

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 discussed further in the Pronunciation section.

After completion of this book, the student should have attained a "working" proficiency in the language (approximately S-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.

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ABBREVIATIONS AND SYMBOLS

(m)	masculine
(f)	feminine
(p)	plural
C	consonant
V	vowel
C ₁	initial consonant of a verb root
C ₂	medial consonant of a verb root
C ₃	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.

<u>Arabic Letter</u>	<u>Symbol</u>	<u>Approximate English Equivalent</u>
ء	'	the catch in the throat between the vowels of <u>oh-oh</u>
ا	a, aa	ranges from <u>a</u> in <u>cat</u> to <u>a</u> in <u>father</u> ; may be long or short
ب	b	<u>b</u> in <u>bet</u>
د	d	<u>d</u> in <u>dead</u>
ذ	ð	not in English; <u>ð</u> pronounced with the back of the tongue raised
ف	ee	<u>ai</u> in <u>bait</u> ; usually occurs as a long vowel
ف	f	<u>f</u> in <u>fee</u>
غ	g	<u>g</u> in <u>get</u>
غ	gh	not in English; somewhat like a Parisian <u>r</u> but harsher
ه	h	<u>h</u> in <u>head</u>
ح	H	not in English; similar to <u>h</u> , but strongly whispered from deep in the throat
ي	i, ii	if short, <u>i</u> in <u>bit</u> , except at the end of words; at the end of a word or when long, <u>ee</u> in <u>meet</u>
ج	j	<u>j</u> in <u>jet</u>
ك	k	<u>k</u> in <u>king</u>
ل	l	<u>l</u> in <u>let</u>
ل	ɫ	<u>l</u> in <u>ball</u>
م	m	<u>m</u> in <u>man</u>
ن	n	<u>n</u> in <u>net</u>
و	oo	<u>oa</u> in <u>coat</u> ; usually occurs as a long vowel
ق	q	not in English; like the <u>c</u> in <u>cool</u> but farther back in the throat

Arabic Letter	Symbol	Approximate English Equivalent
ر	r	not in English; a tongue-tip trill as in Italian or Spanish
س	s	<u>s</u> in <u>sit</u>
ص	ʃ	not in English; <u>s</u> pronounced with the back of the tongue raised
ش	ʃ	<u>sh</u> in <u>ship</u>
ت	t	<u>t</u> in <u>tip</u>
ط	ʈ	not in English; <u>t</u> pronounced with the back of the tongue raised
و	u,uu	if short, <u>u</u> in <u>put</u> , except at the end of words; at the end of a word or when long, <u>oo</u> in <u>cool</u>
و	w	<u>w</u> in <u>wet</u>
خ	x	not in English; <u>ch</u> in German <u>acht</u>
ي	y	<u>y</u> in <u>yet</u>
ز	z	<u>z</u> in <u>zero</u>
ظ	ʒ	not in English; <u>z</u> pronounced with the back of the tongue raised
ع	ʕ	not in English; voiced equivalent of <u>H</u> ; pronounced by tightening muscles deep in the throat

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.

insaan	انسان
awwal	اول
sa'al	سأل
mas'ala	مسألة
la'	لا

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.

Habb	حب	ʃubuH	صبح	Haal	حال
raaH	راح	ʃaHiiH	صحيح	aHwaal	احوال
aHaad	احد	marHaba	مرحبا	aHmad	احمد

Contrasts between /h/ and /H/:

hamal	Hamal	هامل	حمس
hāl	Haal	هال	حال
minha	minHa	منها	منحه
taah	saaH	تاه	ساح
nahar	naHal	نهر	نحل
ahlan	aHsan	اهلا	احسر

3. /ʁ/ 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.

*9arabi	عربي	saa9a	ساعة	da9wa	دعوة
9ala	على	ma9aaya	معاه	raajj9	راجع
ma9a	مع	baa9	باع	raaj9a	راجعة

Contrasts between /' / and /ʁ/:

aala	9ala	آلة	على
sa'al	saa9ad	آل	ساعد
aadaab	9aada	آداب	عاد
iid	9iid	آيد	عبد

Contrasts between /h/ and /ʁ/:

haada	9aada	هادا	عارة
mahmuul	ma9muul	مهمول	معمول
haadi	9aadi	هادي	عاري
šahar	ša9ar	شهر	شعر

Contrasts between /H/ and /ʁ/:

saamiH	saami9	سامح	سامع
balaH	bala9	يلمح	يلمع
Haal	9aal	حال	عال
minHa	min9a	منحه	منعة

Contrasts between /i9/ and /9a/:

saami9	saam9a	سامع	سامعة
saabi9	saab9a	سابع	سابعة
šaali9	šaal9a	داليع	دالعة
raajj9	raaj9a	راجع	راجعة

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.

xeer	aaxir	خير	آخر
axuuya	xalli	اخوي	خل
muxx	xamsa	مع	خمسة

Contrasts between /k/ and /x/:

kaaf	xaaf	كاف	خاف
kaan	xaan	كان	خان
akuun	axu	اكون	اخون
sakan	suxun	سكن	سخن

Contrasts between /H/ and /x/:

Haal	xaal	خال	خال
Haram	xaram	حرام	حريم
saHan	saxar	صحن	صخر

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.

gheer	ghaali	غبر	غالي
baghdaad	abgha	بغداد	ابغ
dimaagh	ghariib	رماغ	غريب

Contrasts between /g/ and /gh/:

yibga	yibgha	يبغ	يبغ
gariib	ghariib	قريب	غريب
saayig	saayigh	سابق	سايغ
guul	ghuul	قول	غول
istiglaal	istighlaal	استقلال	استغلال

Contrasts between /x/ and /gh/:

xeer	gheer	خير	غبر
xaali	ghaali	خال	غالي
yixayyiṭ	yighayyir	يخيط	يغبر
maṭbāx	mablagh	مطبخ	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 "classicized" words; it often alternates with /g/.)

qur'aan	قرآن
al-qaahira	القاهرة
iqtiṣaad	اقتصاد

Contrasts between /k/ and /q/:

kaaf	qaaf	كاف	قاف
kamaan	qaamuus	كمان	قاموس
istikraar	istiqaabal	استقرار	استقبال

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.

ḡaarif	ḡaariḡ	عارف	شارع
raaH	raadyu	راح	راديو
ḡarab	ḡarḡ	صرب	قروش
door	guruuḡ	دور	قروش
Haaḡdir	xeer	حاضر	خير

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

marra	مرة
barra	بررا
murr	مرر
Harr	حدر
xarraḡ	خرج

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: $\underset{,}{d}$, $\underset{,}{s}$, $\underset{,}{t}$, $\underset{,}{z}$, $\underset{,}{l}$. 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 /ḍ/:

raadyu	raaḍi	رااديو	راضي
daal	ḍaad	دال	خار
9add	9aḍḍ	عد	عفر
dulaar	ḍuyuuḍ	دولار	ضيوڤ

Contrasts between /t/ and /ṭ/:

tiin	ṭiin	تين	طين
tuut	ṭuub	توت	تلوب
taalit	ṭaaliḡ	ثالت	طالع
gatal	giṭaar	قتل	قطار

Contrasts between /s/ and /ṣ/:

siin	ṣiin	سين	صين
seef	ṣeef	سيڤ	صيل
sab9a	ṣabagh	سبعة	صبة
xass	xaṣṣ	خس	خص
magaas	magaṣṣ	مقاسر	مقصه
gaas	giṣṣa	قاسر	قصه

Contrasts between /z/ and /ẓ/:

zeet	ẓahar	زيت	ظهر
mazkuur	maẓbuuṭ	مزكور	مظبوط

Contrasts between /l/ and /ḷ/:

lillaah	aḷḷaah	لله	الله
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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 δ). This is usually pronounced as d or z:

haa δ a → haada
 asta' δ an → asta'zan

th as in 'think' (voiceless; the phonetic symbol is θ). This is usually pronounced as t or s:

θ alaa θ a → talaata
 ma θ alan → masalan

ṭh, which is th (voiced), pronounced with the back of the tongue raised (the phonetic symbol is ṭ). It is usually pronounced as z:

maṭbuuṭ → maḏbuuṭ

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. z, however, is always ḏ 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:

ṭiliḡ	ṭallaḡ	تِلِيع	تِلِيع
fihiḡ	fahham	فِهِيْم	فِهِيْم
daxal	daxxal	دَخَلَ	دَخَّلَ
min	sinn	مِن	سِن
ṣaghhiir	ṣaghghaar	صَغِيْر	صَغِيْر
kam	damm	كَم	رَم

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:

katiir	kattar	كَتِيْر	كَتِيْر
kabiir	kabbar	كَبِيْر	كَبِيْر
makaan	makka	مَكَان	مَكَان
baṭal	baṭṭaal	بَطَلَ	بَطَّلَ
mudun	mudda	مَدُن	مَدَّة
ṣuḡaḡ	ṣagga	شُغْغ	شُقَّة

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

bara	barra	بَرِي	بَرَا
xaraj	xarraḡ	خَرَج	خَرَج
daras	darras	دَرَس	دَرَس

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/:

Harr	sayyaara	حَر	سَيَّارَة
ḡarabi	waaḡid	عَرَبِي	وَاحِد
ṭayyiba	ṭaaliḡ	طَيِّبَة	طَالِع
walad	raadyu	وَلَد	رَادِي

The flat /a/ occurs in any other environment:

malik	Haal	ملك	حال
xamsa	9aali	خمس	عالي
galam	gaal	قلم	قال
kam	salaama	كم	سلامة

The quality of /a/ is not entirely predictable, however; for example, it is flat in some words which contain /r/ or /w/, such as /ʕaari9/ 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	مين
inti	iidi	انتى	ايدى
hina	ʕiil	هنا	شيل
inta	ibrahiim	انت	ابراهيم

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

judud	ma9guul	جدر	مقور
ruHt	ruuHu	رحت	روجوا
mumkin	ʕuul	ممى	صول
ʕuftu	suug	شفتوا	سوى

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

beet	ma9aleeʕ	بيت	معلتر
itneen	eeʕ	انين	ايش
ʕeef	feen	صيف	فين

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

ʕoot	hadool	صوت	هدول
loon	9irifoo	لون	عرفوه
moot	9irifooni	موت	عرفوني

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 aHmad	'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:

ma9a + al-9eela → ma9a l-9eela 'with the family'

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

fi + al-beet → fil-beet 'in the house'

li + aṭ-ṭawaabi9 → liṭ-ṭawaabi9 'for the stamps'

bi + at-tarjama → bit-tarjama 'with the translation'

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

raaji9 + -a → raaj9a 'returning (f)'

amrikaani + -yya → amrikaniyya 'American (f)'

LESSON 1

Dialogue

A. Hello.	marHaba.	مرحبا .
how	keef	كيف
condition	Haal	حال
your (m)	-ak	كـ
B. Hello. How are you? ('How is your condition?')	marHaba. keef Haalak?	مرحبا . كيف حالك؟
fine, good	ṭayyib	طيب
glory	al-Hamdu	الحمد
to God	lillaah	لله
and	w	و
you (m)	inta	انت
A. Fine, thank God. And you?	ṭayyib, al-Hamdu lillaah. w inta?	طيب الحمد لله . وانت؟
I	ana	انا
B. I'm fine [too], thank God.	ana ṭayyib, al-Hamdu lillaah.	انا طيب الحمد لله .
A. It's good to see you. (lit., 'Welcome!')	ya hala.	يا هلا .
welcome	ahlan	اهلا
to you (m)	biik	بيك
B. I'm glad to see you, too. (lit., 'Welcome to you.')	ahlan biik.	اهلا بيك .

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 ṭayyib/, '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	su9uudiyiin
Haáalak	šaafóo
salaáama	
wizaaraát	

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
ṭáyyiba	huwwa
mádrasa	mùškila
ma9rifatak	kútub

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

aHúbb
waṣált
atkallámt
tisa9ṭá9š

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 Haalak? | كيف حالك؟ |
| Substitute: | | |
| (to a woman) How are you? | keef <u>Haalik</u> ? | كيف حالكِ؟ |
| (to a group) How are you? | keef <u>Haalakum</u> ? | كيف حالكم؟ |
| 2. Fine (m), thank God. | ṭayyib, al-Hamdu lillaah. | • طيب الحمد لله • |
| Substitute: | | |
| Fine (f), thank God. | <u>ṭayyiba</u> , al-Hamdu lillaah. | • طيبة الحمد لله • |
| Fine (p), thank God. | <u>ṭayyibiin</u> , al-Hamdu lillaah. | • طيبين الحمد لله • |

3. (to a man) And you? w inta? وانت؟
- Substitute:
- (to a woman) w inti? وانت؟
And you?
- (to a group) w intu? وانتو؟
And you?
4. (to a man) I'm glad ahlan biik. اهلا بيك.
to see you.
- Substitute:
- (to a woman) I'm ahlan biiki. اهلا بيكي.
glad to see you.
- (to a group) I'm ahlan biikum. اهلا بيكم.
glad to see you.

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. 9iidu. عيدوا.
2. Repeat the sentence. 9iidu l-jumla. عيدوا الجملة.
3. Repeat the word. 9iidu l-kilma. عيدوا الكلمة.
4. (to a group) Open your iftaHu l-kutub. افتحوا الكتب.
books.
5. (to a group) Close igfilu l-kutub. اقفلوا الكتب.
your books.