The Connected <i>tā' marbūṭa</i>			
Add the dots	Tuck it in	Make a peak	Start on the line
ة			

The Unconnected <i>tā' marbūṭa</i>		
Add the dots	Bring it up	Make a pear shape
ة		

تمرين ٢٢

Trace the gray letters: The *tā' marbūṭa* appears in its connected and unconnected forms.



صلاة



مدرسة

تمرين ٢٣ 

**Tracing:** Listen to the following words as you read them and repeat each one during the pause, then trace over the light-toned words. Remember to proceed from right to left.

سَارَةٌ نُسَيْبَةٌ سَوْرِيَّةٌ قِيَادَةٌ فَرَحَةٌ رُبُوءٌ  
 سَارَةٌ نُسَيْبَةٌ سَوْرِيَّةٌ قِيَادَةٌ فَرَحَةٌ رُبُوءٌ  
 سَارَةٌ نُسَيْبَةٌ سَوْرِيَّةٌ قِيَادَةٌ فَرَحَةٌ رُبُوءٌ

تمرين ٢٤

**Forming Words:** See how many times you can write the same word on each line

سَارَةٌ  
 نُسَيْبَةٌ  
 سَوْرِيَّةٌ  
 قِيَادَةٌ  
 فَرَحَةٌ  
 رُبُوءٌ

**i. Attaching a Suffix to a Word Ending in ة:** If a suffix is attached to a word ending in a *tā' marbūṭa*, this letter assumes the medial shape of a regular *tā'*, as in: قَرْيَةٍ (قَرْيَةٌ + ي) قَرْيَتِي and جَرِيدَةٍ (جَرِيدَةٌ + ي) جَرِيدَتِي. In these two cases, the possessive pronoun ي “my” has been attached to a feminine word, thus the *tā' marbūṭa* has taken the shape of a medial *tā'* as is illustrated in the table below.

The <i>tā' marbūṭa</i> after a Suffix is Added	
Following a one-way connector	Following a two-way connector
(ة) جَرِيدَةٌ + ي = جَرِيدَتِي	(ة) قَرْيَةٌ + ي = قَرْيَتِي

تمرين ٢٥

**Spelling:** Combine the letters in each set including short vowels to form words. Remember to change ة into a regular ت if a suffix follows as in the example:

شُرْبَتِي	=	مثال: ش + ر + ب + ة + ي
_____	=	١- خ + ش + ي + ة + ي
_____	=	٢- ج + ر + ي + د + ة + ي
_____	=	٣- د + ف + ي + ن + ة
_____	=	٤- ش + ر + ي + ف + ة
_____	=	٥- ح + ا + ر + س + ة
_____	=	٦- ق + ا + ر + و + ر + ة + ي
_____	=	٧- ز + ي + ا + ر + ة + ي
_____	=	٨- ح + ق + ي + ب + ة + ي
_____	=	٩- ف + خ + ر + ة
_____	=	١٠- س + ف + ي + ن + ة + ي

تمرين ٢٦

**Dictation:** Write down the six words dictated to you. Each word will be read twice. Note that words ending in *tā' marbūṭa* not followed by a suffix or another noun are pronounced simply with a final short *a* (*fatha*) with a silent *t*. The word *حَبِيرَة*, for example, is pronounced *ḵabīra* with no *t* sound on the end.

_____	-٢	_____	-١
_____	-٤	_____	-٣
_____	--٦	_____	-٥


تمرين ٢٧

**Identification:** Identify the letters س شرح خ ف قة in these excerpts from Arabic newspapers and the game cover (on the following page) by circling them.

آخِرُ خَبَرٍ  
سَتَبَدَأُ غَدًا الْأَحَدَ أَعْمَالَ الدَّوْرَةِ التَّدْرِيبِيَّةِ لِلْإِعْلَامِ  
الزَّرَاعِيِّ وَالَّتِي تُقَامُ بِرِعَايَةِ السَّيِّدِ خَلِيلِ عَرْنُوقِ  
وَزَيْرِ الزَّرَاعَةِ.

حَرَكَةُ القَطَارَاتِ  
مِنْ دِمَشْقَ مُبَاشَرَةً دُونَ تَوَقُّفٍ إِلَى حَلَبَ ١٦،١٠  
مِنْ دِمَشْقَ إِلَى حِمَصَ، حَمَاةَ، حَلَبَ الرِّقَّةَ دَيْرَ  
الزَّوْرِ الحَسَكَةِ القَامِشَلِيِّ ١٧،٢٥ إِلَى طَرطُوسَ  
وَاللَّاذِقِيَّةَ ٠،٣١



المُفْرَدَات 

Listen to the vocabulary items on the CD and practice their pronunciation.

fine, well . . . . .	بِخَيْرٍ
tired ( <i>ta<sup>c</sup>ban</i> ) . . . . .	تَعْبَان
perfect; great ( <i>tamām</i> ) . . . . .	تَمَام
Good . . . . .	جَيِّد
name of the letter <i>jīm</i> . . . . .	جيم (n., m.)
name of the letter <i>hā'</i> . . . . .	حاء (n., m.)
condition, circumstance . . . . .	حال ج أحوال (n., f.)
Thank God, praise be to God . . . . .	الْحَمْدُ لِلَّهِ
( <i>al-ḥamdu li-lāh bi-ḥayr</i> )	
name of the letter <i>kā'</i> . . . . .	كحاء (n., m.)
news. . . . .	خَبَر ج أخبار
name of the letter <i>sīn</i> . . . . .	سين (n., m.)
name of the letter <i>shīn</i> . . . . .	شين (n., m.)
good morning ( <i>ṣabāḥu l-ḥayr</i> ). . . . .	صَبَاحُ الْخَيْرِ
good morning (response = <i>ṣabāḥu n-nūr</i> ) . . . . .	صَبَاحُ النُّورِ
name of the letter <i>fā'</i> . . . . .	فاء (n., m.)
name of the letter <i>qāf</i> . . . . .	قاف (n., m.)
a little bit; slightly ( <i>qalīlan</i> ) . . . . .	قَلِيلًا
how ( <i>kayfa</i> ) . . . . .	كَيْفَ
How are you? ( <i>kayfa l-ḥāl?</i> ) . . . . .	كَيْفَ الْحَالِ؟
Not bad ( <i>lā ba's</i> ) . . . . .	لَا بَأْسَ
what's new; what's going on ( <i>mā akhbāruk</i> ) . . . . .	مَا أَخْبَارُكَ