



MR. DAGHER'S SUMMARIES FOR STUDENTS OF ARABIC

HIGH SCHOOL ARABIC LANGUAGE – LEVEL 1

Syllabus

Course Description:

This is an introductory course into the Arabic language. Throughout it, we will work on the four basic language skills: reading, writing, listening, and speaking. The building of these skills will be based on Modern Standard Arabic (MSA) and touch upon some colloquial varieties of Arabic for the purpose of exposure. Much of the course will be devoted to learning the Arabic letters and symbols, a transliteration system, and the number system, thereby providing the building blocks for more advanced study in later courses. Suitable vocabulary and language acquisition strategies will be provided to help the students develop communicative competency. Extensive exposure to Arabic along with speaking practices shall be an integral part of the daily lessons. Other aspects of learning Arabic, including culture, history, geography, and current affairs will be explored in engaging and interactive ways. Classroom learning will be a mixture of instruction and application, with an emphasis on paired and grouped exercises as well as special projects and individual presentations. No prior knowledge of Arabic is required but a commitment to preparation, attendance, and participation is essential for succeeding in this course.

Course Objectives & Learning Outcomes:

By the end of the course, successful students will

- have demonstrated fluent recognition of Arabic characters (letters and symbols) as provided during the course, including pronunciation.
- have achieved beginner proficiency in listening (recognition of letters and sounds as well as words and short phrases), speaking, reading, and writing. This novice proficiency may range from low to high among students and across proficiency areas.
- have acquired a set of Arabic vocabulary words and phrases to put to use in simple conversations.
- have demonstrated mastery over the class's particular Arabic transliteration system, including the ability to transliterate from English to Arabic and Arabic to English.
- have gained cultural appreciation as it pertains to the Arab World and various Arab countries.
- have developed or improved their independent research and presentational skills as part of individual student projects on course related topics of their own choosing.

Dedicated Course Binder:

- Use one to keep your course materials (including this syllabus) in one easy to access place.
- It should be 3-ring hardcover with dividers, tabs, and a supply of wide-ruled, 3-hole punched loose-leaf paper. It should contain sections for daily agendas, class work and notes, assignments, vocabulary, and a log for your daily Arabic practices. Create more sections if you find them helpful.
- The binder may be checked and graded periodically. Make sure it remains up-to-date, neat, and well organized.

IMPORTANT: Devote 30 minutes (or more) per day for Arabic. This is not only to study, do homework, and prepare, but also practice and experiment. Language acquisition in general requires practice and repetition and this is especially true for Arabic. You will soon discover that studying Arabic is quite interesting and fun, and learning about the Middle East and the Arab World is rather engaging.

Textbook & Other Supplementary Material:

The textbook we will be referencing is entitled, *Alif Baa, Introduction to Arabic Letters and Sounds* (2nd and/or 3rd Edition) by Brustad, Al-Batal, and Al-Tonsi. The textbook and its companion site, provide a variety of drills designed to develop listening, reading, writing, and grammar skills, as well as introduce a large collection of vocabulary words and cultural materials in Modern Standard Arabic (MSA) and the Levantine and Egyptian colloquial dialects. The textbooks will be available in the classroom and, for the most part, will remain in it for use as necessary during class. Occasionally, the books, or copies of certain pages, may be sent home with the students to aid them with homework or other projects. Also, audios from the *Pimsleur® Approach Gold Edition, Eastern Arabic* may be used, primarily to gain an introduction to conversing in that dialect. The teacher (*al-ustaadh*) shall supplement the textbook and the audio and visual materials with handouts and other resources, as necessary. We will use the textbook mostly as a general resource and as a broad guideline, giving priority to covering the materials in depth as opposed to speeding through it. We will also have ample opportunity for class discussions on supportive topics, such as Arab World history, geography, politics, and current affairs.

Guiding Rules:

These are few and easy to follow, but important for your success. They are meant to create a good learning environment that is safe, respectful, and fun.

- **Food:** Be considerate. Eat in class only if absolutely necessary. Don't make a habit of it. Water and juice are OK! clean after yourself thoroughly (desk, chair, and floor).
- **Electronics:** Not allowed except when instructed by the teacher. Silence and put them away before arriving in class. No taping, recording, or taking photos without the explicit approval of the teacher.
- **Language:** No foul or offensive language. No side conversations.
- **Dress Code:** No clothing and accessories that have slogans, messages, or designs that are obscene or offensive. Hats are OK!
- **Arrival:** Arrive early, greet, sit quietly, and have your materials and assignments out.
- **Dismissal:** Heading to the door or leaving before dismissal will result in "Unexcused Tardy" or "Unexcused Absence" on your attendance record.
- **Bathroom:** Not during the first and last 10 minutes of class. One student is allowed out at a time for no longer than 4 minutes and not more than once per period. Sign and time the bathroom log (leaving and returning) and take the pass with you. Follow these rules and there is no need to ask permission from the teacher.

Extra Credit & Academic Assistance:

- Students can propose ideas for extra work or special projects to earn extra credit but they need to obtain the teacher's approval before they proceed with the work. A maximum of one project per marking period (2 per quarter) can be submitted to boost a student's record by a maximum of 4 percentage points. Occasional extra credit may be awarded by the teacher for student initiative and exceptional effort and preparedness.
- Arabic Language tutoring is available through the tutoring center at the school. Students can also seek academic help from the teacher if class time and independent preparations are not sufficient.
- Extra credit work and individualized help are afforded only to committed students who are meeting their course obligations and have done so consistently for the previous 10 school days. Plan accordingly.

IMPORTANT: "Attendance & Conduct" is a component of your grade that you can easily ace by being on time and following the class expectations. Learning requires both.

Homework:

- Homework assignments are an integral part of class preparation and account for 30% of your course grade. They are to be completed (including name, due date, and no paper perforation) and neatly placed on your desk on the due date at the beginning of class. Sometimes, I will collect your assignment for grading and, other times, I will check it for completion and then go over it in class.
- Late assignments are not accepted except for excused absences.
- Re-doing a homework assignment to improve your understanding and your grade is acceptable. Here's how it works:
 - You must have initially completed the homework when originally assigned.
 - You must re-submit the assignment on the next school day after it was returned to you.
 - You receive 90% of whatever grade you earn on the re-submitted assignment. Your better grade will be the one recorded.
- Do your homework alone or tell the teacher who you worked with. Either way, never just copy, and always comprehend what you submit. Remember that your purpose is to understand the material.
- There is no need to cheat on your assignments since it is not ethical and since you can redo your work to improve your grade. Plagiarism (on assignments, papers, tests, etc.) results in a grade of zero for the assignment involved. Repeat offenses will be reported to your deans and parents/guardians which may lead to failing the class. Plagiarism includes copying from or letting other students copy from your homework.

Grading (Quarterly):

• Attendance & Conduct (AC)	<u>Show up on time & follow the class expectations</u>	10%
• Class Work & Participation (CWP)	<u>Be awake, alert, and active</u>	10%
• Homework (HW)	<u>Lowest grade dropped</u>	30%
• Papers, Projects, Presentations (PPP)	<u>Mostly "Share Your Findings"</u>	15%
• Tests & Quizzes (TQ)	<u>All announced, no surprises</u>	15%
• Exam (XM)	<u>Midterm or final</u>	20%

Honors Option:

You don't opt to take the course for honors credits; everyone is in the running for them. They will be granted at the end of the semester, at the recommendation of the teacher, based on good performance. To earn them, you need to maintain high standards of attendance, conduct, and academic performance. This means earning an A or an A+ for the course as a whole and also for the "Attendance & Conduct" component.

IMPORTANT:

- Learn and practice how to organize yourself, prioritize your tasks, and manage your time.
- Come to class prepared. Bring your questions, pens/pencils, binder, and completed homework.
- Take notes in class and at home. Ask and clarify what you don't understand ASAP.
- Read/listen to instructions very carefully. Clarify, understand, and follow.
- Write all your work legibly, neatly, and spaciouly.
- When e-mailing for any school-related matters, use only your school e-mail (-----@cpsd.us).

Arab, Arabic, or Arabian; What Is the Difference? (Beginning of Arabic 1)

1. Introduction:

Is Egypt an Arabian country or an Arabic country? Wait... maybe it's an Arab country!

What about Mr. Dagher? Is he Arabic, Arabian, or an Arab?

Like many English speakers, you might be confused with questions like these.

To help you sort it through, read the paragraph below as many times as you need to until you have a better grasp of when to use which term. Ironically, this confusion does not exist when speaking Arabic because, in Arabic, the same word is used for all three. That word is 3arabii - عَرَبِي

Now, read the paragraph below and then practice by filling in the blanks in the statements that follow.

2. Read for Understanding:

Arabs are a people whose place of origin was the Arabian Peninsula, but the label has spread over time to include many other peoples spread out currently among 22 countries collectively called the "Arab World." The official language of these countries is Arabic.

We say "Arab customs," "Arab culture," "Arab countries," etc. A person from an Arab country is an Arab (not Arabic, Arabian, or Ayrab), and a group of Arab individuals is made of Arabs (not Arabic people, Arabians, or Ayrabs).

The word "Arabic" is used when referring to the language itself or other means of communication such as "Arabic numerals," "Arabic literature," and "Arabic music." There are also a few other set terms where the word is used such as "Arabic food" or "Arabic coffee."

"Arabian" is used in historic, literary, or artistic context such as "Arabian nights" or "under the Arabian moonlight." Current usage of the word tends to be in relation to geographic locations and features such as "the Arabian Peninsula," "the Arabian Gulf," "the Arabian Sea," "the Arabian Desert" and "Saudi Arabia." Note that a person from Saudi Arabia is said to be "Saudi" or "Saudi Arabian" (but not just "Arabian"). By itself, the noun "Arabian" refers to the Arabian horse.

In summary:

- Arab: Relates to the people, places, and culture of the Arab World.
Examples: Arab cuisine, the Arab League, Arab countries.
- Arabic: Relates specifically to the language of the Arab world and is used only occasionally as a cultural descriptor.
Examples: Arabic literature, dialects of Arabic, Arabic food.
- Arabian: Relates to historic, literary, artistic, and geographical context. As a noun, it refers to the Arabian breed of horses.
Examples: Arabian Nights, Arabian Peninsula, Arabian [horse].

3. **Practice:**

Examine the statements below and fill in the blanks with Arabic, Arab(s), or Arabian:

- People in Eastern Libya speak the Egyptian _____ dialect.
- I have three _____-American friends.
- The best horse among all horses is the _____.
- Iran and the Arab world have a dispute over a strategic body of water that Iran refers to as the Persian Gulf but the Arabs call the _____ Gulf.
- I love listening to myself speak _____.
- There are 22 member countries in the _____ League.
- This all sounds _____ to me!
- Of a total of 22, 12 _____ countries are located in Asia while the other 10 are located in Africa.
- I can't wait to learn all the _____ letters.
- Many people think that all _____ are Muslim.

Dagher's Arabic Alphabet & Transliteration Table

Final	Medial	Initial	Isolated	Name	Transliteration	Notes*
ا	ا	ا	ا	alif	aa (long vowel) a, u, i, 2 (hamza seat)	Non-connector
ب	ب	ب	ب	baa, baa2	b	Elongated
ت	ت	ت	ت	taa, taa2	t	Elongated
ث	ث	ث	ث	thaa, thaa2	th (as in three)	Elongated
ج	ج	ج	ج	jiim	j	
ح	ح	ح	ح	Haa, Haa2	H	
خ	خ	خ	خ	khaa, khaa2	kh	
د	د	د	د	daal	d	Non-connector
ذ	ذ	ذ	ذ	dhaal	dh (sounds like "th" in there)	Non-connector
ر	ر	ر	ر	raa, raa2	r	Non-connector, Occasionally Emphatic
ز	ز	ز	ز	zayn, zaay	z	Non-connector
س	س	س	س	siin	s	
ش	ش	ش	ش	shiin	sh	
ص	ص	ص	ص	Saad	S	Emphatic
ض	ض	ض	ض	Daad	D	Emphatic
ط	ط	ط	ط	Taa, Taa2	T	Emphatic
ظ	ظ	ظ	ظ	Dhaa, DHaa2	DH (sounds like "TH" in THus)	Emphatic
ع	ع	ع	ع	3ayn	3	
غ	غ	غ	غ	ghayn	gh	
ف	ف	ف	ف	faa, faa2	f	Elongated
ق	ق	ق	ق	Qaaf	Q	Emphatic, Roundish
ك	ك	ك	ك	kaaf	k	Elongated
ل	ل	ل	ل	laam	l	Roundish
م	م	م	م	miim	m	
ن	ن	ن	ن	nuun	n	Roundish
ه	ه	ه	ه	haa, haa2	h	
و	و	و	و	waaw	uu (long vowel) - w (consonant)	Non-connector
ي	ي	ي	ي	yaa, yaa2	ii (long vowel) - y (consonant)	Roundish

Notes:

- A non-connector is a letter that does not connect to the letter that follows it.
- An elongated letter is somewhat angular and rests on the writing line.
- A roundish letter is curvy, does not have angles, dips below the writing line and then resurfaces.
- An emphatic letter is deeper sounding than its softer counterpart. It causes nearby vowels in the same word to go deeper as well.

Primer on the “hamza” ء (Early in Arabic 1)

- Even though the hamza does not have a full letter status, it is still a consonant and, like any consonant, can carry its own vowel sounds.
- The hamza sound can occur at the beginning of a word, in the middle, or at the end.
- The hamza can take an alif seat, a waaw seat, a yaa seat, or no seat at all.
- Our concern at this early stage of learning Arabic is that when the sound hamza occurs at the beginning of the word, it is always written with the alif seat. Likewise, any word that begins with alif starts with the hamza sound (whether or not that hamza is shown). In other words, an alif at the beginning of a word cannot be a long vowel. Remember, Arabic words cannot begin with a vowel. The hamza at the beginning of a word is written above the alif when followed by fatHa or Damma and it is written below the alif when followed by kasra.

أَب . أُب . إِب

- In writing, and as mentioned above, the hamza at the beginning of a word may or may not appear with its mandatory alif seat but its sound is always there.
- The hamza can also appear on the alif seat when it is medial or final. This occurs when the consonant sound of hamza borders immediately on a fatHa (the fatHa precedes or follows the hamza) but no other vowel borders that hamza. Examples: ta2ta2; khaba2; ba2th

تَأْتَأ . خَبَأ . بَأْث




- Notice in these examples that the alif is not serving as a long vowel but, rather, as a mere seat for the hamza. That’s why it is not pronounced as a long vowel.
- In contrast to the previous point, when the alif is fully pronounced as a long vowel and is followed by the sound of hamza, the hamza then takes no seat and appears by itself on the line following the long vowel alif. Examples: baa2; taa2.

باء . تاء

- There’s much more to the hamza and its writing. Therefore, we shall revisit this topic and expand on it towards the end of Arabic 1.

More on the “hamza” ء (Towards the End of Arabic 1)

The hamza can appear with an alif, waaw, or a yaa seat, or by itself on the line. Here are the rules:

- In the beginning of a word: Always with an alif **أنا، أُختي، إنسان**
- In the middle or end of a word:
 - On an alif seat when adjacent to a fatHa (and not adjacent to a different vowel) **رَأَتْ، نَبَأَ**
 - On a waaw seat when adjacent to a Damma or a long vowel waaw (and not adjacent to a kasra or a long vowel yaa **سُوِّدَد، كَفُّوْ، دَوُّوب**)
 - On a yaa seat when adjacent to a kasra or a long vowel yaa **أَسْبَلَةُ، مَالِيْ، بَرِيئَةُ**
 - Notice how the yaa seat doesn't carry the typical dots of the yaa and how the hamza sits above it.
 - On the line by itself when following a long vowel (end of the word) **مَسَاء، يَنْوِ، بَرِيء**
 - On the line by itself (even in the middle of the word) when following a long vowel alif or a long vowel waaw and is followed by a fatHa **مُرُوَّة - بَرَاءَة**
- Important Note: When the hamza is adjacent to two different vowels (one on either side), then the dominant vowel decides the seat. The strength ranking of the vowels is as follows:
 - kasra (or yaa as a long vowel) 
 - Damma (or waaw as a long vowel) 
 - fatHa (or alif as a long vowel) 
- The case of the “alif madda – ”ألف مَدَّة“ a.k.a. “madda - مَدَّة” - آ
 - The madda makes the sound of a hamza followed by the long vowel alif: **ءا**
 - There are two situations (formulas) that result in the writing of madda:
 - $\bar{A} = ا + ء$ (in the beginning of a word or following a sukuun in a medial position).
Examples: **آب** (instead of **أب**) – **الْقُرْآن** (instead of **الْقُرْآن**)
 - $\bar{A} = ا + ا$ (in the beginning of a word or in a medial position when the hamza is voweled with a fatHa and is followed by another silent hamza).
Examples: **سَأَأْتِي** (instead of **سَأَأْتِي**) – **آكُل** (instead of **أَكُل**)
 - The madda doesn't appear in a final position. When the sound of it occurs in a final position, the word is ended with a hamza on an alif seat followed by alif maQSura. Examples: **رَأَى - نَأَى**
- There's still even more to the hamza but this is good for now.
- Practice: Write the following transliterated words in Arabic:

tas2al _____	nisaa2 _____	Qaari2 _____
mas2uul _____	irsaal _____	faSaa2il _____
abii _____	umaraa2 _____	bawwa2a _____

التَّنْوِين - tanwiin

- A category covering three of the fourteen symbols of the Arabic script.
- The three tanwiin symbols correspond with the three short vowels and the three long vowels.
- Grammatical markers used in formal speech.
- Occur only at the end of words.
- Name comes from the letter ن because of the sound “n” these markers cause at the end of words.
- Represented by doubling the fatHa, Damma, or kasra. Note that the double Damma symbol is written in a special way:

=
 (an)
 ن
 (un)
 =
 (in)

- Occur in formal speech with indefinite nouns and adjectives and also with adverbs.
- Don't change the meaning of the words.
- The taa marbuuTa is pronounced as a taa when followed by tanwiin.
- Mostly used in formal speech except for “an”. tanwiin alfatH is the only one that gets informal use: عَفْوَاً - شُكْرًا - أَهْلًا وَسَهْلًا
- The sound “an” should not be confused with “aan” such as in the words “ta3baan, juu3aan...”
- tanwiin alfatH requires an alif at the end of the word (as a seat for tanwiin) except when the word ends with a symbol (hamza, taa marbuuTa, or alif maQSura): مَسَاءً - فَتًى - مَدْرَسَةً
- tanwiin may not always appear in written texts.
- Practice: Write these transliterated words in Arabic (below) and provide the English translations.

- | | | | | |
|----------------|------------------------|--------------------------|---------------|--------------|
| 1. baytun | 2. ustaadh <u>h</u> an | 3. Taalibin | 4. maktabatin | 5. SabaaHan |
| 6. sayyaaratan | 7. masaa2an | 8. ustaadh <u>h</u> atun | 9. baabun | 10. kitaabin |

	<u>WORD (IN ARABIC)</u>	<u>MEANING (IN ENGLISH)</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

Putting It Together: Long Vowels, Short Vowels, and tanwiin

Functions of alif, waaw, and yaa							
LETTER	LONG VOWEL	CONSONANT	CONSONANT WHEN?	SEAT FOR hamza	SEAT FOR hamza WHEN?	CORRESPONDING SHORT VOWEL	CORRESPONDING TANWEEN
ا alif	aa	ء	Beginning of the word	أ اء آ آء	Beginning of the word – Next to fatHa or “aa” (unchallenged)	ا a	ان an
و waaw	uu	w	Beginning of the word - Next to a vowel	ؤ وء	Next to Damma or “uu” (unchallenged by kasra or ii)	و u	ون un
ي yaa	ii	y	Beginning of the word - Next to a vowel	ئ يء ئ يء	Next to kasra or “ii”	ي i	ين in

ARABIC 1 - Review Sheet / Check List for the Final Exam

GENERAL NOTES:

- This sheet cannot be comprehensive. Everything you ever studied in Arabic can be on the exam.
- Review your notes, agendas, corrected HWs, returned tests and quizzes, and grammatical summaries and other handouts.

REVIEW THE FOLLOWING (and everything else!):

1. Vocabulary:

- Study the list provided at the end of this packet.
 - Test yourself by writing vocabulary words (below) by category and from memory.
- Greetings, introductions, etc.

- Human Nouns (they come in masculine and feminine):

- Non-Human Nouns (they have fixed assigned genders):

- Adjectives (they are flexible; they can change form to agree with the nouns they describe):

- shami dialect (review your notes especially the agendas that go with the Pimsleur segments)

- Noun-adjective phrases. Do you understand them? (order & agreement)

2. Arabic Numbers:

- Do you know how to count from zero to ten in Arabic?
- Can you write these numbers with Arabic letters?
- Do you know the right alignment of multi-digit numbers in Arabic?

صِفْرُ وَاحِدٍ اِثْنَيْنِ ثَلَاثَةٌ اَرْبَعَةٌ خَمْسَةٌ سِتَّةٌ سَبْعَةٌ ثَمَانِيَةٌ تِسْعَةٌ عَشْرَةٌ

١٠	٩	٨	٧	٦	٥	٤	٣	٢	١	٠
----	---	---	---	---	---	---	---	---	---	---

3. The Letters: ا – و – ي

- Do you know what each sounds like as a long vowel?
- Are you familiar with the depth quality of these vowels (especially the ^h)?
- Do you know the various shapes these letters take depending on their positions in a word?
- Do you know how to write them in relation to the line? To other letters?
- Did you know that these same letters can also be consonants? What would they sound like as consonants?
- Do these letters have any other function? What is it?
- Do you understand this table?

Functions of alif, waaw, and yaa							
LETTER	LONG VOWEL	CONSONANT	CONSONANT WHEN?	SEAT FOR hamza	SEAT FOR hamza WHEN?	CORRESPONDING SHORT VOWEL	CORRESPONDING TANWEEN
ا alif	aa	ء	Beginning of the word	أ اء آ آء	Beginning of the word – Next to fatHa or “aa” (unchallenged)	ا	ان
و waaw	uu	w	Beginning of the word - Next to a vowel	وؤ	Next to Damma or “uu” (unchallenged by kasra or ii)	u	un
ي yaa	ii	y	Beginning of the word - Next to a vowel	ئئ ئئ ي	Next to kasra or “ii”	ي	ين

Practice: Write the following transliterated words in Arabic:

mas2uul _____ daawuud _____ Qur2aan _____

maali2 _____ yarwii _____ wufuud _____















baabuuj _____ imra2a _____ nata2at _____
(woman)

4. The Arabic Alphabet:

ا - ب - ت - ث - ج - ح - خ
 د - ذ - ر - ز - س - ش - ص
 ض - ط - ظ - ع - غ - ف - ق
 ك - ل - م - ن - ه - و - ي

- Study / memorize Mr. Dagher's Alphabet & Transliteration table.
- Do you know what each sounds like?
- Do you know the various shapes these letters take depending on their positions in a word?
- Do you know how to write them in relation to the line? To other letters?
- Do you know which of these letters connect and which don't? REMEMBER اذرزو
- Do you know the emphatic letters? REMEMBER the serious faces صضظظق
 - Do you know how the emphatic letters sound?
 - What do they do to vowels around them (short and long)?
 - Do you know their softer counterparts?
- Do you know the sun and moon letters? REMEMBER the "tongue"
 - Can you tell which is which?
 - How do they affect the reading when preceded by الـ
 - How do you show in writing whether the letter following the Arabic definite article الـ in a word is a sun or moon letter?

5. The Arabic Symbols:

fatHa 	-	Damma 	-	kasra 	-	sukuun 
hamza 	-	taa marbuuTa 	-	alif maqSuura 	-	shadda 
madda 	-	waSla 	-	dagger alif 	-	
tanwiin fatHa 	-	tanwiin Damma 	-	tanwiin kasra 	-	

- Which ones are short vowels?
- Do you remember the name of each symbol and what it does?
- Do you know when and how to write the hamza on an alif seat? On a waaw seat? On a yaa seat? Alone on the line?
- Do you understand the tanwiin category:
 - Which tanwiin symbol is mostly not expressed as two parallel short vowels?
 - Which tanwiin symbol requires a seat? What's the seat? Are there exceptions to that?
 - Practice: Write the following transliterated words in Arabic:

baytun _____ baytuun _____ baytin _____ baytiin _____ baytan _____
 baytaan _____ madrasatun _____ madrasatuun _____ madrasatin _____
 madrasatiin _____ madrasatan _____ madrasataan _____ shukran _____

Vocabulary List for the Exam – Colloquial & Formal
(Practice by writing them in Arabic & filling in other blanks)

<u>Arabic (Transliterated)</u>	<u>Arabic (in Arabic)</u>	<u>English Translation</u>
1. 3afwan	_____	Excuse me / you're welcome
2. ingliizii	_____	English
3. intii	_____	You (f)
4. bta3rfii	_____	You know (to a female)
5. la2	_____	No
6. yaa	_____	(Attention getter; addressing someone)
7. akh	_____	Brother; sir
8. la2 yaa akh	_____	_____
9. inti / inta	_____	You (m)
10. bta3rif	_____	You know (to a male)
11. anaa	_____	I
12. ba3rif	_____	I know
13. anaa maa ba3rif	_____	I don't know
14. inta maa bta3rif	_____	_____
15. _____	_____	You don't know (to a female)
16. 3arabii	_____	Arabic; Arab; Arabian
17. shwayyi	_____	A little
18. shwayyit 3arabii	_____	A little Arabic (as in the language)
19. shwayyit ingliizii	_____	_____
20. amirkii	_____	American
21. na3am	_____	Yes
22. 2aanisi	_____	Miss
23. sitt	_____	Mrs.
24. kiifak?	_____	How are you? (to a male)

<u>Arabic (Transliterated)</u>	<u>Arabic (in Arabic)</u>	<u>English Translation</u>
25. mniiH	_____	Well; fine; good (m)
26. <u>shukran</u>	_____	Thank you
27. kiifik?	_____	How are you? (to a female)
28. mniiHa	_____	Well; fine; good (f)
29. ma3a-ssalaama	_____	Goodbye
30. SabaaH	_____	Morning
31. <u>khayr</u>	_____	Good; goodness
32. SabaaH-l <u>khayr</u>	_____	Good morning
33. nuur	_____	Light
34. SabaH-nnuur	_____	Good morning (response to SabaaH-l <u>khayr</u>)
35. ahlan wasahlan	_____	Welcome; Hello
36. ahlan biik	_____	Welcome / hello to you (to a male)
37. ahlan biikii	_____	Welcome / hello to you (to a female)
38. marHabaa	_____	Hello
39. marHabtayn	_____	two hellos
40. assalamu 3alaykum	_____	Peace be upon you
41. wa3alaykumu-ssalaam	_____	And upon you, peace
42. alHamdu lillaah	_____	Thanks be to God
43. anaa min	_____	I am from
44. ismii	_____	My name (is)
45. ismak	_____	Your name (to a male)
46. ismik	_____	Your name (to a female)
47. <u>shuu?</u>	_____	What?
48. <u>shuu</u> ismak?	_____	What's your name? (to a male)
49. <u>shuu</u> ismik?	_____	_____

<u>Arabic (Transliteration)</u>	<u>Arabic (in Arabic)</u>	<u>English Translation</u>
50. tasharrafnaa	_____	Nice to meet you
51. hunaa	_____	Here
52. mawjuud / mawjuuda	_____	Present (m / f)
53. HaaDir / HaaDira	_____	Present and ready (m / f)
54. Taalib / Taaliba	_____	Student (m / f)
55. ustaadh / ustaadha	_____	Teacher (m / f)
56. baab	_____	Door
57. shubbaak	_____	Window
58. kitaab	_____	Book
59. daftar	_____	Note book
60. Qalam	_____	Pen
61. Qalam raSaaS	_____	Pencil
62. lawH	_____	Board (for writing)
63. ghurfa	_____	Room
64. Saff	_____	Class
65. ghurfatu-SSaff	_____	Classroom
66. madrasa	_____	School
67. maktaba	_____	Library
68. maktab	_____	Office / Desk
69. sayyaara	_____	_____
70. Habiib	_____	Beloved
71. Habiibii	_____	My (male) beloved
72. Habiibtii / Habiibatii	_____	My (female) beloved
73. su2aal	_____	Question
74. jawaab	_____	Answer

<u>Arabic (Transliterated)</u>	<u>Arabic (in Arabic)</u>	<u>English Translation</u>
75. waajib	_____	Homework / Duty
76. akhbaar	_____	News
77. Hijaab	_____	Veil
78. tafaDDal	_____	(Polite way to invite a male to come in / sit down / take one / ask a question ...)
79. tafaDDalii	_____	Same as above (to a female)
80. kalb	_____	Dog
81. binaaya	_____	Building
82. kabiir / kabiira	_____	Big / Old (for people)
83. Saghiir / Saghiira	_____	Small / Young (for people)
84. jamiil / jamiila	_____	Handsome / Beautiful
85. QaSiir / Qasiira	_____	Short
86. Tawiil /Tawiila	_____	Tall / Long
87. Taaliba jamiila	_____	_____
88. Taalib jamiil	_____	Handsome student (m)
89. Taawila	_____	Table
90. Taawila Tawiila	_____	_____
91. shaari3	_____	Street
92. laakin	_____	But
93. ktiir	_____	A lot
94. waaHid	_____	One
95. 3ashra	_____	_____
96. _____	_____	_____
97. _____	_____	_____
98. _____	_____	_____
99. _____	_____	_____