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SECOND EDITION

MASTERING ARABIC 2

JANE WIGHTWICK & MAHMOUD GAAFAR

MACMILLAN **MASTERS SERIES**

Mastering Arabic 2

Second edition

**Jane Wightwick &
Mahmoud Gaafar**

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Preface

In developing the *Mastering Arabic* series we have always been concerned to make the course as approachable and enjoyable as possible. In preparing this second edition of *Mastering Arabic 2* we have again looked closely at how we might improve the experience of learning and progressing in Arabic and we hope that our innovations in this version will build on the popularity of the original edition. For example, the introduction of colour has made it easier for us to signal important language points, to enhance the visual accessibility, and to include photos that put the Arabic language even more clearly in its cultural context.

We have also made the audio element an integral part of the course, and the audio files are downloadable (at no extra cost) from the *Mastering Arabic* website. At the same time we have enhanced the additional online resources, in particular by adding new video material, which is integrated into the text with questions and photos. You can play the audio and video online or download the audio files for offline use.

Also on the website are interactive flashcards, further activities, presentations and games, and additional reference both for the individual learner and for the classroom teacher.

We now have a very long list of teachers, learners and academics who have kindly contributed to and reviewed the *Mastering Arabic* series since its inception. The course is immeasurably better for the input from all of our contributors and reviewers.

We are grateful to everyone at Macmillan International Higher Education and Hippocrene Books for their continued enthusiasm for *Mastering Arabic*, and specifically to Helen Bugler, Priti Gress and Amy Brownbridge. For this edition, we would also like to thank Andrew Nash for his impeccable copyediting and helpful suggestions, and Laurel Wilkinson for her creative use of colour in the illustrations. They, together with an extraordinary number of other staff busying away in the background, have supported us all the way and helped to mould *Mastering Arabic* into what has proved to be a gratifyingly popular language-learning programme.

Jane Wightwick and Mahmoud Gaafar

Introduction

Overview of the approach

Mastering Arabic 2 is an intermediate course designed to work for a wide range of learners, including those studying for general interest and those following examination courses.

Mastering Arabic 2 follows on from *Mastering Arabic 1* and the series companion books *Mastering Arabic Grammar*, *Mastering Arabic Script* and *Mastering Arabic Vocabulary and Pronunciation* (published in the US as *Easy Arabic Grammar*, *Easy Arabic Script* and *Easy Arabic Vocabulary and Pronunciation*, respectively). However, it is also suitable for anyone with some prior knowledge of Arabic.

The course presents Modern Standard Arabic in an accessible and engaging way. A topic-based approach ensures that you are given the opportunity to develop your skills and language within the framework of up-to-date themes relevant to the modern Arab world.

As in the first-level course, when we present dialogues or situations in *Mastering Arabic 2* where the colloquial language would naturally be used, we have tried to use vocabulary, structures and pronunciation that are as close to the spoken form as possible.

In addition, we have included end-of-unit features that include samples of regional dialects. The purpose of including these is as much to emphasise the *similarities* between the different types of Arabic as it is to show their differences. To understand a particular dialect, you may need to let your ear become accustomed to differences in pronunciation and also learn some variations in vocabulary. Although there are real differences between the various dialects, please do not be discouraged – if you understand one form of Arabic, you will soon be able to adjust to a regional variation. We hope the samples will encourage you to view the dialects in this way.

It is worth noting that we do touch on the different levels of Arabic, both between Standard Arabic and the dialects and within Standard Arabic itself (for example, the inclusion of formal grammatical endings and some final vowels). However, we do not focus on this aspect. We believe that you need to master the Arabic language holistically before you can fully appreciate the subtle differences in levels. We hope that this course will allow you to achieve this goal.

How to use *Mastering Arabic 2*

This course has over two hours of accompanying audio, and being able to access this recording is essential. The audio element is an integral part of the course and the files are downloadable, at no extra cost, from the *Mastering Arabic* website (see page xiv). Those parts of the course which are on the recording are marked with this symbol: . For easy access, the track number is also noted, beneath the audio symbol.

The *Mastering Arabic* series also includes a free-to-access companion website offering a wealth of support for both learners and teachers (see page xiv). Links to the website are marked with symbols such as these:  .

We are assuming that when you start this book you already have a basic knowledge of the Arabic language and script, but that you may be working by yourself. *Mastering Arabic 2* is suitable for classroom or home use.

In this second-level course, there is a particular emphasis on developing your ability to understand and produce more extended and sophisticated language. We have included extensive tips and exercises to help you achieve this end. You may choose to concentrate on the areas that are of particular interest to you, but you should not skip entire sections as they have been carefully devised to provide a progression.

Grammar summaries

These tinted sections review important points of grammar at appropriate points in the course. You should be familiar with most of the grammar, but in these sections it is presented in a summary form which you can use as a checklist, and which you can also refer to during your studies.

Conversation features

These sections are designed to develop your conversational Arabic in social and everyday situations. You will usually be prompted to take part in a conversation related to the topic of the unit.

Video features

The online videos (see page xiv) are linked within the course. They feature both first-language and heritage Arabic speakers talking individually and in conversation about different topics as these relate to their lives and experiences. These videos were unscripted. The speakers are communicating in Standard Arabic, meaning that they may hesitate or pronounce something in a more spoken way occasionally.

End-of-unit notes

These are provided at the end of some units and contain useful additional information. While you do not necessarily need to learn this information, these notes will be helpful to you in developing your study techniques and in recognising some of the finer points of Arabic.

The Arab world

These end-of-unit features focus on different regions of the Arab world. They include:

- a bilingual map of the area, showing the major cities and towns;

- an audio sample of authentic, unscripted regional dialect, together with notes, a transcript and a translation;
- a final article with comprehension questions, devised to link the theme of the unit with the focus region.

Review units

These occur at two points in the course (in the middle and at the end). They will help you assess how well you remember what you have learnt. If you find that you have problems with a particular exercise, go back and review the section or sections of the book that cover that area.

Reference material

This section, at the end of the book, includes a vocabulary glossary and a grammar index for easy reference, as well as answers to all the exercises in *Mastering Arabic 2*.

Mastering Arabic 2: Activity Book

Mastering Arabic 2: Activity Book provides extra practice closely linked to the units and vocabulary of the main course. The activity book is an invaluable addition to reinforcing the Arabic you have learnt within the main *Mastering Arabic 2* course. We have indicated when might be the best times to tackle the additional activities, using this type of reference:

 **ACTIVITY 2: Unit 2 (Activities 1–2)**

Companion books

Alongside the *Mastering Arabic* series are three companion books. These complement the main course, providing extra practice and additional information to aid you in your studies.

Mastering Arabic Grammar (published in the US as *Easy Arabic Grammar*) is referenced as follows:

 **GRAMMAR: Unit 5 (pages 19–23)**

Mastering Arabic Script (published in the US as *Easy Arabic Script*) is referenced as follows:

 **SCRIPT: Part 2**

Mastering Arabic Vocabulary and Pronunciation (published in the US as *Easy Vocabulary and Pronunciation*) is referenced as follows:

 **VOCABULARY & PRONUNCIATION: Unit 6**

So now you're ready to start learning with *Mastering Arabic 2*. We hope you enjoy deepening your awareness of the Arabic language and culture.

Online resources

www.macmillanihe.com/masteringarabic

The *Mastering Arabic* companion website is packed with a wealth of resources for both self-study and teaching. The resources include audio and video. Play the audio and video online, or download the audio files for offline use.

Here is a summary of the key features:

M1 Unit 6 Conversation: **المسحاة**
Little has asked you to go back to the grocer. Check with the list and prepare what you need to say first. [Pause]
Now take part in the conversation, following my prompts. You'll hear me giving a model Arabic response after the pause.
Start by saying: 'Good morning. I forgot some things.'
[Pause]
M1 صباح الخير. تسلمين يا أمينة.
M2 أهلا به في وقتي.
[Pause]
M1 Say 'I'd like a large box of eggs...'.
[Pause]
M1 أريد علبة عظمى كبيرة.
M2 ... a bottle of water, please.
[Pause]
M1 بولعة ماء من فضلك.
M2 تسلمين أمينة، شيء قلتي.
M1 Say 'Yes, I need a packet of biscuits'.
[Pause]
M1 نعم أحتاج علبة بسكويت.
M2 بسكويت عذبة أو بالسكر؟
M1 Ask 'How much can the fly biscuits?'
[Pause]
M1 كم بسكويت تسلمين؟
M2 أربعة بسملة.
M1 Say 'OK, I'll take that packet'.


1:37

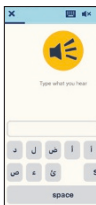
1:78

2:13

Online audio tracks are numbered and offer easy access to recordings. Transcripts check understanding.



Engaging videos feature Arabic speakers, with printable extension activities and transcripts.



جيب/جيبو
pocket

أدار/يدير
to operate

Audio flashcards teach you the spelling and pronunciation of essential words.

Lively PowerPoint presentations are ideal for introducing new language and vocabulary sets.

The Question Game

الأدوية

هو في السيارة.

هي في البيت.

ذهب الساعة السابعة.

اسمى زينة.

أكلت بيتزا وسطا.

هذا زوجي أنور.

Stimulating group activities boost skills in both spoken and written Arabic.

المطار العربي ... نظرة على الإمارات

المطار هو مكان حيث تذهب وتأتي بالسيارة. هناك منطادون، هناك منطادون، هناك منطادون...

المطار هو مكان حيث تذهب وتأتي بالسيارة. هناك منطادون، هناك منطادون، هناك منطادون...

Reference and extension sheets offer additional language and cultural information and practice.

Language units

1

Myself and others أنا والآخرون

أنا وأخي على ابن عمِّي ... أنا وابن عمِّي على الغريب.

*My brother and I against my cousin ... my cousin and I against the stranger.
(Arabic proverb)*



Talking about yourself التكلُّم عن نَفْسك

1:01

Listen to these simple expressions you can use to talk about yourself:

أنا إسمي ... (anā ismī) My name is...

أقيم في /أسكن في... (uqīm fī/askun fī*) I live in...

عنواني ... (unwānī) My address is...

رقم هاتفي هو... (raqm hātifi huwa) My phone number is...

أنا... (anā) I am... + nationality/job

أنا (أصلاً) من... (anā (aṣḷā) min) I am (originally) from...

*Tip: أقيم (uqīm) is usually used in a more specific sense. أسكن (askun) can be used more generally.

Remember that there is no equivalent of the English words 'am', 'is' or 'are' in this kind of simple, non-verbal sentence, nor are there separate words for 'a' or 'an' (*indefinite articles*). In addition, if you are female you need when talking about yourself to add the feminine ending ʔ (tā' marbūṭa) to most adjectives and nouns such as nationalities, jobs, etc.

أنا أمريكيّ / أمريكية. (anā amrīkīy/amrīkīyya) I am American. (m./f.)

أنا طالب/طالبة. (anā ṭālib/ṭāliba) I am a student. (m./f.)

عنواني ٦ شارع الملك، عمّان. (unwānī sitta shāriḥ al-malik, ammān) My address is 6 Al-Malik Street, Amman.



إِبْعَثْ لِي الْعُنْوانَ عَلَى هَاتِفِي الْمَحْمُولِ.
Send me the address on my mobile phone.

تمرين ١ Exercise 1

Look carefully at the speech bubbles below. Then put each of the statements into the correct category, as shown in the example:

الاسم (name)	العنوان/الهاتف (address/phone)	مكان الإقامة (place of residence)	المهنة (profession)	الجنسية (nationality)
		١		

٢ أنا نَجَّار.

١ أَسْكُن فِي لَنْدَن.

٣ أنا أَصْلًا مِنْ تُرْكِيَا.

٦ أنا تُونِسِيَّة.

٤ رَقْم هَاتِفِي هُو ٧٧٢٠٣٦٥٢٣٨.

٥ أنا اسْمِي سَارَة شَوْقِي.

٨ أنا سَامِي خُورِي.

٧ أنا طَبَّاحٌ فِي مَطْعَم كَبِير.

١٠ لَيْسَ عِنْدِي هَاتِفٌ مَحْمُول.

٩ عُنْوانِي ٢٥ شَارِع الْمَسْرَح.

١٢ أنا مُهَرَّجٌ فِي سِيرِك!

١١ أَقِيم فِي دُبِّي مَعَ أُمِّي.



التكلم عن الجنسية Talking about nationality

There are two main ways of expressing where you are from in Arabic, as there are in most languages:

I'm + nationality أنا + الجنسية
I'm from + country أنا من + البلد

البلد Country ← الجنسية Nationality (How to form nisba adjectives)

- 1 Remove الـ al- (the) from the word.
- 2 Remove any ة a, ل ā, or يا yā from the end of the word.
- 3 Add ي -īy (or -īyya for feminine).

Lebanese (m./f.) ←	Lebanon
(lubnānīyya) لُبْنَانِيَّة / (lubnānīy) لُبْنَانِي ←	لُبْنَان (lubnān)
Sudanese (m./f.) ←	Sudan
(sūdānīyya) سُودَانِيَّة / (sūdānīy) سُودَانِي ←	السودان (as-sūdān)
American (m./f.) ←	America
(amrīkīyya) أَمْرِيكِيَّة / (amrīkīy) أَمْرِيكِي ←	أَمْرِيكَا (amrīkā)

Note this important exception:

English (m./f.) ←	England
(ingilīzīyya) إِنْجِلِيزِيَّة / (ingilīzīy) إِنْجِلِيزِي ←	إِنْجِلِتْرَا (ingiltarā)

تمرين ٢ Exercise 2

Rephrase the sentences and questions, as shown in the examples:

I'm from Iraq. أنا من العراق. ←	I'm Iraqi. أنا عراقيّ/عراقية.
She's French. هِيَ فَرَنْسِيَّة. ←	She's from France. هِيَ من فرنسا.
١ أنا من البَحْرَيْن.	٥ هو يَمَنِيّ.
٢ هل أنتِ فلسطينيّة؟	٦ هل أنتِ من سوريا؟
٣ أنا كُوَيْتِيّ.	٧ هو من إنجلتْرا.
٤ هي من إيطاليا.	٨ هل هي مِصرِيَّة؟

تمرين ٣ Exercise 3

In pairs, give a short spoken personal introduction using your own information, or you can try recording your speech so that you or someone else can assess it.



Asking others سُؤال الآخرين

1:02

هل... هل أنت طالب؟ (question marker)... Are you a student?

ما... ما عمّلك؟ what (+ noun)... What's your job?

ماذا... ماذا تدرّس؟ what (+ verb)... What are you studying?

أين... أين تسكن؟ where... Where do you live?

كيف... كيف الحال؟ how... How are you?

متى... متى وُلِدْتَ؟ when... When were you born?

لماذا... لماذا تعمل في الليل؟ why... Why do you work at night?

من... من هذا؟ who... Who's this?

أي (أَيَّة)... أي ولد ابنك؟ which (f.)... Which boy is your son?

تمرين 4 Exercise 4

Use one of the question words above to match each answer, as in the example.

- ١ ما _____ اسمك؟ أنا اسمي جمال.
- ٢ هذه _____ هذه زوجتي سميرة.
- ٣ حال أمك؟ هي بخير.
- ٤ جنسيتك؟ أنا سوريّ.
- ٥ أنت من _____ مدينة؟ أنا من بغداد.
- ٦ زوجك من _____؟ هو من السعودية.
- ٧ أنت مهندس؟ لا، أنا نجّار.
- ٨ تدرس في الجامعة؟ أدرس اللغة العربيّة.
- ٩ تذهبون إلى المدرسة؟ نذهب الساعة الثامنة.
- ١٠ تدرّس العربيّة؟ لأنّها لغة جميلة!



Play the 'Question Game' on the website to practise questions and answers.



GRAMMAR: Unit 9



تمرين 5 Exercise 5

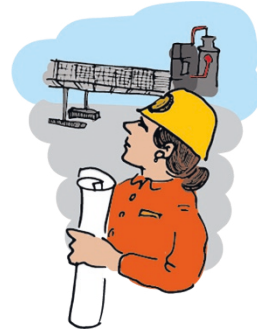
1:03

Listen to two people talking about themselves and fill in the information on the forms below, as in the example.



الاسم خالد نور
 مكان الإقامة
 العنوان
 الجنسية
 المهنة

الاسم
 مكان الإقامة
 العنوان
 الجنسية
 المهنة



تمرين 6 Exercise 6

Complete these two paragraphs using the information from Exercise 5.

١ أنا اسمي خالد و _____

أصلاً من _____. أقيم الآن في

_____ و _____ مُراسِل هناك.

عنواني ١٠٥ _____ الخليفة، الدوحة.

٢ أنا _____ سامية بن _____ وأنا

_____ من _____ .

الآن في _____ وأنا _____ هناك.

_____ ٧٥ شارع _____ ، الدار البيضاء.

Exercise 7 تمرين ٧

Now fill in this form with your own details.

.....	الاسم
.....	مكان الإقامة
.....	العنوان
.....	الجنسية
.....	المهنة

Write a paragraph about yourself, using the models in Exercise 6 as a guide.

Greetings التحيات

Arabic greetings are many and varied, with a suitable phrase for every occasion.

There are universal greetings such as أهلاً (ahlan), 'Hello'; مرحباً (marḥaban), 'welcome'; (as-salāmu ʿalaykum) السلام عليكم, 'peace be on you'; and صباح/مساء الخير (ṣabāḥ/ masā' al-khayr), 'good morning/evening'. The universal greetings also have a large number of regional alternatives.

In addition, there are more elaborate greetings used in formal situations, such as at the beginning of news broadcasts. For example, أسعد الله صباحكم بكل خير (asʿad allāh ṣabāḥakum bi-kullī khayr) literally means 'May God make your morning happy with every goodness'.

Special occasions often have their own greetings. For example, on someone's birthday or for the New Year you might say, كل عام وأنتم بخير (kull ʿām w-antum bi-khayr), 'every year and you are well'; on a religious feast day, عيد مبارك (ʿīd mubārak), 'blessed Eid'; or at a wedding, مبروك (mabrūk), 'congratulations'.

Other events are also worthy of their own greetings. For example, you can send someone off on a journey with رحلة سعيدة (riḥla saʿīda), 'happy journey', and greet them on arrival with الحمد لله على السلامة (al-ḥamdu lillāh ʿala s-salāma), 'Thank God for [your] safe arrival'.

These are some examples of Arabic greetings. You can research other suitable phrases and responses that match your personal circumstances.





الحمد لله على السلامة.
Thank God for [your] safe arrival.

1: 04



Conversation

المحادثة

You are going to meet someone for the first time and to talk about yourself. Prepare what you might say, using the information in the form you completed on page 7, and thinking about the questions that might correspond to your answers. Note that you will also need the phrases تَشَرَّفْنَا (tasharrafnā), 'Pleased to meet you', and عَظِيم! (ʿaẓīm), 'Great!'.

Now take part in the conversation on the recording, following our prompts. You can try this several times until you feel confident.



You'll find full transcripts of all Conversations on the website.

Tip: In many spoken dialects, an *active participle* (فَاعِل *fāʿil*) is used instead of a verb:

Active participle	Verb	Meaning
أنا ساكِن (anā sākin)	أَسْكُن (askun)	I am living/I live
أنا خَارِج (anā khārij)	أَخْرُج (akhruj)	I am going out

Active participles behave like adjectives. You will hear the feminine and plural endings when these are used:

أنا ساكِن في شَقَّة. (anā sākin fī shaqqa) I (m.) live in an apartment.

أنا ساكِنة في شَقَّة. (anā sākina fī shaqqa) I (f.) live in an apartment.

هو خَارِج. (huwa khārij) He's going out.

هُم خَارِجون. (hum khārijūn) They're going out.

It's worth recognising this spoken usage. Be careful, though, as the meaning may vary somewhat in Modern Standard Arabic.

My family عَائِلَتِي

Arabic is precise in how it expresses family relationships. A vague concept such as 'my cousin' is replaced by an exact relationship, for example 'daughter of my paternal aunt' (i.e. my father's sister's daughter) or 'son of my maternal uncle', and so on; 'my brother-in-law' is replaced by 'husband of my sister' or 'brother of my wife'. Listen first to the core vocabulary for family members:



1:05

أب/والد (ab/wālid) father	حَفِيد (ḥafīd) grandson
أُمُّ/والدة (umm/wālida) mother	حَفِيدَة (ḥafīda) granddaughter
أَخ (akh) brother	خَال (khāl) maternal uncle
أُخْت (ukht) sister	خَالَة (khāla) maternal aunt
إِبْن (ibn) son	عَم (amm) paternal uncle
إِبْنَة (ibna) daughter	عَمَّة (amma) paternal aunt
جَدّ (jadd) grandfather	حَم (ḥam) father-in-law
جَدَّة (jadda) grandmother	حَمَة (ḥamā) mother-in-law

Tip: بنت ('girl') can be used as an alternative way of saying 'daughter'.

ACTIVITY 2: Unit 1 (Activity 1)

Other family relations

To create family relationships outside the core terms, you need to use an إضافة idāfa (possessive structure) to combine two or more nouns. Remember:

- Words in an idāfa are put directly together.
- ة (tā' marbūṭa) needs to be pronounced when followed by another noun in an idāfa or by a possessive ending such as ...ي (-ī, my).
- Only the final word in an idāfa can have ال (al-, the) or a possessive ending.

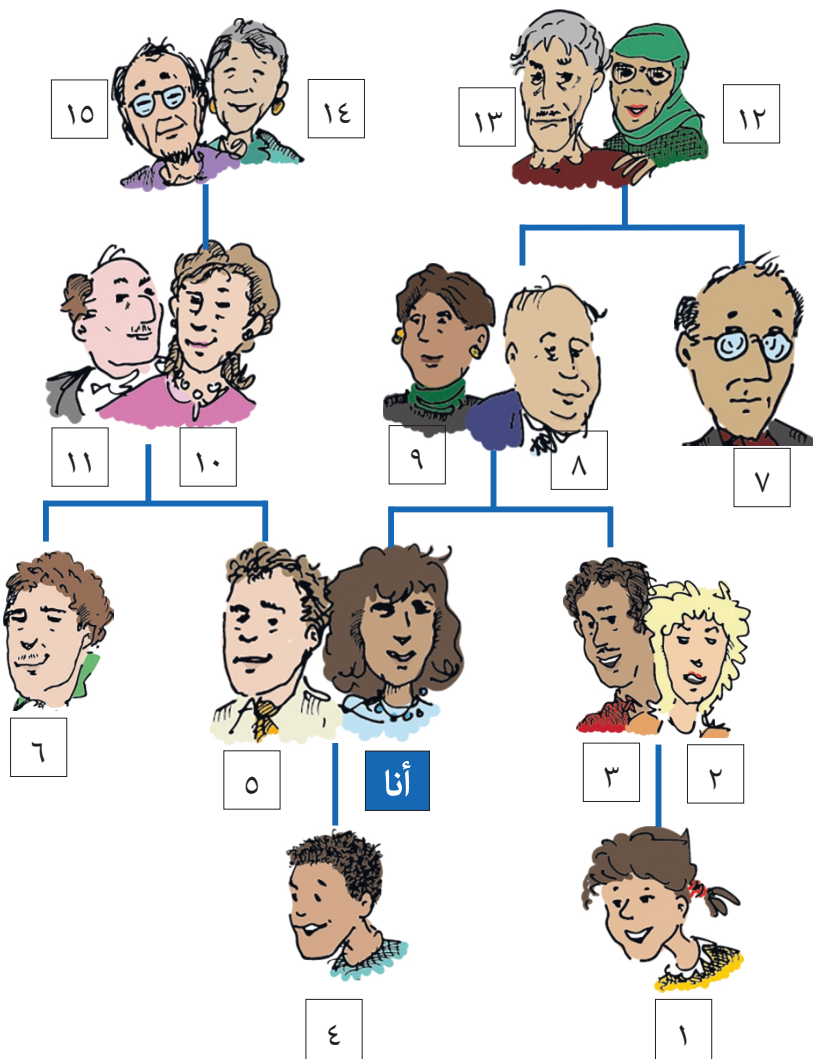
زَوْجُ أُخْتِي (zawj ukhtī)	the husband of my sister (my brother-in-law)
إِبْنَة عَمِّي (ibnat ammī)	the daughter of my paternal uncle (my cousin)
إِبْنُ أُخْتِ الْمُدَرِّسِ (ibn ukht al-mudarris)	the son of the sister of the teacher (the teacher's nephew)

Tip: (ū-) is added to أَب (ab), 'father', أَخ (akh), 'brother' and حَم (ḥam), 'father-in-law' when they are the first nouns in an idāfa: أَبُو خَالِد 'Khalid's father', أَخُو نَادِيَة 'Nadia's brother', حَمُو خَالِي 'my uncle's father-in-law'.

تمرين ٨ Exercise 8

Look at the family tree below and identify the relationship between each of the people shown and the main character (أنا 'me'). For example:

١ ابنة أخي: ('daughter of my brother')



تمرين ٩ Exercise 9

How do you say these in Arabic?

- | | |
|--|--|
| 1 My mother is from Lebanon. | 4 My brother's wife is English. |
| 2 My husband is French. | 5 My mother-in-law is a teacher. |
| 3 My grandfather is originally from Egypt. | 6 My nephew (sister's son) is a correspondent in Kuwait. |

Pronouns الضمائر

You have met the two types of Arabic pronoun: subject pronouns (equivalent to 'I', 'he', 'we', etc.) and attached pronouns (equivalent to 'my/me', 'his/him', 'our/us', etc.). As their name suggests, an attached pronoun is joined to the end of the word. With one small exception for 'my' and 'me', the same attached pronoun is used both for possession and for the object of a verb.

Subject pronoun		Attached pronoun	
I	أنا anā	my, me	ني nī = me / مي ī = my
you (m.)	أنتَ anta	your, you	كَ -ka (-ak)
you (f.)	أنتِ anti	your, you	كِ -ki (-ik)
he/it (m.)	هُوَ huwa	his, him/its, it	هُ -hu (-uh)
she/it (f.)	هِيَ hiya	her/its, it	هَا -hā
we	نحنُ naḥnu	our, us	نَا -nā
you (m. pl.)	أنتم antum	your, you	كُمْ -kum
you (f. pl.)	أنتنَّ antunna	your, you	كُنَّ -kunna
they (m.)	هم hum	their, them	هُمْ -hum
they (f.)	هنَّ hunna	their, them	هُنَّ -hunna

Arabic also has a 'dual' form for talking about two people or things, made by adding ل (ā) to the masculine plurals: أنتمَا (antumā) 'you [both]', كُما (-kumā) 'your/you'; همَا (humā) 'they [both]', هُما (-humā) 'their/them'.

تمرين ١٠ Exercise 10

Replace the underlined words with the correct pronouns, as in the example:

هذا الولد ابني. (This boy is my son) ← هو ابني. (He's my son)

- ١ المدرّس أصلاً من كندا. ٦ سيّارة ابن خالتي جديدة.
- ٢ المراسلون في المكتب. ٧ أنا وهو في البنك.
- ٣ هذه البنت ابنتي. ٨ هذا هو مكتب المحاسبين.
- ٤ أين هاتِف محمود؟ ٩ أين وجدتَ حقيبة جدّتك؟
- ٥ الممرّضات في المستشفى. ١٠ هل سمير وزوجته في البيت؟

التكلم عن الشخصية Talking about character

Look at the following words which describe appearance and character.



وَفِيّ (wafī) loyal



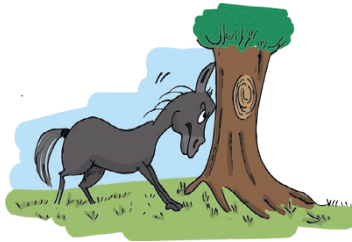
حَكِيم (ḥakīm) wise



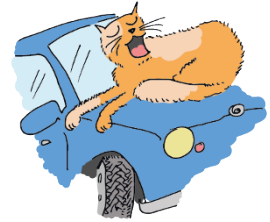
رَشِيق (rashīq) graceful



مُضْحِك (muḍḥik) funny



عَنِيد (ʿanīd) stubborn



كَسُول (kasūl) lazy



مَكَّار (makkār) cunning



رَقِيق (raqīq) delicate

مَوْهُوب (mawhūb) talented

مَحْبُوب (maḥbūb) popular

كَرِيم (karīm) generous

نَشِيط (nashīt) active

ذَكِيّ (dhakī) intelligent



Download a PowerPoint presentation to help you remember these useful words.



تمرين ١١ Exercise 11

1:06

Listen and fill in the missing words according to the descriptions you hear.

- 1 My mother is very graceful.
- 2 Her father is _____ and _____.
- 3 Our uncle is _____ and _____.
- 4 Your mother-in-law is _____.
- 5 My brother is _____ and _____.
- 6 Their grandfather is very _____.
- 7 Your cousin is _____.



ACTIVITY 2: Unit 1 (Activities 2-3)

Improving your written Arabic

Now you have mastered the basics of Arabic, you can find ways to improve your style. One of the most important ways of achieving this improvement is through the use of 'connectors' such as **فَ** (fa-), 'and so', and **ثُمَّ** (thumma), 'then'. Short, unconnected sentences are not considered good style in written Arabic. *Mastering Arabic 2* will introduce you to a variety of connectors and stylistic devices you can use to improve understanding and written style.

inna/wa-lākinna **إِنَّ/وَلَكِنَّ**

The Arabic particle **إِنَّ** does not have a specific meaning, although historically it has been translated as 'verily'.

It is used to introduce a sentence and is usually followed by a noun or an attached pronoun. Starting a written sentence with **هُوَ** or **أَنْتَ** can be considered ungainly, whereas **إِنَّهُ** (innahu) or **إِنَّكَ** (innaka) are more graceful. **وَلَكِنَّ** (wa-lākinna), which carries the meaning of 'but', works in a similar way.

إِنَّ جَمَلِي مُضْحِكٌ وَلَكِنَّهُ مَكَارٌ!
My camel is funny, but he's cunning!



إِنَّ جَدِّي حَكِيمٌ وَلَكِنَّهُ عَنِيدٌ. (inna jaddī ḥakīm wa-lākinnahu ʿanīd)	My grandfather is wise, but he's stubborn.
إِنَّ قِطَّتِي رَشِيقَةٌ وَلَكِنَّهَا كَسُولَةٌ. (inna qittatī rashīqa wa-lākinnahā kasūla)	My cat is graceful, but she's lazy.

Tip: **إِنِّي/وَلَكِنِّي** (innī/wa-lākinnī) and **إِنْنِي/وَلَكِنْنِي** (innanī/wa-lākinnanī) are alternatives when joining the attached pronoun for 'I'.

تمرين ١٢ Exercise 12

Make sentences about the characters of family members, as in the example.
(Take care to use the feminine if necessary.)

إِنَّ خَالِي ذَكِيٌّ وَلَكِنَّهُ عَنِيدٌ.	ذكي/عنيد	١ خالي
_____	محبوب/مكار	٢ أختي
_____	موهوب/كسول	٣ ابن عمي
_____	فقير/كريم	٤ جدتي
_____	قصير/نشيط	٥ حفيدي
_____	مضحك/حكيم	٦ ابنة خالتي

Make similar sentences to describe yourself and some members of your family.



تَكَلُّمٌ عَنِ الطُّفُولَةِ Talking about childhood

1:07 Listen to these phrases you can use to talk about your childhood.

وُلِدْتُ فِي ٧ مَارَسَ عَامٍ... I was born on March 7
(wulidtu fī sabʿa māris ʿām) in the year...

أَمْضَيْتُ/قَضَيْتُ طُفُولَتِي فِي قَرْيَةٍ صَغِيرَةٍ. I spent my childhood
(amḍaytu/qaḍaytu ṭufūlatī fī qarya ṣaghīra) in a small village.

كَانَ أَبِي طَبِيبَ أَسْنَانٍ. My father was a
(kāna abī ṭabīb asnān) dentist.

كَانَتْ أُمِّي مَدْرَسَةَ رِیَاضِيَّاتٍ. My mother was a
(kānat ummī mudarrisat riyāḍiyyāt) maths teacher.

إِنْتَقَلْتُ إِلَى الْعَاصِمَةِ عَامٍ... I moved to the capital
(intaqaltu ilā l-ʿāṣima ʿām) in the year...

Notice that in Arabic you add في ('in') in front of the date but not the year. In Arabic the years are expressed as whole numbers, using ألف (alf), 'a thousand', or ألفین (alfayn), 'two thousand'. This is in contrast to English, where years are often expressed as pairs of numbers ('nineteen eighty-five', 'twenty-thirty', etc.).

١٩٨٥ عَامٍ (ʿām alf wa-tisʿ mi'a wa-khamsa wa-thāmanīn)

٢٠٣٠ عَامٍ (ʿām alfayn wa-thalāthīn)

Tip: There are two common words for 'year': the traditional عام as above, and the modern alternative سنة (sana), as in سنة ٢٠٠٠ (sanat alfayn), 'the year 2000'.



تمرین ١٣ Exercise 13

1:08 Write down the dates of birth you hear on the recording. For example:

١٤ فبراير، عام ١٩٧٥



Video: Amira talks about her childhood

Go to www.macmillanihe.com/masteringarabic to play the video of Amira talking about her childhood. See if you can answer these questions:

- 1 Where and with whom does she live now?
- 2 Where did she spend her childhood?
- 3 What did her parents do?
- 4 Where and when did she move countries?

Don't worry if you don't understand everything. Just listen for the key information. You'll find a transcript, a translation and an extension activity on the website.



أمّ كلثوم «كوكب الشرق» Umm Kulthoum, 'Star of the East'

You have found this article on the internet about the famous Egyptian singer, Umm Kulthoum.

لوحة التحكم ◀ البرامج والميزات ◀ التحديثات المشبّهة

ملف تحرير عرض أدوات تعليقات

وُلِدَتْ أمّ كلثوم، المغنية العربيّة الشهيرة، في قرية مصريّة صغيرة عام ١٩٠٤، وأمّصَت طُفولتها في دلتا النيل، وكانت تُغَنِّي بِمَلابِس صَبِيّ بَدَوِيّ.

انتقلَت أمّ كلثوم إلى القاهرة عام ١٩٢٠، وكان لها حَفَل في الخميس الأوّل من كلّ شهر.

إنّها كانت موهوبة ومحبوبة، وصَوْتها رقيق وقويّ في الوَقْت نَفْسِه.

ماتَت «كوكب الشرق» في ٣ فبراير عام ١٩٧٥، وحضر جنازتها أربعة ملايين شخص.



Umm Kulthum 2/Historic Collection/Alamy Stock Photo

شهير (shahīr) famous	بَدَوِيّ (badawīy) Bedouin
دلتا النيل (daltā an-nīl) the Nile Delta	حَفَل (ḥafl) concert, party
كانَت تُغَنِّي (kānat tughannī) she used to sing	صَوْت (ṣawt) voice
ملابس (malābis) clothes	جِنازة (jināza) funeral
صَبِيّ (ṣabīy) young boy	شخص (shakhṣ) person

تمرين ١٤ Exercise 14

Research the details of the life of your favourite singer. Using the article above and the tables below, write a similar article about him or her.

← (read table from right to left)

كانَ/كانَت (kāna/kānat) he/she was كانَ لَهُ/كانَ لَهَا (kāna lahu/kāna lahā) he/she had أمّضَى/أمّضَت (amḍā/amḍat) he/she spent	وُلِدَ/وُلِدَتْ (wulida/wulidat) he/she was born ماتَ/ماتَت (māta/mātat) he/she died انتَقَلَ/انتَقَلَت إلى (intaqala/intaqalat ilā) he/she moved to
عام/سنة (ēām/sanat) (in) the year	

العالم العربي ... نظرة على مصر

(The Arab world ... A look at Egypt)



اللغة العربية في مصر Arabic in Egypt

'Egyptian' dialect usually refers to the spoken language of Cairo and the urban north of Egypt. Dialects in other regions will vary more or less.

Traditionally, Egypt has exported films, popular television programmes and songs to the rest of the Arab world. The advent of pan-Arab communication has exposed people to a greater variety of accents, but the Egyptian dialect can still claim to be the most widely understood.

Features particular to Egyptian dialect include:

- pronunciation of ج as a hard 'g', e.g. الجمعة ('Friday') as ig-gumع
- use of specifically Egyptian expressions, e.g. دلوقتي (dilwa'ti), 'now', قويّ ('awī), 'a lot', literally 'strong', عربية (arabīya), car
- extensive use of foreign loan words, e.g. موبايل (mobāyil), mobile phone

Egyptian dialect also shares some features with other dialects, e.g.:

- replacement of ق with a glottal stop (ʾ), e.g. وقت ('time') as wa't
- pronunciation of ث as 't', e.g. كثير ('many/a lot') as kitīr



1:09

Listen to Emad talking about himself in his Egyptian dialect. You will find a transcript and a translation in the Answers section.



أحياء (ahyā') districts, areas
 كثيراً ما (kathīran mā) often
 روايات (riwāyāt) novels
 أديب (adīb) literary figure
 حصلَ على (ḥaṣala ʿala) he obtained, he won (a prize)
 مُوظَّف (muwazzaf) employee
 قصص (qiṣaṣ) stories
 مقالات (maqālāt) articles

أحبَّ نَجيبَ مَحفوظَ أحياء القاهرة التاريخية القديمة، وكثيراً ما ظَهَرَتْ في رواياته. حَصَلَ على جائزة نوبل في الآداب عام ١٩٨٨، وهو أول أديب عربيّ يحصُل على هذه الجائزة. لسنوات طويلة، عَمِلَ نَجيب محفوظ كموظَّف في الحُكومة إلى جانب عَمَله بالكتابة. كتب الروايات، والقِصص القصيرة، والمَقالات. هناك مجموعة كبيرة من الأفلام السينمائية المأخوذة عن رواياته. ماتَ في ٣٠ أغسطس ٢٠٠٦، واليوم له مَتَحَف خاصٌّ في مكان قريب من البيت الذي وُلِد فيه بالقاهرة.

تمرين ١٥ Exercise 15

Answer these questions from the Arabic text above.

- ١ أين وُلِد نَجيب مَحفوظ؟
- ٢ ما هي الجائزة العالمية التي حَصَلَ عليها؟
- ٣ أين عَمِلَ نَجيب مَحفوظ كموظَّف؟
- ٤ أين مَتَحَف نَجيب مَحفوظ؟
- ٥ متى مات نَجيب مَحفوظ؟

In 1988, at the age of 76, the Egyptian writer Naguib Mahfouz won the Nobel prize for literature. He was the first Arab author to win this prestigious award.

His most famous work is the 'Cairo Trilogy', consisting of the books بَيْنَ الْقَصْرَيْنِ (Palace Walk), قَصْر الشَّوْق (Palace of Desire) and السُّكَّرِيَّة (Sugar Street). The trilogy follows the story of a family in Egypt from World War I to the 1950s.

As well as writing extensive short stories, novels and film scripts, Naguib Mahfouz worked in a variety of government positions, retiring from the Ministry of Culture in 1972.

Naguib Mahfouz died in 2006 at the age of 94.



Go to the *Mastering Arabic* website for extension activities connected to the text above, and some links relevant to the history and culture of Egypt.