

الوحدة الرابعة

Unit Four

In this unit:

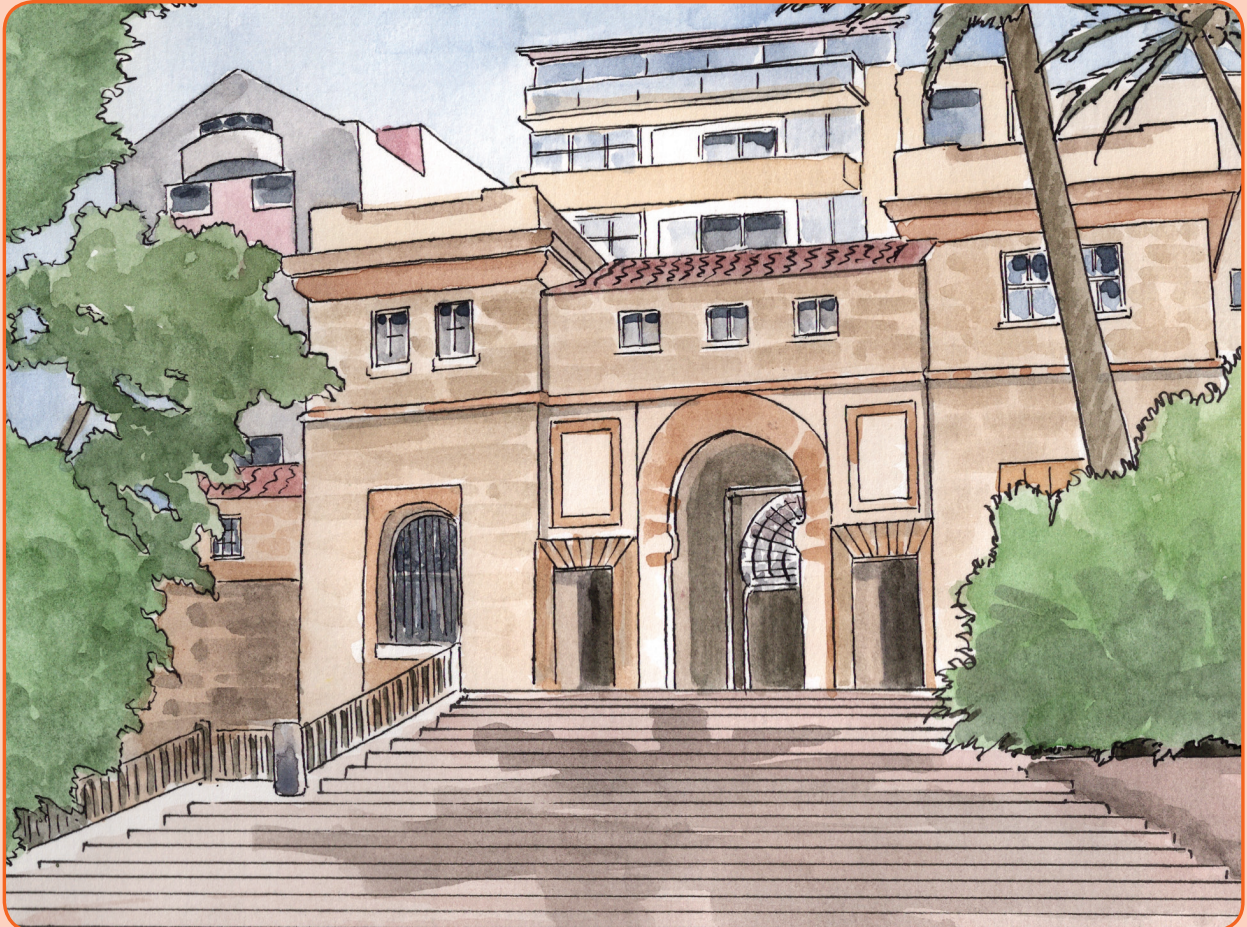
The consonant hamza أ ء

Numbers 0–10

Letters د ذ ر ز

Culture: Introducing Someone

Culture: Forms of Address





Letters and Sounds: Part One

In this unit you will learn about the second function of alif and the next four consonants in the alphabet. All of these consonants are nonconnectors, that is, they do not connect to a following letter. You will also learn how to say and write the numerals 0–10, and practice introducing people to others.

☞ hamza

In unit 3 you learned that **و** and **ي** sometimes function as consonants, representing the sounds *w* and *y*. They function this way whenever they are at the beginning of a word, as in the words **واجب** and **يا**. You have also learned several words that begin with vowel sounds, such as *ism* and *akhbaar*. But you also know that a short vowel cannot be written on its own, it must be written on a consonant. To write *ism*, we cannot use **ي** because that would result in a *y* sound: *yism*. This problem is solved with a consonant called hamza.

Hamza is not a vowel but rather, like other consonants, it is a carrier of vowel sounds. It is a sound you make in English all the time—every time you say a word that begins with a vowel, in fact—but you do not recognize it as a consonant because English has no letter for it. In linguistic terminology, this sound is called a glottal stop. Say *uh-oh* several times and pay attention to the sound you make in between the two syllables. You make the same sound when you pronounce any word that begins with a vowel, such as *our*, *if*, *it*, *I*, *on*, *up*. Say these words out loud and pay attention to the “catch” in your throat as you pronounce the first vowel. This sound is not written in English, which treats these words as if they began with a vowel. In Arabic, however, this sound is considered to be a consonant. **Remember:** in Arabic, no word or syllable begins with a vowel. What sounds to English speakers like an Arabic word that begins with a vowel is actually a word that begins with hamza.

For historic reasons that involve Qur’anic spelling, hamza has no place of its own in the alphabet. Tradition holds that the dialect of Mecca, which the Prophet Muhammed spoke, did not have this sound, therefore it was not written when the Qur’an was first recorded in script. The symbol for the hamza was developed, along with the short vowel markings, at a later date. This is why hamza has several different “spellings,” depending on its position in the word and the vowel sounds surrounding it.

In this unit you will learn two common spellings, **أ** and **ء**. We will present the other spellings in unit 8. In most transliteration systems, including ours, hamza is represented by an apostrophe: ’.

When a word begins with hamza, it is always written on an alif “seat.” In everyday print and handwriting, initial hamza is usually written on top of the alif that “carries” or represents it. Thus, initial hamza may appear as **ا** or as **أ**. The combination **أ** is called alif-hamza. **Remember:** Alif at the beginning of a word is always a seat for hamza, never a long vowel. Since hamza is a consonant, it takes a vowel or sukuun. You will see and hear examples of alif-hamza with fatHa in Listening Exercise 1.

Listening Exercise 1. Listening to and pronouncing hamza (At home)

Practice saying **ء** by listening to and repeating the words.

1. **أَخَوَات** 2. **أَب** 3. **سَبَأ** 4. **تَأْتَأ** 5. **بَأَس**

Drill 1. Recognizing hamza (At home)

Listen to the audio to hear a selection of twelve words. For each, select Yes if you hear hamza and select No if you do not. Remember to listen at the beginning and end of the word as well as in the middle.

1. **Yes** **No** 2. **Yes** **No** 3. **Yes** **No** 4. **Yes** **No**
 5. **Yes** **No** 6. **Yes** **No** 7. **Yes** **No** 8. **Yes** **No**
 9. **Yes** **No** 10. **Yes** **No** 11. **Yes** **No** 12. **Yes** **No**

Listening Exercise 2. Listening to initial hamza with fatHa (At home)

Listen to initial hamza with fatHa **أ** in these words and read along with the audio.

1. **أَب** 2. **أَتَت** 3. **أَخ** 4. **أَخَوَات** 5. **أَثَات**

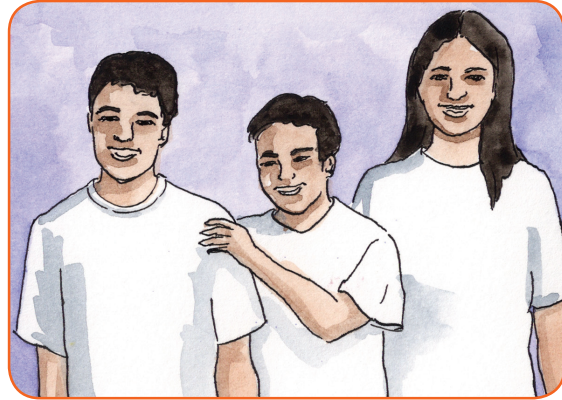
At the beginning of a word, hamza is represented by alif, either **ا** or **أ**. However, the vowel sound this alif-hamza represents may be any of the short vowels: fatHa, Damma, or kasra. The words in Listening Exercise 2 all begin with hamza followed by the vowel fatHa. In other cases, the other short vowels may appear in this position; that is, **أ** serves as a seat for Damma and kasra as well as for fatHa. When the initial vowel is kasra, the hamza is often written underneath the alif, as in: **إِثْبَات**. **Remember:** While **أ** can carry the kasra, hamza underneath the alif **إ** always indicates a kasra vowel. Listen to examples of Damma and kasra on alif-hamza in Listening Exercise 3 and read along.

🎧 Listening Exercise 3. Initial hamza with Damma and kasra (At home)

Listen to initial hamza with vowels Damma and kasra and repeat.

- | | | |
|--------------|--------------|-------------|
| 1. إِبْحَارٌ | 2. أُخْتٌ | 3. اثْبَاتٌ |
| 4. أَخْرَجَ | 5. إِخْبَارٌ | 6. اثْبِتْ |

In fully vocalized texts the short vowel will be marked. In unvocalized texts you will see only the consonant skeleton. Here, as elsewhere, to read an unvocalized word correctly, you need to know it, or make an educated guess based on knowledge of Arabic word patterns (this will become clear later on). Learn to associate the pronunciation of each new vocabulary item with its consonant frame the same way you associate certain pronunciations in English with certain spellings (think of *neighbor* and *weigh, taught* and *caught*). In your native language you read by word, not by syllable, and it is important to develop this same skill in Arabic.



🎧 Writing

أ ء

The actual shape of the hamza, shown above, is a small “c” shape that continues into a line on the bottom. Watch Professor El-Shinnawi write the hamza, first on the line and then on alif, and practice with him. At the beginning of a word it is always written on alif (where the hamza itself is sometimes omitted in unvocalized texts, leaving the alif to represent it). When hamza occurs in the middle of a word, it may be written on a seat that has the shape of any of the long vowels: أ, وُ, or ئ (you will learn more about these spellings of hamza in unit 8). When hamza occurs after a long vowel at the end of a word, it is written on the line, without a seat, in which case it is a bit larger in size. Copy and practice the shape of independent hamza:



🎧 Listening Exercise 4. Final hamza (At home)

The names of many letters of the alphabet end in hamza. Listen to and repeat the names of letters you have learned.

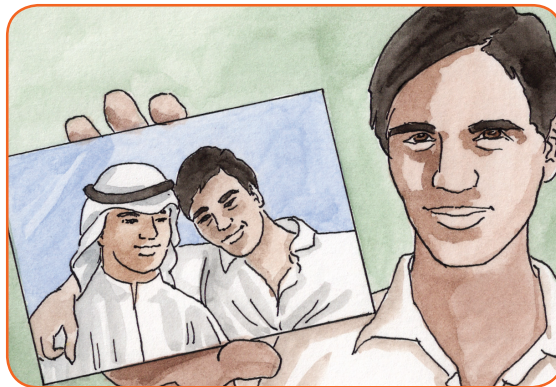
1. باء 2. تاء 3. ثاء 4. حاء 5. خاء

Practice writing and pronouncing final hamza by copying the names of these letters:

باء باء تاء تاء حاء حاء خاء خاء

Practice writing initial hamza on alif by copying أَخ (brother), أُخْت (sister), and إِثْبَات (proof):

أَخ أَخ أُخْت أُخْت إِثْبَات إِثْبَات



























Drill 2. Dictation (At home)

Watch and listen to the video, and write below the words you hear, including all vowels. Watch and listen as many times as necessary.

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

Drill 3. Distinguishing initial hamza, **و**, and **ي** (At home)

Listen to the audio to hear six words that begin with hamza followed by a vowel, or with one of the consonants **و** or **ي**. Select the letter that represents the sound you hear.

- | | | | | | | | | | |
|----|--|--|--|--|----|--|---|--|--|
| 1. |  |  |  |  | 2. |  |  |  |  |
| 3. |  |  |  |  | 4. |  |  |  |  |
| 5. |  |  |  |  | 6. |  |  |  |  |



Arabic Numerals and Numbers

Two related sets of numerals, shown in the chart, are used in the Arab world. The second column from the left, “Arabic–Indic Numerals,” contains the set that was developed first, in the eastern part of the Arab world. The numerals in the leftmost column were developed in North Africa and were introduced into Europe from Islamic Spain in the Middle Ages—hence our name for them, Arabic numerals. The use of these numerals have recently been spreading across the eastern Arab world through print media and other technologies. Arab and Muslim mathematicians adopted their numerals from India and expanded on earlier Hindu and Greek contributions to develop algebra and other branches of higher mathematics.

Numbers 0–10 (At home)

Listen to and learn the Arabic names for these numerals:

Arabic Numerals	Arabic–Indic Numerals	maSri	shaami	Formal / written
0	٠	Sifr ziiru	Sifər	صِفْر Sifr
1	١	waaHid	waaHid	وَاحِد waaHid
2	٢	itneen	tneen	إِثْنَيْن ithnayn
3	٣	talaata	tlaate	ثَلَاثَة thalaatha
4	٤	arba ^ʿ a	arb ^ʿ a	أَرْبَعَة arba ^ʿ a
5	٥	khamisa	khamse	خَمْسَة khamisa
6	٦	sitta	sitte	سِتَّة sitta
7	٧	sab ^ʿ a	sab ^ʿ a	سَبْعَة sab ^ʿ a
8	٨	tamanya	tmaane	ثَمَانِيَة thamaaniya
9	٩	tis ^ʿ a	tis ^ʿ a	تِسْعَة tis ^ʿ a
10	١٠	^ʿ ashara	^ʿ ashra	عَشْرَة ^ʿ ashara

Writing

Watch Professor El-Shinnawi write the numbers 0–10. Notice that he writes zero as a dot, and pay attention to the way he writes the numerals 2 and 3. The handwritten shapes of these two numerals look different than their print forms, and it is important to learn the different shapes so that you do not misunderstand, or be misunderstood. In print, ٢ and ٣ appear in these shapes. In handwriting, however, they take on slightly different forms, in which the handwritten 3 resembles a printed 2, except that its “dip” is much deeper. Following Ustaaz El-Shinnawi and the examples below, practice writing these two numerals:



You can see that the numeral ٢ in print closely resembles the numeral ٣ when written by hand, except that the hook at the top of handwritten ٢ is usually deeper. To avoid confusion, always write these numerals as shown in the handwritten example above, and when reading, remember to differentiate between printed and handwritten forms.



Writing Numbers Greater than 9

Numbers in Arabic are not written from right to left but rather from left to right, just like numbers in English. The reason for this is that Arabic numbers were traditionally read from right to left in the same direction they are written: ones, then tens, then hundreds, and so on. Only recently have larger numbers (hundreds and above) come to be read before ones and tens.

Compare the following English and Arabic equivalents of various numbers. Note that Arabic uses a comma rather than a period for the decimal point, and does not normally mark commas in large numbers or hyphens in telephone numbers:

$$٢,٥٠ = 2.50$$

$$١٠٧٨٩ = 10,789$$

$$٥٦٩٠٨٩٤ = 569-0894$$

$$١٩٥٥ = 1955$$

$$٣٢٥ = 325$$

Now practice writing large numbers by writing out your telephone number, left to right:

and your birth date: first day, then month, then year, separated by hyphens or slashes:






Vocabulary and Conversation: Introductions

New Vocabulary 1 (At home)

In this vocabulary section you will find masculine and feminine nouns referring to people. How do they differ? In Arabic, nouns referring to human beings reflect the natural gender of the person. All other nouns are either masculine or feminine, which means there is no ungendered word for *it* in Arabic, and the words *huwa* (*huwwa*, *huwwe*) or *hiya* (*hiyya*, *hiyye*) refer to both human and nonhuman nouns. Remember that you will see words whose letters you know only in Arabic script, without transliteration. You should put this into practice too: From now on, stop using transliteration for all the words whose letters you know. Listen to and learn these expressions.

Meaning	maSri	shaami	Formal /written
please come in, go ahead (to a male)	itfaDDal إِتْفَضَّلْ	tfaDDal تَفَضَّلْ	tafaDDal تَفَضَّلْ
please come in, go ahead (to a female)	itfaDDali إِتْفَضَّلِي	tfaDDli تَفَضَّلِي	tafaDDalii تَفَضَّلِي
please come in, go ahead (plural)	itfaDDalu إِتْفَضَّلُوا	tfaDDlu تَفَضَّلُوا	tafaDDaluu تَفَضَّلُوا
my (male) friend; my boyfriend	SaHbi صاحبي	SaaHbi رفيقي rfii'i	SaaHibii صاحبي
my (female) friend; my girlfriend	SaHbiti صاحبتي	SaaHibti رفيقتي rfii'ti	SaaHibatii صاحبتي
he/it (masc.)	huwwa هو	huwwe هو	huwa هُوَ
she/it (fem.)	hiyya هي	hiyye هي	hiya هِيَ

Meaning	maSri		shaami		Formal /written
his	-u	هـ -	-o	هـ -	-hu هُ -
his name	ismu	اسمه	ismo	اسمه	ismuhu اسْمُهُ
her / hers	-ha	ها -	-a	ها -	-ha ها -
her name	ismaha	سمها	isma	اسمها	ismuha اسْمُهَا
student (male)	Taalib	طالِب	Taalib	طالِب	Taalib طالِب
student (female)	Taaliba	طالِبة	Taaliba	طالِبة	Taaliba طالِبة
professor, teacher	ustaaz	أُسْتَاذ	istaaz	إِسْتَاذ	ustaadh أُسْتَاذ
professor, teacher (female)	ustaaza	أُسْتَاذَة	istaaze	إِسْتَاذَة	ustaadha أُسْتَاذَة
the university of...	gam ^c it ...	جامعة	jaam ^c it ...	جامعة	jaami ^c at ... جامِعة

 **Drill 4. Scene 4A: *izayyak?/kiifak?* and Scene 4B: *al-Hamdu Lillah/1-Hamdilla* (At-home preparation; in-class activation)**

After you have studied the expressions in New Vocabulary 1, watch scenes 4A and 4B.

1. First listen: What is the situation? Do these people know each other? What are they doing?
2. Second listen: What new and old expressions do you recognize?
3. Third listen: Before listening, focus your attention on the parts you want to understand better. What do you want to learn this time?
4. In class: After discussing the scenes with your classmates and teacher, listen once more for final details and prepare to use what you have heard to introduce your classmates to each other.

Culture: Introducing Someone

In English we often use the phrase *this is* to introduce people, as in *This is my friend Tom*, or *This is my sister Dina*. In Arabic, however, we usually avoid using *this is* to refer to people. To introduce someone, just say the person's name and her or his relationship to you, as you heard in scenes 4A and 4B.

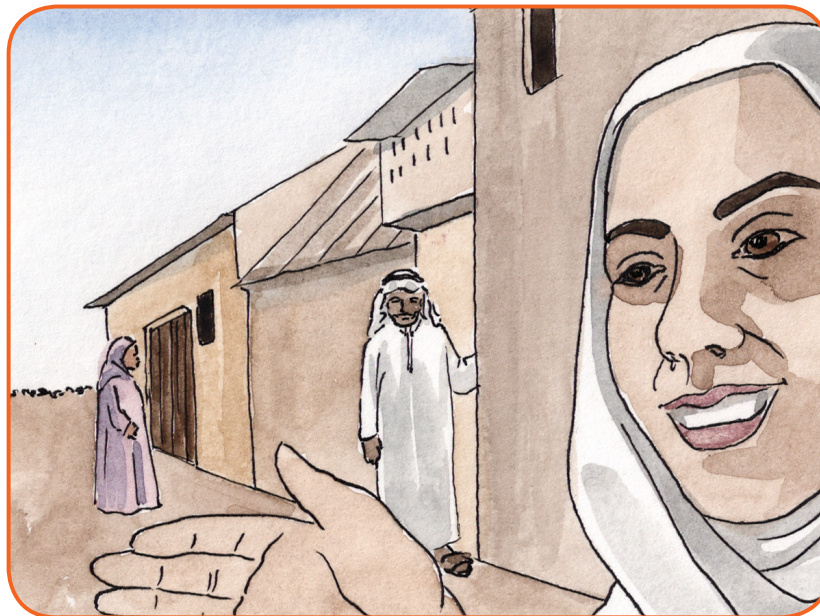
Drill 5. Vocabulary practice (At-home preparation; in-class activation)

(A) Write five sentences about your friends using as much of the new vocabulary as you can.

Example: SaHbi Cory Taalib fi gam3it Colorado.

Remember to say the sentences out loud as you write them.

(B) Using your new vocabulary and the expressions you heard in scenes 4A and 4B, prepare to introduce your classmates to each other. Rehearse before class so you are ready to speak and interact during class.





Letters and Sounds: Part Two

د daal

This consonant is pronounced like a clear, frontal *d* in English, as in the word *deep* (not like the *d* sound in *puddle*). Pay particular attention to your pronunciation of medial and final د, which should retain the same frontal position, and to the surrounding vowel sounds, which should be frontal in quality (like *e* in *bet*).

🎧 Listening Exercise 5. Recognizing and pronouncing د (At home)

Listen to and read aloud the words containing د.

١. دَجَاج ٢. خُدود ٣. حُدود
٤. جَدِيد ٥. آدَب ٦. أَحَدَاث

🎧 Writing

د د د د

Like alif, the letter د does not connect to any letter that follows it. Watch Ustaaz El-Shinnawi and imitate the shape he draws. To write initial د, begin well above the line and slant down as shown below. Just before reaching the line, angle sharply and finish along the line. In handwriting, the exact shape and slant of this letter vary slightly according to individual style, but it is important to keep the angle of the body of this letter **less** than 90 degrees and to keep it **above** the line. Copy the examples:



To write د when it is connected to a previous letter in medial or final position, begin from the connecting segment, draw the top half of the letter from the line up, then trace your line back down, make a sharp angle as before, and finish. When connected

from the previous letter, the top half of the angle tends to have a slightly different shape because of the connecting segment. Copy:

د ①

Now practice by copying the words **دَجَاج** (*chicken*) and **جَدِيد** (*new*):

جَدِيد جَدِيد دَجَاج دَجَاج دَجَاج



ذ dhaal

In unit 1 you learned to distinguish between the sound *th* in *three*, represented in Arabic by the letter **ث**, and the sound *th* in the word *other*. The letter **ذ** represents the *other* sound (pun intended; remember it this way!). Practice hearing and pronouncing this distinction in Listening Exercise 6 and Drill 7.

🎧 Listening Exercise 6. Reading and pronouncing ذ (At home)

Listen to words containing ذ and read aloud.

١. ذُبَاب ٢. ذَات ٣. بَذَر
٤. حُذ ٥. حَذَارِ ٦. تَذَبُّب

🎧 Drill 6. Pronouncing ث and ذ (At home)

Read the following words aloud with the audio, paying particular attention to the pronunciation of ث and ذ.

١. ذَابَ ٢. ثَابَ ٣. ذُبَاب ٤. ثَبَات
٥. ثَوَاب ٦. ذَوَات ٧. جُثَث ٨. جَاذِب

🎧 Drill 7. Distinguishing between ث and ذ (At home)

Listen to the audio to hear the twelve words that follow each containing either ذ or ث. Select the letter that corresponds to the sound you hear in each word.

- | | | | |
|--------------|---------------|---------------|---------------|
| 1. ذ ث | 2. ذ ث | 3. ذ ث | 4. ذ ث |
| 5. ذ ث | 6. ذ ث | 7. ذ ث | 8. ذ ث |
| 9. ذ ث | 10. ذ ث | 11. ذ ث | 12. ذ ث |

🎧 Writing

ذ ذ ذ ذ

The letter ذ is written just like د, except that it takes a single dot above. Like د, it does not connect to a following letter, and so has only two forms, initial/independent and medial/final. Watch Ustaaz El-Shinnawi write this letter in its connected and unconnected forms. Practice the initial/independent form by copying ذُبَاب (*flies*):

ذباب ① ②

Practice writing the medial/final form by copying خذ (take!):

خذ ① ②

Now copy and read aloud these words:

أَخَذْتُ (I took) يَذُوبُ (it melts) ذَاتُ (self)

ذَاتُ ذَاتُ يَذُوبُ يَذُوبُ أَخَذْتُ أَخَذْتُ

🎧 Drill 8. Reviewing the difference between ذ and ث (At home)

Listen to the audio to hear words containing either ذ or ث and select which letter corresponds to the sound you hear in each word.

- | | | |
|----------------|---------------|---------------|
| ١. تَ وب | ٢. حُو | ٣. ات |
| ٤. أ واب | ٥. وبى | ٦. جَ ب |
| ٧. أ ا | ٨. خُ ي | |

ر raa

This is the name of the Arabic *r*. It is a flap, like the Spanish or Italian *r*. You already know how to make this sound: it is the sound American English speakers make when they say *gotta* as in *gotta go*. Say *gotta* several times in a row very quickly and pay attention to what your tongue is doing. You should feel it flapping against the roof of your mouth behind your teeth. Now pronounce the sound alone. Another good exercise is to practice making a whirring sound: *rrrrrrrrrr*. Practice these exercises daily until you have mastered this sound, and go back to the alphabet chart in the Introduction to watch it being pronounced.



🎧 Listening Exercise 7. Pronouncing ر (At home)

Listen to and read aloud words containing ر. Note that ر often deepens the quality of alif and fatHa so that they sound like *a* in *father*.

- | | | |
|------------|----------|-------------|
| ٣. خَرَّاج | ٢. رُدود | ١. رَبَاب |
| ٦. وُرود | ٥. جَار | ٤. تَبْرِير |

🎧 Writing

ر ر ر ر

This letter is a nonconnector and is written almost entirely below the line. Watch Ustaaz El-Shinnawi and copy his example. You will see that the exact angle and shape of the ر vary somewhat in handwriting and print styles, but it is distinguished from د by its wide angle and its long body that rests **below** the line (as opposed to the sharp angle of د, which rests on **top** of the line). To write initial ر, begin on the line and curve downwards below it. Imitate the shape in the example:





To write **ر** connected from a previous letter, start from the connecting segment on the line, then curve down. Do **not** go upwards above the line to make a “tooth” at the beginning but rather drop immediately down from the line. Copy:



ز zaay

This consonant corresponds to the English sound *z* in *zebra*.

🎧 Listening Exercise 8. Pronouncing ز (At home)

Listen to and read aloud words containing the sound **ز**.

- | | | |
|-----------|-------------|-----------|
| ١. زَوْج | ٢. أَحْزَاب | ٣. زُجَاج |
| ٤. يَزُور | ٥. جَوَاز | ٦. تَزِيد |

🎧 Writing

ز ز ز ز

The letter **ز** is a nonconnector and has the same shape as **ر**, except that it takes one dot above. Watch and imitate Ustaaz El-Shinnawi write **ز** in its connecting and nonconnecting forms. Practice writing initial/independent **ز** by copying the word **زَوْج** (*husband*):

ز ① ز ② زَوْج

Copy **ز** in medial/final position in the word **خُبْز** (*bread*):

خُبْز ① خُبْز ②



Drill 9. Letter connection (At home)

Connect the letters to form words. Then listen to them and write in the short vowels you hear:

- _____ = ر + ذ + ا + ذ .١
- _____ = خ + د + ا + ر .٢
- _____ = ز + ر + د .٣
- _____ = ح + ر + و + ب .٤
- _____ = ر + ج + ا + ء .٥
- _____ = ب + ح + ا + ر .٦
- _____ = أ + ز + و + ا + ج .٧
- _____ = ح + د + و + د .٨
- _____ = ر + د + و + د .٩
- _____ = ت + ح + ذ + ي + ر .١٠
- _____ = أ + د + و + ا + ر .١١
- _____ = ي + خ + ر + ج .١٢
- _____ = ت + ج + ا + ر + ب .١٣
- _____ = ذ + ب + ح + ت .١٤

🎧 Drill 10. Dictation (At home)

Using the video, write below the words you see and hear, including all vowels. Watch and listen as many times as necessary.



- _____ .١
- _____ .٢
- _____ .٣
- _____ .٤
- _____ .٥
- _____ .٦
- _____ .٧
- _____ .٨

Drill 11. Reading aloud (In class)

- (A) Read the following words aloud, right to left.
 (B) After you have read through the list, go back and review the list to look for pairs of words that share three consonants in the same order (they will be adjacent to or near each other). What are the shared consonants in each case?

- | | | | | |
|--------------|--------------|--------------|------------|-------------|
| ٢٩. أَخَوَات | ٢٢. حِزْب | ١٥. أَخْبَار | ٨. ذَوَات | ١. دَار |
| ٣٠. ثَوْر | ٢٣. حُرُوب | ١٦. تَحْذِير | ٩. زَيْت | ٢. وَاحِد |
| ٣١. وُزَرَاء | ٢٤. يَدُور | ١٧. دَجَاج | ١٠. أَبِي | ٣. وَحِيد |
| ٣٢. بَارِد | ٢٥. جَرِير | ١٨. أَجْرِي | ١١. بِحَار | ٤. وَرْد |
| | ٢٦. أَحْزَاب | ١٩. حَرْب | ١٢. وَبَاء | ٥. زَيْوت |
| | ٢٧. دَيْر | ٢٠. يَجْرِي | ١٣. زُجَاج | ٦. أَزْرَار |
| | ٢٨. وَزِير | ٢١. أُخْت | ١٤. خَبْر | ٧. يُبْحِر |



Vocabulary and Conversation: More Introductions

New Vocabulary 2 (At home)

Listen to and learn these words. For class, think about and be ready to talk about what you can say in Arabic, such as the things you have and the people you like.

Meaning	maSri		shaami		Formal /written
bread	^c eesh	عيش		خُبْز	خُبْز
chicken	firaakh	فِرَاخ		دَجَاج	دَجَاج
neighbor (male)		جَار		جَار	جَار
neighbor (female)	gaara	جَارَة	gaara	جَارَة	gaara جَارَة
brother		أَخ		أَخ	أَخ
sister		أُخْت		أُخْت	أُخْت
new (masc.)		جَدِيد		جَدِيد	جَدِيد
new (fem.)	gidiida	جَدِيدَة	jdiide	جَدِيدَة	jadiida جَدِيدَة
Good evening!		مَسَاءُ الْخَيْرِ		مَسَاءُ الْخَيْرِ	مَسَاءُ الْخَيْرِ
	misaa' il-kheer		masa l-kheer		masaa' al-khayr
(response to) Good evening!		مَسَاءُ النُّورِ		مَسَاءُ النُّورِ	مَسَاءُ النُّورِ
	misaa' in-nuur		masa n-nuur		masaa' an-nuur
I have	^c andi	عِنْدِي	^c andi	عِنْدِي	^c indi عِنْدِي
I don't have	ma ^c andiish	مَا عِنْدِيْش	maa ^c andi	مَا عِنْدِيْ	laysa ^c indi لَيْسَ عِنْدِيْ
question	su'aal	سُؤَال	su'aal	سُؤَال	su'aal سُؤَال
I love		بِحَبِّ		بِحَبِّ	أُحِبُّ
you (fem.) love		بِتَحْبِي		بِتَحْبِي	تُحِبِّينَ tuHibbiin
telephone number		نَمْرَة تَلِفُون		نَمْرَة تَلِفُون	رَقْم تَلِفُون raqm tilifoon
	nimrit tilifuun		nimrit tilifuun		

Drill 12. Vocabulary activation (At home)

Write as many sentences as it takes for you to use all the new vocabulary from New Vocabulary 2.

Drill 13. Dialing the telephone (At home)

This exercise is available on the companion website only. Complete it by following this scenario: You heard a contest on the radio to “call in and win.” The telephone numbers will be announced by digit. “Dial” these numbers by clicking each one on your screen. If you dial correctly, the phone will start ringing!

Drill 14. Exchanging telephone numbers. (At-home preparation; in-class activation)

Prepare for this activity by memorizing your telephone number in Arabic numerals. In class, get the names and phone numbers of your classmates—in Arabic—and write them in your notebook.

Drill 15. Vocabulary matching (At home)

This exercise is available on the companion website only. Practice recognizing new vocabulary in context by matching the phrases you hear with the pictures shown on the screen.

Drill 16. Vocabulary practice (In class)

With a partner, use new and old vocabulary and your imagination to talk about this picture:



Drill 17. Listen and interact (At home)

Listening to the audio for this exercise, you will hear someone who you do not know very well initiate a conversation with you. Find out more about each other using as much Arabic as you can.

Drill 18. Scene 4C: *tasharrafna* (At-home preparation; in-class activation)

After you have studied the vocabulary and expressions in New Vocabulary 2, watch scene 4C.

1. First listen: What is the situation? Who are the people in this scene?
2. Second listen: How does this situation differ from the last scenes you watched? What new and old expressions do you recognize?
3. Third listen: Before listening, focus your attention on the parts you want to understand better. What do you want to learn this time?
4. In class: After discussing the scenes with your classmates and teacher, listen again for final details and prepare to use what you have heard. In groups of three, think of a formal introduction situation and practice what you would say.



Culture: Forms of Address

In addition to the polite “you” forms HaDritak (**حَضْرَتِكَ**) and HaDritik (**حَضْرَتِكَ**), titles are also used to address people politely. Some of the most common titles are:

used to address or refer to medical and academic professionals	duktuur duktuura	دُكْتور دُكْتورة
used to address or refer to an educated person, white-collar employee, school teacher, etc.	ustaadh or ustaaz ustaadha or ustaaza	أُسْتَاذ أُسْتَاذَة
used in very formal situations and correspondence to refer to or introduce people who have no professional title	sayyid sayyida	سَيِّد سَيِّدَة
used to address or refer to older and/or married women	madaam	مَدَام
used to address or refer to a young, unmarried woman	aanisa	أَنِسَة

These titles are traditionally followed by the person’s **first** or **full** name (not by the last name alone). When used to address someone directly, these titles may be preceded by **يا**: yaa duktuur George; yaa duktuura Zeinab; yaa ustaaz Muhammad; yaa aanisa Khadija.

