INTRODUCTION

There are three major groups of dialects in Saudi Arabia--Hijazi, spoken on
the western coast, in Jidda, Taif, and the holy cities of Mecca and Medina;
Najdi, spoken in and around Riyadh, in the north central part of the country;
and Shargi, spoken in the oil-rich eastern region. While the Najdi dialect enjoys
prestige by virtue of its conservatism and relative closeness to Classical Arabic
and the fact that it is the dialect of the royal family, the Hijazi dialect is
used throughout the country for government and commercial purposes, and has become
the most widely-understood dialect in the Arabian Peninsula. The Hijazi dialect
is not "pure" Saudi Arabic, and reflects recent borrowings from other dialects,
especially Egyptian, Jordanian and Palestinian; for this reason, sometimes one
word or expression was selected from several which may be heard, and sometimes
alternative expressions are introduced, since two or even three forms may be in
frequent use.

Since there is no "standard" Hijazi dialect, this book reflects the dialect
as spoken in Jidda. Whenever forced to choose between language usage in the
other Hijazi cities and that of Jidda, the Jidda usage was given preference. A
few of the most common words from Najdi and from other cities are introduced for
recognition and identified as such. There has also been a preference for "modern"
words and structures, despite the fact that this sometimes means rejecting an
older, more "Saudi" usage. This dialect has been designated "urban" Hijazi to
distinguish it from Bedouin dialects also native to the Hijaz region.

No doubt Saudi instructors will find that, depending on their place of
origin, they may wish to substitute words or alter certain forms used in this
text. The student should follow the model of his instructor.

The pronunciation of some sounds in Hijazi is variable. There are three
interdental consonants (variations of 'th') which may be pronounced as they are
in Classical Arabic and in Najdi, as for example in /thalaatha/, or as they are
in Egyptian and Palestinian, which would be /talaata/. Since the latter type
of pronunciation is more common in Jidda, it will be presented. This is dis-
cussed further in the Pronunciation section.

After completion of this book, the student should have attained a "working"
proficiency in the language (approximately 5-2 level by the FSI rating system).
In other words, the student will be able to satisfy routine social demands and
limited business requirements, carry on conversations regarding a wide range of
general subjects (asking directions, ordering a meal, giving personal information,
making purchases, etc.), and comprehend speech about such subjects at a normal
rate of speed. This book will provide a student with all the basic grammatical
structures of the dialect, so that he will be ready to proceed on his own to
acquire the speed and new vocabulary which lead to real fluency.

Design of the Book

The book is divided into 50 lessons. Each lesson (beginning with Lesson 4)
has the following parts:

Dialogue. The dialogues have been kept short and were designed to be
practical and worth memorizing. Each dialogue should be memorized for recitation
and practice among the students.
Structure Sentences. In each lesson, certain words and grammatical structures are presented. Structures which did not appear in the dialogue will be illustrated in these sentences. Structure sentences serve the purpose of linking the dialogue sentences, which are necessarily limited in type, with the grammatical explanations coming up in the Grammatical Notes. They contain examples of new structures used in a sentence context.

Grammatical Notes. New structures are presented and explained, with examples.

Vocabulary Notes. Included in this section are only the new words which need the illustration of additional forms (for example, the present tense of a verb, or the plural of a noun). Words which are clear from their presentation elsewhere in the lesson will not be repeated here. The student is held responsible for all new vocabulary regardless of where it appears in a lesson, although it is recognized that some words are more essential for the students' own production than others. The instructor will determine which words should be learned for production and which are sufficient for the student to recognize passively.

Drills. New words and structures are drilled by substitution, by the transformation of sentences (for example, from affirmative to negative), by questions and answers, and by translation. The part of a model sentence which is to be substituted is underlined.

Situations. These are typical situations, with the sentences given in English, which the student should be able to say in Arabic after he has mastered the lesson. This section may be used as a self-test at the end of every lesson.

Cultural Notes. Where appropriate, comments on speech attitudes, situational behavior, or social etiquette are presented.

Every tenth lesson is a review lesson.

In addition to the 50 lessons, the book contains a series of appendices dealing with specialized vocabulary, social expressions, gestures, and Saudi names. There is also a glossary and an index of grammatical structures.
ACKNOWLEDGEMENTS

I owe thanks to many persons for their assistance in the preparation of this book. I am indebted to Dr. Mahmoud Sieny of the University of Riyadh for his help in all stages of the project. His dissertation, "The Syntax of Urban Hijazi Arabic", was an important source of grammatical information; it is the only scientifically-designed linguistic study of this dialect.

I appreciate the assistance of Mr. Charles Cecil and Mr. Hamdi Rida of the American Embassy in Jidda in helping me meet Saudis who provided me with language information. I thank my informants, among them Mr. Younis Ishaq, Mr. Talal Qusti, and Mr. Mustafa Darwish, all of Jidda, and especially Mrs. Ayesha Al-Marzouki. I also thank Captain Stephen Franke of the U.S. Army, Fort Bragg, for his useful comments.

Finally I express appreciation to the family of Badr El-Din Negm El-Din of Jidda, for their kind hospitality during my two stays there.
ABBREVIATIONS AND SYMBOLS

(m) masculine
(f) feminine
(p) plural
C consonant
V vowel
C₁ initial consonant of a verb root
C₂ medial consonant of a verb root
C₃ final consonant of a verb root
lit. literally (i.e., literal translation)
GRAMMATICAL TERMS

Most grammatical terms used here are defined as they are introduced. Listed below are a few other general terms which the student should know:

classicism. A word or expression which is borrowed from Classical Arabic. Classicisms will be identified as such.

colloquial. Arabic as it is spoken (as opposed to the written variety of Arabic). Colloquial words are usually slightly modified from Classical or written Arabic and vary considerably from one dialect to another.

conjugate. To list all forms of a verb for the various persons, for example, 'I go, he goes', etc.

decline. To list the various forms of a noun or adjective, for number ('book, books') or gender ('waiter, waitress'). Most nouns in colloquial Arabic are declined for number and gender.

idiom, idiomatic. An expression which is not part of the regular language pattern, and which must be accepted as it is without trying to explain its structure. Idioms will always be identified as such.

literal translation. The word-for-word translation which often does not sound natural in another language. For example, 'Good morning' in Arabic is literally translated as 'the morning of the goodness'. It is better to think of "equivalent translations" when learning a foreign language.

modal word. A helping word which is used with verbs to form a phrase, for example, 'should': 'I should go, we should try', etc.

modify. To refer to or describe another word in the sentence, for example, the adjective 'big' modifies the noun 'tree' in the sentence, 'The tree is big.'

prefix. A grammatical form attached to the beginning of a word, for example 'un-' as in 'unable'.

suffix. A grammatical form attached to the end of a word, for example, '-ing' as in 'going'.

transitive verb. A verb which takes an object, for example, 'hit': 'Bob hit Bill.' In this sentence, 'Bill' is the object of the verb. An intransitive verb does not take an object, for example, 'live'.

PRONUNCIATION

The Transcription System

The following is a list of the symbols used in the transcription of the sounds of Saudi Arabic and their approximate equivalents in English. It was decided to write this textbook using a transcription system rather than the Arabic alphabet because the alphabet cannot accurately represent the pronunciation of all words in the dialect (some consonant and vowel distinctions would be missing) and the instructor or student may be tempted to pronounce the word in the classical way if it is spelled the same. The Arabic alphabet has been added, however, as a supplement to the dialogues, drills, and some vocabulary lists, and is intended for use by the native-speaking instructor. The spelling of some words has been changed to reflect colloquial speech.

It should be borne in mind that Arabic and English sounds rarely correspond exactly, and the correct Arabic pronunciation is to be learned from the instructor.

<table>
<thead>
<tr>
<th>Arabic Letter</th>
<th>Symbol</th>
<th>Approximate English Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>١</td>
<td>a, aa</td>
<td>the catch in the throat between the vowels of oh-oh</td>
</tr>
<tr>
<td>٢</td>
<td>b</td>
<td>b in bet</td>
</tr>
<tr>
<td>٣</td>
<td>d</td>
<td>d in dead</td>
</tr>
<tr>
<td>٤</td>
<td>ã</td>
<td>not in English; ã pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>٥</td>
<td>ë</td>
<td>ai in bait; usually occurs as a long vowel</td>
</tr>
<tr>
<td>٦</td>
<td>û</td>
<td>û in fee</td>
</tr>
<tr>
<td>٧</td>
<td>ges</td>
<td>q in get</td>
</tr>
<tr>
<td>٨</td>
<td>h</td>
<td>h in head</td>
</tr>
<tr>
<td>٩</td>
<td>ñ</td>
<td>H not in English; similar to ñ, but strongly whispered from deep in the throat</td>
</tr>
<tr>
<td>١٠</td>
<td>ë</td>
<td>if short, ë in bit, except at the end of words; at the end of a word or when long, ë in meet</td>
</tr>
<tr>
<td>١١</td>
<td>j</td>
<td>j in jet</td>
</tr>
<tr>
<td>١٢</td>
<td>k</td>
<td>k in king</td>
</tr>
<tr>
<td>١٣</td>
<td>l</td>
<td>l in let</td>
</tr>
<tr>
<td>١٤</td>
<td>ñ</td>
<td>l in ball</td>
</tr>
<tr>
<td>١٥</td>
<td>m</td>
<td>m in man</td>
</tr>
<tr>
<td>١٦</td>
<td>n</td>
<td>n in net</td>
</tr>
<tr>
<td>١٧</td>
<td>ë</td>
<td>ë in coat; usually occurs as a long vowel</td>
</tr>
<tr>
<td>١٨</td>
<td>ñ</td>
<td>q not in English; like the ñ in cool but farther back in the throat</td>
</tr>
<tr>
<td>Arabic Letter</td>
<td>Symbol</td>
<td>Approximate English Equivalent</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>ر</td>
<td>r</td>
<td>not in English; a tongue-tip trill as in Italian or Spanish</td>
</tr>
<tr>
<td>س</td>
<td>s</td>
<td>s in sit</td>
</tr>
<tr>
<td>ض</td>
<td>s</td>
<td>not in English; s pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>ئ</td>
<td>y</td>
<td>sh in ship</td>
</tr>
<tr>
<td>ط</td>
<td>t</td>
<td>t in tip</td>
</tr>
<tr>
<td>ث</td>
<td>t</td>
<td>not in English; t pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>,</td>
<td>u, uu</td>
<td>if short, u in put, except at the end of words; at the end of a word or when long, oo in cool</td>
</tr>
<tr>
<td>ط</td>
<td>w</td>
<td>w in wet</td>
</tr>
<tr>
<td>خ</td>
<td>x</td>
<td>not in English; ch in German acht</td>
</tr>
<tr>
<td>س</td>
<td>y</td>
<td>y in yet</td>
</tr>
<tr>
<td>ز</td>
<td>z</td>
<td>z in zero</td>
</tr>
<tr>
<td>ل</td>
<td>z</td>
<td>not in English; z pronounced with the back of the tongue raised</td>
</tr>
<tr>
<td>غ</td>
<td>9</td>
<td>not in English; voiced equivalent of H; pronounced by tightening muscles deep in the throat</td>
</tr>
</tbody>
</table>

The symbol /' / over a vowel indicates that the syllable containing that vowel is stressed.

The Consonants

The consonants drilled here will be those which are different from English. Words used are all real Arabic words, but they will not be translated, since the meanings are not relevant for the drills.

1. /' / is the sound produced when the breath is stopped in the throat and then released. This sound occurs in English before vowels, such as in the expression oh—oh. It is easy for English-speakers to produce, but in Arabic you must become accustomed to using it in the middle and end of words, as well as in the beginning. Since the sound is automatically at the beginning of a word which starts with a vowel, it will not be marked in the transcription.

2. /H/ is pronounced by tightening the muscles in the middle of the throat so that a harsh H results. It sounds like a whisper and is produced without any voice.

<table>
<thead>
<tr>
<th>Word</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Habb</td>
<td>حب</td>
<td>love</td>
</tr>
<tr>
<td>raH</td>
<td>و</td>
<td>aid</td>
</tr>
<tr>
<td>aH</td>
<td>أ</td>
<td>aid</td>
</tr>
<tr>
<td>v</td>
<td>ع</td>
<td>aid</td>
</tr>
<tr>
<td>subuH</td>
<td>صبع</td>
<td>finger</td>
</tr>
<tr>
<td>saHiiH</td>
<td>صياح</td>
<td>shout</td>
</tr>
<tr>
<td>marHaba</td>
<td>مرحبا</td>
<td>hello</td>
</tr>
<tr>
<td>Haal</td>
<td>حال</td>
<td>situation</td>
</tr>
</tbody>
</table>
Contrasts between /h/ and /H/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>حَامِل</td>
<td>Hamal</td>
</tr>
<tr>
<td>هَال</td>
<td>Haal</td>
</tr>
<tr>
<td>مِنْحَا</td>
<td>minHa</td>
</tr>
<tr>
<td>تَاه</td>
<td>saah</td>
</tr>
<tr>
<td>نَاهِر</td>
<td>naHar</td>
</tr>
<tr>
<td>أَهَل</td>
<td>ahlan</td>
</tr>
</tbody>
</table>

3. /9/ is the voiced counterpart of the /H/. It is pronounced by tightening the muscles deep in the throat, while using the voice, and results in a sort of strangled sound.

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>9اربی</td>
<td>saa9a</td>
</tr>
<tr>
<td>9الا</td>
<td>ma9aaya</td>
</tr>
<tr>
<td>9ام</td>
<td>baa9</td>
</tr>
<tr>
<td>رَاجِع</td>
<td>raaj9a</td>
</tr>
</tbody>
</table>

Contrasts between /'/ and /9/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>عَالَ</td>
<td>sa9al</td>
</tr>
<tr>
<td>عَادَب</td>
<td>9aadab</td>
</tr>
<tr>
<td>عَبَد</td>
<td>9iid</td>
</tr>
</tbody>
</table>

Contrasts between /h/ and /9/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>هَادا</td>
<td>9aada</td>
</tr>
<tr>
<td>مَحْمُول</td>
<td>ma9muul</td>
</tr>
<tr>
<td>حَادی</td>
<td>9aadi</td>
</tr>
<tr>
<td>شَاهر</td>
<td>8a9ar</td>
</tr>
</tbody>
</table>

Contrasts between /H/ and /9/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَامِیح</td>
<td>saamiH</td>
</tr>
<tr>
<td>بَالها</td>
<td>balaH</td>
</tr>
<tr>
<td>حَال</td>
<td>9aal</td>
</tr>
<tr>
<td>مِنْحَا</td>
<td>minHa</td>
</tr>
</tbody>
</table>

Contrasts between /i9/ and /9a/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>سَامِیح</td>
<td>saami9</td>
</tr>
<tr>
<td>سَابیح</td>
<td>saab9a</td>
</tr>
<tr>
<td>7ا9الی9</td>
<td>7a9al9</td>
</tr>
<tr>
<td>رَاجِع</td>
<td>raaj9a</td>
</tr>
</tbody>
</table>

Contrasts between /k/ and /x/:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>خَاف</td>
<td>xaaf</td>
</tr>
<tr>
<td>كَان</td>
<td>xaan</td>
</tr>
<tr>
<td>اکْعَن</td>
<td>axuuya</td>
</tr>
<tr>
<td>سَکَن</td>
<td>suxun</td>
</tr>
</tbody>
</table>

4. /x/ is pronounced by raising the back of the tongue to the position for /k/, but without blocking the air passage. It results in a friction sound, and is voiceless.
Contrasts between /H/ and /x/:

Haal  xaal  خال
Haram  xaram  حرام
šaHan  saxar  شاهر

5. /gh/ is the voiced counterpart of /x/. It is pronounced by raising the back of the tongue to the position for /g/, but without blocking the air passage. It results in a friction sound, and is voiced.

Contrasts between /g/ and /gh/:

yibga  yibgha  يبغى  يبغى
gariib  ghariib  غريب  غريب
saayig  saayigh  سأبى  سأبى
guul  ghuul  غول  غول
istiglaal  istighlaal  استغلال  استغلال

Contrasts between /x/ and /gh/:

xeer  gheer  خير  خير
xaali  ghaali  خالي  خالي
yixayyiť  yighayyir  مبتغى  مبتغى
maľbax  mablah  مبلغ  مبلغ

6. /q/ is pronounced farther back in the throat than /k/, accompanied by tightening the muscles at the top of the throat. The back of the tongue touches the top of the throat, then pulls away suddenly. (This sound occurs only in "classicalize" words; it often alternates with /g/.)

Contrasts between /k/ and /q/:

qur'aan  الاقرأ  القارئ
al-qashira  العائلة  العائلة
iqtiיaad  التحاير  التحاير

7. /r/ is pronounced by tapping the tip of the tongue against the ridge above the upper teeth. The quality of /r/ may range from "light" to "heavy". This contrast, however, rarely makes a difference in the meaning of words.

marra  درب  درب
barra  ربار  ربار
murr  رم  رم
Harr  حرب  حرب
xarraj  خراج  خراج

When doubled, /rr/ is a trill, made by holding the tip of the tongue against this ridge and vibrating it.
8. *Velarized Consonants.*

There are five consonants which are "velarized", and contrast with their "plain" counterparts. They will be symbolized with a comma under the letter: َه، ُه، ُه، ِه، ِه. They differ from the "plain" consonants in that the back of the tongue is raised toward the top of the mouth while the sound is being articulated at the front of the mouth, and the result is a resonant sound. This is also known as "emphasis", and has a noticeable lowering effect on surrounding vowels in the word.

Contrasts between /d/ and /ð/:

raadyu ٍرادي ٍدال
daal ٍداال
9add ٍداال
dulaar ٍصواف

Contrasts between /t/ and /ð/:

tiin ٍتٍين
tuut ٍتٍوب
taalit ٍتٍالٍت
qatal ٍتٍقار

Contrasts between /s/ and /ð/:

siin ٍسٍين
seef ٍسٍيف
sab9a ٍسٍابٍغٍه
xass ٍخٍسس
magaas ٍمٍاٍساس
gaas ٍنٍاٍس

Contrasts between /z/ and /ð/:

zeet ٍزٍيت
mazkuur ٍعٍطٍذٍعٍربٍ

Contrasts between /l/ and /ɾ/:

lillaah َلٍلة

9. The "TH" Consonants.

Three consonants in Classical Arabic have been changed in Hijazi pronunciation. The Classical (and Najdi) pronunciation is heard often enough, however, that the student should be aware of the reason for the variation. The correspondences are:

**th** as in 'this' (voiced; the phonetic symbol is َه). This is usually pronounced as َه or َه:

haadá ٍهاادا
asta'zan ٍاصْطْفَان

**Th** as in 'think' (voiceless; the phonetic symbol is ُه). This is usually pronounced as ُه or ُه:

 lạعأ ٍتلااٍثا
masalan ٍمٍاٍلٍاٍن
which is th (voiced), pronounced with the back of the tongue raised (the phonetic symbol is ﹋). It is usually pronounced as ﹋:

\[
\text{mahjuṭ} \quad \rightarrow \quad \text{mahjuṭ}
\]

Of course this does not mean that all the occurrences of s, z, t, or d are in fact 'th' consonants; on the contrary, these consonants are relatively rare. ﹋, however, is always ﹋ in Classical Arabic.

**Doubled Consonants**

All consonants in Arabic may be doubled, and occur in the middle and at the end of words. In the case of sounds where friction is produced, doubling the consonant means holding it longer:

| تل | تلاّا | إل | إل | مس | مس
|-----|-----|-----|-----|-----|-----
| ۰ل | ۰لاا | ۰ل | ۰لاا | ۰س | ۰س
| قل | قلاا | قل | قلاا | قس | قس
| ذل | ذلاا | ذل | ذلاا | ذس | ذس
| سل | سلاا | سل | سلاا | سس | سس
| ول | ولاا | ول | ولاا | وس | وس

Some consonants are produced by completely stopping the flow of air. These cannot be actually "doubled", but holding them before releasing them gives that impression:

| كي | كأر | مك | مك | بٓا | بٓا
|-----|-----|-----|-----|-----|-----
| كي | كأر | مك | مك | بٓا | بٓا
| كي | كأر | مك | مك | بٓا | بٓا
| كي | كأر | مك | مك | بٓا | بٓا
| كي | كأر | مك | مك | بٓا | بٓا

As noted above, /r/ changes its quality when doubled:

| بآ | بآ | بآ | بآ | بآ | بآ
|-----|-----|-----|-----|-----|-----
| بآ | بآ | بآ | بآ | بآ | بآ
| بآ | بآ | بآ | بآ | بآ | بآ
| بآ | بآ | بآ | بآ | بآ | بآ
| بآ | بآ | بآ | بآ | بآ | بآ

**The Vowels**

There are five basic vowels in Saudi Arabic, three may be long or short: /a, aa/, /i, ii/, and /u, uu/. Two usually occur as long vowels: /ee/ and /oo/ (because they came from Classical Arabic /ay/ and /aw/, so they are not fully part of the vowel system).

Note that the long vowels are held approximately twice as long as the short vowels, which affects the rhythm of the word.

1. /a, aa/. There is great variation in this vowel, ranging from the flat a of cat to the broad a of father. The pronunciation is usually predictable, and depends on the consonants around the vowel.

The broad /a/ occurs in the environment of the velarized consonants, at the end of words, and in most words which contain /r/ or /w/:
The flat /a/ occurs in any other environment:

malik  Haal  ملك
xamsa  9aali  خمسة
galam  gaal  ثلاثة
kam    salaama    لم

The quality of /a/ is not entirely predictable, however; for example, it is flat in some words which contain /ir/ or /u/, such as /Haari9/ and /mawaad/. In such cases, follow the pronunciation of the instructor. There is great variation among Arabic dialects regarding the pronunciation of /a/, and the precise quality rarely affects the meaning of words.

2. /i,ii/. /i/ is pronounced like the i in bit except at the end of words; final /i/ and /ii/ are pronounced like the ee in meet, except that of course /ii/ is held for more time. Since the quality of these vowels differs, it is easy to hear and produce the difference, but remember that the long vowel must be held longer as well.

min       miin       من
inti      iidi       إني
hina      $iiil        هنا
inta      ibrahim     أبراهيم

3. /u,uu/, /uu/ is pronounced like u in put, except at the end of words; final /u/ and /uu/ are pronounced like oo in cool.

judud     ma9guul     جذب
ruht      ruHu        روحم
mumkin    tuul        تمثل
$uufu     suug         سوف

4. /ee/ is pronounced like ai in bait, but it is held longer. It is also more tense.

beet      ma9aleesh   ميلن
iteen     ee$        إني
$eef      feen        فين

5. /oo/ is pronounced like the oa in coat, but it is held longer.

soot      hadool     صوت
loon       9irifoo    عين
moot      9irifooni  موت

Elision

When one word ends in a vowel and the next word begins with a vowel, they may be "elided" together in rapid speech. Dropping these vowels in the text, however, may lead to confusion for the student, who would have probably dropped one of them anyway in imitation of his instructor. For this reason, elision between words will not usually be shown in the transcription; rather, each word will be presented as a whole.

ya aHmmad  'O Ahmad'  (actually: ya Hmad)
sana uula ibtidaa'i  'first grade'  (actually: san uula btidaa'i)
Some special elisions with the definite article, /al-/, will be shown in the text. The /a-/ is dropped after a word which ends in a vowel:

\[ \text{ma9a} + \text{al-9eela} \rightarrow \text{ma9a l-9eela} \quad \text{'with the family'} \]

There are also three short prepositions which are conventionally written attached to the /al-/:

\[ \text{fi} + \text{al-beet} \rightarrow \text{fil-beet} \quad \text{'in the house'} \]

\[ \text{li} + \text{at-\text{-}tawaabi9} \rightarrow \text{lit-\text{-}tawaabi9} \quad \text{'for the stamps'} \]

\[ \text{bi} + \text{at-tarjama} \rightarrow \text{bit-tarjama} \quad \text{'with the translation'} \]

Sometimes vowels inside of words are dropped or shortened, and this will be shown in the text; for example:

\[ \text{raaji9} + \text{-a} \rightarrow \text{raaj9a} \quad \text{'returning (f)'} \]

\[ \text{amrikaani} + \text{-yya} \rightarrow \text{amrikaniyya} \quad \text{'American (f)'} \]
LESSON 1
Dialogue

A. Hello.  
   marHaba.  
   how  
   keef  
   condition  
   Haal  
   your (m)  
   -ak

B. Hello. How are you?  
   ('How is your condition?')  
   marHaba.  
   keef Haalak?

   fine, good  
   tayyib

   glory  
   al-Hamdu

   to God  
   lillaah

   and  
   w

   you (m)  
   inta

A. Fine, thank God.  
   And you?  
   tayyib, al-Hamdu lillaah.  
   w inta?

   I  
   ana

B. I'm fine [too],  
   thank God.  
   ana tayyib, al-Hamdu lillaah.

A. It's good to see you.  
   (lit., 'Welcome!')  
   ya hala.

   welcome  
   ahlan

   to you (m)  
   biik

B. I'm glad to see you,  
   too. (lit., 'Welcome to you.')  
   ahlan biik.

Grammatical Notes

1. You will note that the English translation is not always the exact equivalent of the Arabic expression. "Free", rather than "literal" translations in English will sometimes be used, to make the English more natural. The literal Arabic can be understood from the broken-up words preceding sentences.

2. Arabic has different forms for feminine singular and for plural. Most dialogues will be presented in the masculine singular form, and the other variations will occur in drills. Feminine and plural are marked by various sets of suffixes added to the masculine form; there are different suffixes for different parts of speech.

3. Sentences like /keef Haalak/, 'How is your condition?', and /ana tayyib/, 'I am fine', are examples of "equational sentences". An equational sentence is a simple type of sentence which has no verb. The subject is "equated" with the predicate, and the translation in English uses 'am', 'is', or 'are'.
4. The definite article, 'the', is /al-/ in Arabic, prefixed to a noun or adjective. It is not always translated in English. In rapid speech, the vowel may be lost when the preceding word ends in a vowel (see Classroom Expressions, below.)

5. The /wu/, 'and', may be reduced to /w/ or even /u/ when followed by a word which begins with a vowel.

6. If a word has a long vowel, it is stressed; if more than one, the last long vowel is stressed.

| imtiHaán  | su9uudiyiín  |
| Háálak   | Shaafoo     |
| saláama  | wizaarät    |

If it has short vowels, a word is stressed on the second-to-last syllable in two-syllable words, and the third-to-last syllable in all others.

| ínta  | 9ála |
| táyyiba  | huwwa |
| mádraša  | muškila |
| ma9rifaták  | kútub |

If a word ends in a syllable which has two consonants, that syllable is stressed:

| aHúbób  |
| waShált  |
| atkaallámít  |
| tise9tá9ș |

Stress is usually predictable; these general rules are sufficient to cover most cases. In words where the stress falls elsewhere, it will be marked.

### Drills

1. (to a man) How are you? keef Háálak?

   Substitute:

   (to a woman) How are you?

   (to a group) How are you?

2. Fine (m), thank God. táyyib, al-Hamdu lillaah.

   Substitute:

   Fine (f), thank God.

   Fine (p), thank God.

   طيب الحمد لله.
   طيبية الحمد لله.
   طيبين الحمد لله.
3. (to a man) And you? w inta?
   (to a woman) And you? w inti?
   (to a group) And you? w intu?

4. (to a man) I'm glad to see you. ahlān bi'ik.
   (to a woman) I'm glad to see you. ahlān bi'ikī.
   (to a group) I'm glad to see you. ahlān bi'iikum.

Exercise: Practice the dialogue in the feminine and plural.

Cultural Notes

1. Greetings in Arabic are important culturally, and several elaborate variations may be used (we have seen two forms of 'Welcome' already). Mastering a variety of greeting exchanges is important to establish yourself as "well-mannered". The use of these and other types of speech exchanges which have been developed for different situations is much more important in the Arab world than in America.

Useful Classroom Expressions

1. (to a group) Repeat. 9iīdū.
2. Repeat the sentence. 9iīdū l-jumla.
3. Repeat the word. 9iīdū l-kilma.
4. (to a group) Open your books. iftaHu l-kutub.
5. (to a group) Close your books. igfilu l-kutub.