



MODERN STANDARD ARABIC

BASIC COURSE

Arabic Sound and Script

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



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INTRODUCTION

I. Background

Arabic is the principal language of North Africa and the Middle East. It is spoken from Morocco in the West of Africa to Uzbek S.S.R. in the East; and it is the official language of 13 countries comprising over 100,000,000 people. For another 300,000,000 people, Arabic is of religious significance; it is the language of the Koran, the sacred book of Islam.

It is this religious tether that accounts for the extensive influence of Arabic. Islam undertook a dynamic growth during the Golden Age from the Seventh to the Tenth Centuries, and the Arabic language followed wherever Islam went. In many places Arabic completely replaced the local language; in others it substantially infiltered and altered the native language. In all countries where Islam prevailed, there was a marked Arabic influence on literature (especially poetry), arts, and culture. In consequence, today, the Arabic language is a strong source of pride and a unifying force for over one-seventh of the world's population.

II. The Arabic Language Today

Because of the wide-spread use of the Arabic language, it is subject to considerable diversity. Regional colloquialisms overlaid by socio-economic differences result in a rich variety of dialects.

Superimposed upon this diverse mixture is Modern Standard Arabic (MSA). MSA is the universal language of the Arabic communications media. Official correspondence, newspapers, radio, television, and even movies use MSA in order to be understood by the widest sector of the population. Therefore, MSA is a practical, modern form of Arabic that is neither colloquial nor classical. It is the language of literate writing that, in recent years, has taken on a formal spoken form. It is understood (if not spoken) by Arabs of all walks of life, and it has come to be regarded as the ideal standard to be met by modern educated speakers of Arabic.

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It was for these reasons that Modern Standard Arabic is the version selected to form the core of the student's language skills. If he has a keen facility in MSA, then he can branch out into whichever dialect he chooses.

III. The Purpose of the Modern Standard Arabic Course

This course in Modern Standard Arabic (MSA) is designed primarily to develop the student's receptive skills (reading and listening comprehension). While the student will be exposed to production skills (writing and speaking) for motivation and reinforcement purposes, he will not be expected to attain a useful faculty in them.

IV. The Purpose of the Arabic Sound and Script Module

This module covers the particular sounds and the script of MSA. It is a preliminary module designed to ease student's entry into the first lesson of the main course. It consists of ten lessons which will enable the student to detect and distinguish the various Arabic sounds and to read and write the characters that make up the Arabic alphabet.

V. Speaking and Writing Arabic

Arabic consists of 26 consonant sounds and three basic vowel sounds. All of the consonants and vowels are subject to lenthening the duration of the sound. This results in a wide range of sounds and contributes to the richness of the Arabic language.

The Arabic script system is based on strictly representing the sounds of the language. Generally, each specific sound has a letter to represent it; and each letter of the alphabet has only one sound to represent. The three short vowels, technically, are not letters and are represented by diacritical marks (i.e. small marks above or below other letters).

The most striking feature of Arabic writing to Americans is that Arabic writing goes form right to left. In addition, an Arabic book, newspaper, or magazine begins on what speakers of English would normally regard as the back cover and ends on what would be regarded as the front. Another feature is that some letters undergo a slight change in shape depending on where in a word it is located. It is rather similar to what occurs in English hand writing where a letter following an "o" or "v" will not appear the same as when it follows, say, an "r" or "a" (/ر/ + /م/ =/مر/; /ص/ + /م/ = /صم/). The shape of the letter changes, but the essential features remain the same.

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VI. The Design of this Module

There are ten lessons in this module. Each lesson is divided into three parts. Part I will provide the student with the lesson objectives; that is, what is expected of the student by the time the lesson is completed.

Part II is the explanation and demonstration of the sound and script features for the lesson. This part is subdivided into two sections. The first section, covering the sound features, will provide a written explanation and several recorded examples of each feature. After the explanation and examples, the student will find a series of recorded exercises for each feature, first to recognize the feature, then to distinguish it from among other sounds.

The second section of Part II of the lesson covers the script features of the lesson. Normally, the script features are the same as the sound features presented in the lesson. This section will explain the letter being presented and graphically demonstrate the pen strokes used in writing the letter. Then, the student will have a series of reading and writing exercises to help him gain familiarity with the letter.

Part III of each lesson is an evaluation of student progress. This evaluation is not a test in the usual sense of the word; it is not secret and it is not graded. In fact, the student is invited to turn to it right away after he has read the lesson objectives. That way, he will have a better picture of what he is to achieve in the lesson.

VII. How to Use this Module

There are three cardinal rules in using this module:

1. Master each lesson before proceeding to the next lesson.

2. Do only enough of the exercises to assure mastery of the lesson.

3. The student should do as much on his own as possible.

There are 10 steps in each lesson:

1. Read all of the objectives.

2. Read the evaluation items (but not the answers).

3. Read the sound system explanation andlisten to the recorded examples.

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4. Do as many of the sound exercises as seems necessary to succeed on the evaluation.

5. Re-read the script objectives and script evaluation items (but not the answers).

6. Read the explanation and practice writing each letter.

7. Do as many of the script exercises as seems necessary to succeed on the evaluation.

8. Review the whole lesson.

9. Take the evaluation and score it according to the answer key.

10. If any part of the evaluation was not successfully met, then the student has not mastered the lesson. He should return to that part of the lesson where he is weak, re-study, and then re-evaluate himself on that part. He need not re-study any part for which he was successful in the evaluation. Of course, the instructor is always available to assist, to explain further, and to provide additional exercises if needed.

By following the preceeding steps, this module can be taught in the self-paced mode, if each student has his own tapes and tape-recorder. It can be taught group-paced in the language laboratory or classroom laboratory (CLAB), in which case the class should be divided into ability groups. Whether self-paced or group-paced, this is not a self-learning module. The student needs a native language instructor to model the sounds, to enrich the learning experience, to guide, to tutor, and to remediate.

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NOTE: THE SOUND SECTION OF PART II IN EACH LESSON SHOWS IN ARABIC WHAT THE RECORDED SCRIPT CONTAINS. THIS IS FOR THE INSTRUCTOR'S USE IN CHECKING THE TAPE AND FOR ASSISTING HIM TO EXPLAIN THE FEATURE. IT IS NOT FOR STUDENT USE, AND THE STUDENT SHOULD NOT BE HELD ACCOUNTABLE FOR IT.

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Lesson 1

Arabic Sound and Script System

Part 1. Lesson Objectives

A. Sound:

The intent of this part of the lesson is to develop the general ability to aurally recognize the Arabic short vowels /a/, /i/ and /u/ and the "sukuun." Specific objectives are:

1. Given recorded one syllable words be able to identify the short vowel used in at least 11 out of 12 cases.

2. Given recorded polysyllable words be able to distinguish between those that have "sukuun" and those that do not have "sukuun" in at least 10 out of 12 cases.

3. Be able to identify the starting and ending vowels in at least 10 out of 12 recorded two syllable words.

B. Script:

The intent of this part of the lesson is to develop an ability to recognize the "signs" and "marks" of Arabic short vowels, "sukuun," and consonants B,T,N, and L. Specific objectives concerning these characters

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are:

1. Given groups of unconnected Arabic letters with 3 to 5 letters in each group, be able to join all letters in each group without error.

2. Be able to syllabify withen Arabic words without error.

3. Given written Arabic words containing the letters presented in this lesson, be able to identify and name those letters without error. (Use the practice lined papers)

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Part 11. Explanation and Demonstration

A. SOUND

1. Short Vowels

In Arabic there are short vowels, and there are long vowels. In this lesson we will discuss the short vowels. The long vowels will be discussed in the following lesson. The short vowels are /a/,/i/ and /u/,and each has a counterpart in English.

The vowel /a/ in Arabic is similar to its English counterpart in the words "fat" and "bat", only shorter in duration, and the vowel in the first syllable in the word "karaty".

The vowel /i/ is similar to the English /i/ as in the words "sin" and "tin".

The third Arabic short vowel is /u/ which is similar to the English vowel in the words "to" and "put".

It should be noticed that Arabic vowels are pronounced much more clearly and more tensely than the English vowels. Also, Arabic vowels are never obscured in any position (while English tends to obscure vowels which are in non-stressed syllables).

2. Syllables

A consonant with its short vowel will form one complete syllable and is pronounced distinctly and independently.

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Examples:

Syllables		Word
/ka/+/ta/+/ba/	=	/kataba/
/na/+/ba/+/ta/	=	/nabata/
/ku/+/ti/+/ba/	=	/kutiba/

3. Sukuun. The absence of any of the three short vowels (i.e.,/a/,/i/,/u/) in pronunciation is called "sukuun" (silence). The "sukuun",therefore, is a marker to indicate that the consonant is vowelless. In such a case, a consonant with a "sukuun" is pronounced with the preceding syllable and becomes part of that syllable. The syllable then has the pattern of consonant-vowel-consonant CVC. The last consonant of all the words in the following recorded examples have "sukuun".

/la/ + /m/ --- /lam/

/du/ + /r/ --- /dur/

/ku/ + /l/ --- /kul/

/sa/+/ka/+/t/ --- /sakat/

Note: It is very important to note here that in Arabic words always start with a vowelled consonant. That is, Arabic words never begin with a vowel, nor do they begin with an unvowelled consonant (sukuun).

3. Examples and Exercises for short vowels and "sukuun".

a. Examples of vowel /a/ in one syllable.
(Recorded)

فَم ، دَم ، يَد ، كَم

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b. Examples of vowel /i/ in one syllable. (Recorded)

جِد ، مِن ، زِر ، فِل

c. Examples of vowel /u/ in one syllable. (Recorded)

بُد ، كُن ، سُد ، هُـم

d. Exercise for recognizing the three short vowels.

You will hear 16 recorded words. In the spaces provided, write which of the short vowels is in each word. Check your responses with the answers below. You may stop the tape recorder between words to give yourself time to write.

1. _____	5. _____	9. _____	13. _____
2. _____	6. _____	10. _____	14. _____
3. _____	7. _____	11. _____	15. _____
4. _____	8. _____	12. _____	16. _____

Answers:

1.	/u/	هُن	9.	/u/	زُر
2.	/i/	سِر	10.	/i/	زِد
3.	/a/	جَد	11.	/u/	مُت
4.	/i/	زِر	12.	/a/	سَم
5.	/i/	رِتب	13.	/i/	سِن
6.	/a/	كَـد	14.	/a/	تَم
7.	/a/	كَـم	15.	/a/	دَر
8.	/u/	دُر	16.	/a/	دَم

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e. Examples of "sukuun". (Recorded)

هِنْد ، بِنْت ، مِنْ ، كَتَبْ ، نَكَبْ ، فَشَلْ

سِرْ ، مِلْ ، بند ، جِدْ

f. Exercise for recognizing the presense of "sukuun". You will hear 10 recorded words. In the space next to each number, place a checkmark (✓) if "sukuun" is present. Check your response with the answers below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Answers:

1.	Sukuun	هِنْدي	6.	S	تُرْكي
2.	S	سَفْرَة	7.	NS	دَرَسَ
3.	S	بُشْرَة	8.	S	تِبْنُ
4.	No Sukuun	جَمَلَ	9.	S	زُبْدة
5.	NS	سَفَرَ	10.	NS	سَكَنَ

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g. Exercise with words of two syllable. You will hear 10 two-syllable words. In the spaces provided, write the short vowels heard in each syllable. You may stop the tape recorder between words in order to give you time to write. Check your responses with the answers below.

Word	1st Syllable	2nd Syllable
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

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Answers:

1. first: a سَفْرَة

   second: a

2. first: i رِتْن

   second: u

3. first: u جُبْنَة

   second: a

4. first: i زِرْ

   second: No second syllable; this words ends with sukuun

5. first: a دَرْسي

   second: i

6. first: i سِنْ

   second: No second syllable; this words ends with sukuun

7. first: a نَكَبْ

   second: a

8. first: u فُرْس

   second: u

9. first: u سُدْ

   second: No second syllable; this words ends with sukuun

10. first: a نَكْتُبْ

    second: u

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B. SCRIPT

English counterpart	Arabic name	Arabic symbol
/a/	/fatha/	/ ـَ /
/i/	/kasra/	/ ـِ /
/u/	/damma/	/ ـُ /
B	/baa/	ب
T	/taa	ت
N	/nuun/	ن
L	/laam	ل
-	sukuun	/ ـْ /

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1. Arabic is written from right to left with no capital letters or italics. The Arabic sounds are represented in writing by twenty-nine letters or forms. These letters are grouped into two groups:

a. Connectors: Those letters which can be connected with the preceding and the following letters.

b. Non-connectors: Those letters which are only connected with the preceding letters and never with the following letters.

In connecting the letters, the important characteristics are preserved while the rest of the formal shape is deleted. The important characteristics of a letter are its position and the number and placement of any dots it might have. The adjustments made when connecting letters are minor and are for the purposes of simplicity, economy, and symmetrical appearance. To assist you in recognizing the letters and their important characteristics, they will be presented to you in four forms. Each form corresponds to the location in a word: independent, in initial position, in medial position, and in final position. These forms are actually the result of the adjustment made on the letter after being connected with the preceding and the following letters, and therefore they should not be considered as four distinct forms for each letter. You are provided

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with special lined practice papers in order to aid you in establishing good penmanship habits.

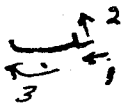
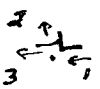
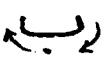
2. Writing the short vowels and sukuun.

Arabic short vowels and sukuun are indicated by marks or signs placed over and under consonants. Therefore, they are not like the letters we know in English; rather, they function as vocalization guides. The absense of a short vowel ("sukuun") is represented by a ْ written above the consonant.

3. Writing the consonants /B/, /T/, /N/,and /L/.

The letter /B/ in Arabic is called /baa/ and is written بـ (when independent). It is a connector. The most significant part of the letter is the very beginning with the dot underneath it ("بـ"). An initial /baa/ is connected to the following letter by at the left extension of the stroke ("بـ"). A medial /baa/ is connected to the preceeding and the following letters like this: "ـبـ". A final /baa/ is joined to the preceding letter like this: "ـب".

The strokes for this letter are:

Final	Medial	Initial	Independent
			

Practice writing /baa/ in all of its positions on the lines below.

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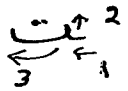
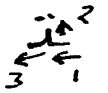
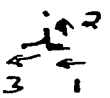
The same technique is used for writing /taa/ "T" except that it has two dots aboye it as shown here; ت and the way to write it is;

Final	Medial	Initial	Independent
			

The counterpart to "N" is called /nuun/ and is a little bit different than B and T. The form of /nuun/ when alone is "ن". The /nuun/ "ن", is deeper in shape than the /baa/ "ب" or the /taa/ "ت", but when it is in connection with other letters, the principal distinction from /baa/ "ب" and /taa/ "ت" is that it has only one dot over the form. It is connected to the preceding letter by a small dash to its right tip, thus: "ـنـ". The preceding and the following letters are connected to it in the same way as to ب and ت Examples:

Final	Medial	Initial	Independent
			

The important characteristics of these three letters, therefore, are the tips of the form and the dots (numbers and positions).

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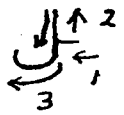
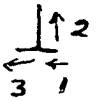
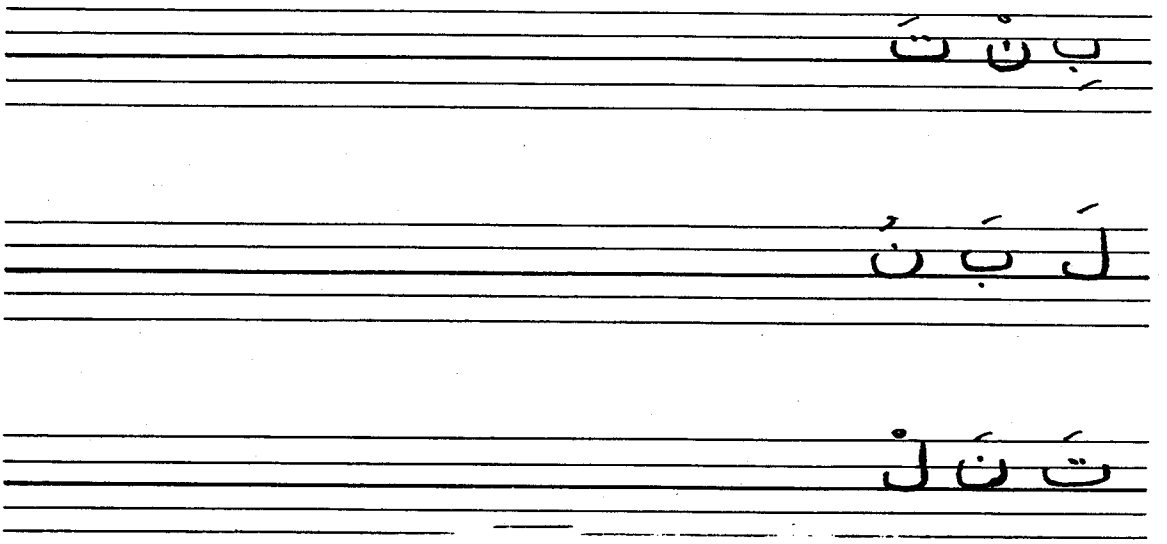
The counterpart of "L" is called /laam/. The form is written thus " ل " when it stands by itself. The main part of this form is the vertical stem. By joining it to the preceding letter, it will look like this "  ". The form " ل " is connected to the following letters by attaching the following letter to the lower left tip. It will look like this " ـلـ ". The way to write " ل "is:

Final	Medial	Initial	Independent
			

4. Examples of joined letters:



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5. Exercises:

a. Join the following letters:

1. بَ بِ

2. بُ بَ

3. بُ بَ

4. بِ بُ

5. تَ تَ

6. تَ تُ

7. تِ تَ

8. تُ تِ

9. نَ نَ

10. نَ بَ تَ

11. بِ نْ تُ

12. تِ بْ نُ

13. لَ لَ

14. تَ لْ

15. لُ لِ

16. بَ لْ

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b. Syllabify the following words by drawing slashes(/) between the syllables. Name the letters in each syllable

1. تَنَبَّتَ

2. لَبَنْ

3. بُلْبُلْ

4. لِبْنَتْ

5. نَبَتَتْ

C. Join the following letters and then read them aloud. The instructor will work with you on pronunciation .

1. ن ل ت

2. ت ت ن

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3. نَ نَ بَ تَ

4. بَ لْ

5. لَ نْ

6. تْ بْ

7. لِ نَ نْ بْ تَ

USE THE LINES BELOW FOR FURTHER PRACTICE.

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6. Discussion of Written Exercises.

Exercise 5a.

1. The joined letters should appear as follows:

1 بَبِ	5 تَتَ	9 نَنَ	13 لَلَ
2 بُبَ	6 تَتُ	10 نَبَتَ	14 تَلْ
3 بَبَ	7 تِتَ	11 بِنْتُ	15 لُلِ
4 بِبُ	8 تُتِ	12 تِبْنُ	16 بَلْ

The syllables should appear as follows:

1 تَنْبُتَ — /تَ / نْ / بُ / تُ /

2 لَبَنْ — /لَ / بَ / نْ /

3 بُلْبُلْ — /بُ / لْ / بُ / لْ /

4 لِبِنْتِ — / لِ / بِ / نْ / تِ /

5 نَبَتَتْ — / نَ / بَ / تَ / تْ /

The instructor will discuss the reading of the words.

1 نلت

2 تتن

3 ننبت

4 بَلْ

5 لَنْ

6 تُبْ

7 لِنَنْبُتَ

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Part III. Evaluation (Recorded)

A. SOUND.

1. You will hear .... correctly

1.	/a/	/i/	/u/	7.	/a/	/i/	/u/
2.	/a/	/i/	/u/	8.	/a/	/i/	/u/
3.	/a/	/i/	/u/	9.	/a/	/i/	/u/
4.	/a/	/i/	/u/	10.	/a/	/i/	/u/
5.	/a/	/i/	/u/	11.	/a/	/i/	/u/
6.	/a/	/i/	/u/	12.	/a/	/i/	/u/

2. You will hear ... words.

1.	____	7.	____
2.	____	8.	____
3.	____	9.	____
4.	____	10.	____
5.	____	11.	____
6.	____	12.	____

3. You will hear ... words.

	First Syllable			Second Syllable		
1.	/a/	/i/	/u/	/a/	/i/	/u/
2.	/a/	/i/	/u/	/a/	/i/	/u/
3.	/a/	/i/	/u/	/a/	/i/	/u/
4.	/a/	/i/	/u/	/a/	/i/	/u/
5.	/a/	/i/	/u/	/a/	/i/	/u/
6.	/a/	/i/	/u/	/a/	/i/	/u/

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	First Syllable			Second Syllable		
7.	/a/	/i/	/u/	/a/	/i/	/u/
8.	/a/	/i/	/u/	/a/	/i/	/u/
9.	/a/	/i/	/u/	/a/	/i/	/u/
10.	/a/	/i/	/u/	/a/	/i/	/u/
11.	/a/	/i/	/u/	/a/	/i/	/u/
12.	/a/	/i/	/u/	/a/	/i/	/u/

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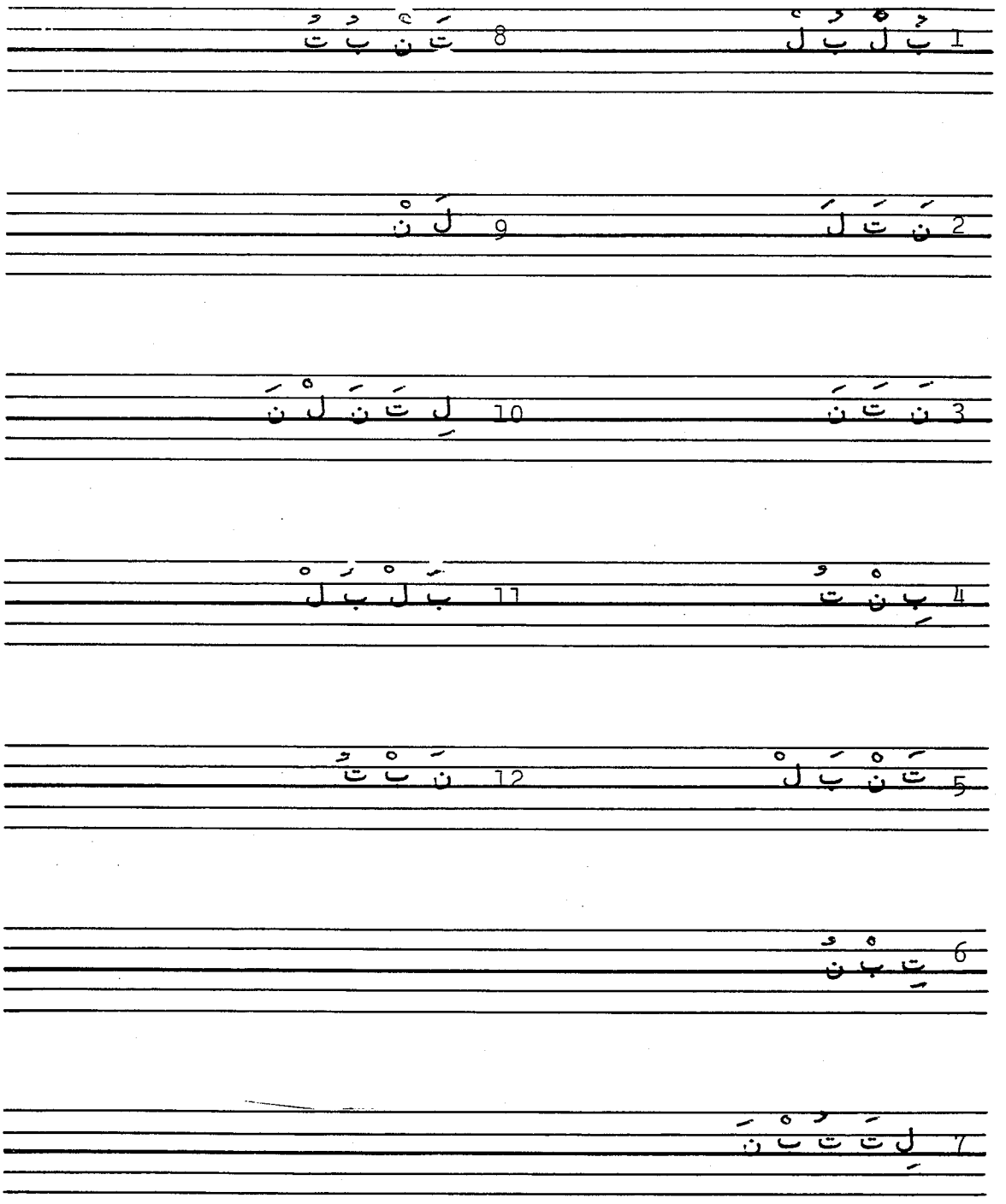
B. SCRIPT.

1. Join the letters in each of the following groups without error.



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2. Syllabify the following words by drawing slashes (/) between the syllables. Then name all of the letters in each word.

Name of letters

1 نِلْنَ

2 تَنْبِتُ

3 نِلْتُ

4 تَبَلْبَلَ

5 نَبَتَ

6 بُلْبُلٌ

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C. Discussion for Sound Evaluation

1. The correct response are;

1.	/a/	بَرْد	7.	/u/	شُم
2.	/u/	زُر	8.	/u/	فُرْس
3.	/i/	رِش	9.	/a/	مَـد
4.	/a/	كَلْب	10.	/u/	بُـد
5.	/a/	هَلْ	11.	/i/	سِد
6.	/i/	جِـد	12.	/a/	سَل

2. The correct responses are:

1.	S	بِنْتَكَ	5.	S	نَفْسُهُ	9.	N	كُتِبَ
2.	S	إِبْنُهُ	6.	S	نَبْرُزُ	10.	N	كُتُبُهُ
3.	S	سِلْكُكَ	7.	S	دَرْسُكَ	11.	N	نُكِبَ
4.	N	بَلَدُكَ	8.	S	لِنَشْرَبْ	12.	N	دُرِسَ

3. The correct responses are:

	First Syllable				Second Syllable		
	/a/	/i/	/u/		/a/	/i/	/u/
1.			/u/	نُكْتَةَ	/a/		
2.		/i/		مِنْكَ	/a/		
3.	/a/			نَهْرِ		/i/	
4.			/u/	سُلِكَ	/a/		
5.	/a/			جَرْدُ			/u/
6.		/i/		بِنْتُهُ			/u/
7.		/i/		تِلْكَ	/a/		

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	First Syllable				Second Syllable		
	/a/	/i/	/u/		/a/	/i/	/u/
8.		/i/		لِنَكْتُبْ	/a/		
9.		/i/		مِنْكَ		/i/	
10.		/i/		سِرْبٌ			/u/
11.	/a/			تَرَكَكَ	/a/		
12.	/a/			يَكُنْ			/u/

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D. Discussion for Script Evaluation.

1. The joined letters are written:

1	بُلْبُلْ	7	لِتَتْبُنْنَ
2	نَتَلَ	8	تَنْبُتُ
3	نَتَنَ	9	لَنْ
4	بِنْتُ	10	لِتَتَلْنَ
5	تَنْبَلْ	11	بَلْبَلَ
6	تِبْنٌ	12	نَبْتُ

2. The words are syllabified as follows:

/ نْ / لَ / نْ /

/ تَ / نْ / بُ / تُ /

/ نِ / لْ / تُ /

/ تَ / بَ / لْ / بَ / لَ /

/ نٌ / بَ / تَ /

/ بُ / لْ / بُ / لْ /

3. The name of the letters in each word are:

1. NuuN, LaaM, NuuN
2. Taa, NuuN, Baa, Taa
3. NuuN, Laam, Taa
4. Taa, Baa, LaaM, Baa, LaaM
5. NuuN, Baa, Taa
6. Baa, LaaM, Baa, LaaM

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LESSON 2

Part 1. Objectives.

A. Sound:

The intent of this part of the lesson is to develop the general ability to aurally recognize the Arabic long vowels /aa/, /ii/ and /uu/. Specific objectives are:

1. From a list of recroded one syllable words, be able to distinguish those with long vowels from those with short vowels without error.

2. From a list of recorded polysyllable words, be able to identify the type of long vowel (//aa/, /ii/, or /uu/) used in each word without error.

B. Script:

The intent of this part of the lesson is to develop the ability to recognize the written form of the long vowels and distinguish between the consonants /s/ and /sh/. Specific objectives concerning these characters are:

1. Given groups of uncorrected letters, be able to join the letters in each group without error.

2. From a list of written Arabic words, be able to correctly syllabify at least 20% of the words.

3. Be able to identify and name all letters in a list of 10 words containing letters from this and the previous lesson.

4. Correctly identify and write the long vowels.

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Part II - Explanation and Demonstration

A. Sound:

1. The Arabic long vowel /aa/ (called in Arabic /AaLiF) is pronounced similarly to the short Arabic vowel /a/ (FaTHa) except that it is much longer in duration. It is similar to the English vowel "a" in "bat".

a. Examples of the long vowel /aa/:/AaLiF/

1. مات

2. دام

3. سام

4. بات

5. تام

b Examples of minimal pairs,/a/ (FaTHa) and /aa/ /AaLiF. Minimal pair is a set of two words which differ from one another in only one sound. In this case, a word with a short vowel will be spoken ; then a second word with the same consonant, but a long vowel, will be spoken.

1.	سَد	ساد	6.	دَم	دام
2.	مَد	ماد	7.	جَر	جار
3.	هَم	هام	8.	بَت	بات
4.	سَم	سام	9.	فَر	فار
5.	تَم	تام	10.	نَم	نام

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2. The long vowel /ii/ is similar to the English vowel "ee" in the words "teen" and "seen", with somewhat longer duration.

a. Examples of the long vowel /ii/ (recorded)

1. دِين
2. بِير
3. فِيل
4. مِيل
5. سِين

b. Examples of minimal pairs, /i/ and /ii/ (recorded)

1.	دِن	دين	6.	فِل	فيل
2.	بِر	بير	7.	دِر	دير
3.	مِل	ميل	8.	زِر	زير
4.	سِن	سين	9.	جِد	جيد
5.	شِن	شين	10.	سِر	سير

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3. The long vowel /uu/ is similar to the English "oo" in the words "fool"and "moose", but with longer duration.

a. Examples of the long vowel /uu/ : (Recorded)

1. جود

2. جور

3. دور

4. سود

5. كور

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b. Examples of minimal pairs,/u/ /VaMMa/ and /uu/ /WaaW/ (recorded)

1.	جور	جُر	6.	فول	فُل
2.	كور	كُر	7.	نور	نُر
3.	جود	جُد	8.	كون	كُن
4.	سود	سُد	9.	توب	تُب
5.	دور	دُر	10.	هون	هُن

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Exercises

a. Exercise to distinguish between short /a/ and long /aa/. Some of the following one-syllable words have a short /a/, and some a long /aa/. Listen and distinguish among them. Check the response that you think is correct. As you go through the exercise, check the accuracy of your responses with the key below:

	/a/	/aa/		/a/	/aa/
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

Key to Recorded Exercises

	/a/	/aa/			/a/	/aa/	
1.	✓		تَب	6.	✓		سَد
2.		✓	تام	7.		✓	بات
3.		✓	هام	8.		✓	كال
4.	✓		رَف	9.		✓	رام
5.	✓		جَف	10.		✓	جاف

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b. Exercise to distinguish between short /i/ and long /ii/. Some of the following one-syllable words have a short /i/, and some a long /ii/. Listen and distinguish among them. Check the response that you think is correct. As you go through the exercise, check the accuracy of your responses with the key below:

	/i/	/ii/		/i/	/ii/
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

Key to Recorded Exercises

	/i/	/ii/		/i/	/ii
1.		سِل	6.		سین
2.		مِل	7.		بیر
3.		زیر	8.		دین
4.		دِن	9.		سِن
5.		فیل	10.		زِر

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c. Exercise to distinguish between short /u/ and long /uu/. Some of the following one-syllable words have a short /u/, and some a long /uu/. Listen and distinguish among them. Check the response that you think is correct. As you go through the exercise, check the accuracy of your responses with the key below:

/u/	/uu/	/u /	/uu/
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Key to Recorded Exercises

	short	long		short	long
1.		✓ کون	6.	✓	کُن
2.		✓ سود	7.	✓	زُر
3.	✓	هن	8.		✓ هون
4.		✓ دور	9.	✓	جر
5.		✓ جود	10.		✓ نور

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d. Exercise to distinguish among the short and long vowels. Some of the following one-syllable words have short vowels and some long vowels. Listen and distinguish among them. Check the response that you think is correct. As you go through the exercise, check the accuracy of your responses with the key on the facing page.

	short	long		short	long		short	long
1.			6.			11.		
2.			7.			12.		
3.			8.			13.		
4.			9.			14.		
5.			10.			15.		

1.	✓	مَنْ	6.		✓ کاف	11.	✓	نَم
2.	✓	کَمْ	7.	✓	مِن	12.		✓ جود
3.		✓ لام	8.		✓ دور	13.		✓ بیر
4.		✓ نور	9.		✓ سین	14.	✓	جُرْ
5.		✓ دین	10.		✓ بات	15.	✓	کُنْ

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e. Exercise to distinguish among long vowels in two-syllable words. You will hear 15 recorded two-syllable words. Identify the type of long vowel occurring in each word. Check your response. As you go through the exercise, check the accuracy of your responses with the key.

	/aa/	/ii/	/uu/	no		/aa/	/ii/	/uu/	No
1.					6.				
2.					7.				
3.					8.				
4.					9.				
5.					10.				

	/aa/	/ii/	/uu/	No
11.				
12.				
13.				
14.				
15.				

KEY :

1.	/aa/	سافَرَ	6. /ii/	سَليم	11. /uu/ نور
2.	/ii/	زينَة	7. /uu/	يَهون	12. /ii/ ميل
3.	/aa/	فِنْجان	8. No	كَتَبَ	13. /aa/ سافِرْ
4.	/aa/	كِتاب	9. /aa/	جافِل	14. No جِد
5.	/uu/	يَكون	10. /uu/	سُود	15. No جُرّ

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f. Exercise to identify the number of syllables in a word. You will hear 15 words with one, two, or three syllables. Check your response. As you go through the exercise, check the accuracy of your responses with the key,

	One	Two	Three		One	Two	Three
1.				6.			
2.				7.			
3.				8.			
4.				9.			
5.				10.			
				11.			
				12.			
				13.			
				14.			
				15.			

KEY:

1.	كانون	Two	6.	بَنات	Two	11.	يَهون	Two
2.	بَرْميل	Two	7.	نَبَتَ	Three	12.	زِينَةْ	Two
3.	سِكون	Two	8.	سَليم	Two	13.	مالي	Two
4.	ميزان	Two	9.	كِتاب	Two	14.	تابَ	Two
5.	فِنْجان	Two	10.	سَلِمَ	Three	15	كَسَبْ	Two

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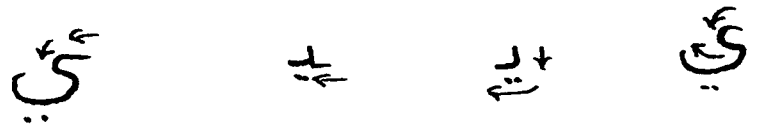
B. Script.

English Counterpart	Arabic Name	Arabic Symbol
aa/	alif	ا
/ii/	yaa	ي
/uu/	waaw	و
/s/	siin	س
/sh/	shiin	ش

a. The long vowel /aa/ " ا" is called "alif" and it is a non-connected letter which takes no letter after it. Its written form is " ا"and it is connected to the preceding letter by a small dash connected to its stem, thus :" ـا "

b. The long vowel /ii/ " ي"is called "yaa ". This is a connected letter and its written form is " يـ " The main feature of "yaa?"is " يـ" which is very similar to بـ ، تـ and نـ except the placing of the dots; the dots of ت is over, while that of the "ي"is under the form.

Examples:



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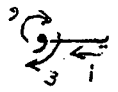
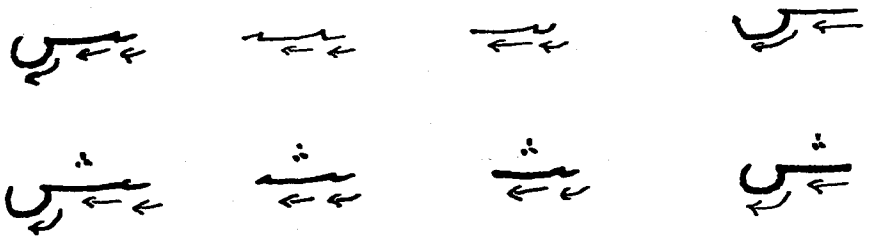
c. The long vowel /uu/ "و" is called "waaw" and it is a non-connected letter which takes no letter after it. Its written form is " و ". The preceding letter is connected as such: 

2. Writing of Consonants /s/ and /sh/

a. Arabic /s/ is called "siin" and it is represented in written form س or the latter is most common in freehand writing. The س is a connector and therefore would be connected with the preceding and the following letters as such:"لس" or "لسـ" , ـسـ or ـسـ.

b. The letter /sh/(English sh) in Arabic is called "shin." Its written form is "ش "or " "the latter is most common in freehand writing. "Shin"is written the same way as "siin" with the addition of three dots above it. These two letters are formed in this way.



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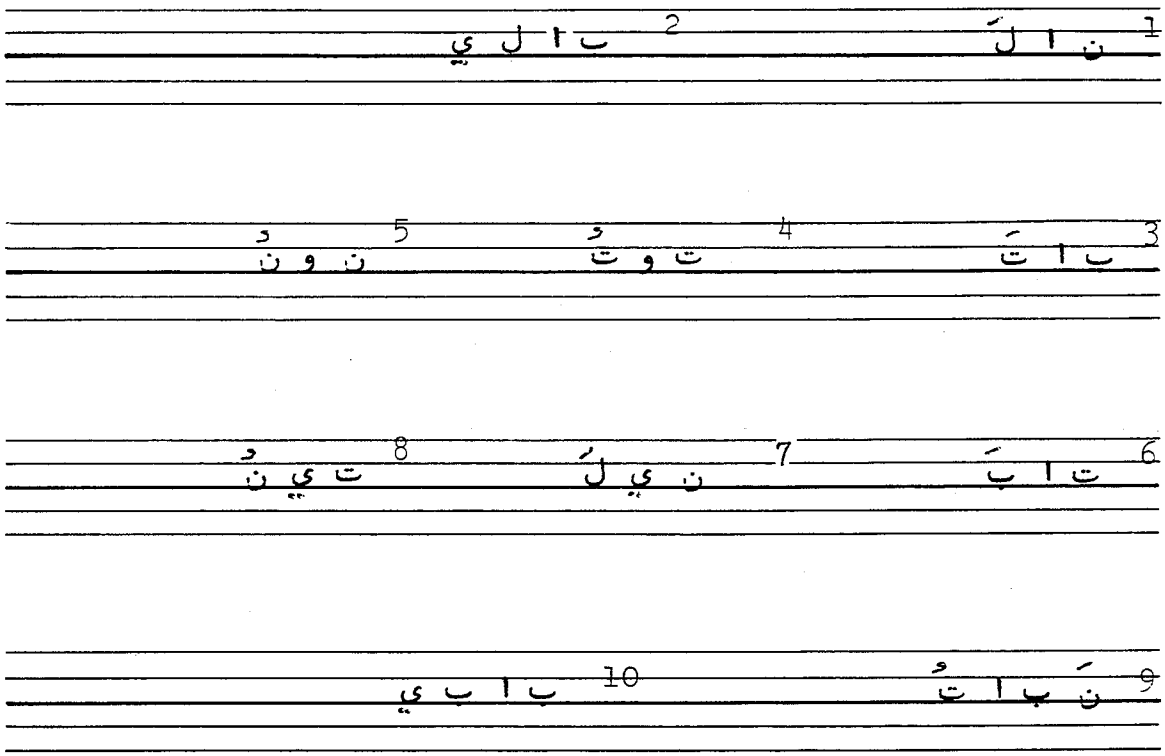
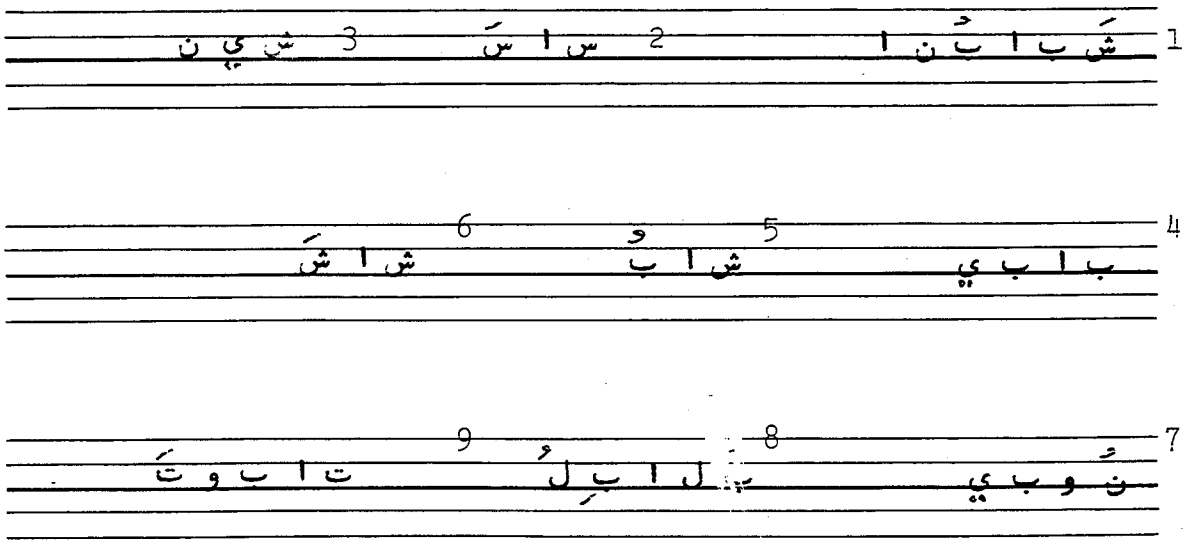
3. Exercises:

a. Join the long vowels " ا", "و " and "ي"with the following letters. Use the practice lined papers.



b. Join the long vowels with س , ش and other letters.



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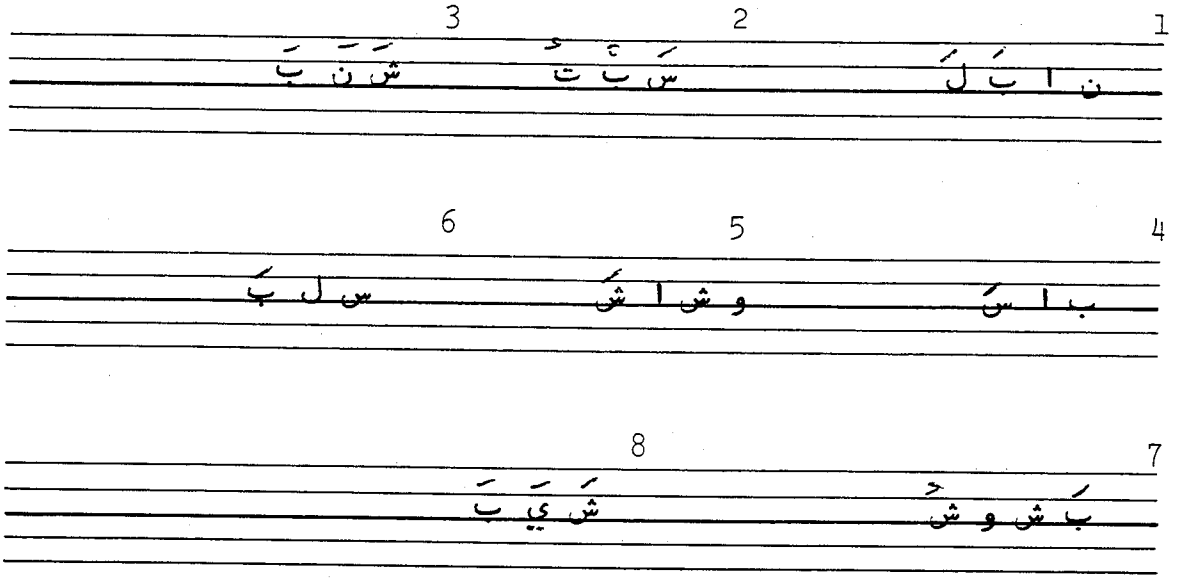
10

تَ ل و ل

c. Join the folloing letters and then read them for the instructor:



d. Syllabify the following words by drawing a slash (/) between the syllables.

١- نَباتي

٢- شاوِش

٣- بُلْبُلْ

٤- نيسانْ

٥- شَبابي

٦- نِسْيانْ

٧- نَوالْ

٨- تَشْويشي

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Discussion of script exercises.

a. The correct responses are:

1	نال	6	تاب
2.	بالي	7	نيل
3.	بات	8	تين
4	توت	9	نبات
5	نون	10	بابي

b. The correct responses are:

1	شبابنا	6	شاش
2	ساس	7	نوبي
3	شين	8	بلابل
4	بابي	9	تابوت
5	شاب	10	تلول

c. The correct responses are:

1	نابل	5	وشاش
2	سبت	6	سلب
3	شنب	7	بشوش
4	باس	8	شيب

i. The correct responses are:

1	نَّ/ب ا/ت ي	5	شَ/ب ا/ب ي
2	ش ا/و ي ش	6	نِ شْ/ي ا/نُ
3	بُ لْ/بُ لْ	7	نَ/و ا/لُ
4	ن ي/س ا/ن	8	تَ شْ/و ي/ش ي

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PART III. Evaluation

A. Sound.

1. In the following 12 recorded one-syllable words distinguish which have long vowels from those with short vowels by circling the corresponding term beside each number. You must correctly identify each word without error to pass.

1.	S	L	كُن	7.	S	L	لَمْ
2.	S	L	تاب	8.	S	L	دِين
3.	S	L	مال	9.	S	L	مُوت
4.	S	L	سون	10.	S	L	شين
5.	S	L	كان	11.	S	L	سام
6.	S	L	مِيل	12.	S	L	دور

2. You will hear 10 recorded words, each with more than one syllable. Identify the type of long vowel occurring in each word by circling the corresponding long vowels beside each number on your answer sheet. To pass, you should make no errors.

1.	ا	و	ى		6.	ا	و	ى	
2.	ا	و	ى		7.	ا	و	ى	
3.	ا	و	ى		8.	ا	و	ى	
4.	ا	و	ى		9.	ا	و	ى	
5.	ا	و	ى		10.	ا	و	ى	

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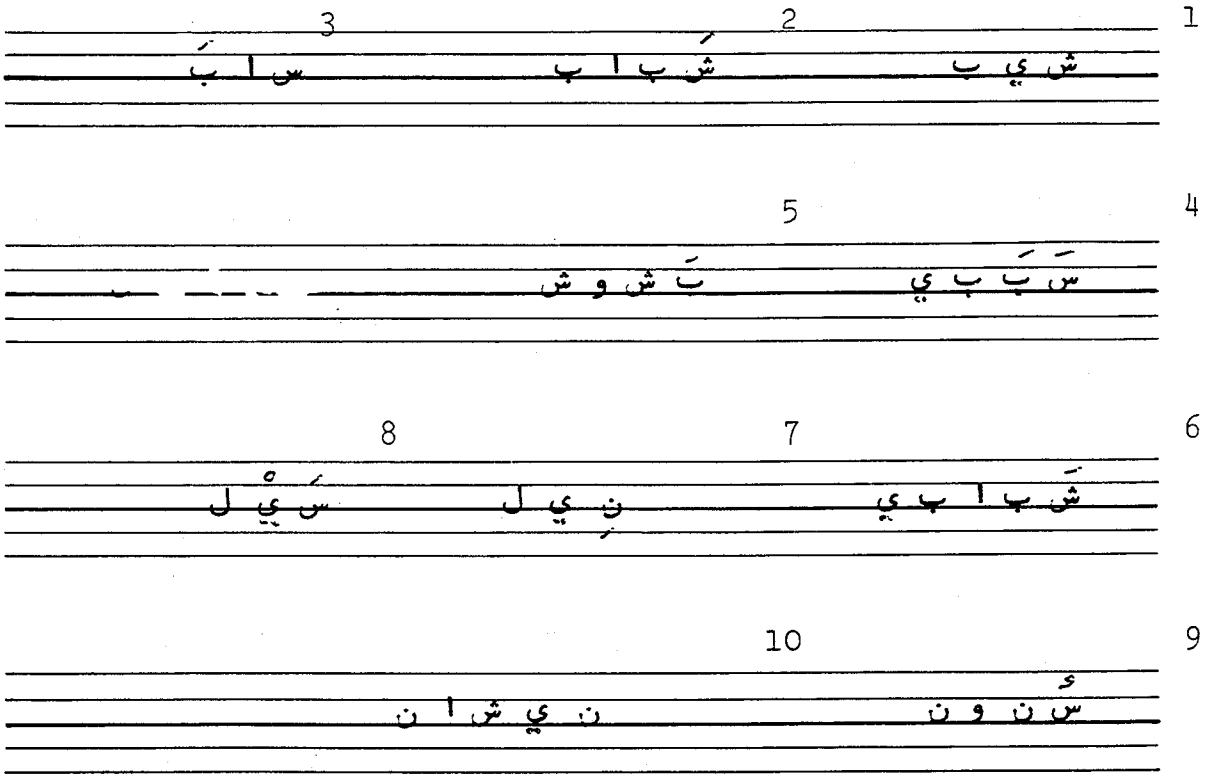
B. Script.

1. Join the letters in each of the following groups without error.



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2. Syllabify the following words by drawing slashes (/) between the syllables. You should correctly syllabify at least 8 words.

1 تَنابَلَ

2 سوس

3 تَشْتيت

4 ناس

5 تَبْويب

6 بَشوش

7 نون

8 نَبْتَتان

9 نَبيل

10 نَبي

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Discussion of sound evaluations.

1. Correct responses:

1.	(S)	L	7.	(S)	L
2.	S	(L)	8.	S	(L)
3.	S	(L)	9.	S	(L)
4.	S	(L)	10.	S	(L)
5.	S	(L)	11.	S	(L)
6.	S	(L)	12.	S	(L)

2. Correct responses:

1.	بنات ی و (ا)		6.	یکون ی (و) ا	
2.	سافر ی و (ا)		7.	زینة (ی) و ا	
3.	کانون ی (و) (ا)		8.	کتاب ی و (ا)	
4.	سلیم (ی) و ا		9.	فنجان ی و (ا)	
5.	میزان (ی) و (ا)		10.	برمیل (ی) و ا	

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Discussion of script evaluation.

1. Correct responses:

1.	شيب	6.	شَبابي
2.	شَباب	7.	نِيل
3.	ساَبَ	8.	سَيْل
4.	سَبَبي	9.	سُنون
5.	بَشوش	10.	نيشان

2. Correct responses:

Item	Syllables
1.	تَ/نا/ب/ل
2.	سوس
3.	تَشْ / تيت
4.	ناس
5.	تَبْ / ويب
6.	بَ / شوش
7.	نون
8.	نَبْ / تَ / تان
9.	نَ / بيل
10.	نَ / بي

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LESSON 3

Part I. Objectives.

A. Sound:

The intent of this part of the lesson is to develop the ability to recognize the "hamza" (the glotal stop /A/), the dipthongs (/a — / + /uu و/ or /ii ي) and to recognize the consonant C ث . Specific objectives are:

1. From a list of recorded words, each with a "hamza", be able to determine for each word whether the "hamza" comes in the first, second or third syllable.

2. Without error, be able to distinguish between the diphthongs /aw/ and the vowel / و /.

3. Without error, be able to distinguish between the diphthong /aɪi/ and the long vowel / ي /.

4. Without error, be able to identify / c /.

B. Script:

The intent of this part of the lesson is to recognize the written forms of the "hamza", the diphthongs, and the consonant " ث ". The specific objective is:

Given 10 groups of letters, be able to join all letters in at least 8 groups without error.

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PART II - Explanation and Demonstration.

A. Sound:

1. THe "hamza"is a consonant. It is similar to the sound found in a few English exclamation, such as " ah" and "oh!" . However, ~~unlike~~ English where the sound is not considered meaningful, in Arabic it has a definite meaning and is considered a consonant.

Examples of the "hamza". Listen carefully. The first 5 words have one syllable and the rest have more than one syllable with "hamza"in different positions. You may play the tape over as many times as you wish.

أَبْ	مَرِئَ	لُؤْ لُؤْ
أُنْس	سُئِلَ	أَنْبَاء
سَاءَ	شُؤُون	جُزْأُ
سُوء	إِبْنُ	بِئْرُ
إِنْ	سَائَلَ	جَرِيءٌ

Exercise for differentiation of"hamza". In the following list of 20 words, some have "hamza"and others do not. Mark on a piece of paper "N" for those words that do not have "hamza"and indicate the appropriate syllable (1, 2, 3, etc.) for those words with "hamza"

سَماء	سَما	بِير	أَمْ
رِئاسَة	بَأْسٌ	رَيِّس	رَيٌّ
مَسْؤول	سَماءٌ	سُوءٌ	شان
أَلَم	ماءٌ	شُؤُون	بَيْداء
شَأْن	رَئيس	تَسائَلَ	أَبْ

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2. Arabic diphtong is a formation of the short vowel /a ـَ/ and either the long vowels /uu و / or /ii ي / in one syllable. English has the same phenomenon.

Examples:

how = "/yawm/" day
day = "/bayt/" ' house

Examples of the diphtongs. Listen carefully to examples of diphtongs as they are produced by the model.

بَيْت	لَوْن	نَوْب	رَيْ	لَيْسَ
بَيْنَ	مَوْت	أَيْ	سَيْل	لَـوْم
دَوْر	أَوْ	لَيْتَ	شَيْب	هَوْل
لَـوْ				

Exercise for Differentiation of diphtongs. Listen to the following 20 words. Mark on a piece of paper whether the words contain the diphthongs /a uu/ or /a ii/ or the long vowels /uu/ or /ii/.

جُـود	نِيل	مِيل	نَيْل
مَوْت	جَيْب	زَيْـد	كَبير
بَيْنَ	كَيْـد	سَيْف	ثُـور
كَـوْن	دَوْر	ثَـوْر	سُوم
لَـوْم	لُـوم	جُـون	دُوم

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3. Arabic /"th"/ is called "CA" and is similar to the English "th" as in "think" or "thin". (Where the tongue is placed lightly between the teeth when making the "th" sound). Listen to the following examples of words containing /C/ in various positions ; ie, initial, medial, and final.

ثَبَتَ ثبات وَثَبَ تَثْبيت

ثـُوم بَثَّ ثَلاث

Exercise for differentiation of /C/. Listen to the following 15 words and mark on a piece of paper whether the word has the sound /C/ in the initial, medial or final position.

لَيْث ذَليل شُذوذ

ثابِت ذَهَبَ وُثوب

تَثِبُ يُذيبُ ثُلوج

لَذَّة مَثْبوت نَبَذَ

ثَلاثين مُذاكَرَة شَذَّ

Exercise for oral production.

دَوْرُ بَيْنَ سَيْرِ ثابَ

سَيْفَ أَيْ نِيلَ ثُمَّ

مَوْتُ أَوْ وَثَبَ نَبَثَ

مَيْلِ كَوْنِ ثَلاثَ تَثْبيتَ

ثَوْرُ رَوْدُ بَثَّ يَثْبُتُ

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B. SCRIPT.

1. "Hamza همزة"

The written form of "hamza"is rerpresented by "/ ء /". Generally speaking, "hamza" often appears with an accompanying long vowel " ا و", and " ى ", however, it can come anywhere in the word or independently by itself within a word.

The technique of writing "hamza"is unique since it joins neither the preceding nor the following letters. The three long vowels / ا /, / و /, and / ى / simply function as a chair or a seat for "hamza" only, and never for producing their own particular sound. Examples:

أَ أُ إِ ىءَ ىءُ ىئِ وءُ وءَ ءَ ءُ ءِ

The attached chart can be used as a general guide in writing the "hamza"properly. You are not expected, at this time to predict the correct way of writing the "hamza". Therefore, use this chart as a reference. If you have any questions on how to use this chart, ask your instructor.

Exercises:

a. Join together the following group of letters:

أ ن ا و ب ا ؤ ب ن ا ء

أ ن ت ب أ س ش ا ء ت

ش و و ن س ي ئ ل

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2. /C/

Arabic /C/ is called "CA" and its written form is " ث." "CA" belongs to the same family group of / ب /, / ت /, / ن / and / ي /.

Examples:

ب ت بـ ڗ ز ي ـب

ث ڗ ـڗ ـث

EXERCISE:

Join the following group of letters:

ثَ بَ تَ وَ ثَ بَ ثَ ل ا ثُ

يَ ثِ بُ ثَ وْ بُ ثِ ي ا ب ي

و ا ثِ بُ ث ا ل و ثُ

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c. Join the following group of letters and read them:

you M.S.	I
أَنْتَ	أَنَا
he stood firm	building
ثَبَتَ	بِنَاءُ
he jumped	three
وَثَبَ	ثَلَاثَ
she desired	or
شَاءَتْ	أَوْ
my clothes	he asked
ثِيَابِي	سَأَلَ
affairs	father	afixing
شُؤُونُ	أَبٌ	تَثْبِيتٌ
strenght	he was asked
بَأْسٌ	سُئِلَ

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Discussion on Script Exercises

1. These are the correct responses:

1	أَنا	5	بَأْسٌ
2	أَنْتَ	6	سُئِلَ
3	شُؤُونٌ	7	بِناءٌ
4	وَباءٌ	8	شاءَتْ

2. These are the correct responses:

1	ثَبَتَ	5	ثَوْبٌ
2	يَثِبُ	6	ثالوثٌ
3	واثِبٌ	7	ثَلاثٌ
4	وَثَبَ	8	ثِيابي

3. These are the correct responses:

1.	أَنا	6.	وَثَبَ	11	تَثْبيتٌ
2.	أَنْتَ	7.	أَوْ	12	أَبْ
3.	بِناءٌ	8.	شاءَتْ	13	شُؤُون
4.	ثَبَتَ	9.	سَأَلَ	14	سُئِلَ
5.	ثَلاثَ	10	ثِيابي	15	بَأْسٌ

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POSITION OF HAMZA

VOWEL OF HAMZA	INITIAL	INTERNAL					FINAL				
		VOWEL OF PRECEDING CONSONANT					VOWEL OF PRECEDING CONSONANT				
	* *	KASRA	ḌAMA	FATḤA	SUKUUN	LONG VOWEL	KASRA	ḌAMA	FATḤA	SUKUUN	LONG VOWEL
KASRA	إِ إِرْسال	ـِئِ قارِئِين	ـُئِ سُئِل	ـَئِ سَئِمَ	ـْئِ أَسْئِلَة	يِئِ جَرِيئِين وِئِ سُوئِها اِئِ نائِم	ـِئ بادِئ	ـُؤ لُؤْلُؤ	ـَإِ مُسْتَبْطَأ	ـْءِ جُزْءِ	يِءِ مُسِيءِ وِءِ سُوءِ اِءِ مَساءِ
DAMA	أُ أُكْتُبْ	ـِئُ قارِئُون	ـُؤُ فُؤُوس	ـَؤُ لَؤُمَ	ـْؤُ مَسْؤُول	يُؤُ يُئُ يَسِيؤُون وُؤُ يَسُوؤُه اُؤُ ماؤُهم	ـِئُ مَبادِئُ	ـُؤُ لُؤْلُؤُ	ـَأُ يَقْرَأُ	ـْءُ جُزْءُ	يِءُ مُسِيءُ وِءُ يَسُوءُ اِءُ مَساءُ
FATḤA OR SUKUUN	أَ أَكَلَ * *	ـِئَ فِئَرَة ـِئْ بِئْر	ـُؤَ مُؤَدَّب ـُؤْ سُؤْدَد	ـَأَ سَأَلَ ـَأْ فَأْس	ـْأَ مَسْأَلَة * *	يِئَ خَطِيئَة وِءَ يَضُوءَان اِءَ تَساءَل * *	ـِئَ أُنْشِئَ ـِئْ يُنْشِئْ	ـُؤَ جَرُؤَ ـُؤْ يَجْرُؤْ	ـَأَ قَرَأَ ـَأْ إِقْرَأْ	ـْءَ جُزْءَ * *	يِءَ مُسِيءَ وِءَ سُوءَ اِءَ مَساءَ * *

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Part III. Evaluation

A. Sound

1. You will hear 20 words pronounced one at a time. Some of them contain the "hamza" sound but in different positions. Listen carefully and try to recognize whether or not the "hamza" is present and then identify the position of "hamza" by checking the corresponding syllable number beside each number on your answer sheet. You are expected to answer without error.

Answers:

	Syllable 1	2	3	4			Syllable 1	2	3	4	
1					أَكَلَ	11					أَمَرَ
2					سَماءٌ	12					نِداءٌ
3					سالَ	13					مار
4					إمام	14					فَتى
5					ماءٌ	15					سِناءٌ
6					سَعى	16					جائِر
7					سَئِمَ	17					سائِل
8					سَأَلَ	18					سايل
9					أُمٌّ	19					تَساءَلَ
10					تَسامى	20					مُؤْتَمَرَ

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2. You will hear a list of 15 words, each pronounced one at a time. Listen carefully and indicate whether the word contains the diphthong / ـَوْ / or / ـَيْ / or just the long vowel / و / and / ى /. Check the correct combination beside each number on your answer sheet. You are expected to answer without error.

1.	دَيْن	6.	ثَوْر	11.	زَيْد
2.	سَيْف	7.	سُود	12.	دُور
3.	دِين	8.	نِيل	13.	هاتَيْن
4.	نَيْل	9.	مَوْت	14.	أَيْنَ
5.	ثُوم	10.	دَوْر	15.	بَيْنَما

3. You will hear 12 words, each pronounced once. Listen carefully and try to recognize whether a word contains / ث / or not and then check the corresponding column beside each number on your answer sheet. You are expected to answer without error.

1.	ثَيْل	5.	شاذ	9.	ذَيْل
2.	لَذَّة	6.	ثَلاثَة	10.	بَذَ ل
3.	ثَبات	7.	لَثَّة	11.	ثَمين
4.	شُذوذ	8.	نَفوذ	12.	ذَهَبْ

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B. Script.

1. Join together the following letters. You are expected to write 8 out of 10 correctly.

أ ن ت ش أ ن

ا ب ن س ئ ل

ث أ ر س ا ء ل

ن س ا ء ش ى ء

س و ء و ب ا ء

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Discussion for Sound Evaluation

1. These are the correct responses.

1.	1	أَكَلَ	6.	N	سَعَى	11.	1	أَمَرَ	16.	2	جائر
2.	2	سَماء	7.	2	سَئِمَ	12.	3	نِداءٌ	17.	2	سائِل
3.	N	سالَ	8.	3	سَأَلَ	13.	N	مار	18.	N	سايل
4.	1	إمام	9.	1	أُمٌّ	14.	N	فَتى	19.	3	تَساءَلَ
5.	2	ماءٌ	10.	N	تَسامى	15.	3	سِناءٌ	20.	2	مُؤْتَمَرَ

2. These are the correct responses.

	/auu/	/aii/	/uu/	/ii/		/auu/	/aii/	/uu/	/ii/
1.		✓			9.	✓			
2.		✓			10.	✓			
3.		✓		✓	11.		✓		
4.		✓			12.			✓	
5.			✓		13.		✓		
6.	✓				14.		✓		
7.			✓		15.		✓		
8.				✓					

3. These are the correct responses.

	C	N		C	N		C	N
1.	✓		5.		✓	9.		✓
2.		✓	6.	✓		10.		✓
3.	✓		7.	✓		11.	✓	
4.		✓	8.		✓	12.		✓

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Discussion of Script Evaluation.

1. These are the correct responses

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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LESSON 4

PART I. Objectives.

A. Sound:

The intent of this part of the lesson is to develop the general ability to aurally recognize the / " / (ع), the /r/ "raa", the "Shadda" (ـّ) and the /s/ "Saad". Specific objectives are :

1. Be able to distinguish between the / ع / and the " ء " Hamza with 90% accuracy.

2. Be able to recognize the Arabic "Trill" /r/ with 90% accuracy.

3. Be able to recognize the Arabic "Shadda" with a 90% accuracy.

4. Be able to recognize the Arabic sound /s/ with 90% accuracy.

B. Script.

The intent of this part of the lesson is to develop the ability to recognize and write the following letters:
/"/, /r/, "Shadda", / ـّ /, and / ص /. Specific objectives are:

1. Be able to recognize the Arabic consonant /ص/ with 90% accuracy.

2. Be able to recognize the Arabic /ر/ with 90% accuracy.

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3. Be able to recognize the Arabic "Shadda" with 90% accuracy.

4. Be able to recognize the Arabic consonant /Z/ with 90% accuracy.

5. Be able to join the letters in at least 8 out of 10 groups containing letters from this and previous lessons.

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PART II - Explanation and Demonstration

A. Sound:

Th Arabic /"/ has no equivalent or counterpart in English. This unique sound is produced by narrowing the end of the throat (pharyngeal walls) followed by explosion of the breath. It is called/"IN/.

Examples:

You will hear a group of 8 minimal pairs showing the distinction between /"/ and "hamza". The first word of each minimal pair has the "hamza"sound, and the second part has the / "/ sound. Listen carefully and try to recognize the difference. You may play the tape over as many times as you wish.

أَمَل	عَمَل	مُذرِيء	مُذيع
سَأَل	سَعَل	رابِيء	رابِع
أَمَد	عَمَد	أَجَل	عَجَل
مَسْؤُول	مَسْعُول	سَماء	سَماع

Exercise for differentiation of /"/ sound:

You will hear four groups of words, with five words in each group, using the spaces below, check those words containing the /"/ sound. Mask the text answers below and group as you go to check your progress. Do not go to a new group until you have mastered the old one.

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GROUP I	GROUP II	GROUP III	GROUP IV
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

ANSWERS

GROUP I	GROUP II	GROUP III	GROUP IV
1. ✓ جاعَ	1. جاءَ	1. ✓ سَماع	1. ✓ مَسْعول
2. ✓ عَنْ	2. ✓ عَزَلَ	2. سائِد	2. ✓ عَليم
3. أَزَلْ	3. مَسْؤُول	3. أَثَر	3. أَنْ
4. ✓ سَعَلْ	4. سَماءُ	4. ✓ ساعِد	4. سَأَل
5. أَليم	5. بَرَأَ	5. ✓ بَرَعَ	5. ✓ عَسير

3. "Shadda"refers to two identical consonants occurring in sequence, the first with a Sukuun and the second with a vowel (CVCCV) the underlined part is the Shadda).

Shadda means the double pronunciation of a consonant or a semi-vowel. This doubling never takes place initially in the word. It is most frequently found in the middle of a word ; but occasionally it is found in the final position. This combination of letters is not commonly found in English except in compound words (e.g., the kk in "bookkeeper")

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Examples:

Listen carefully to the following 8 minimal pairs as pronounced by the model. They show the difference between the single consonant and its double in the same position. The first word of each pair has the single consonant, and the second has Shadda. Listen carefully and try to recognize the difference between the two words in every pair:

كَتَبَ كَتَّبَ

مَلَكَ مَلَّكَ

سَلَبَ سَلَّبَ

جَلَسَ جَلَّسَ

سَدْ سَدَّ

رَبْ رَبَّ

فَتَنَ فَتَّنَ

دَرَسَ دَرَّسَ

Exercise for differentiation of double consonants (Shadda). You will hear four groups of words with five words in each group. Using the spaces below, check those words containing the Shadda (double consonant). Mask the text answers below and unmask each group as you go to check your progress. Do not go to a new group until you have mastered the old one.

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GROUP I	GROUP II	GROUP III	GROUP IV
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

GROUP I	GROUP II	GROUP III	GROUP IV
1. ✓ سَهَّلَ	1. جَلَسَ	1. سَكَنَ	1. ✓ دَرَّسَ
2. مَلَكَ	2. دَرَسَ	2. شَهِدَ	2. ✓ هَدَّ
3. سَلَبَ	3. ✓ سَلَّمَ	3. ✓ نَزَّلَ	3. ✓ مَدَّ
4. ✓ فَتَّنَ	4. كَشَفَ	4. ✓ دَرَّسَ	4. ✓ سَلَّمَ
5. ✓ كَشَّفَ	5. ✓ شَبَّكَ	5. ✓ وَلَّدَ	5. نَزَلَ

4. The Arabic hard s /s/ is called /saad/ which is spoken with an emphasis. To produce /saad/ the front of the tongue reaches back of the upper teeth, while the center of the tongue is depressed and the back of the tongue is tense and raised against the pharynges walls and thus forming a narrow passage of which the sound /saad/ is forced through.

Examples: Listen carefully to the following minimal pairs showing the contrast between /siin/ and /saad/ as they are pronounced by the model. The first word of each pair will contain the /siin/ and the second will contain the /saad/. Try to recognize the difference and play the tape over as many times as you wish:

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١— سادَ	صادَ	٦— سَبَّ	صَبَّ
٢— سارَ	صارَ	٧— نَسير	نَصير
٣— سَيْف	صَيْف	٨— بَسْ	بَصْ
٤— سَدَّ	صَدَّ	٩— يَنْسُب	يَنْصُب
٥— سُوري	صُوري		

Exercise for differentiation of /saad/ and /siin/.

You will hear four groups of words in each group. Using the spaces below, check those words containing the /s/ (saad) . Mask the texts answers below, and use them to check your progress.

Do not go to a new group until you have mastered the old one.

GROUP I	GROUP II	GROUP III	GROUP IV
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

ANSWERS:

GROUP I	GROUP II	GROUP III	GROUP IV
1. ✓ فَصَلَ	1. سَبَّ	1. سِفْرُ	1. مَسْلوب
2. ✓ مَصْلوب	2. ناسِيَة	2. سَيْف	2. سَفَر
3. ✓ صِفْرُ	3. ✓ صَبَّ	3. ✓ برص	3. ✓ فِرَص
4. سالَ	4. ✓ صَيْف	4. ✓ بولص	4. جُلوس
5. ✓ صالَ	5. ✓ ناصِيَة	5. فريس	5. مُناسِب

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THe Arabic /r/ is called "raa?" and it is different from the English /r/ in that the Arabic /r/ has a trill (for you who have listened to Spanish, it is similar to the /r/ in "seÑor").

Examples: Listen carefully to the following examples of Arabic /r/. These examples contain /r/ in different positions:

رَسَبَ	دُور	زَهْر
رِيف	فَرْد	جِسْر
رُبَّما	سُور	ثَوْر

Exercise on recognizing the /r/. You will hear four groups of words with five words in each group. Using the spaces below check those words containing the /r/ sound. Mask the text's answers below, and use them to check your progress. Do not go to a new page until you have mastered the old one

GROUP I	GROUP II	GROUP III	GROUP IV
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____

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GROUP I	GROUP II	GROUP III	GROUP IV
1. ✓ رُتَب	1. تَبِيت	1. ✓ كَبير	1. ✓ رِهان
2. ✓ راتِب	2. ✓ شراب	2. إِعْلان	2. لَيَّنَ
3. عَتَبَ	3. ✓ نور	3. ✓ تَرْبِيَّة	3. ✓ هُروب
4. يَذْهَبُ	4. ✓ سُرور	4. ✓ رُسوب	4. تَلْبِيَّة
5. ✓ جِسْر	5. مَشْبوه	5. ✓ مَشْروبات	5. سَهَرَ

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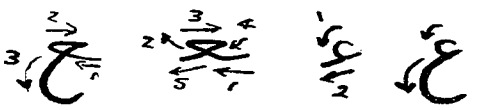
B. SCRIPT

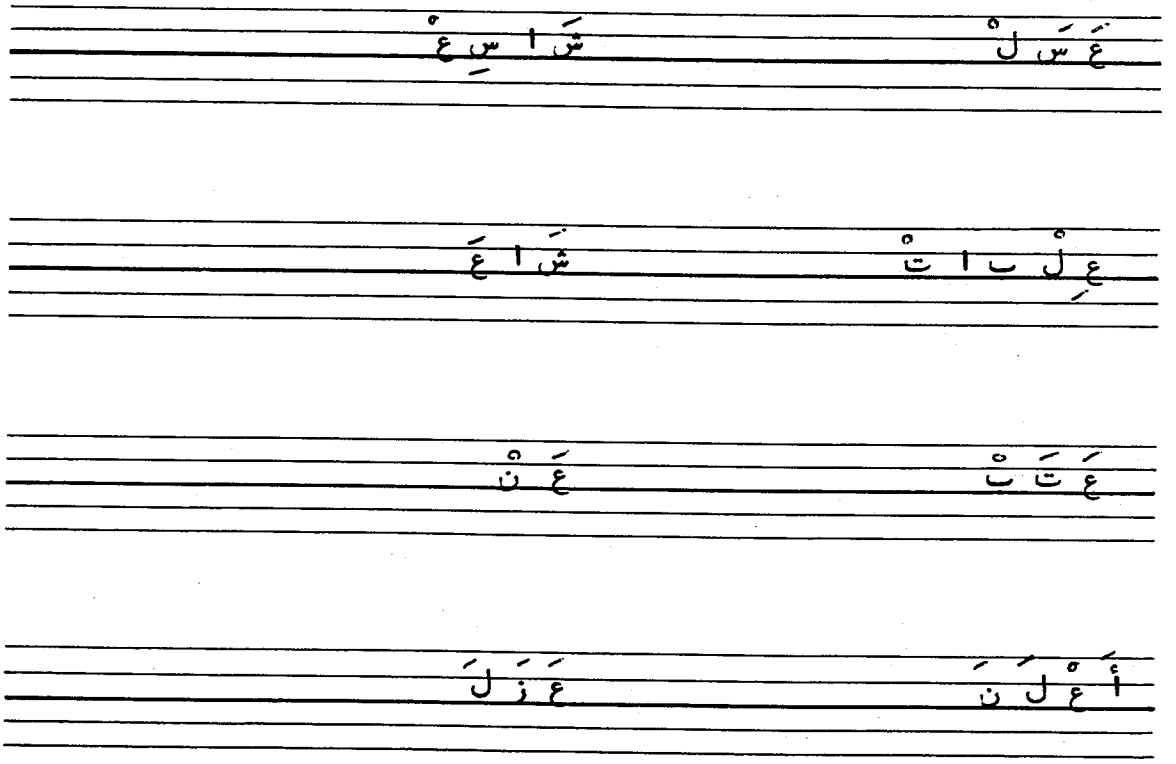
1. Explanation and Demonstration.

The Arabic " "ayn"has the written form of / ع/, which is a connector letter. "ayn"has the shapes ع (when independent), عـ (in initial position), ـعـ (in medial position), and ـع (in final position).The main feature of ""ayn"is the upper "cup"as shown here: " ع". Examples:



Exercise:

Join the following group of letters.



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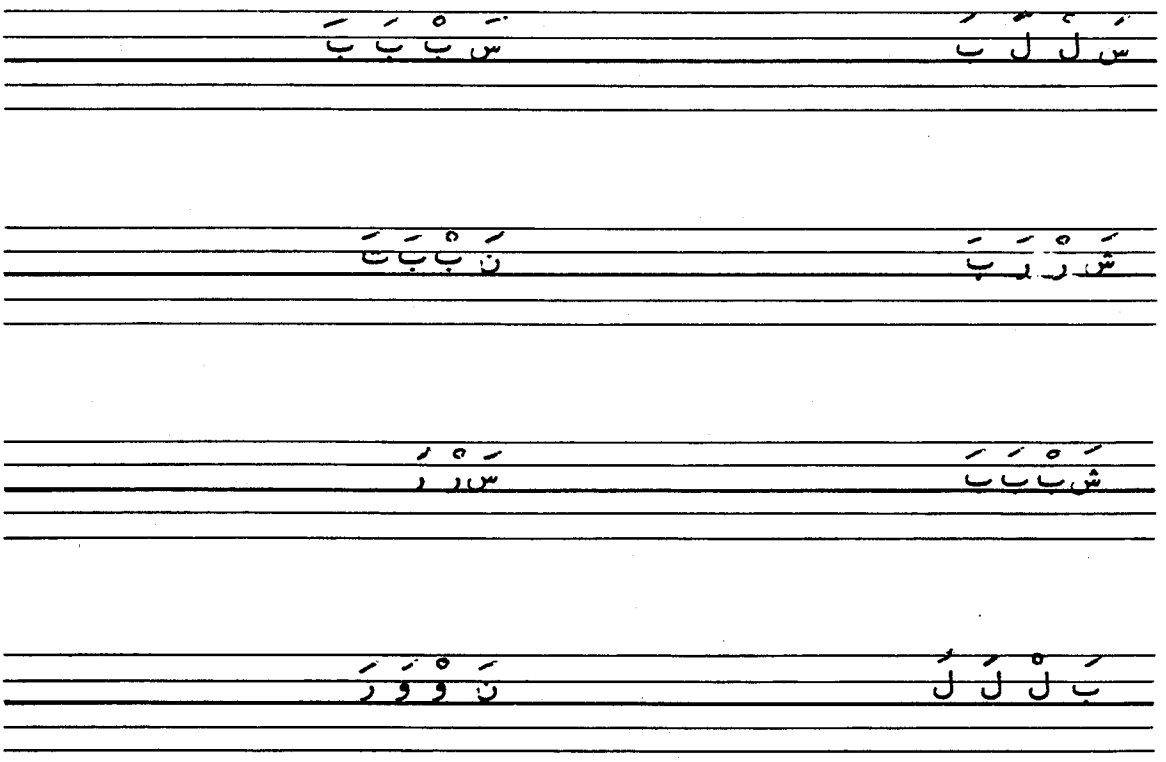
As it was mentioned earlier that shadda means the double pronounciation of a consonant or a semi-vowel, the first with a sukuun and the second with a vowel. Shadda is written as one letter with the sign ـّـ / placed always above the letter. The accompanying vowel of shadda is marked above or below the Shadda. Examples:

كَتَبَ　　كَتَّبَ　　كَتَّبَ

فَتَنَ　　فَتَّنَ　　فَتَّنَ

Exercise:

Join the following group of words.



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Arabic /r/ " ر "is called "raa?" and its written form is " ر "which is a nonconnector. "raa?" is connected to the preceding letter as such " ـر ".

Exercise:

Join the following group of words:

نِ سْ ر شَ ر ا ب

نُ و ر سُ ر و ر

رَ سَ بَ تَ رْ بِ يَ ت ي

كَ ب ى رُ رُ تَ بْ

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Arabic /Z / " ز"is like the English "Z"as in 'Zebra'. The Arabic /Z/ is called 'zaa?"and its written form is " ز "which is the same form of " ر - raa?"except it has a dot above it ; zaa?"is also a nonconnector.

Exercise:

Join the following group of words:

زَفَرْ وَزَنَ زَوايا

زَبيبْ أَزِنُ بَرَزَ

زَوالْ نَزْلاتِ بارِزْ

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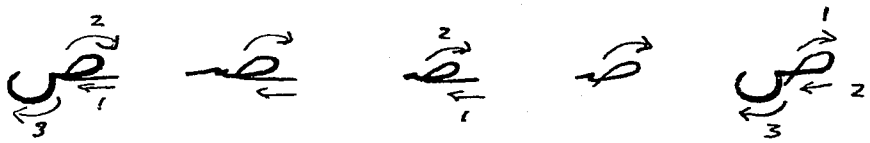
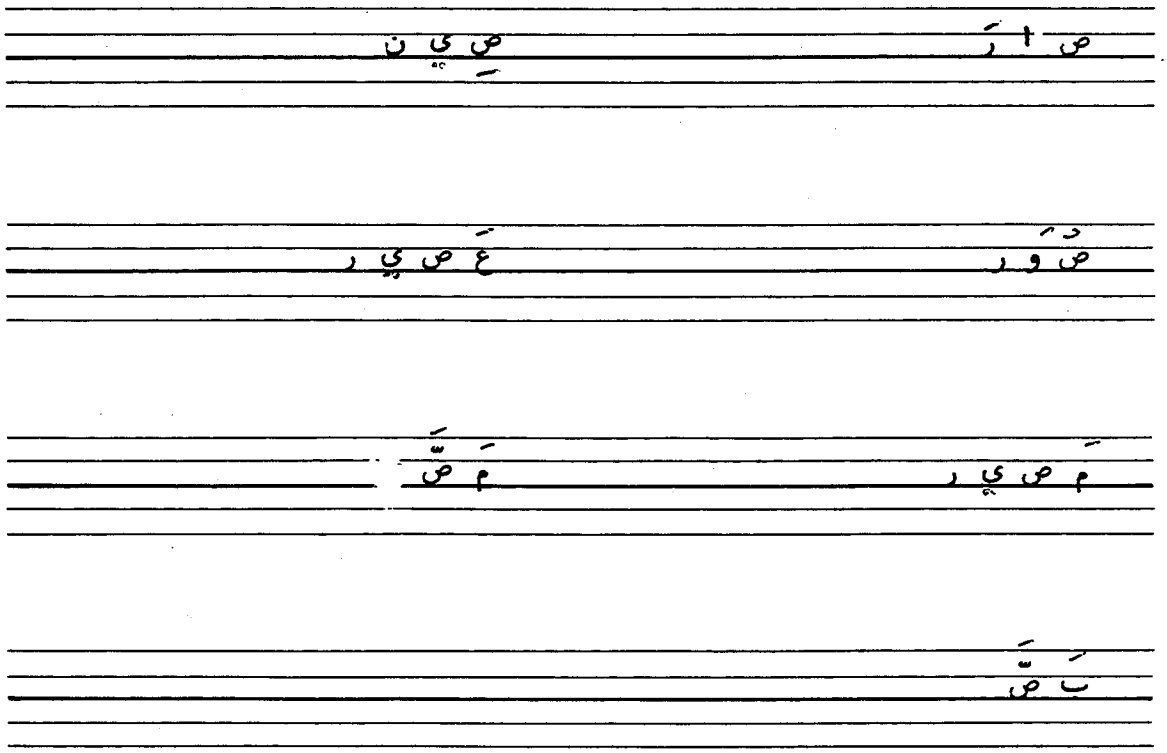
The Arabic /s/ is called /saad/. Its written form is / ص / which is a connector. The important part of this form is / ـصـ /. Connecting the preceding letter to this form is from the base of the loop, thus نصـ while connecting / ص / to the following letter is from the hook of the form thus صـه . Examples on the four position:



Exercise:

Join the following group of words:



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PART III - EVALUATION

A. Sound.

1. You will hear 10 words each read to you once. Each word contains either the /"/ sound or "hamza". Listen carefully and try to recognize whether it is /"/ or "hamza" in the word and circle the item number that you think contain the /"/ sound. You are expected to answer 9 out of 10 correctly.

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

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2. You will hear 10 words each read to you once. You are expected to recognize whether each contains a double consonant (sahdda) or not. On your answer sheet circle the items number that you think contain a "shadda". You are expected to answer 9 out of 10 correctly.

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

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3. You will hear 10 words each read to you once. Each word contains either the sound /siin/ or the emphatic /saad/. Listen carefully and try to recognize whether it is /siin/ or /saad/ in the word. Circle the items that you think have the /saad/.You are expected to answer 9 out of 10 correctly.

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

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SOUND

Answers sheet

1.

1.	عَمَلْ	5.	أَنْ	9.	عَبْد
2.	أَمَل	6.	سَماء	10.	عَسَل
3.	مَأْرَب	7.	بِئْر		
4.	سَرِيع	8.	عَنْ		

2.

1.	وَلَدَ	5.	بَعَّدَ	9.	مَلَّ
2.	إِبْتَزَّ	6.	شِمال	10.	سَليم
3.	تَشَتَّتَ	7.	مَسَّ		
4.	عَرَّبَ	8.	هَذَّبَ		

3.

1.	/siin/	مَضير /s̲iin/	6.	/siin/	تَسيرٌ /s̲iin/
2.	/siin/	سورَة /s̲iin/	7.	/siin/	عِرْس /s̲iin/
3.	/siin/	صَنْدَل /s̲iin/	8.	/siin/	عَصير /s̲iin/
4.	/siin/	مَسَّ /s̲iin/	9.	/siin/	سُيوف /s̲iin/
5.	/siin/	تَصيرُ /s̲iin/	10.	/siin/	مَصَّ /s̲iin/

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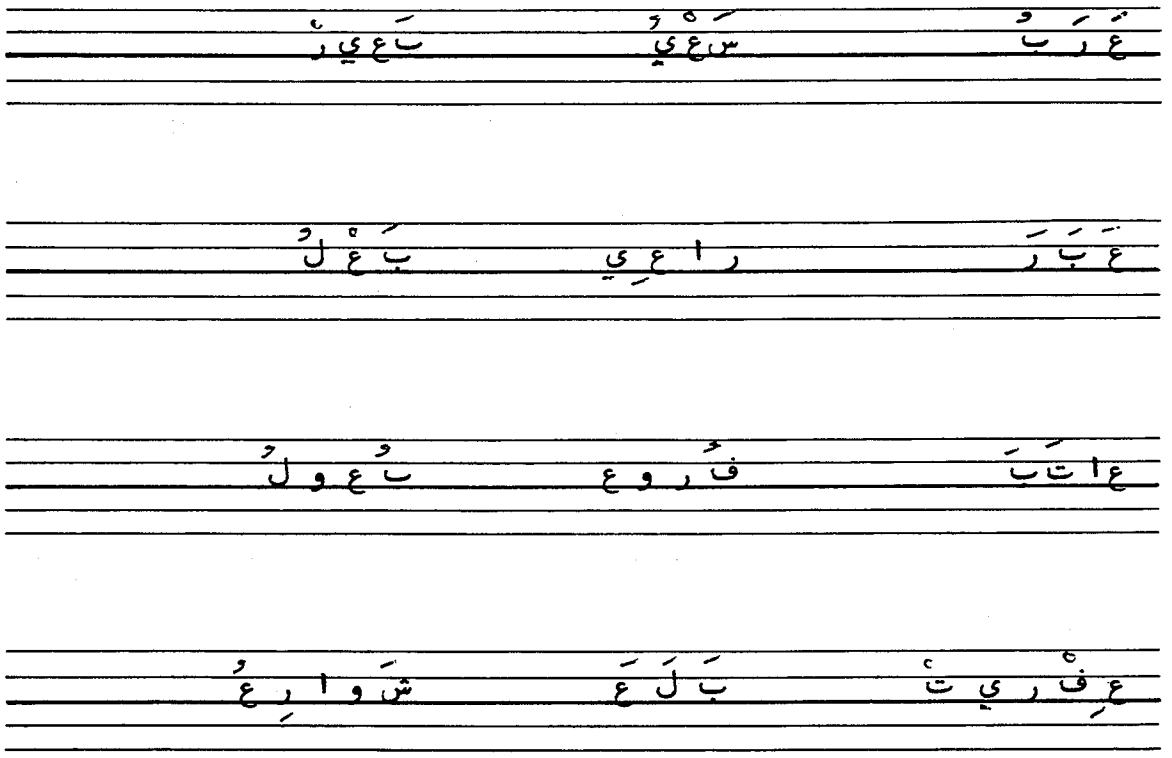
EVALUATION: Script

1. Join the following group of letters. You are expected to write 10 out of 12 correctly.



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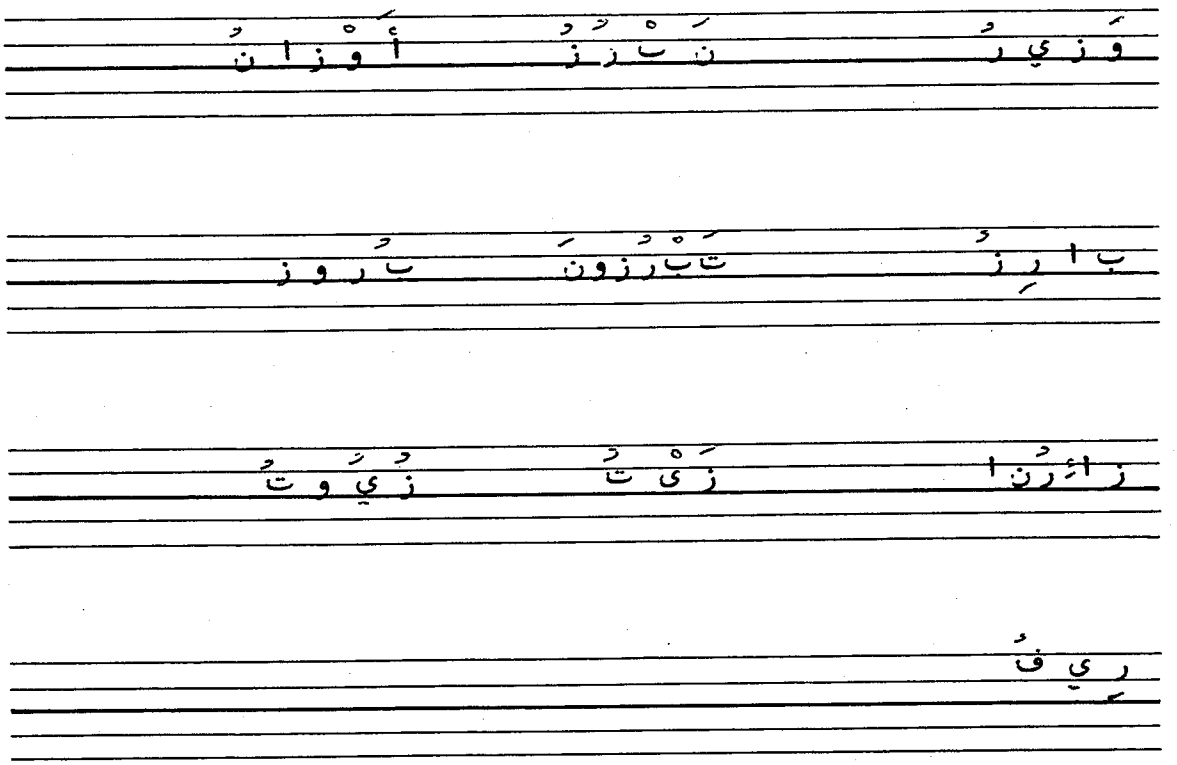
2. Join the following group of letters. You are expected to write 8 out of 10 correctly.



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LESSON 5

Part I. Objectives.

A. Sound

The intent of this part of the lesson is to develop the ability to recognize the Arabic sound for the hard /h/ ("HA") and the regular /h/ ("?A"). The specific objective is:

Be able to differentiate between the hard /h/ and the regular /h/ in 9 out of 10 recorded words.

B. Script

The intent of this part of the lesson is to develop the ability to recognize and write the letter /h/ (ه) and /m/ (م), /h/ (ح), and /k/ (ك). Specific objectives are:

1. Be able to recognize the Arabic consonant /h/ (ه) with 90% accuracy.

2. Be able to recognize the Arabic consonant /m/ (م) with 90% accuracy.

3. Be able to recognize the Arabic consonant /h/ (ح) with 90% accuracy.

4. Be able to recognize the Arabic consonant /k/ (ك) with 90% accuracy.

5. Be able to join all of the letters of at least 8 out of 10 groups containing letters from this and previous lessons.

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Part II. Explanation and Demonstration

A. Sound

Arabic hard h or /h̲/ is called "HA". Like the عين /"IN /, it also has no English equivalent or counterpart. It is pronounced by narrowing with stress the end of the throat (pharyngeal walls) and then the sound is forced through.

Example. Listen carefully to the following minimal pairs showing the contrast between regular /h/ and the hard /h̲/ as they are pronounced by the model. In each pair of words, the first will contain the regular /h/ and the second will contain the hard /h̲/. Try to recognize the difference. You may play the tape over as many times as you wish.

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Examples of the /h/ and /h̲/ sounds in the initial position (Recorded).

١	هَلْ	حَلْ
٢	هَمَلَ	حَمَلَ
٣	هانَ	حانَ
٤	هَجّ	حَجّ
٥	هُروب	حُروب

Examples of the /h/ and /h̲/ sounds in the medial positions (remember the regular /h/ is in the first word and the hard /h̲/ is in the second) (Recorded).

١	نَهَرَ	نَحَرَ
٢	شَهِمَ	شَحِمَ
٣	يَهَبُ	يَحِبُّ
٤	مِهْنَة	مِحْنَة
٥	ساهِر	ساحِر

Examples of the /h/ and /h̲/ sounds in the final position (Recorded).

١	تاه	تاح
٢	نَزَه	نَزَح
٣	يَتيه	يَتيح
٤	يَفوه	يَفوح
٥	نَبَه	نَبَح

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Exercise for differentiation between the sounds /h/ and /h̲/:

You will hear four groups of words with five words in each group. Both the /h/ and /h̲/ sounds will appear in initial, medial, and final positions. Circle the numbers of the items containing the hard /h̲/ sound. Mark the answers below and unmask each group as you go to check your progress. Do not go to a new group until you have mastered the old one.

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

ANSWERS

1	وِلداهُ	(1)	مُحَدَّد	(1)	يُحِبُّ	1	هَرَّرَ
2	مَعَهُ	(2)	تاحَ	2	هَرَم	(2)	جَحَدَ
(3)	لَحَمْ	3	جَهَدَ	(3)	بَلَح	(3)	حَلَّ
4	تاه	4	هَلَّ	4	مِهْنَة	(4)	حَرَّرَ
(5)	مِحْنَة	5	مُهَدَّد	(5)	حَرَم	5	أَبْلَهَ

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Exercise for production. This exercise is to practice listening and producing the regular /h/ sound in the final position. Listen to the instructor and repeat after him as he produces each of the following words:

١	فاه	٨	كِتابَيْه	١٥	مِنْه
٢	تاه	٩	شِفَتَيْه	١٦	دَفْتَرَيْه
٣	نَزَه	١٠	كُرسِيّه	١٧	والِدَاه
٤	نَبَه	١١	يَغوه	١٨	بَلَه
٥	يَتيه	١٢	مَعَه	١٩	شِفَتاه
٦	فيه	١٣	تِلْميذُه	٢٠	يَراه
٧	إِلَيْه	١٤	سَيْفَه		

B. Script

English Counterpart	Arabic Name	Arabic Symbol
h	/?A/	ه
-	/HA/	ح
k	/KAF/	ك
m	/MIM/	م

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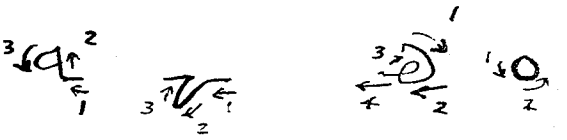
The Arabic /h/ is called /?A/ and is a connector. Its main characteristic is a loop or partial circle. It has four written shapes: " ه" (when independent), " هـ " (in initial position), " ـهـ " (in medial position), and " ـه" (in final position). The strokes for writing this letter are:



Practice:

هَوَنَ

يَهُونُ

يَفُوهُ

نَزِهَ

هَمُّهُ

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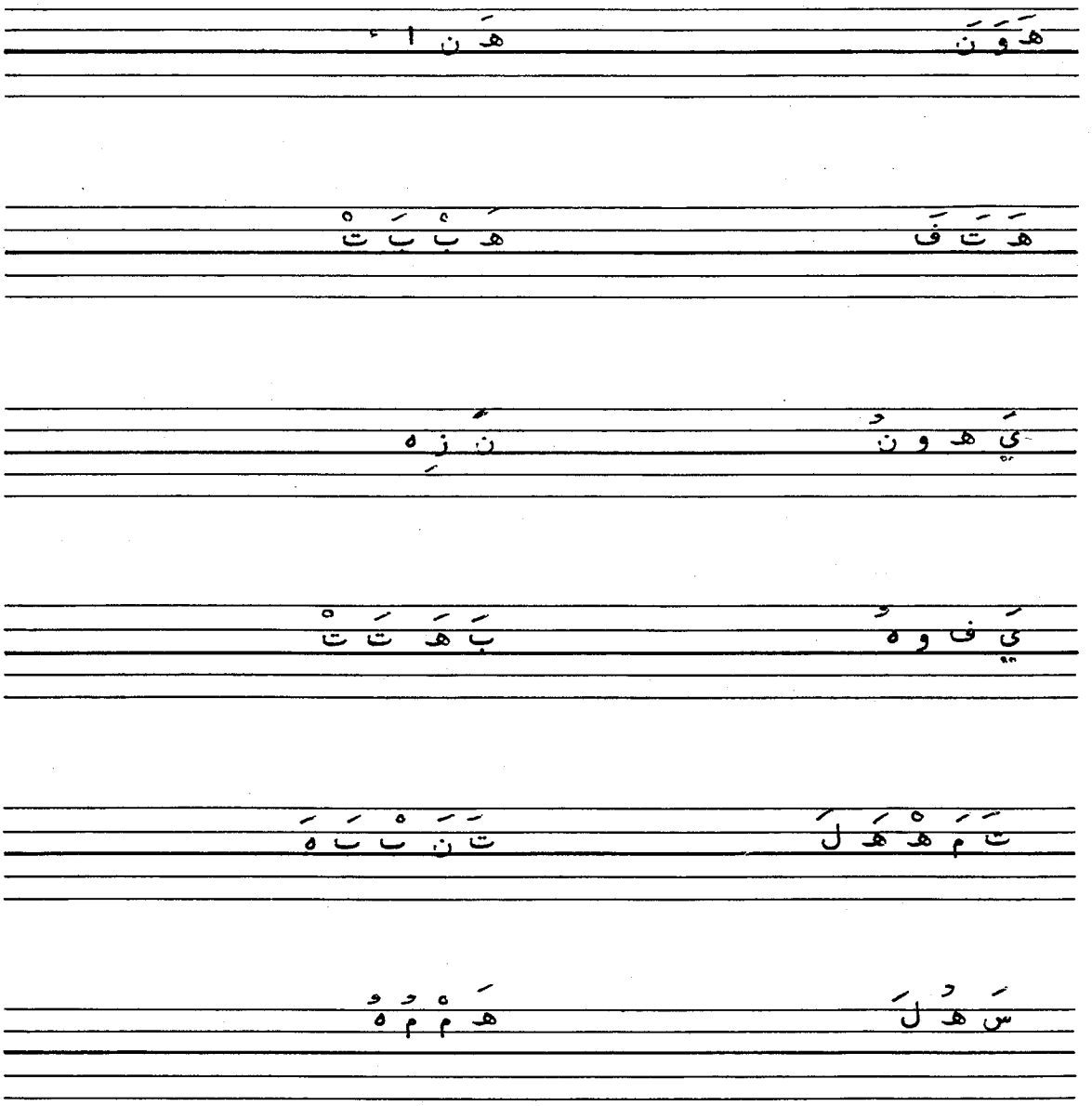
Exercise. Join the following groups of letters. Check with your instructor on how well you have done.



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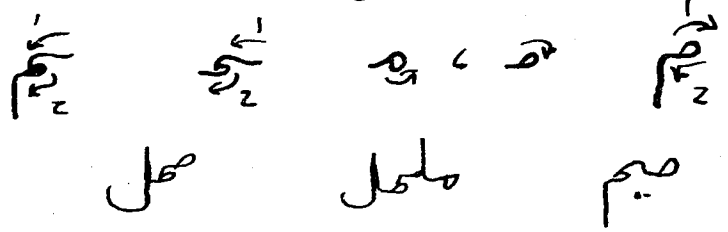
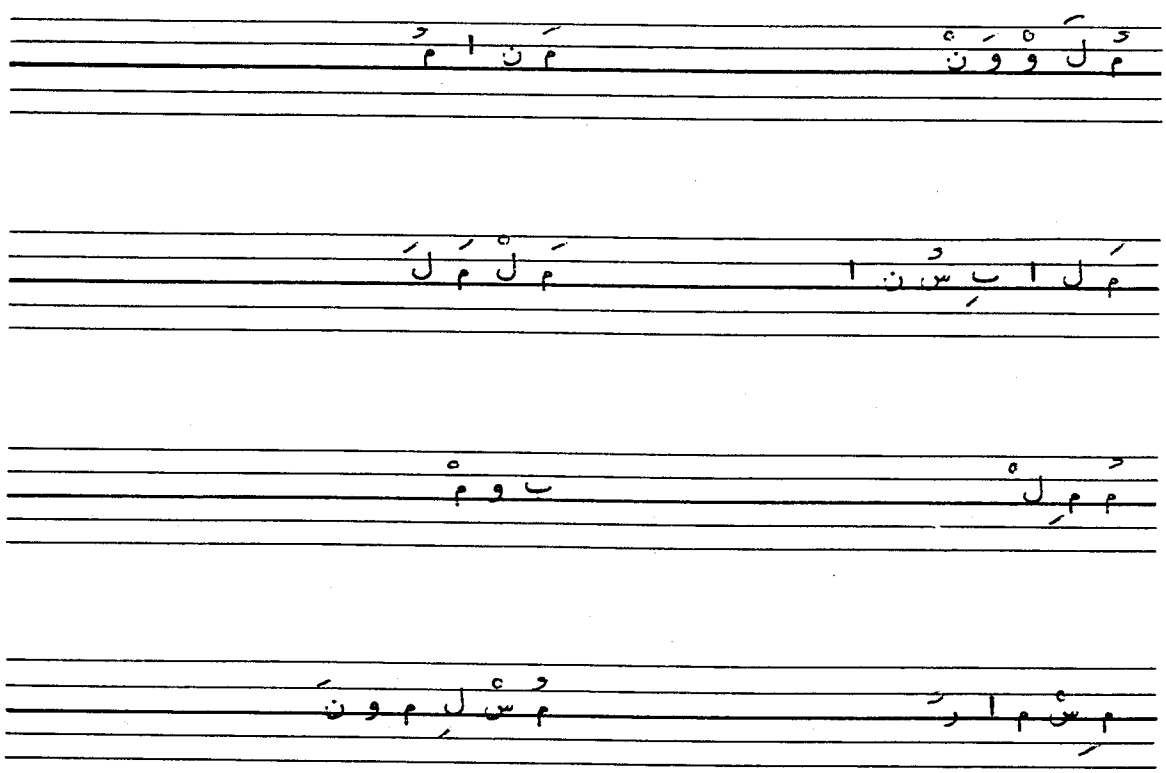
The Arabic /M/ is /MIM/. Its main feature is a small, almost filled circle (" ـمـ ـم "). It has four shapes: م (independent), ـمـ (initial), ـمـ (medial), and ـم (final). The strokes for writing /miim/ are:



Exercises. Join the letters in each group. Check with your instructor on how well you have done.



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Exercise. Below are 15 words containing /miim/ in various positions, Identify the /miim/ by drawing slashes (//) on either side of the letter in each word. Check your answers below.

1	مَعَ	6	رَمْزَ	11	تام
2	لَمْ	7	صادِم	12	يَتيم
3	مِشْمِش	8	عامِل	13	تَمَّتْ
4	بما	9	أَمَل	14	يَميل
5	يَرْمي	10	أَمِنَ	15	يَهيم

ANSWERS

1	/مَ/عَ	6	رَ/مْ/زَ	11	تا/م/
2	لَ/مْ/	7	صادِ/م/	12	يَتي/م/
3	/مِ/شْ/مِ/شْ	8	عا/مِ/ل	13	تَ/مَّ/تْ
4	بـ/مـ/ا	9	أَ/مَ/ل	14	يَ/مِ/يل
5	يَرْ/مِ/ي	10	أَ/مِ/نَ	15	يَ/هِ/يم

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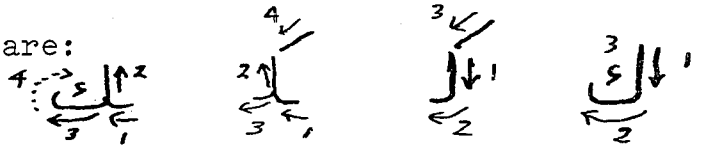
Arabic /k/ is called /kaaf/ and is a connector. Its independent written form is/ ك /. The main feature of this form is / ـكـ /which is the shape it takes when it is in the initial position. It is connected to the preceding and following letters as such: / ـكـ /. When it is in the final position, its shape is /ـك /. Note: it drops the hook in the initial and medial positions. The strokes for writing / ك / are:



Practice:

كَانَ ، كَانَ

سِكِّين

شَرَكَ

شَكَّ

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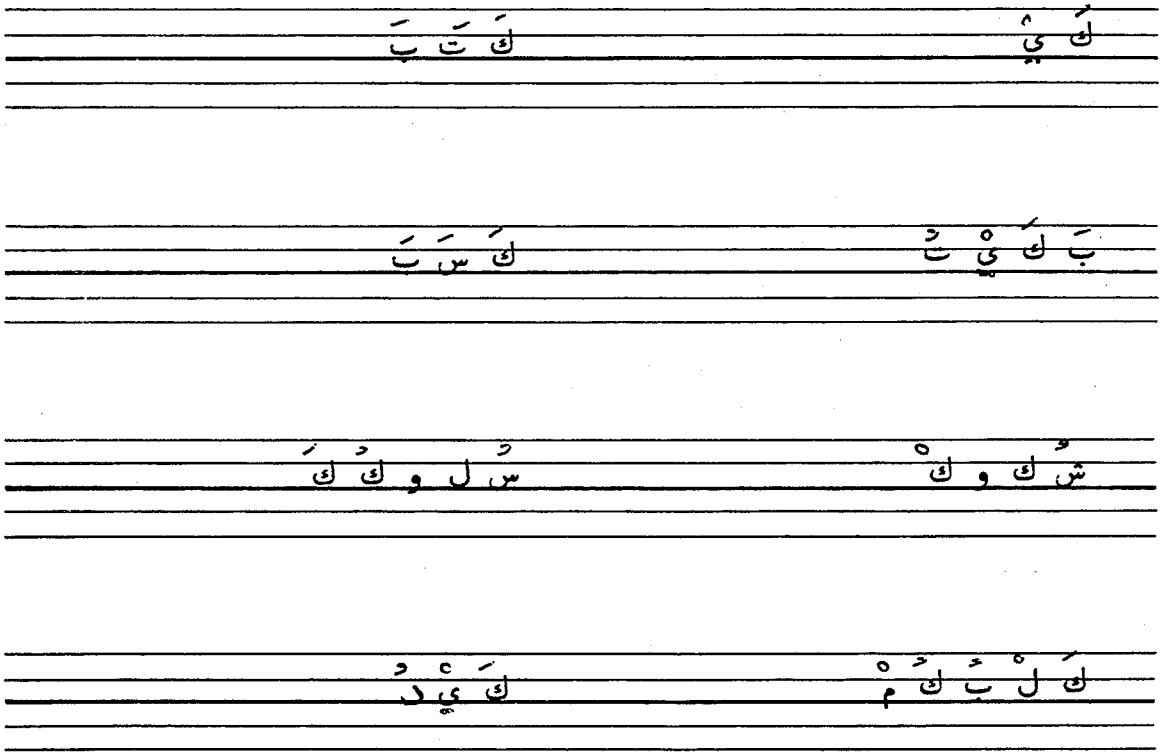
Exercise. Join the letters in each group. Check with the instructor on how well you have done.

كَ يْ   كَ تَ بَ

بَ كَ يْ تُ   كَ سَ بَ

شُ ك و كْ   سُ ل و كُ كَ

كَ لْ بُ كُ مْ   كَ يْ دُ



Exericse. Below are 15 words containing /KAF/ in various positions. Identify the /kaaf/ by drawing slashes (//) on either side of the letter in each word. Check your answers below.

1	كانَ	6	يَكْتُرُ	11	سِكِّير
2	كَبير	7	لَكَمَ	12	يَسْكُنُ
3	شَرَكَ/	8	يَكادُ	13	شَكَّ
4	شَريك/	9	مُسَاكون	14	بَرَكَ
5	سِكِّين	10	ساكِن	15	كَوْن

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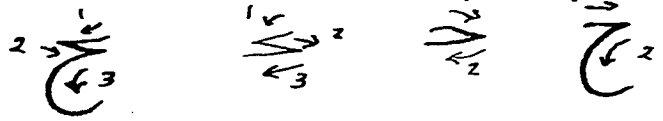
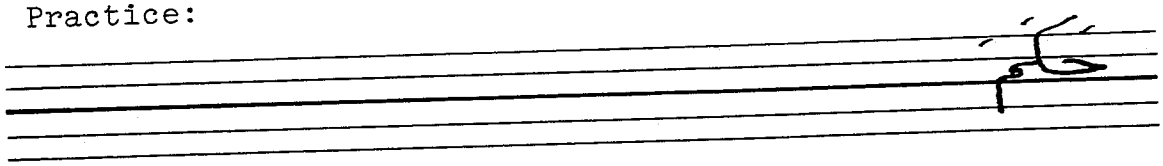
ANSWERS

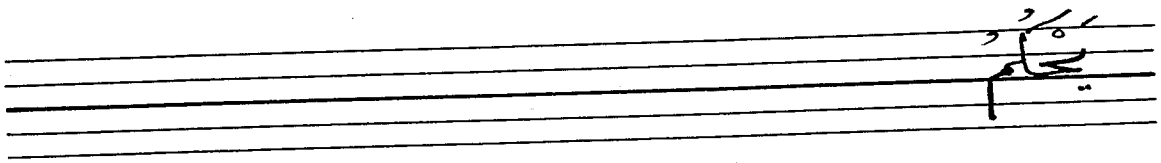
1	كانَ	6	يَكْبُرُ	11	سِكّير
2	كَبير	7	لَكَمَ	12	يَسْكُنُ
3	شَرَكَ	8	يَكادُ	13	شَكَّ
4	شَريك	9	سُكون	14	بَرَكَ
5	سِكّين	10	ساكِن	15	كَوْن

The Arabic /h/ is called /haa?/ and is a connector. The written form of /haa?/ is / ح /. The main part of this letter is " ـحـ ". The preceding letter is connected to the tip of the " ـحـ " loop, thus: " ـحـ ". The following letter is connected to the end of the main part, thus " ـحـ ". The strokes for writing " ح " are:



Practice:







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Exercise. Below are 15 words with /HA/ in various positions. Identify the /HA/ by drawing slashes (//) on either side of the letter in each word. Check your answers below.

1 حَكَمَ
2 يَحْكُمُ
3 مَرَحْ
4 محكوم
5 مليح
6 يَحِبُّ
7 حَبيب
8 مَحْبوب
9 مَسْرَح
10 حَرْب
11 حَليب
12 حَليم
13 أَحْلام
14 أَحْكام
15 بَلَح

ANSWERS

1 حَاكَمَ
2 يَحْكُمُ
3 مَرَحْ
4 مَحْكوم
5 مَليح
6 يَحِبُّ
7 حَبيب
8 مَحْبوب
9 مَسْرَح
10 حَرْب
11 حَليب
12 حَليم
13 أَحْلام
14 أَحْكام
15 بَلَح

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Part III. Self-Evaluation.

A. Sound

1. You will hear 20 recorded words. Some will contain the soft /h/ (/haa?/) and others the hard /h/ (/haa?/). Some will contain neither letter. Circle the item numbers that have the hard /h/ (/haa?/). If the item has neither letter, then put an X across it (e.g. ✕). To pass, you must correctly identify 18 out of the 20 words.

16	11	6	1
17	12	7	2
18	13	8	3
19	14	9	4
20	15	10	5

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2. Below are forty words containing /?A/, /HA/, /kaaf/ and /miim/. Next to each word , check whether the word contains any of these letters (a word may contain several of them). Check "NONE" if the word contains none of the letters. To pass, you should correctly identify the letters in at least 36 of the words.

	NONE	/MIM/	/kaaf/	/haa?/	/haa?/
1 كَلام					
2 نَبات					
3 أَحْلام					
4 حاكي					
5 كِلاب					
6 مَكَثَ					
7 شَمْس					
8 دُهون					
9 نِباح					
10 نَبيه					
11 صُكوك					
12 صَهيل					
13 سَماء					
14 أَهْل					
15 حِلْم					
16 حَبْل					
17 حَجّاج					
18 أَهْمال					
19 مَحْروم					

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NONE /MIM/ /kaaf/ /ḥaa?/ /haa?/

20 تُفّاح
21 أَحْجار
22 أَنْهار
23 كَتَمَ
24 جِبال
25 عُمْرُ
26 مَعَهُ
27 زُكام
28 رَكِبَ
29 هَرَبَ
30 حَليب
31 تابِع
32 سُكّان
33 لَهيب
34 سَحاب
35 سِكّين
36 مَسلاك
37 مَحْكوم
38 هُنا
39 سُبات
40 عِبادات

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ANSWERS TO SELF-EVALUATION

A1. Sound

(1)		حَمَل	11		هُروب
2		نَهْر	(12)		أَلْحَمْد
3		نَبيه	(13)		ساجِر
(4)		مُحَرَّم	(14)		حال
5	X	ناب	15		شَهم
(6)		بَلَح	(16)		حَدَّ
(7)		حَجَر	(17)		حَجَّ
8		ساه	(18)		لَحَم
9		هِلال	19		مَهْمول
(10)		يَفوح	20	X	ما

A2. NONE /MIM/ /kaaf//haa?//haa?/ NONE /MIM//kaaf//haa?//haa?/

1		كَلام ✓	✓		14		أَهْل	✓
2	✓	نَبات			15	✓	حِلْم	✓
3		أَحْلام ✓		✓	16		حَبْل	✓
4		حاكِي	✓	✓	17		حَجّاج	✓
5		كِلاب	✓		18	✓	إِهْمال	✓
6		مَكَثَ ✓	✓		19	✓	مَحْروم	✓
7		شَمْس ✓			20		تُفّاح	✓
8		دُهون		✓	21		أَحْجار	✓
9		نِباح		✓	22		أَنْهار	✓
10		نَبيه		✓	23	✓	كَتَمَ ✓	
11		شُكوك	✓		24		جِبال	✓
12		سَهيل		✓	25	✓	عُمْر	
13		سِمان ✓			26	✓	مَعَهُ	✓

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	NONE	MIM	/kaaf/	/ḥaa?/	/haa?/
27	✓	✓ زُكام			
28		✓ رَكِبَ			
29		هَرَبَ			✓
30		حَليب		✓	
31	✓	تابِع			
32		✓ سُكّان			
33		لَهيب			✓

	NONE	MIM	/kaaf/	/ḥaa?/	/haa?/
34		سُحاب		✓	
35		✓ سِكّين			
36	✓	✓ مَلاك			
37	✓	✓ مَحْكوم			
38		هُنا			✓
39	✓	سُبات			
40	✓	عِبادات			

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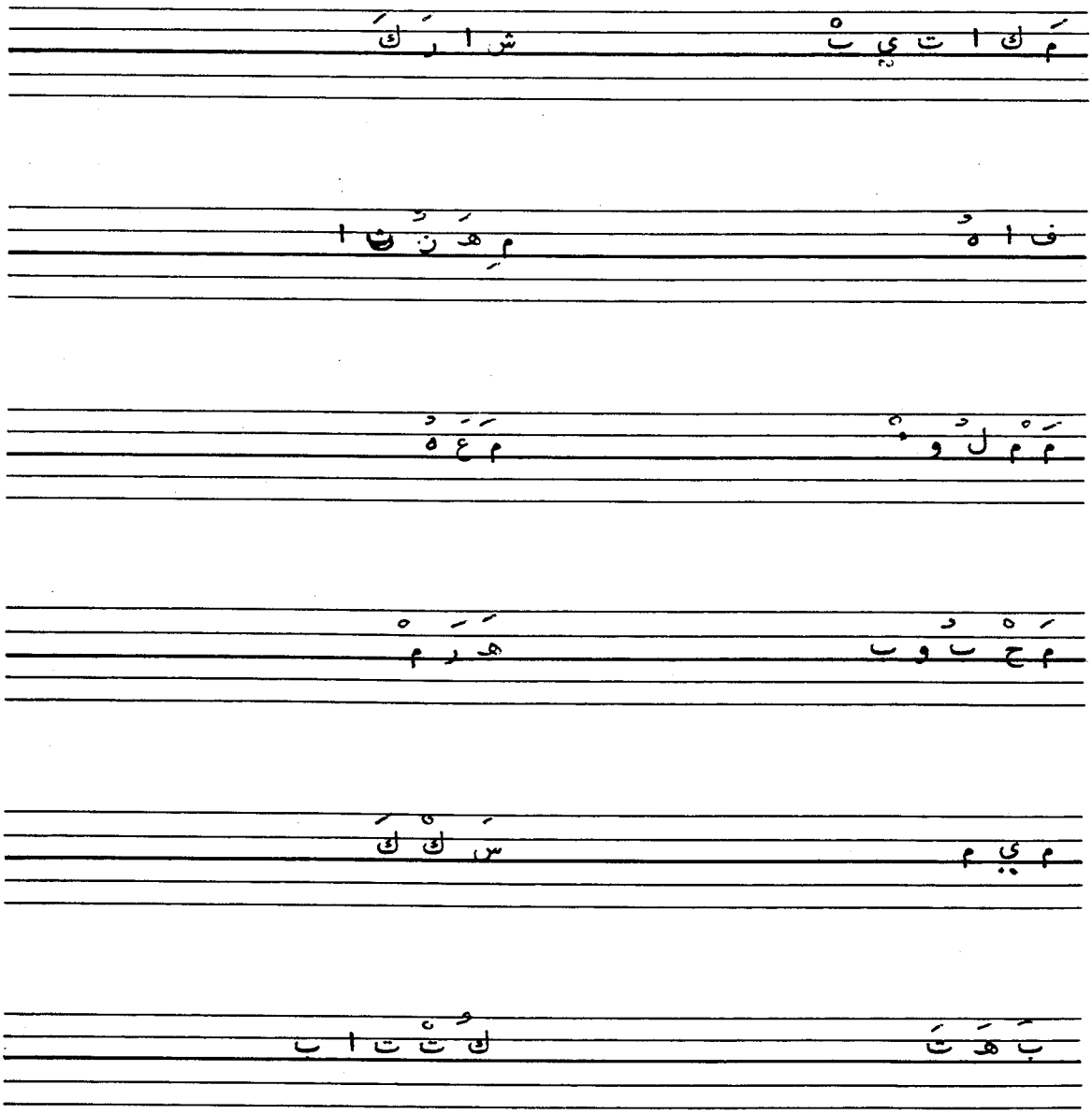
B. Script

1. Below are twenty groups of words containing /?A/, /HA/, /KAF/, /miim/ and other letters presented in previous lessons. Join them in the spaces provided. To pass, you should correctly join at least 16 groups.



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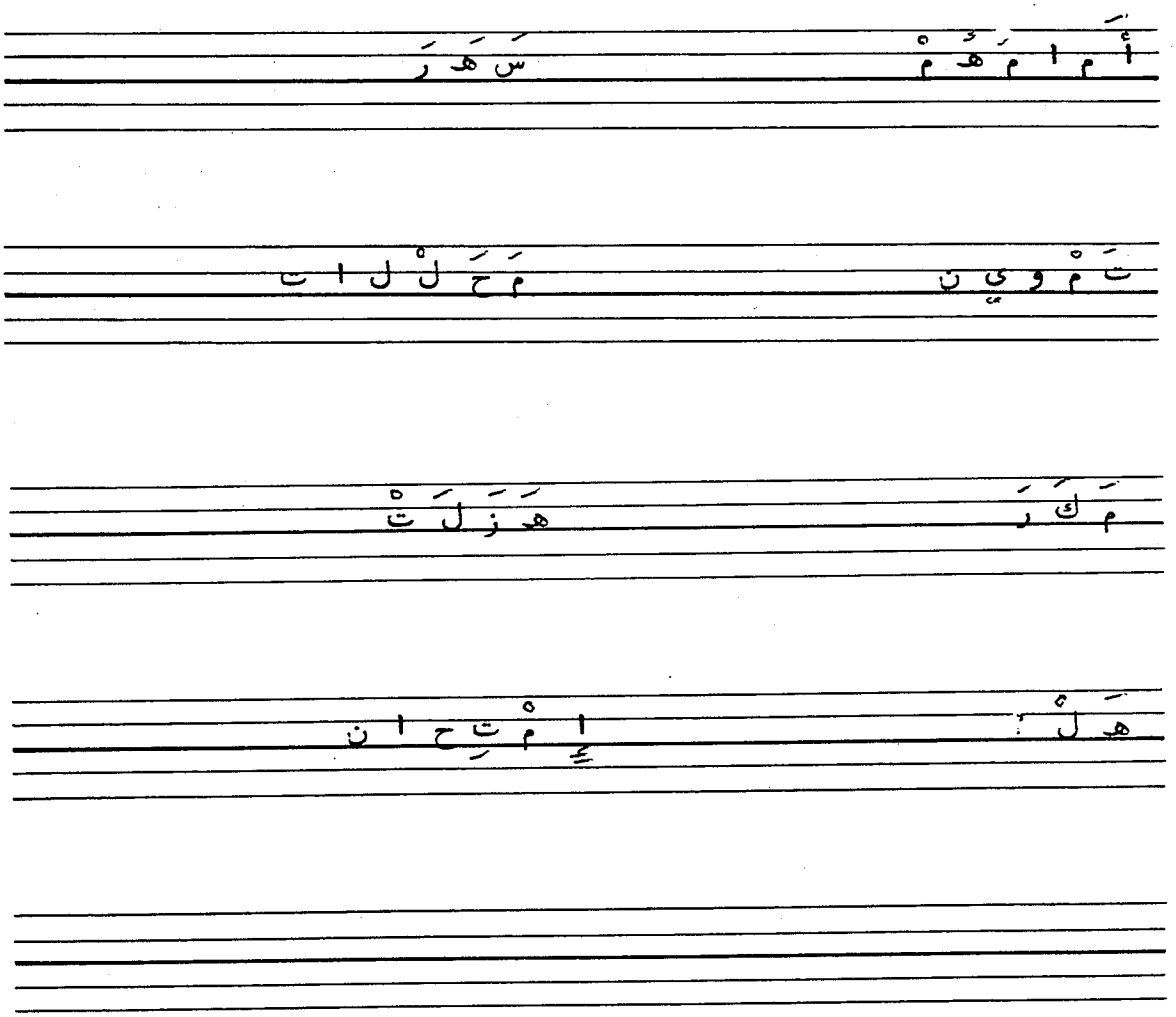

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ANSWERS

B. 1

مَكاتيب	شارَكَ
فاهَ	مِهْنَنا
مَمْلُوء	مَعَهُ
مَحْبوب	هَرَم
ميم	سَكَّ
بَهَتَ	كُتّاب
أَمامَهُم	سَهَرَ
تَمْوين	مَحَلّات
مَكْرَ	هَزَلَتْ
هَلْ	إِمْتِحان

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LESSON 6

Part I. Objectives.

A. Sound

The intent of this part of the lesson is to develop an ability to recognize four Arabic sounds: / Q /, / Z /, /Q/, and /Z/. Also, it is desired that you become familiar with how words are stressed in the Arabic language.

Specific objectives are:

1. Given a list of recorded words, be able to recognize and distinguish between the Arabic /K/ and /Q/ without error.

2. Given a list of recorded words, be able to recognize and distinguish between the Arabic /D/ and/Z/ without error.

3. From a list of recorded words identify the stressed syllable with 90% accuracy.

B. Script

The intent of this part of the lesson is to develop the ability to recognize the letters /D/, /Z/, /Q/, and /F/.

The specific objective is:

1. Given groups of unconnected Arabic letters with two to five letters in each group, be able to join all the letters in nine out of ten groups without error.

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Part II. Explanation and Demonstration.

A. Sound

1. Arabic sound /ك / is a unique sound with no English equivalent. Unlike /K/, /Q/ is produced much farther back in the mouth where the very back part of the tongue must be raised with stress to touch the roof of the mouth (uvula). As a hint to produce this sound as close as to a native production, pronounce English words with the sound /k/ such as "can" and "kit" and watch closely where the back of your tongue is touching the roof of the mouth every time you produce the sound /k/. As you pinpoint this touching place, try to make this touching place a little further back while producing the /k/ sound in words such as "can" and "kit", you are bound to pro - duce a sound very close to the Arabic /Q / if not the real sound itself. Practice will achieve the correct pronunciation.

Examples:

Listen carefully to the following minimal pairs showing the contrast between /K/ and /Q/ as they are pronounced by the model. In each pair, the /K/ is pronounced first. You may play the tape over as many times as you wish:

1.	فَرَقَ	فَرَكَ	6.	فَلَق	فَلَك
2.	شَرَق	شَرَك	7.	نَقَرَ	نَكَرَ
3.	رَقّ	رَكّ	8.	قَفَل	كَفَل
4.	قَتَم	كَتَم	9.	قَسى	كَسى
5.	بَقَرَة	بَكَرَة	10.	نَقَبَ	نَكَبَ

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Exercise for differentiation between /K/ and /Q/ sounds:

You will hear 20 recorded words, each read once. Some of these words have the sound /Q/ and others have the sound /K/. In the spaces below, mark Q for those words that do have /Q/, and K for those words that have the /K/ sound:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check your answers before proceeding to the next 10 items. If you made any mistakes, go over the missed items until you can hear the distinction.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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Answers to Exercise 1

1. K ✓ Q	١	شَكَّ
2. K ✓ Q	٢	سَلَك
3. K ✓ Q	٣	كَلْب
4. K ✓ Q	٤	فِكْرٌ
5. K Q ✓	٥	فَقْرٌ
6. K Q ✓	٦	سَلَقَ
7. K Q ✓	٧	قَلْب
8. K ✓ Q	٨	رَكَـدَ
9. K ✓ Q	٩	كَبَسَ
10. K ✓ Q	١٠	كَمَر
11. K Q ✓	١١	رَقَـد
12. K Q ✓	١٢	قَبَسَ
13. K Q ✓	١٣	قَمَر
14. K ✓ Q	١٤	وَكَفَ
15. K ✓ Q	١٥	بَرَكَ
16. K ✓ Q	١٦	فَرَكَ
17. K Q ✓	١٧	وَقَفَ
18. K Q ✓	١٨	بَرَقَ
19. K Q ✓	١٩	فَرْقٌ
20. K Q ✓	٢٠	شَقَّ

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2. Arabic /C/ is called "Caa?" and is similar to the English "th" as in "think." While Arabic /ظ/ is called "Zaal" and is similar to the English "th" as in "this".

Examples:

ثاب	ذاب	ثَمَّ	ذَمَّ
يُثاب	يُذاب	ثَل	ذَل
تاثَب	تاذَب	ثَرَّ	ذَرَّ
ثَوب	ذَوب	نَبَثَ	نَبَذَ

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Exercise for differentiation between /C/ and /Z/. Listen to the following 15 words and circle the item that contains the /C/.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

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Answers to Exercise

(1.)	6.	11.
(2.)	7.	(12.)
(3.)	8.	(13.)
4.	(9.)	14.
(5.)	10.	15.

(١) لَبَثَ	٦- ذَليل	١١- شُذوذ
(٢) ثابِت	٧- ذَهَبَ	(١٢) وُثوب
(٣) تَثِبُ	٨- يُذيب	(١٣) ثُلوج
٤- لَذَّة	(٩) مَثْبوت	١٤- نَبَذَ
(٥) ثَلاثين	١٠- مُذاكَرَة	١٥- شَذَّ

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3. Stress is giving a force (prominence) to a syllable in a word. Stress in Arabic follows definite rules or patterns, therefore, it is predictable. Each word has a single primary stress. The following are some cases of stress in Arabic.

a. If a word has only one syllable, it gets the primary stress. Such as: مَنْ عَنْ لا

b. If a word consists of a series of consonants and short vowels, there will be no primary stress. Such as:

كَتَبَ دَرَسَ ذَهَبَ عَلِمَ كَبُرَ

c. If a word contains two syllables, one of which has a long vowel, then the syllable that has a long vowel gets the primary stress. Examples:

كِتاب كاتِب بِلاد

d. If a word contains a "shadda" or a "sukuun", then the stress goes to the syllable which contains a "shadda" or "sukuun". Examples:

كَتَّبَ مَنَّ دَفْتَرْ مَكْتَبْ

e. If a word contains more than one long syllable (a syllable with a long vowel or double consonant), then the primary stress goes to the long syllable closer to the end of the word. Examples:

مَنْدوبون سَلامات فَناجين سَدَّتان

مَسْدود فِنْجان

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f. A long vowel at the end of a word does not get a primary stress.

ذَهَبوا كَتَبا كُرْسي هُما

g. Listen carefully to the following words and short phrases pronounced by the model on the tape. Try to detect the shift of stress over the syllables in the word.

مَقَرّ	عالَم	ما هذا ؟
مَقام	سَرير	ما ذاك ؟
كِتاب	مَلْوك	هٰذا دَفْتَر
سُرور	راسِل	ذاك كِتاب
مِنْهاج	تاب	مَنْ أَنْتَ ؟
مَسامير	كانون	هو عريف

h. Rhythm in English is to give equal time to a phrase regardless of the number of syllables in the phrase; also rhythm depends on the number of major stresses which occur in the utterance. Consequently, the syllables within a relatively long stress group tend to get jammed together, while the syllables with a relatively short stress group tend to be pronounced distinctly. In Arabic, on the other hand, the tendency is to give equal time to each syllable (twice as much time to a syllable with long vowels). All syllables in Arabic are pronounced clearly and distinctly regardless of stress. Unlike English, Arabic syllables are never jammed together.

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Exercise for the recognition of stress:

Listen carefully to the following 18 words and short phrases pronounced by the model. Try to detect the shift of stress over the syllables in the word. Mark in the space next to each number which syllable (1st, 2nd, 3rd, etc.) is stressed.

1.
2.
3.
4.
5.
6.
7.
8.
9.

Check your answers before proceeding to the next nine items. If you missed any, replay the tape until you can hear the distinction.

10.
11.
12.
13.
14.
15.
16.
17.
18.

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Answers to Exercise 3

	Syllable 1st	2nd	3rd
1.	مَقَرّ		
2.	مَقام		
3.	كِتاب		
4.	سُرور		
5.	مِنْهاج		
6.	مَسامير		
7.	كانون		
8.	عالَم		
9.	سَرير		
10.	مُلوك		
11.	راسَل		
12.	تابَ		
13.	ما هذا ؟		
14.	ما ذاك ؟		
15.	هذا دَفْتَر		
16.	ذاك كِتاب		
17.	مَنْ أَنْتَ ؟		
18.	هُوَ عَريف		

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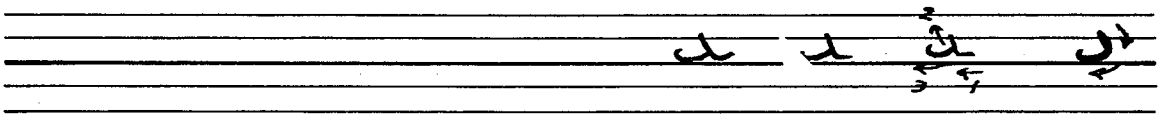
B. Script

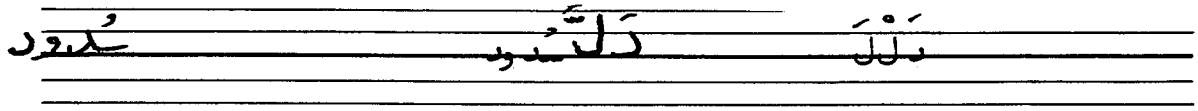
Explanation and Demonstration

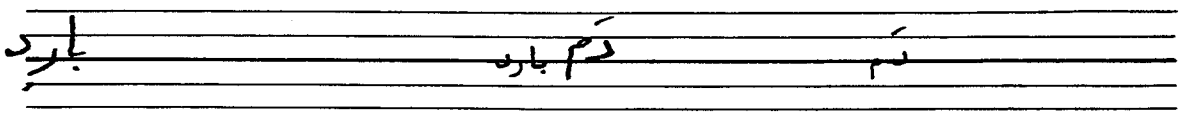
1. Arabic /D/ "د" is called /daal/ and its written form is " د ". The main characteristic of this letter is that, being a nonconnector, the whole form is always written.

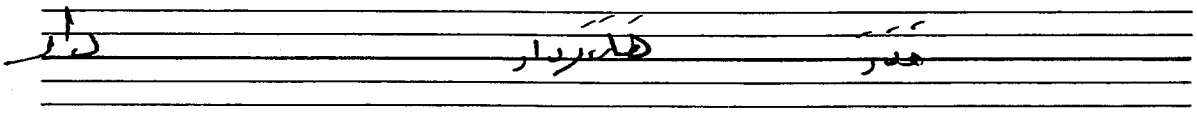
Example:

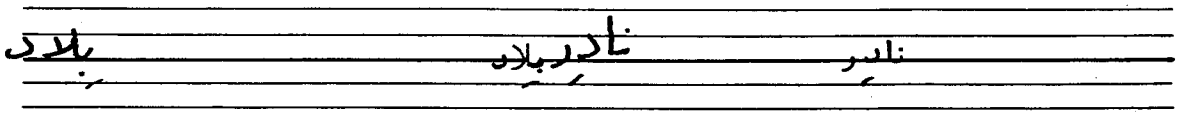


Exercise: Join the following group of letters:









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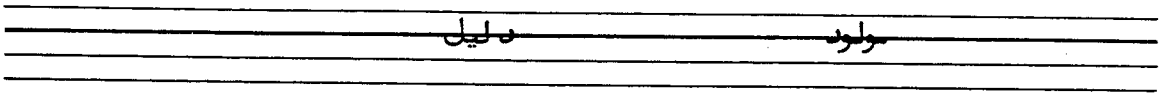
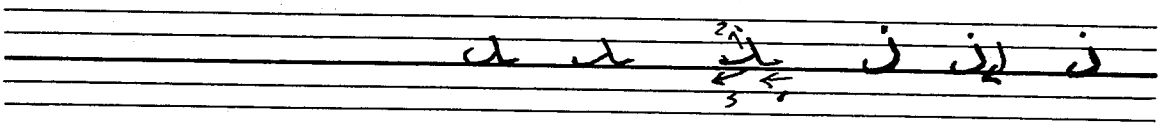
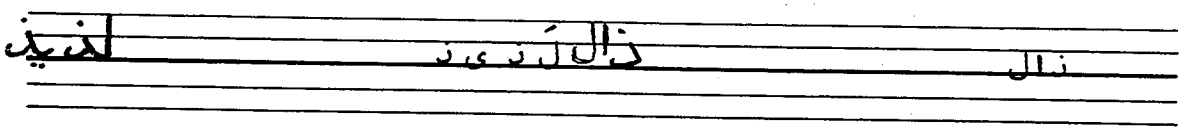
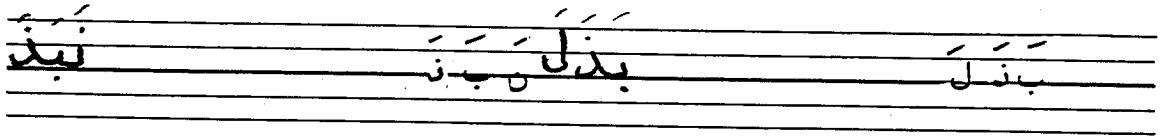


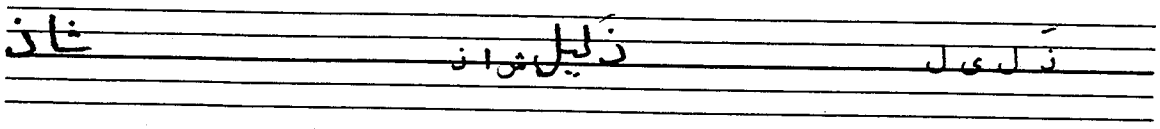
2. The Arabic /ذ/ is called /ZAL/. This form is similar to /daal/ except that it is written with a dot on top. Just like /daal/ it is a nonconnector. Examples:

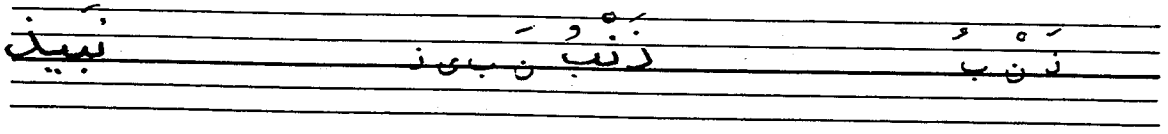


Exercise: Join the following group of letters:









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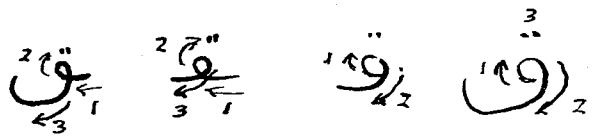
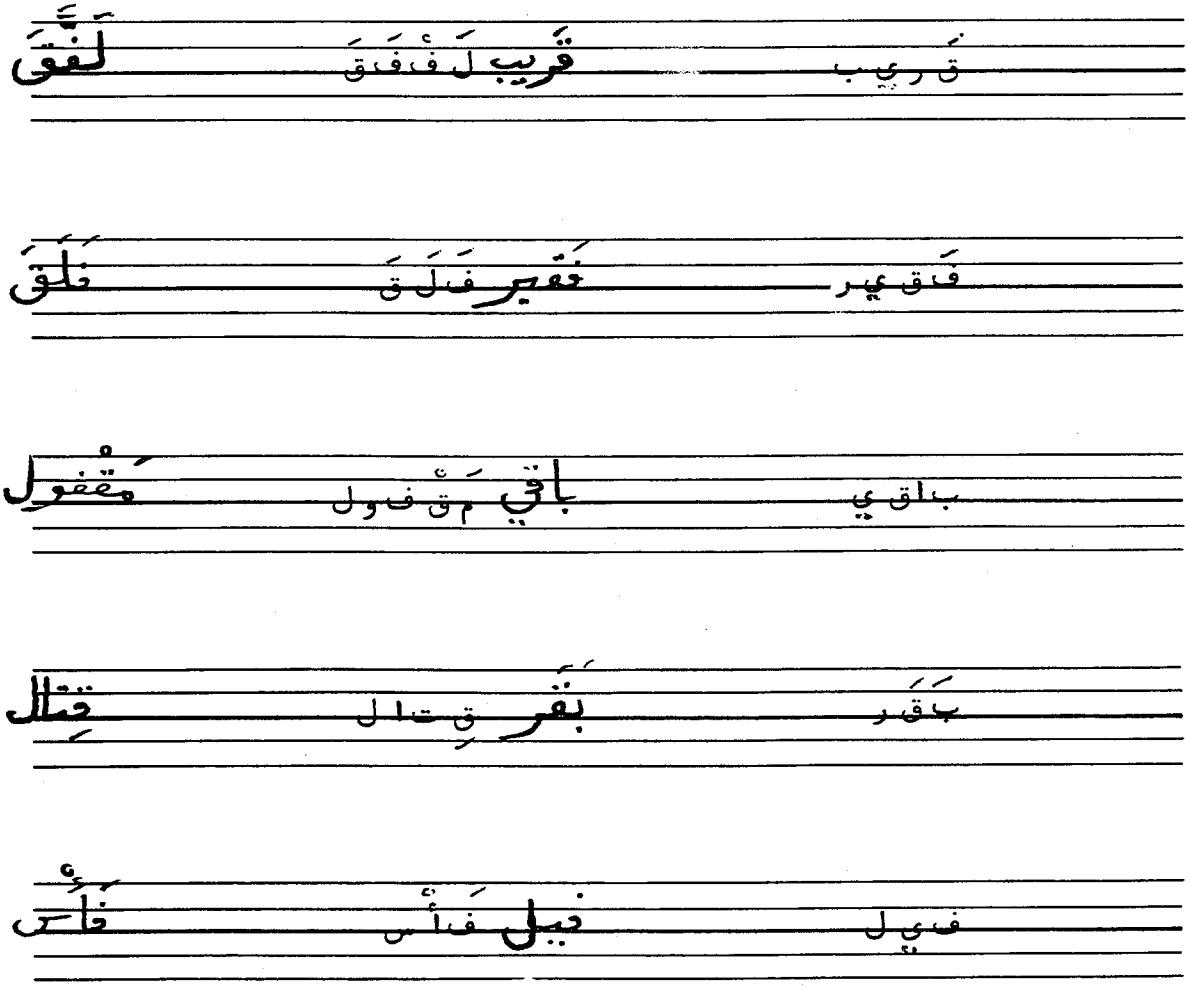
3. Arabic /Q/ is called /Qaaf/ and its written form is /ـقْ/ which is a connector. This form is connected to the preceding letter as such /ـقـ/. The main feature of /qaaf /, however, is /قـ/ which is joined to the preceding and the following letters as such: /ـقـ/.

Examples:

/qaaf/



Exercise: Join the following group of letters:



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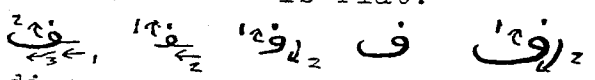
4. Arabic /f/ is called /faa?/ and its written form is "ف". This letter, like "ق", is a connector. The main feature of "ف" and "ق" is "و" with one dot for ف and two dots for ق .

Note: when "ة" is written in full shape, the curve of the form is deep, while that of "ف" is flat.



Exercise for Reading:

Optional classroom exercise to be performed with the instructor. (Note to instructor: As time permits, ask each student to read items from this list to you. This should be done privately and out of hearing of the other students. Since this is optional, it is not graded.)

chair	كرسي	greeting	سلام عليكم
window	شباك	hello	مرحبا
door	باب	I thank you	أشكرك
book	كتاب	teacher	معلم
pencil	قلم	student	تلميذ
note book	دفتر	professor	أستاذ
this	هذا	I	أنا
what?	ما	he	هو
is (for question)	هل	you	أنت
and	و	who	من

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Part III. Self Evaluation

A. Sound

1. You will hear 15 recorded words, each read once. Each word contains either /K/ or /Q/. Listen carefully and try to recognize whether /K/ or /Q/ is in the word by circling the corresponding sound beside each number on your answer sheet. You are expected to answer without error.

1.	K	Q	6.	K	Q	11.	K	Q
2.	K	Q	7.	K	Q	12.	K	Q
3.	K	Q	8.	K	Q	13.	K	Q
4.	K	Q	9.	K	Q	14.	K	Q
5.	K	Q	10.	K	Q	15.	K	Q

2. You will hear a group of 15 recorded words, each read once. Listen carefully and try to recognize the syllable stress whether it is on the first or second or third syllable in the word by checking the corresponding number beside each number on your answer sheet. You are expected to answer 13 out of 15 ~~correct~~ly.

	Syllable				Syllable		
	1st	2nd	3rd		1st	2nd	3rd
1.	___	___	___	5.	___	___	___
2.	___	___	___	6.	___	___	___
3.	___	___	___	7.	___	___	___
4.	___	___	___	8.	___	___	___

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	Syllable		
	1st	2nd	3rd
9.	___	___	___
10.	___	___	___
11.	___	___	___
12.	___	___	___

	Syllable		
	1st	2nd	3rd
13.	___	___	___
14	___	___	___
15.	___	___	___

3. You will hear 12 words, each pronounced once. Listen carefully and try to recognize whether a word contains /C/ or /z/ and then check the corresponding consonant beside each number on your answer sheet. You are expected to answer without error.

	C	z
1.	___	___
2.	___	___
3.	___	___
4.	___	___

	C	z
5.	___	___
6.	___	___
7.	___	___
8.	___	___

	C	z
9.	___	___
10.	___	___
11.	___	___
12.	___	___

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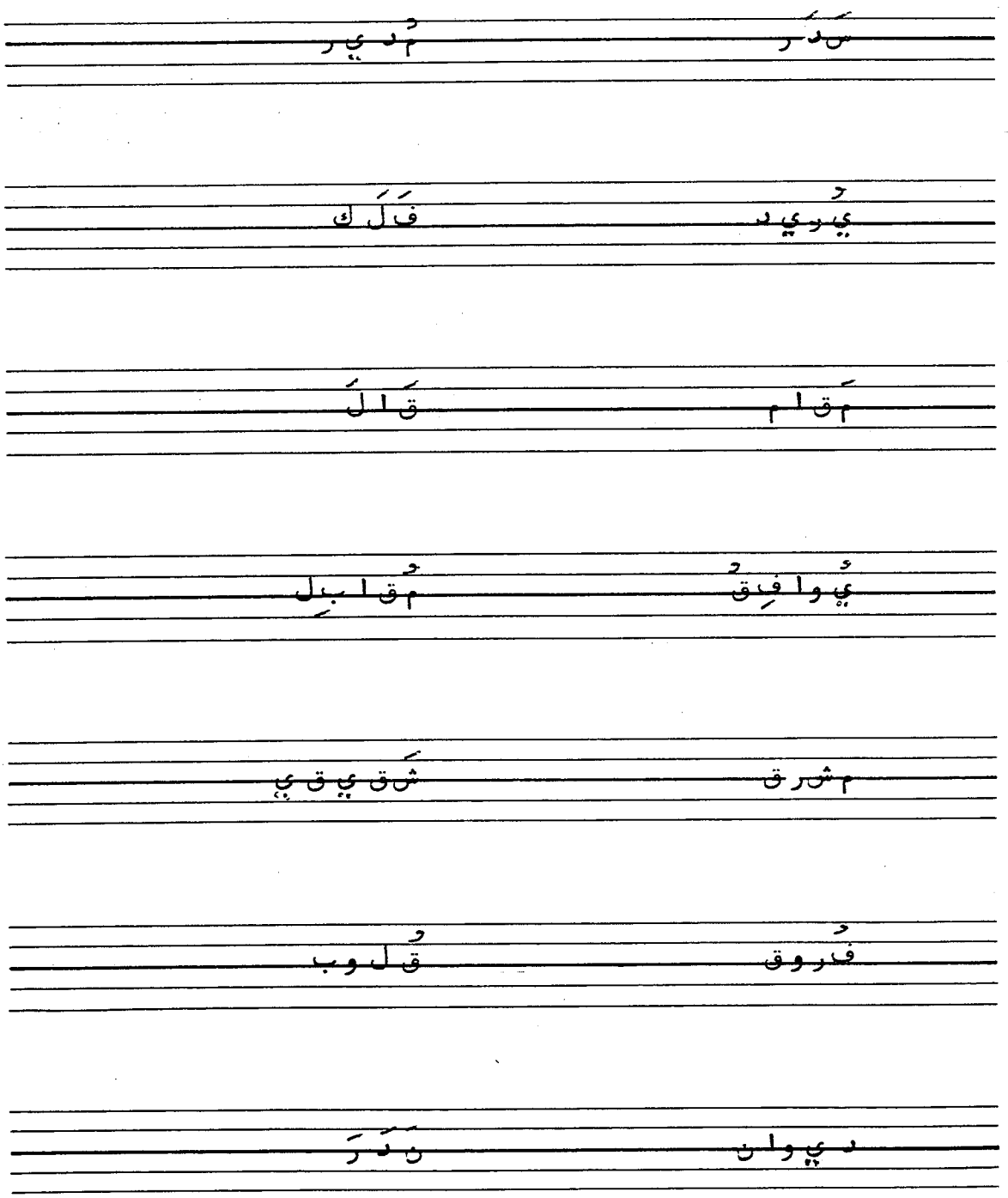
B. Script

1.Join the following group of letters. You are expected to write 27 out of 30 correctly.



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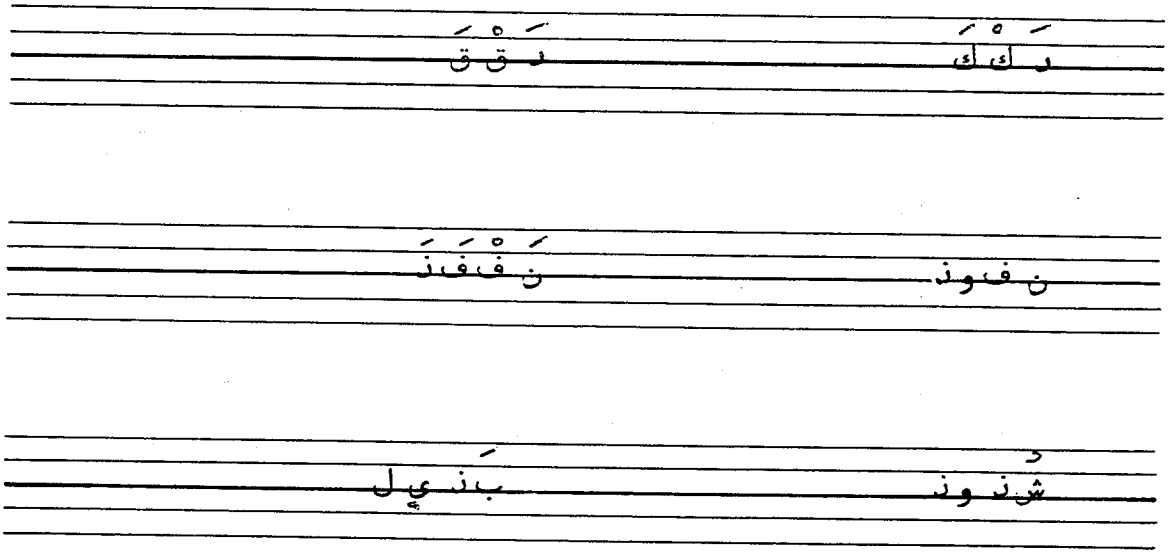

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Self-Evaluation

Answer Sheet 1

1. (K) Q	١	رَكَمَ
2. (K) Q	٢	كَبير
3. K (Q)	٣	مُعَلِّم
4. K (Q)	٤	فَرْق
5. K (Q)	٥	رَقَدَ
6. (K) Q	٦	كِلاب
7. K (Q)	٧	رِفاق
8. K (Q)	٨	فُرُوق
9. K (Q)	٩	شَقيق
10. (K) Q	١٠	فَلَك
11. (K) Q	١١	مَكَّن
12. K (Q)	١٢	قَبْلَ
13. K (Q)	١٣	سائِق
14. K (Q)	١٤	قائل
15. (K) Q	١٥	مُكَرَّمَة

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Answer Sheet 2

	Syllable 1st	2nd	3rd
1.	✓		
2.		✓	
3.		✓	
4.	✓		
5.		✓	
6.			✓
7.		✓	
8.			✓
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.		✓	
14.			✓
15.		✓	

١ بَلَد

٢ بِلاد

٣ سَلام

٤ حَرْب

٥ مَمْنون

٦ تَلاميذ

٧ هُجوم

٨ مَناديل

٩ كَتَبَ

١٠ دَرَسَ

١١ هٰذا

١٢ ذاك

١٣ فِنْجان

١٤ مُدَرِّس

١٥ زُيوت

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Answer Sheet 3

	C	
1.	✓	
2.		✓
3.	✓	
4.		✓
5.		✓
6.	✓	
7.	✓	
8.		✓
9.		✓
10.		✓
11.	✓	
12.		✓

١ ثَيْل

٢ لَذَّة

٣ ثَبات

٤ شُذوذ

٥ شاذ

٦ ثَلاثَة

٧ لَثَّة

٨ نُفوذ

٩ ذَيْل

١٠ بَذَلَ

١١ ثَمين

١٢ ذَهَب

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LESSON 7

PART I. Objectives.

A. Sound.

The intent of this part of the lesson is to familiarize you with the emphatic /V/ (as compared with the /D/ and with the emphatic /T/ (as compared with the /T/). Also, this lesson introduces /madda/. Specific objectives are:

1. Be able to distinguish the Arabic emphatic sound /V/from /D/ without error.
2. Be able to distinguish the Arabic emphatic sound /T/ from /T/ without error.

B. Script.

The intent of this lesson is to introduce the /T/,/V/, /J/, and /Madda/. The specific objective is:

1. Be able to write the Arabic letter /T/, /J/, and /V/ in word context (initial, medial, and final positions) by joining them to other letters. This should be accomplished correctly in 9 out of 10 groups of letters.

2. Be able to recognize and write the /Madda/ without error.

PART II. EXPLANATION AND DEMONSTRATION

A. Sound.

1. Arabic /V/ is called /daad/ which is an emphatic counterpart of /D/.
   To produce /daad/ the front part of the tongue reaches back of the upper teeth, while the center of the tongue is depressed and the back of the tongue is tense and raised against the pharyngeal walls; thus forming a narrow passage through which the sound /daad/ is forced.

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In practicing to produce the Arabic /T/, pronounce the English word "dad"and watch where you are placing the front part of your tongue. Keep on pronouncing "dad" until you realize the position of the front part of your tongue, which is the area of the upper ridge. Now let the front part of your tongue touch the area of the mouth roof beyond the ridge, and try to pronounce the English word "dad". You find that you are really pronouncing the Arabic sound /daad/.

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The following are examples of /ḍaaḍ/.

Listen carefully to the following minimal pairs showing the contrast between /daal د/ and /ḍaad ض/ as they are pronounced by the model. Try to recognize the difference.

دال	ضال	هَدَم	هَضَم
دار	ضار	فادَ	فاضى
دَم	ضَم	داق	ضاق
دَلّ	ضَلّ	دَيْر	ضَيْر
بَيْداء	بَيْضاء	دَباب	ضَباب
أَرْد	أَرْضى	دَرْب	ضَرْب

2. Arabic /Ṭ/ is called /ṭaa?/ which is an emphatic counterpart of /t/.
   To produce /ṭaa?/ the front part of the tongue reaches back of the upper teeth, while the center of the tongue is depressed and the back of the tongue is tense and raised against the pharyngeal walls; thus forming a narrow passage through which the sound /daad/ is forced.

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Again here, in practicing to produce the Arabic /T/, pronounce the English word "tab"and watch where you are placing the front part of your tongue. Keep on pronouncing "tab" until you realize the position of the front part of your tongue, which is the area between the back of the upper teeth and the ridge. Now let the front part of your tongue touch the area of the mouth roof beyond the ridge, and try to pronounce the English word "tab". You find that you are really producing the Arabic sound /t/. So with this awareness and with practice you will be pronouncing this sound very close to, if not just like, the native pronunciation.

Examples of /T/:

Listen carefully to the following minimal pairs showing the contrast between /taa?/ and /taa?/ as they are pronounced by the model. Listen for the difference.

تاب	طاب	تين	طين
تَلّ	طَلّ	فاتِر	فاطِر
تِلا ل	طِلال	تَرَف	طَرَف
لوت	لوط	تول	طول
بَتَر	بَطَـر	لاتَ	لاطَ

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3. "Madda" is the occurrence of /fatha/ with a hamza followed by an /alif/. This occurs chiefly at the beginning of a word, however, it occurs sometimes in the middle of a word. Examples (recorded)

أَا ب آ ب

قُرْأَا ن قُرْآن

Listen carefully to the following examples of Madda at the beginning and in the middle of words. Try to detect the sound at each position.

آب أَلْآتي

آن تَآكَلَ

آزَرَ

آنَسَ قُرْآن

آمَنَ أَلْآنَ

EXERCISES:

1. You will hear 20 recorded words. Some will contain /D/ and some the emphatic /D/. Circle the item that contains the emphatic /D/ .

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

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Check your answers with the answers given below. If you have missed any, then replay the tape and listen again for the /D/ and /D/. Then, go on to the next 10 items

11.	16.
12.	17.
13	18.
14.	19.
15.	20.

ANSWERS:

(1.)	ضان	(6.)	مَرْضوض
2.	دان	(7.)	ضار
3.	بَيْداء	8.	دَجّ
(4.)	بَيْضاء	(9.)	ضُروب
5.	فاد	10.	مَرْدود
(11.)	فاضى	(16.)	ضاد
12.	هَدَم	(17.)	ضَلّ
(13.)	هَضَم	18.	دُروب
(14.)	ضَجّ	19.	داد
15.	دَلّ	20.	دار

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2. You will hear 20 recorded words some will contain /T/ and some the emphatic /T̲/. Circle the items that contain the emphatic /T̲/.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check you answers with the answers given below. If you have missed any, then replay the tape and listen again for the /T̲/ and /T/. Then, go on to the next 10 items.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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ANSWERS:

(1.)	طينه	(6.)	بَط
2.	تَلي	(7.)	ماطَ
(3.)	طَلي	8.	مات
4.	تينه	9.	بَتْ
5.	تَشْتيت	(10.)	بَطَر

11.	لوت	(16.)	لوط
(12.)	شَطّ	17.	بَتَر
13.	شَتّ	18.	بَتّل
(14.)	عَطَب	(19.)	تَشْطيط
(15.)	بَطّل	20.	عَتَب

3. You will hear 18 recorded words, each containing /Madda/. Circle the items that contain /Madda/ in the <u>initial</u> position.

1.	4.	7.
2.	5.	8.
3.	6.	9.

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Check your answers with the answers given below. If you have missed any, then replay the tape and listen again. Then go to the remaining 9 items.

10.	13.	13.	16.
11.	14.	14.	17.
12.	15	15.	18.

ANSWERS

(1.)	آمِر	(4.)	آداب	7.	تَآمَرَ
2.	مآدِب	5.	أَلْآنَ	(8.)	آه
(3.)	آثَرَ	(6.)	آلِهَ	9.	مَآرِب
(10.)	آذار	(13.)	آدَم	16.	تَآزَرَ
(11.)	آل	14.	مآسي	(17.)	آكَـلَ
12.	مَآل	(15.)	آلام	(18.)	آمَنَ

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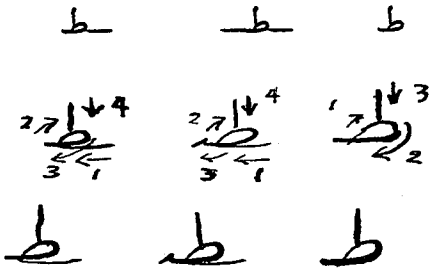
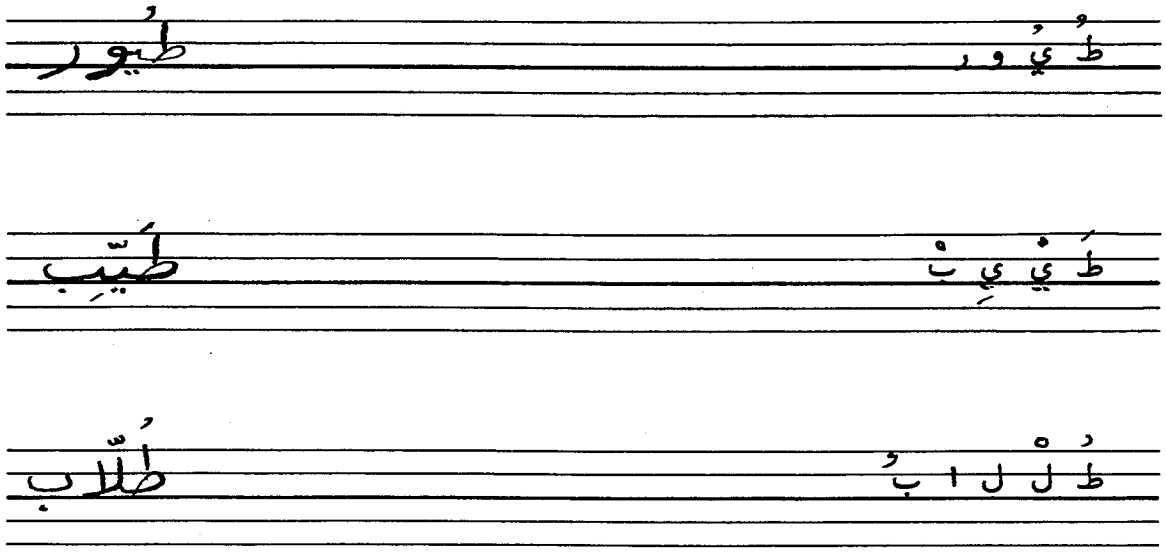
B. SCRIPT.

1. Arabic /T/ is called /taa?/ and its main feature is " ط ". It is a connector. THis form is joined to the preceding letter as such: "ـط" while the following letter is joined to it as such: ـطـ

Examples:



Join the following groups of letters.



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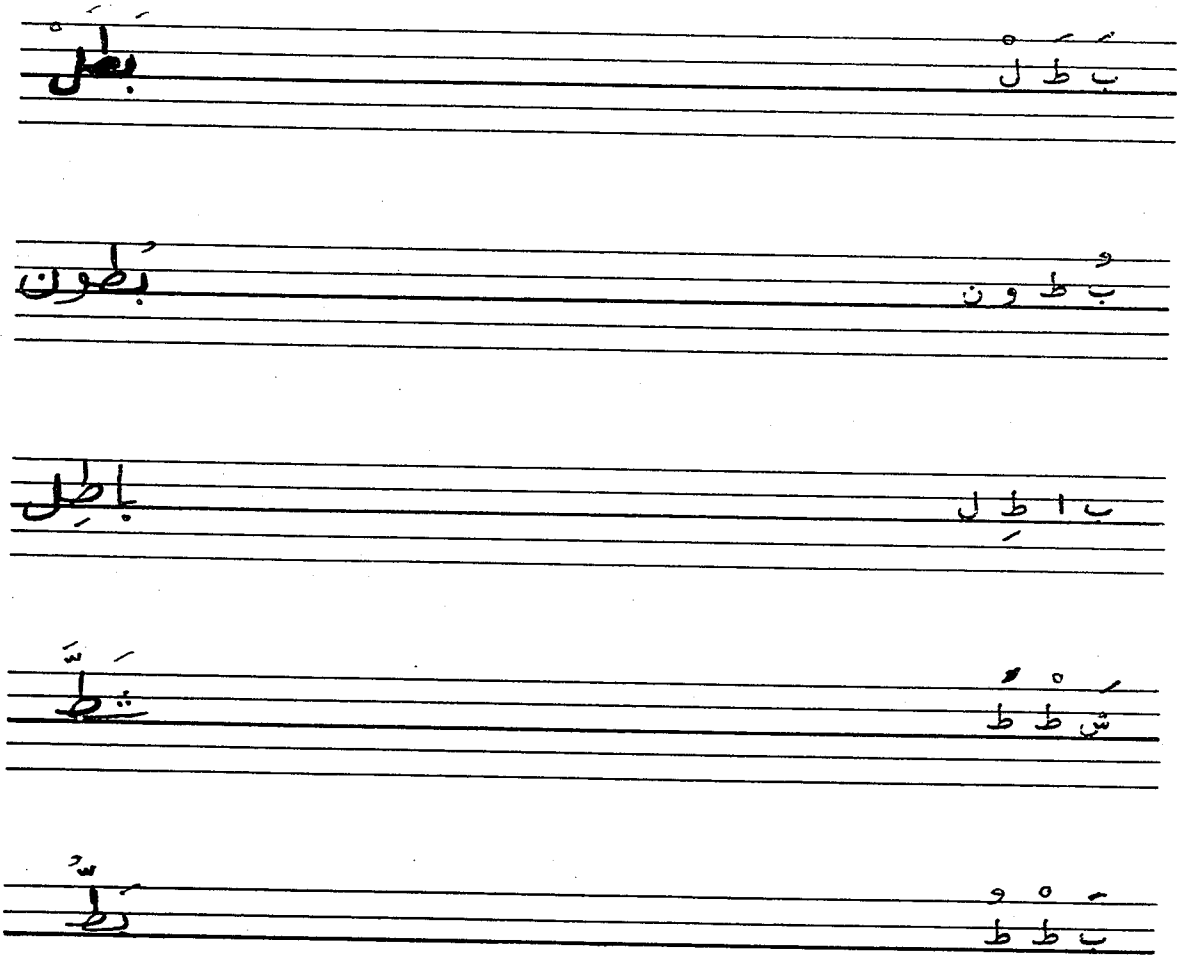
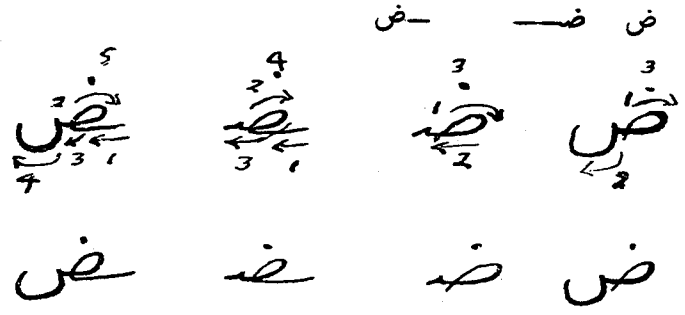


2. Arabic /D/ is called /daad/ and its written form is "ض". It is a connector. This form is connected to the preceding letter as such "ـض". Its main feature, however, is "ضـ: which is joined to the preceding and following letters as such: "ـضـ". Examples.



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Join the following words.

ضَ م ي ر ضمير ضمير

ضَ رَ ر ضرر ضَرَر

بَ ي ض ا ء بيضاء بَيْضاء

تَ فْ ض ي ل تفضيل تَفْضيل

ف ا ضَ فاض فاضَ

أَ رْ ض أرض أَرْض

3. When a "hamza"is followed by the long vowel /AaLiF/ this phenomenon of voweling is called /Madda/. This occurs chiefly at the beginning of a word, however it occurs sometimes in the middle of a word. When this phenomenon occurs in writing,the Hamza is eliminated and the /AaLiF/ is stretched over the seat of that "hamza" which must be an /AaLiF/. Examples:

أَ ا ب > آب أَاب > آب

قُرْأَان > قُرْآن قُرْأان > قُرْآن

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Join the following words:

أ ا ن — آن آن

أ ل أ ا ن — أَلْآن أَلْآن

أ ا ن س — آنَسَ آنَسَ

ت أ ا ك ل — تَأَكَلَ تَأَكَلَ

أ ل أ ا ت ي — أَلَّاتِي أَلَّاتِي

أ ل ق ر أ ا ن — أَلْقُرْآن أَلْقُرْآن

Exercise for Reading (Optional).

(Note to Instructor: Ask students to individually read the following words. This is optional and not graded).

Exhibition	عَرْضٌ	doctor	طبيب
land	أَرْضٌ	patient (sick person)	مَريض
white	أَبْيَضُ	child	طِفْلٌ
pilot	طَيَّار	good, well	جَيِّد
mud	طِين	tables	طاوِلات
to fall (like rain)	هَطَلَ	necessary	ضَروري
		pilgrimage (to make the pilgrimage)	حَجّ

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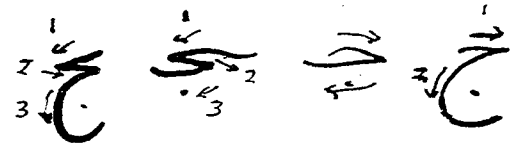
4. Arabic / ج/ is called /jiim/ which has the same basic shapes of /hard h ح / with the exception that /jiim/ has a dot placed inside the form. Examples:



ـج جـ ج

ـح حـ ح

جمال جَمال — جَ م ا ل

جميل جَميل — جَ م ي ل

مجيد مَجيد — مَ ج ي د

أجل أَجَل — أَ جَ ل

حجّ حَجَّ — حَ جْ جَ

حجّاج حَجّاج — حَ جْ ج ا ج

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PART III - EVALUATION

A. Sound.

15

1. You will hear words read to you once. Each word contains either /d/ or /V/. Listen carefully and try to recognize whether it is /d/ or /V/. Circle the items containing the /V/.

You are expected to answer without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

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2. You will hear 15 words read to you once. Each word contains either /T/ or /T̲/. Listen carefully and try to recognize whether it is /T/ or /T̲/ in the word. Circle the items containing the /T̲/. You are expected to answer without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

B. SCRIPT.

1. Join the following group of letters. You are expected to write 9 out of 10 groups accurately.

1 ضَ رَ بَ	2 بَ ىْ ض ا ء
3 أَ رْ ض	4 ضَ لْ لَ
5 هَـ ضَ م	6 تَ فْ ض ي ل
7 إِ ع ْ ر ا ض	8 مَ ض ي ق
9 إِ ضْ ر ا ب	10 ن ا ضِ ب

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2. Join the following groups of letters. You are expected to write 9 out of 10 groups accurately.

1 بُ ط و ن

2 طَ ب ي ب

3 طَ يْ ي ا ر

4 هَ طَ لَ تْ

5 ل و ط

6 ف ا طِ ر و ن

7 نَ بَ طَ

8 سَ طْ لُ

9 ط ا لَ

10 أَ بْ ط ا ل

3. Join the following group of letters. You are expected to write 9 out of 10 groups accurately.

1 جَ م ا د

2 جُ بْ نُ

3 مَ جْ ب و ر

4 جَ حْ دَ

5 حَ جْ جَ

6 جُ هْ د

7 مَ جَ ي د

8 جِ ب ا ل

9 ج ي ل

10 مَ جَ ا ل

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ANSWERS:

SOUND.

1.	1	أُرِد	6	قِرْد	(11)	ضامَ
	(2)	أَرْض	(7)	قُروض	(12)	بَيْض
	3	دَلَّ	(8)	فاضِي	13	نادِم
	(4)	ضَلَّ	9	أَرادَ	(14)	رَضَ
	5	دَيْر	10	هَدَمَ	(15)	ضاد

2.	1	نَبَتَ	6	تِين	(11)	طَبْل
	(2)	طَرْف	(7)	بَطَر	12	راتِب
	3	فاتِن	8	تُول	(13)	رُطوبَة
	(4)	لوط	(9)	فاطِرَة	(14)	طَبيعَة
	(5)	طَلَّ	10	تَيّار	(15)	بَطَّة

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SCRIPT

1. ضَرَبَ 1 بَيْضاء 2 أَرْض 3 ضِلل 4 هَضَمَ 5

تَفْضيل 6 إِعْراض 7 مَضيق 8 إِضْراب 9 ناضِب 10

2. بُطون 1 طَبيب 2 طَيّار 3 هَطَلَتْ 4 لوط 5

فاطِرون 6 نَبَطَ 7 سَطْلٌ 8 طالَ 9 أَبْطال 10

3. جَماد 1 جُبْنٌ 2 مَجْبور 3 جَحَدَ 4 حَجّ 5

جَهْدٌ 6 مَجيد 7 جِبالٌ 8 جيل 9 مَجالٌ 10

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LESSON 8

PART I. Objectives.

A. Sound.

The intent of this part of the lesson is to introduce /Y/ (the letter "zaa") and /O/ (the letter Kha"). Specific objectives are:

1. Be able to distinguish the Arabic /Y/ ("zaa") from /Z/("dhal") without error.

2. Be able to distinguish the Arabic /O/ ("Kha") from /H/ ("Ha") without error.

B. Script.

The intent of this lesson is to develop familiarity with feminine word endings and to introduce the writing of /O/ ("Kha") and /Y/ ("zaa"). Specific objectives are:

1. Be able to recognize the feminine ending /taa? marbuta/ and the /O/ and /Y/ in written form without error.

2. Be able to connect correctly 9 out of 10 groups of letters containing /taa? marbuta/, /O/ /Y/ and other letters previously introduced in this course.

PART II - EXPLANATION AND DEMONSTRATION

A. Sound.

1. The Arabic /Y/ is called "zaa"which has no English equivalent. This sound is the emphatic counterpart of /Z/("dhal"). and produced by protruding the tip of the tongue between the teeth while a stream of air is forced through and while the center of the tongue is depressed, at the same

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time the back of the tongue is raised with tension towards the pharyngeal walls..

To contrast between the two sounds /Z/ and /Y/ in production, watch the position of the front part of your tongue while producing the /Z/ sound. You find that it is behind the upper teeth. Now, if you push the front part of the tongue a little bit back so that it touches the ridge, and try to produce /Z/ , you find that you are actually producing /Y/. Practice will make this production close to the native pronunciation.

Listen to the following examples of /Y/:

Listen carefully to the following minimal pairs contrasting /Y/ with /Z/. The /Z/ is in the first word of each pair. Try to recognize the difference.

ذَرَفَ	ظَرَفَ	مَذْهَر	مَظْهَر
ذاقَ	ظاقَ	ذَلَّ	ظَلَّ
نَذير	نَظير	فَذَّ	فَظَّ
نَذَرَ	نَظَرَ	نافِر	ناظِر
ذُهور	ظُهور	ذاءٌ	ظاءٌ

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2. The Arabic /O/ is called "Kha"which has no English equivalent. This sound is similar to that produced by some people when snoring. Its production is made when the back of the tongue is raised close to the soft part of the roof of the mouth but not really touching it to cause any blocking of air. Thus, when the air is forced through this passage, the scratchy sound of /Kh / is produced.

Listen to the following examples of "Kha"

Listen to the following minimal pairs contrasting /O/ ("Kha") with /H/ ("Ha"). The first word of each pair contains the /H/ ("Ha").

حالي	خالي
حَرَزَ	خَرَزَ
حَلال	خَلال
دَحَرَ	دَخَرَ
يَدوح	يَدوخ
فَرَحَ	فَرَخَ
حَلاء	خَلاء
نَحيل	نَخيل

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EXERCISES

1. Exercise to differentiate between /Y/ ("zaa") and /Z/ ("dhal"). You will hear 20 words some with a "zaa" and some with "dhal." Circle the items with a "zaa."

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

Check your answers with the key. If you missed any, then replay the tape until you can hear the difference and correctly identify the sounds. Then go on to the remaining 10 words.

11. 16.

12. 17.

13. 18.

14. 19.

15. 20.

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KEY:

1.	ظَلَّ	6.	تَظاهَرَ
2.	نَذير	7.	ذَريف
3.	يَنْذُرُ	8.	حَفَظَ
4.	ظالِم	9.	إِحْتَفَظَ
5.	يَنْظُرُ	10.	فَظَّ

11.	مَذْروف	16.	ذَرْف
12.	ذارِف	17.	ذالِم
13.	ناظِر	18.	مُلاحِظ
14.	نَظَّفَ	19.	إِنْتَظَرَ
15.	لَفْظٌ	20.	حافِظ

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2. Exercise for differentiating between /O/ ("Kha") and /H/ ("Ha"). You will hear 18 words some with "Kha" and others with "Ha". Circle those with "Kha" .

1.	4.	7.
2.	5.	8.
3.	6.	9.

Check your responses to these items. If you made any mistakes, then replay the tape until you can identify the sounds correctly. Then continue with the next 9 words.

10.	13.	16.
11.	14.	17.
12.	15.	18.

KEY :

(1.)	شُيوخ	(4.)	شَخَرَ	7.	شَحَبَ
2.	حِصّه	5.	حُلو	(8.)	خِشْيَة
3.	سَبَحَ	6.	فَرِحَ	(9.)	خِيار
(10.)	خُصوصي	(13.)	فَرْخ	16.	حَليب
(11.)	خُلو	14.	حَشّى	(17.)	بُخار
(12.)	رَخْوَة	(15.)	شَيْخ	18.	بِحار

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B. SCRIPT.

1. There are two genders in Arabic, Masculine and Feminine. There is no neuter gender (as in the English "it".) Therefore, every noun is either masculine or feminine regardless of that noun being animate or inanimate. Generally a noun is considered masculine unless it has a feminine ending.

The most common feminine ending in Arabic is the sound "t" preceded by a short vowel /a ـَـ/, which is suffixed (connected) to the majority of masculine nouns and adjectives. "Taa? marbuuta" means the tied /t/.

Commonly, this 'taa? marbuuṭa' is pronounced as if the last consonant is vowelled with /a ـَـ /. Usually this feminine particle is pronounced when it is followed by a pronoun suffix or when it is joined in pronunciation with the following noun.

The writing technique of 'taa? marbuuṭa'is similar to the writing of the letter /haa? ه / in the final position except that two dots are placed over it's form. When 'taa? marbuuta'is followed by a possessive pronoun then it is written as a regular /t ت / in the middle position. (You need not worry about possessive pronoun now.)

Examples: Contrasting "'t'marbuuṭa" with final /haa?/

كِتابَةٌ قَهْوَة قَناة نُزْهَة 'taa? marbuuṭa'

كِتابَهُ يَفوهُ بَناه نَزَهَ ه 'haa?'

كِتابَةٌ قَهْوَة قَناة نُزْهَة

كِتابَهُ يَفوهُ بَناه نَزَهَ

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EXERCISE:

Join the letters in the following groups.

أَ م ى رَ ةٌ مُ سْ لِ مَ ةٌ

وَ رَ قَ ةٌ ط ا لِ بَ ةٌ

تِ لْ م ى ذَ ةٌ كَ ب ى رَ ةٌ

مَ لِ كَ ةٌ مُ عَ لْ لِ مَ ةٌ

2. Arabic /O/, "Kha", is a connector. Its written form is / خ / which is the same basic shape of /H/, "HA" /Z/ and /JIM/ except that a dot is placed over its form.

Examples:



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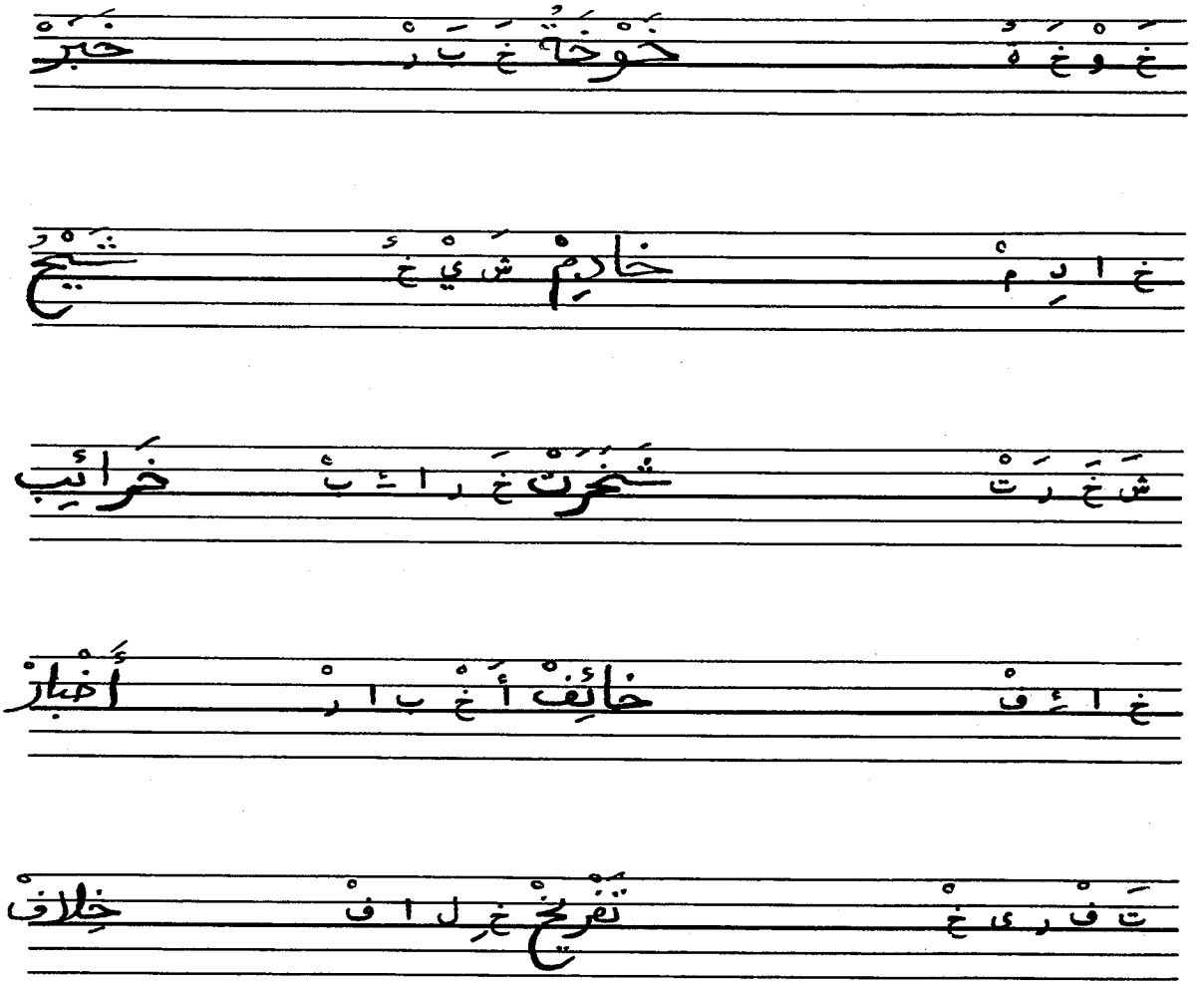
Join the following groups of letters:



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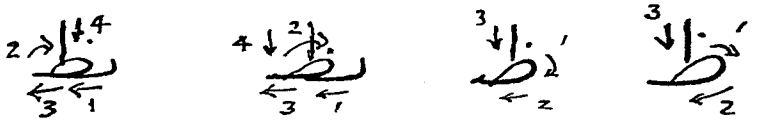
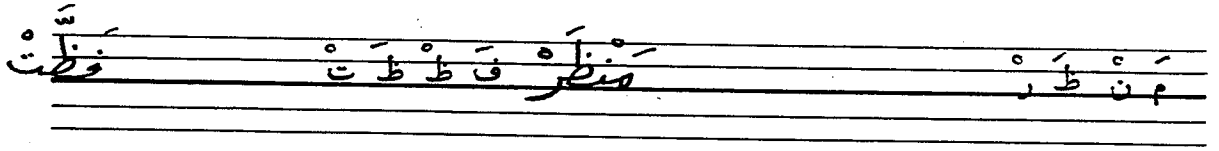
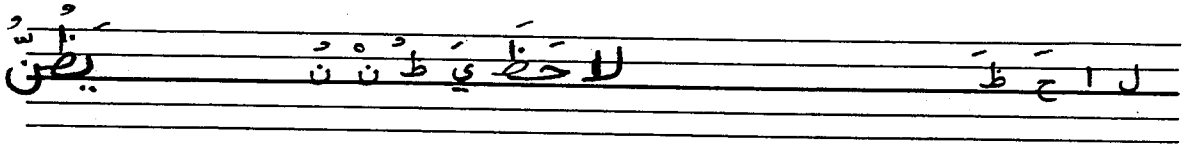
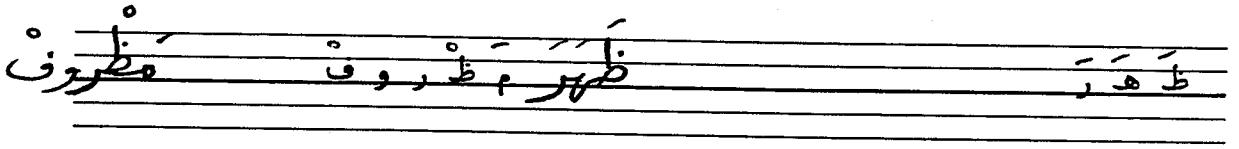
1. Arabic /Y/ ("zaa") is a connector and its written form is / ظ / which is the same basic shape of /taa? ط / except that a dot is placed over its form.

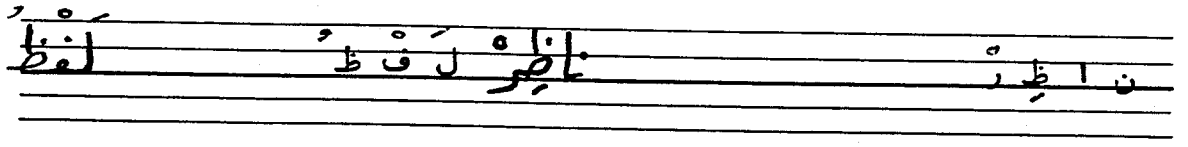
Examples: 

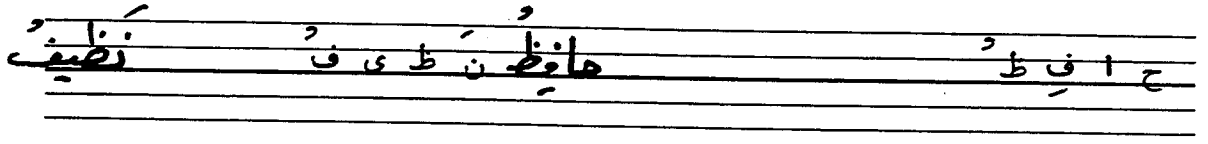
Join the following groups of letters:











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PART III - EVALUATION.

A. Sound.

1. You will hear 15 words. Each word contains either /y/ ("zaa") or /Z/ ("dhal"). Circle the items that contain /Y/ ("zaa"). You should do this without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

2. You will hear 15 words. Each word contains either /O/ ("Kha") or /H/ ("Ha"). Circle the items that contain /O/, "Kha". You should do this without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

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B. SCRIPT

1. Below are 10 words, some containing the feminine ending /taa? marbuta/. Circle the items containing /taa? marbuta/. You should do this without error.

1.	مُهَنْدِسَة	6	مَدِينَة
2	كِتابُهُ	7	مَدني
3	مُلازِمَة	8	عَسْكَري
4	دَفْتَرُها	9	طاوِلَة
5	أَلْعَرَبِيَّة	10	سَبُّورَة

2. Below are 10 words, some containing the /O/ ("Kha"). Circle the items containing the /O/ ("Kha") You should do this without error

1.	خاص	6	ساحِرَة
2	حَرْب	7	يَخْسَرُ
3	شُيوخُكُم	8	دُخول
4	صاروخ	9	حَزِنَ
5	سَيّارة	10	فَرَّخَ

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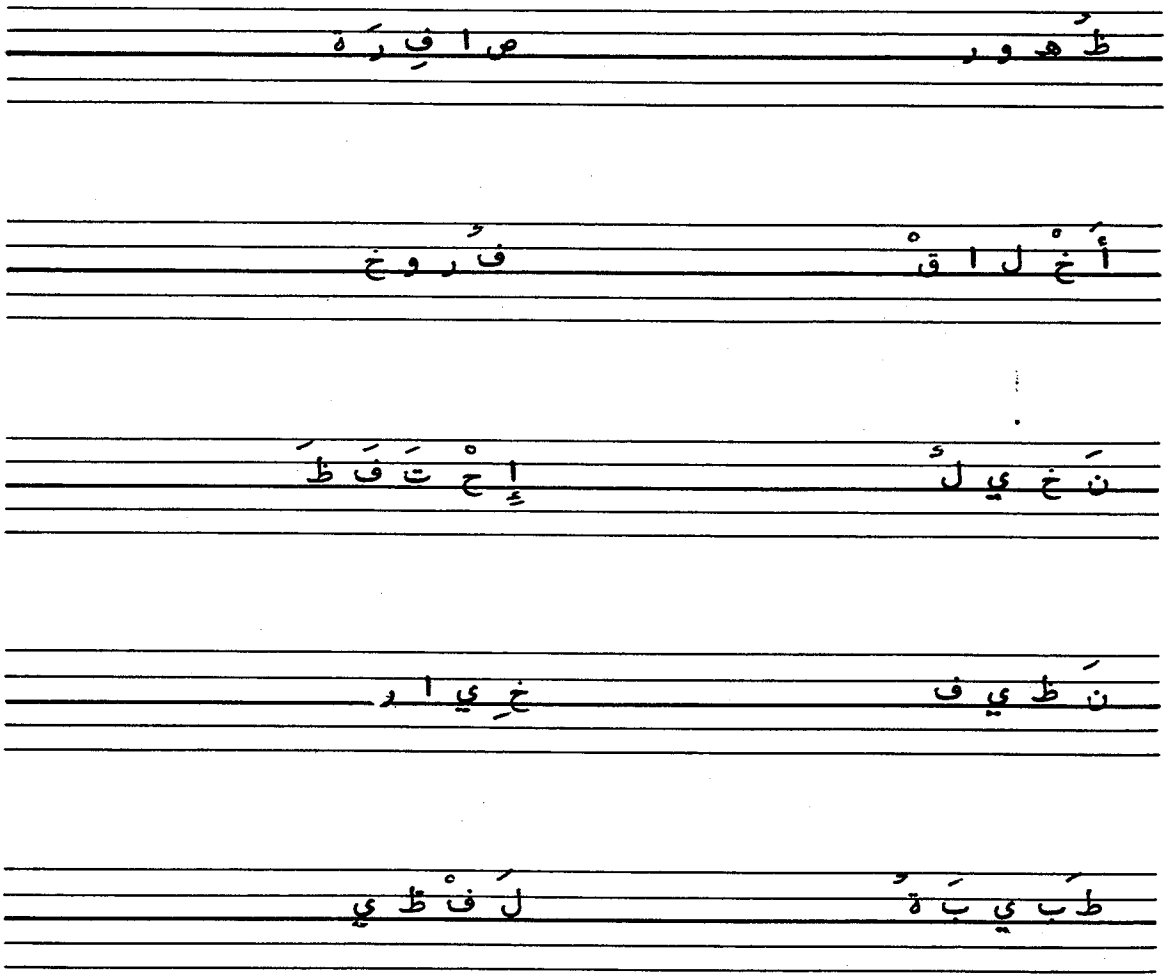
3. Below are 10 words, some containing the /Y/ ("zaa"). You should do this without error.

1	بَيْض	6.	ظابِط
2	ظَلّ	7	ظُبّاط
3	مَظْلوم	8	ظُهور
4	نَضيف	9	ذَرَّة
5	وَضْعَة	10	ضَباب

4. Join the following groups of letters. You should join correctly at least 9 out the 10 groups.



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ANSWERS:

A. Sound.

1. 1. ذَهَبْ 6. ظَبي 11. مَظْلوم

2. ظاهِر 7. ذَبَلَ 12. لَذيذ

3. مَنْظَر 8. نَظَرَتْ 13. وَعَظَ

4. فَظَّ 9. ظَلام 14. لَفَظَ

5. مَذاهِب 10. شاذ 15. مَظاهِر

2. 1. نَحَرَ 6. ساحِر 11. سَحَرَ

2. نَخيل 7. يَدوخ 12. خالي

3. خَل 8. شَخَبَ 13. ساخِر

4. حِمار 9. حُلو 14. حَلَّ

5. فَرَّخَ 10. نَحَرَ 15. نَخَرَ

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B. SCRIPT.

1. (1.) مُهَنْدِسَة (6.) مَدينة

2. كِتابُهُ 7. مَدني

(3.) مُلازِمَة 8. عَسْكَرى

4. دَفْتَرُها (9.) طاوِلَة

(5.) اَلْعَرَبِيَّة (10.) سَبُّورَة

2. (1.) خاص 6. ساحِرَة

2. حَرْب (7.) يَخْسَرُ

(3.) شُيوخُكُم (8.) دُخول

(4.) صاروخ 9. حَزِنَ

5. سِيادَة (10.) فَرَّخَ

3. 1. بَيْض (6.) ظابِط

(2.) ظَل (7.) ظُبّاط

(3.) مَظْلوم (8.) ظُهور

4. نَضيف 9. ذَرَّة

5. وَضْعَة 10. ضَباب

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1	ظُهور	2.	صافِرَة	4.	
3	أَخْلاق	4.	فُروخ		
5	نَخير	6.	إِحْتَفَظَ		
7	نَظيف	8.	خِيار		
9	طَبيعَة	10.	لَفْظي		

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Lesson 9

Part I. Objectives.

A. Sound

The intent of this part of the lesson is to familiarize you with the /G/ ("ghayn"), the definite article ("al"), and the transition vowel. Specific objectives are:

1. Be able to differentiate /G/ ("ghayn") from /R/ ("Ra") without error.

2. Be able to identify the presence of the definite article in word pairs without error.

3. Be able to identify whether a transition vowel is present in 9 out of 10 two-word combinations.

B. Script

The intent of this part of the lesson is to enable you to recognize /G/ ("ghayn"), the definite article ("al") and the transition vowel. Specific objectives are:

1. Be able to identify /G/ ("ghayn"), and the definite article ("al") without error.

2. Be able to connect correctly 9 out of 10 groups of letters containing /G/ ("ghayn"), and the definite articles ("al"), as well as other letters covered so far in this course.

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Part II - Explanation and Demonstration

A. Sound

1. The Arabic /G/ is called "ghayn" and has no English equivalent.

This sound is similar to the French "r" as in "Paris" and resembles the sounds some people produce while gargling. To produce it, the tongue is being kept low, while the back of the tongue is raised with tension towards the roof of the mouth very close to the velum, but not touching it; then the sound of /G/ is forced through.

Listen to the following examples of /G/ ("ghayn").

غَزَلَ

غادَ

شَغَبَ

رَغِبَ

صائِغ

ساغَ

يَزوغ

غَد

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Listen carefully to the following minimal pairs showing the contrast between /G/ and /R/ as they are pronounced by the model. Try to recognize the difference.

1	رَزَلَ	غَزَلَ	رَدْ غَدْ
2	رادَ	غادَ	صائِر صائِغ
3	رشّ	غَشّ	يَزور يَزوغ
4	سارَ	ساغَ	شَرَب شَغَب

2. The Definite Article: basically the form of the Arabic noun is always indefinite, therefore there is no need for an indefinite particle as is the case in English - i.e. a, an - thus by simply saying for example:

"a book" = كِتاب

and

"a notebook" = دَفْتَر

The most common way of making a noun definite in Arabic is by prefixing the definite article /al/ to its beginning.

Examples (Recorded):

the book	أَلْكِتاب	< أَلْ +	a book	كِتاب
the cup	ألفنجان	< أَلْ +	a cup	فِنْجان

When the definite article is prefixed or connected to a word and the letter /l/ of the definite article

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is clearly and distinctively pronounced, the first letter of that word is said to be a moon or lunar letter. The moon or lunar letters are:

/B/ ("ba" ب)	/F/ ("Fa" ف)
/J/ ("Jim" ج)	/Q/ ("Qaf" ق)
/H/ ("Ha" ح)	/K/ ("Kaf" ك)
/O/ ("Kha" خ)	/M/ ("Miim" م)
/"/ ("ayn" ع)	/?/ ("ha" هـ)
/G/ ("ghayn" غ)	/W/ ("Waw" و)
(hamza ء)	/I/ ("ya" ي)

The following are examples of lunar words where the "l" is heard clearly Listen carefully to the following examples of the definite article /al/ being prefixed or connected to the nouns starting with "moon or lunar letters":

N + أل

أل + باخِرَة

باخِرَة	اَلْباخِرَة
عَريف	أَلْعَريف
فَريق	أَلْفَريق
خَريف	اَلْخَريف
غَرْب	أَلْغَرْب
هاوَن	أَلْهاوَن

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Exercises

1. Exercise for differentiation between /G/ ("ghayn") and /R/ ("Ra"). You will hear 20 words, some with /G/ ("ghayn") and other with /R/ ("Ra"). Circle the items containing /G/ ("ghayn").

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check your response with the key. If you have made any mistakes, replay the tape until you can identify the sounds, then go on to the next 10 items.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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KEY

1.	غَمَزَ	6.	يَزورُ
2.	وَرْد	7.	غادَ
3.	دَمار	8.	صائِر
4.	بَغِيَ	9.	زارَ
5.	نابِغَة	10.	زاغَ

11.	نَغْد	16.	بَرِيءٌ
12.	دَماغ	17.	راد
13.	رَمَزَ	18.	نابِرَة
14.	يَزوغُ	19.	وَغْد
15.	صائِغ	20.	نَرْد

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Exercise for differentiation of the article /al/ with lunar letters and from words without the article /al/. You will hear 20 words. Each is uttered once. Some words have the article /al/, and some do not have the article /al/. Circle the items in which the word begins with a lunar letter.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Check your responses. If you missed any, replay your tape until you clearly hear the distinction. Then, go on to the next 10 items.

11. 16.
12. 17.
13. 18.
14. 19.
15. 20.

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KEY

1. أَلْمِفْتاح
2. عامِل
3. فائِدَة
4. أَلْقَمَر
5. حَرْب
6. خَريف
7. أَلْبَريد
8. أَلْكَمان
9. هاوِيَة
10. أَلْوَيْل
11. يَأْس
12. أَلْكِتاب
13. غَرْب
14. يَمين
15. أَيّام
16. أَلْمَدينَة
17. قاهِرَة
18. أَلْيَتيم
19. هُروب
20. أَلْقاهِرَة

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3. The Arabic language does not permit a cluster of more than two consonants even across word boundaries. Such a situation occurs when a word ends in a "sukuun" and it is immediately followed by another word beginning with the definite article. This boundary cluster is interrupted by inserting a helping vowel after the first consonant. This transition or helping vowel is characterized by the following features.

1. It is not considered a vowel, therefore, never stressed.

2. It has no grammatical value.

3. It is entirely an automatic process, hence, predictable.

4. It can be any one of the short vowels.

RULE: When a definite noun with the definite article or indefinite noun which begins with "hamza" is preceded by another word, the "hamza" and its vowel of the definite article is dropped completely from pronunciation and only /laam/ remains to "tie-up" the two words.

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Listen carefully to the following phrases and sentences. The components of each phrase or sentence are first read unconnected, then they are read connected with the transition vowel:

1	مِنْ أَلْبَيْتِ	مِنَ ٱلْبَيْتِ
2	ما إِسْمُهُ	ما ٱسْمُهُ
3	مَنْ أَلْبِنْتُ	مَنِ ٱلْبِنْتُ
4	مَنْ أَلْأَمِيرُ	مَنِ ٱلأَمِيرُ
5	هَلْ أَلْكِتابُ هُنا	هَلِ ٱلْكِتابُ هُنا
6	هَلْ أَلْمُعَلِّمُ فِي أَلْبَيْتِ	هَلِ ٱلْمُعَلِّمُ فِي ٱلْبَيْتِ
7	مَعَهُ أَلْمِنْدِيلُ	مَعَهُ ٱلْمِنْدِيلُ
8	أَيْنَ أَلْفِنْجانُ	أَيْنَ ٱلْفِنْجانُ
9	أَيْنَ أَلْقَلَمُ	أَيْنَ ٱلْقَلَمُ
10	هٰذا مِنْ أَلْأَمِيرِ	هٰذا مِنَ ٱلْأَمِيرِ
11	مَعي أَلْكِتابُ	مَعي ٱلْكِتابُ

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3. Exercise for differentiation of the transition vowel. You will hear a group of 20 sentences, some with transition vowels. Listen carefully and try to identify the transition. Circle the items that contain a transition vowel.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check you responses with the key. If you missed any, then replay the tape until you can identify the sound of the transition vowel. Then go on to the next 10 items.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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KEY

١- هُمُ ٱلْمُراسِلون

٢- عَلَيْكُمُ ٱلْواجِب

٣- أَيْنَ بَيْتُكَ

٤- هَلْ هٰذا وَلَد ؟

٥- هَلِ ٱلْوَلَد هُنا ؟

٦- مِنَ ٱلْبَيْتِ إِلى ٱلْمَدْرَسَة

٧- مَنْ هٰذِهِ

٨- جاءَ فَريق

٩- هَلِ ٱلْكِتابُ مَعَكَ ؟

١٠- مَنِ ٱلْمُعَلِّمَة ؟

١١- أَيْنَ ٱلْمُدَرِّس ؟

١٢- تِلْميذُكَ عريف

١٣- مِنْ بَيْتِهِ إِلى مَدْرَسَتِهِ

١٤- جاءَ ٱلْفَريق .

١٥- عَلَيْكُم واجِب كَبير

١٦- هٰذا ٱلْعَريف تِلْميذُكَ .

١٧- كَمِ ٱلْحِساب ؟

١٨- كَمِ ٱلْمِقْدار ؟

١٩- هَلْ وَلَدُكَ في مَدْرَسَتِهِ

٢٠- أَيْنَ ٱلْبَيْتُ ؟

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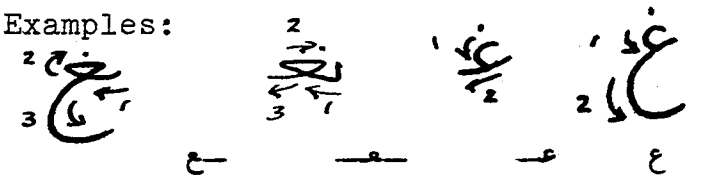
B. Script

Arabic /G غ / is a connector and its written form is / غ / which is the same basic shape of /"ayn' ع / except that a dot is placed over its form.

Examples:



/gayn/

/"ayn/

Exercise: Join the following groups of words.

KEY

غَريب — غَ ر ي ب

غارَة — غ ا رَ ة

رَغيف — رَ غ ي ف

مَغْلوب — مَ غْ ل و ب

دَماغ — دَ م ا غ

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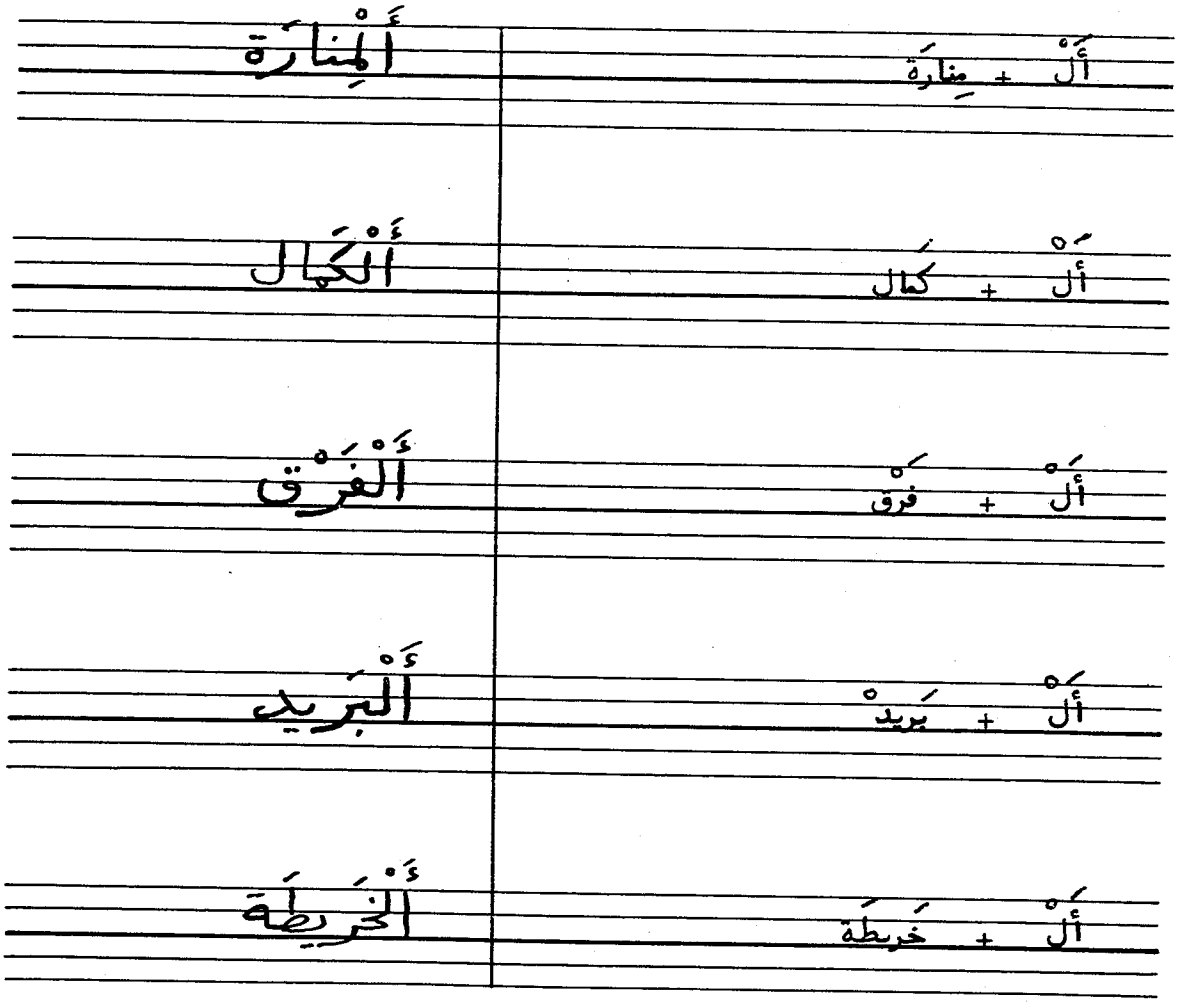
2. Arabic definite article /?al/ is written / أَلْ /. أَلْ + كِتاب أَلْكِتاب

Exercise. Join the definite article / أَلْ / to the following words beginning with "moon or lunar letters":

KEY



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Part III - Evaluation

A. Sound

1. You will hear 15 words read to you once. Each word contains /G/ or /R/. Listen carefully and try to recognize whether /G/ or /R/ is in the word. Circle the items containing a /G/. You should be able to do this without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

2. You will hear a group of 14 words read to you once. Some of these words have definite articles while the others do not have the definite article. Circle the items that contain the definite article. You should be able to do this without error.

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	

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3. You will hear 10 phrases and questions. Listen carefully for a transition vowel. Circle the items with a transition vowel. You should identify correctly 9 out of the 10 items whether or not a transition vowel is present.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

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B. Script

1. Below are 10 words, some with /G/ (غ), and some without. Circle those items containing the /G/ (غ). You should do this without error.

1.	بَبْغاء	6.	نَخيل
2.	خَسارة	7.	مُشاغَبات
3.	مُعَرِّضَة	8.	زَغاريد
4.	تَبْليغ	9.	فُروخ
5.	رَغيف	10.	خَجَل

2. Below are 10 words, some preceded by the definite article, and some not. Circle those items preceded by a definite article. You should do this without error.

1.	عَيْن	6.	اَلْمُناوَرَة
2.	اَلْخَريطَة	7.	اَلْوَلَد
3.	هاوَن	8.	بَنات
4.	أَمَن	9.	اَلْيَوم
5.	اَلْبَريد	10.	أَوْلاد

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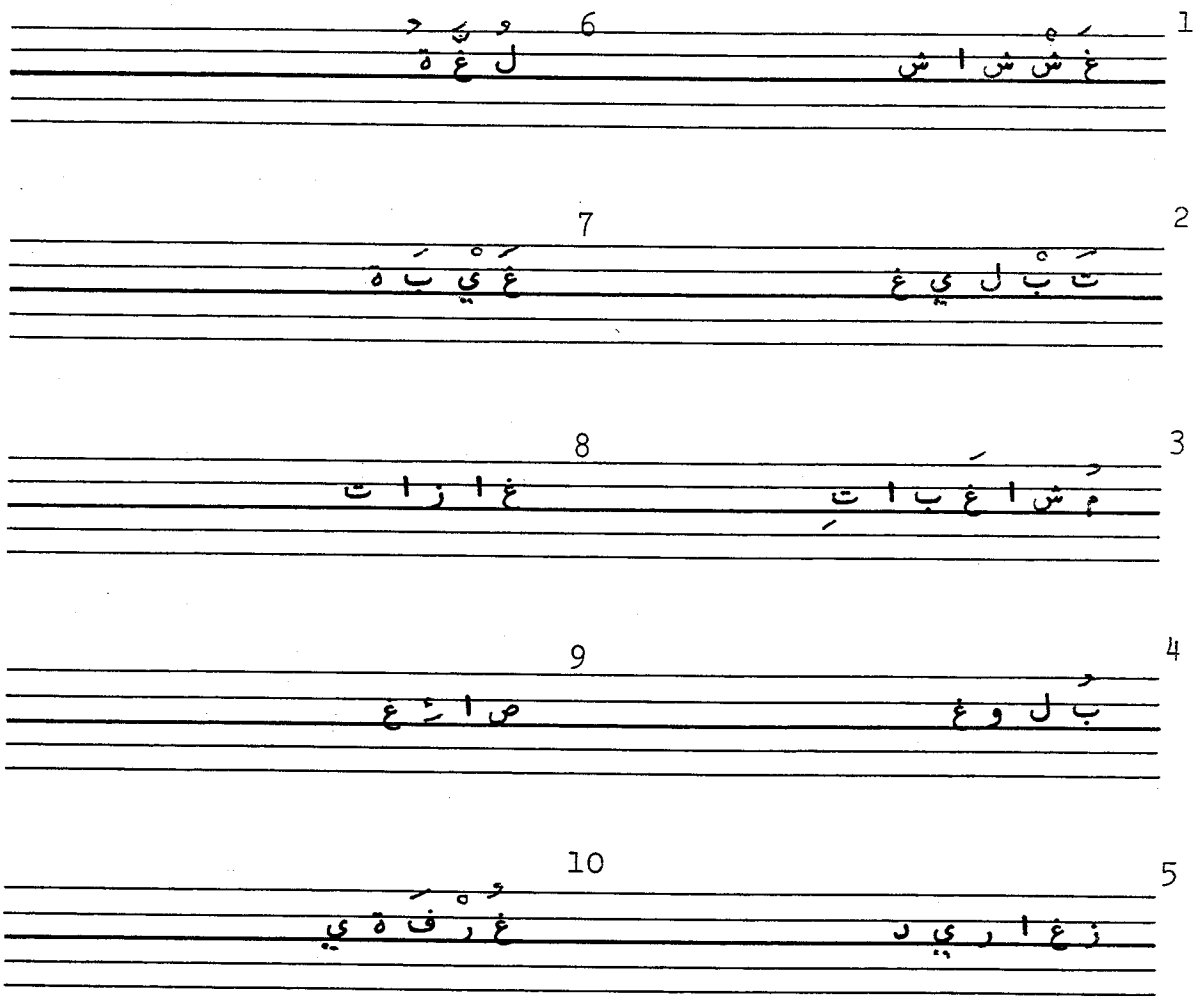
3. Connect the following groups of letters.

You should connect 9 out of 10 groups correctly.



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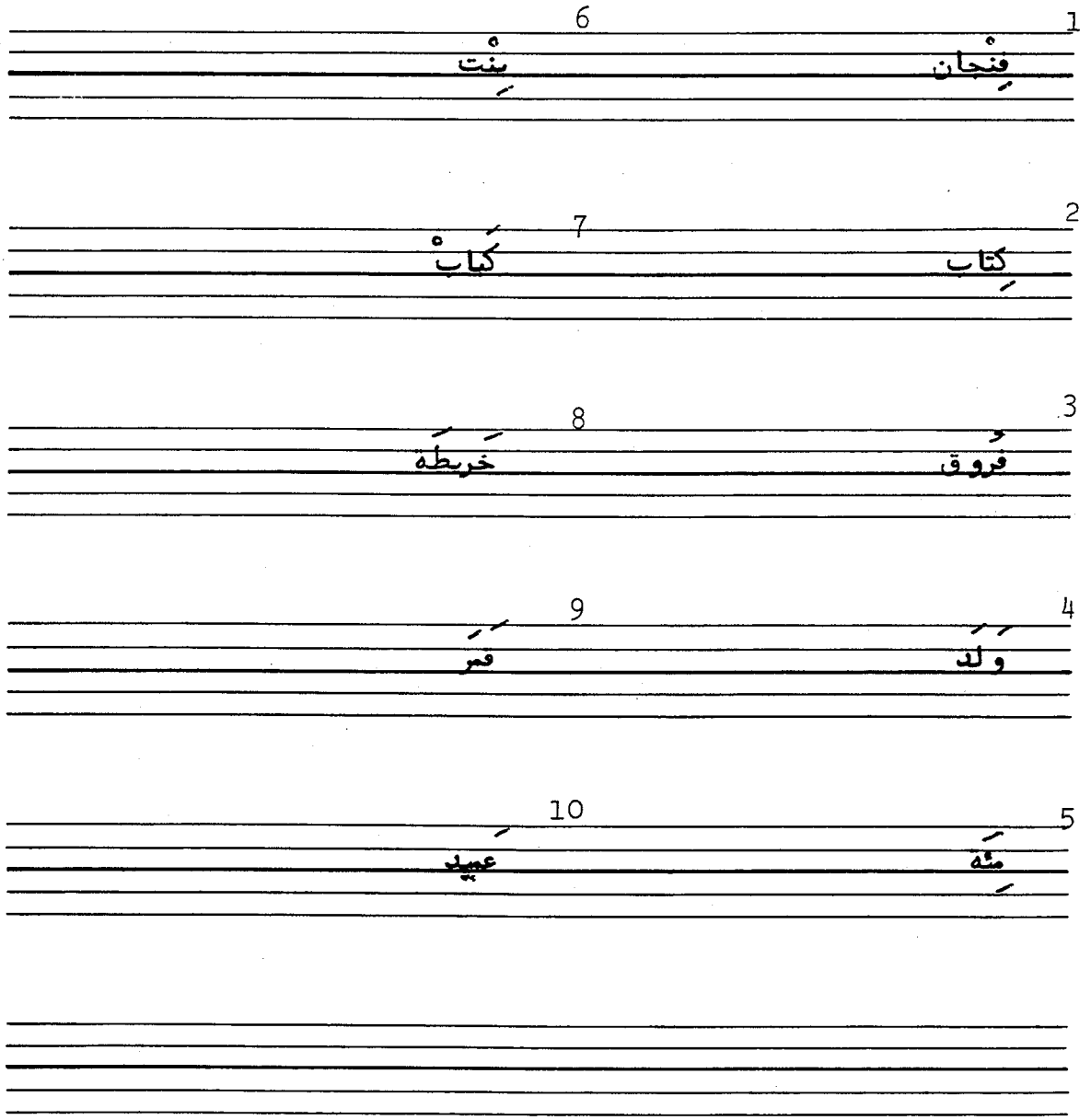
4. Introduce the definite article to the following words having moon or lunar letters at their beginnings. You are expected to write 9 out of 10 correctly.



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ANSWERS

A. Sound

1. /G/ vs /R/

1.	شَرِدَ	6.	بَلاغ	11.	بِغال
2.	لُغَة	7.	صِيغَة	12.	شُغْل
3.	غابَ	8.	بَغْداد	13.	مِغْسَلَة
4.	رُسُل	9.	مُراد	14.	رَشّ
5.	زاغَ	10.	بَغَتَ	15.	صائِغ

2. Definite Article

1.	دَفْتَر	6.	صِراع	11.	بَناتُكُم
2.	ٱلْبَيْت	7.	جَميلات	12.	ٱلْجَيْش
3.	هُناكَ	8.	ذاكَ	13.	ٱلْعَريف
4.	ٱلْمُدير	9.	ٱلْمُعَلِّم	14.	ٱلْبَدو
5.	ٱلْبِلاد	10.	مُعَسْكَر		

3. Transition Vowel

1.	هٰذا دَفْتَر	6.	عَلَيْكُمُ ٱلْعَمَل
2.	مَنْ هٰذا ؟	7.	هَلْ يوجَد مَطْعَم هُنا
3.	مَعَ ٱلْبِنْت	8.	مَعَ ٱلْمُلازِم
4.	هذهِ هي	9.	أَيْنَ ٱلْكِتاب
5.	هَلْ هذا كِتابُكَ	10.	هَلِ ٱلْقَلَم مَعَكَ

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KEY

B. Script

1.

(1)	بيضاء	6	نخيل
2	خسارة	(7)	مشاغبات
3	ممرضة	(8)	زغاريد
(4)	تبليغ	9	فروخ
(5)	رغيف	10	خجل

2.

1	عين	(6)	المنارة
(2)	الخريطة	(7)	الولد
3	هاون	8	بنات
4	أمن	(9)	اليوم
(5)	البريد	10	اولاد

3.

1	غَشَّاش	6	لَغَة
2	تَبْليغ	7	غَيْبَة
3	مُشاغَبات	8	غازات
4	بُلوغ	9	صائِغ
5	زَغاريد	10	غُرْفَتي

4.

1	اَلْغِنْجان	6	اَلْبِنْت
2	اَلْكِتاب	7	اَلْكَباب
3	اَلْفُروق	8	اَلْخَريطَة
4	اَلْوَلد	9	اَلْقَمَر
5	اَلْمِئَة	10	اَلْعَميد

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Lesson 10

Part I. Objectives.

A. Sound

The intent of this part of the lesson is to acquaint you with the use of the definite article ("al") with "sun" or "solar" letters. Specific objectives are:

1. From a recorded list of nouns with the definite article "al", be able to identify whether or not assimilation exists with 90% accuracy.

2. From a list of recorded phrases, be able to distinguish between transition with assimilation and transition without assimilation with 90% accuracy.

B. Script

The intent of this part of the lesson is to familiarize you with the writing of "al" with "solar" letters. The specific objective is:

Be able to connect "al" to words beginning with solar letters correctly in 9 out of 10 cases.

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Part II - Explanation and Demonstration

A. Sound

1. Solar letters and "al"

The solar letters are:

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

When the definite article "al" is used with a word beginning with one of the solar letters, then the "lam" (/ ل /) of "al" is not pronounced. That is, the "al" is assimilated into the word. This is rather like the process in English where, for speed and efficiency, some speakers run words together.

Thus:

"What is the matter?"

becomes,

"Whatzamatter?"

In assimilating the "al" into the next word, the native Arabic speaker actually doubles the solar consonant.

Listen carefully to the following examples. First the speaker will pronounce "al" and pause before speaking the word beginning with a solar letter. Then, he will speak them in the normal, assimilated way. If you try to pronounce the words also, you will see why the native speaker finds it easier to assimilate the "al".

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1	أَلْ	+	شَمْسٌ	——— أَلشَّمْسُ
2	أَلْ	+	سِينٌ	——— أَلسِّينُ
3	أَلْ	+	رَجُلٌ	——— أَلرَّجُلُ
4	أَلْ	+	زَمانٌ	——— أَلزَّمانُ
5	أَلْ	+	دَرْسٌ	——— أَلدَّرْسُ
6	أَلْ	+	صَلاةٌ	——— أَلصَّلاةُ

2. Transition and Assimilation.

When a definite noun, having the definite article with assimilation is preceded by another word, then the "hamza" of the article / أَلْ/ and its vowel are dropped to "tie-up" in pronunciation with the vowel of the preceding word. This process is both assimilation and transition.

Examples: Listen carefully to the following phrases showing assimilation and transition. Each phrase is said twice, first the words of the phrase are pronounced separately where only the assimilation in the words which begin with solar letters will be heard. The second reading, the words of each phrase will be joined together where transition occurs. Thus, you will hear transition and assimilation at the same time.

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1	عَلى ٱلسَّبورة
2	هذا ٱلتِّلميذ
3	إبنى ٱلصَّغير
4	عَلى ٱلطَّاوِلة
5	أَىّ ٱلسِّلال
6	مَعٱلرِّيح
7	في ٱلدَّرس
8	دَقَّ ٱلنَّفير
9	هذا ٱلظُّلم
10	في ٱللَّيل

EXERCISES

1. Exercise for Differentiation of Assimilation. You will hear 20 nouns with the definite article "al" read to you once. Some of these nouns start with solar letters, while the others with lunar letters. Circle the items where assimilation is occurring.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check your responses with the key. If you made no mistakes, then go on to the next exercise.

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If you made any mistakes, then replay the tape until you can hear the distinctions. Then go on to the remaining 10 items.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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KEY

1.	أَلسُّوقُ	6.	أَلدَّمُ
2.	أَلصَّابون	7.	أَلطِّب
3.	أَلْبُلْبُلْ	8.	أَلتَّعاون
4.	أَلْعِراق	9.	أَلضَّابط
5.	أَلشَّمس	10.	أَلْبِنْتُ
11.	أَللِّباس	16.	أَلْجَيش
12.	أَلنَّمر	17.	أَلظَّلام
13.	أَلرِّباط	18.	أَلزَّائد
14.	أَلثَّلاثة	19.	أَلْبِناية
15.	أَلْعَميدُ	20.	أَلْغَرْبُ

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2. Exercise for Differentiation of Transition and Assimilation.

You will hear 20 phrases or short sentences read to you once. Circle the items that contain assimilation with transition.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Check your responses with the key. If you made no mistakes, then go on to the following Script section. If you made any mistakes, then replay the tape until you can hear the distinction. Then, go on to the next 10 items.

11.	16.
12.	17.
13.	18.
14.	19.
15.	20.

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KEY

1. هذهِ ٱلتَّمرة
2. وَٱلتُّوت
3. في ٱلْمَساء
4. مَعَ ٱلْمُعَلِّمات
5. عِنْدَ ٱلزَّواج
6. بِنْتي ٱلصَّغيرة
7. وَٱلشَّمس وَٱلْقَمر
8. يَمْشي مَعَ صَديقِهِ
9. ما ٱلرُّتبة
10. كَيْفَ ٱلحال
11. مَعَ ٱلطَّالب
12. قَطَفَ ٱلزَّهْرَة
13. ٱلنَّار وَٱلنُّور
14. مشى في ٱللَّيل
15. مساءَ أَمْس
16. بُيوتُ ٱلْمُعَلِّمين
17. ٱلْكُتُبُ ٱلْمَدْرَسِيَّة
18. في ٱلظُّهر
19. هذا ٱلدَّف
20. بَيْتُهُ ٱلْكَبير

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B. Script

When the definite article is prefixed or introduced to nouns and adjectives which begin with one of the sun or solar sounds mentioned below, then the / ل / of the definite article is assimilated that is to say it is not pronounced, rather becomes identical to the following consonant. The / ل / is written without the "sukuun" and "shadda" is placed over the first letter of the word. The "shadda" indicates the assimilation and doubling.

أَلْ + دَرْس أَلدَّرس

The sun or solar letters are:

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

Examples:

أَلْ + شَاب ——— أَلشَّاب
أَلْ + سَرير ——— أَلسَّرير
أَلْ + تِلْميذ ——— أَلتِّلْميذ
أَلْ + دَرْس ——— أَلدَّرس
أَلْ + رَحْمة ——— أَلرَّحْمة
أَلْ + زَمَن ——— أَلزَّمَن
أَلْ + جَمال ——— أَلجَّمال (أَلْجَمال)

NOTE: The sound of the letter 'Jiim'/ ج / is on the border line between both lunar and solar letters namely it can be assimilated or not.

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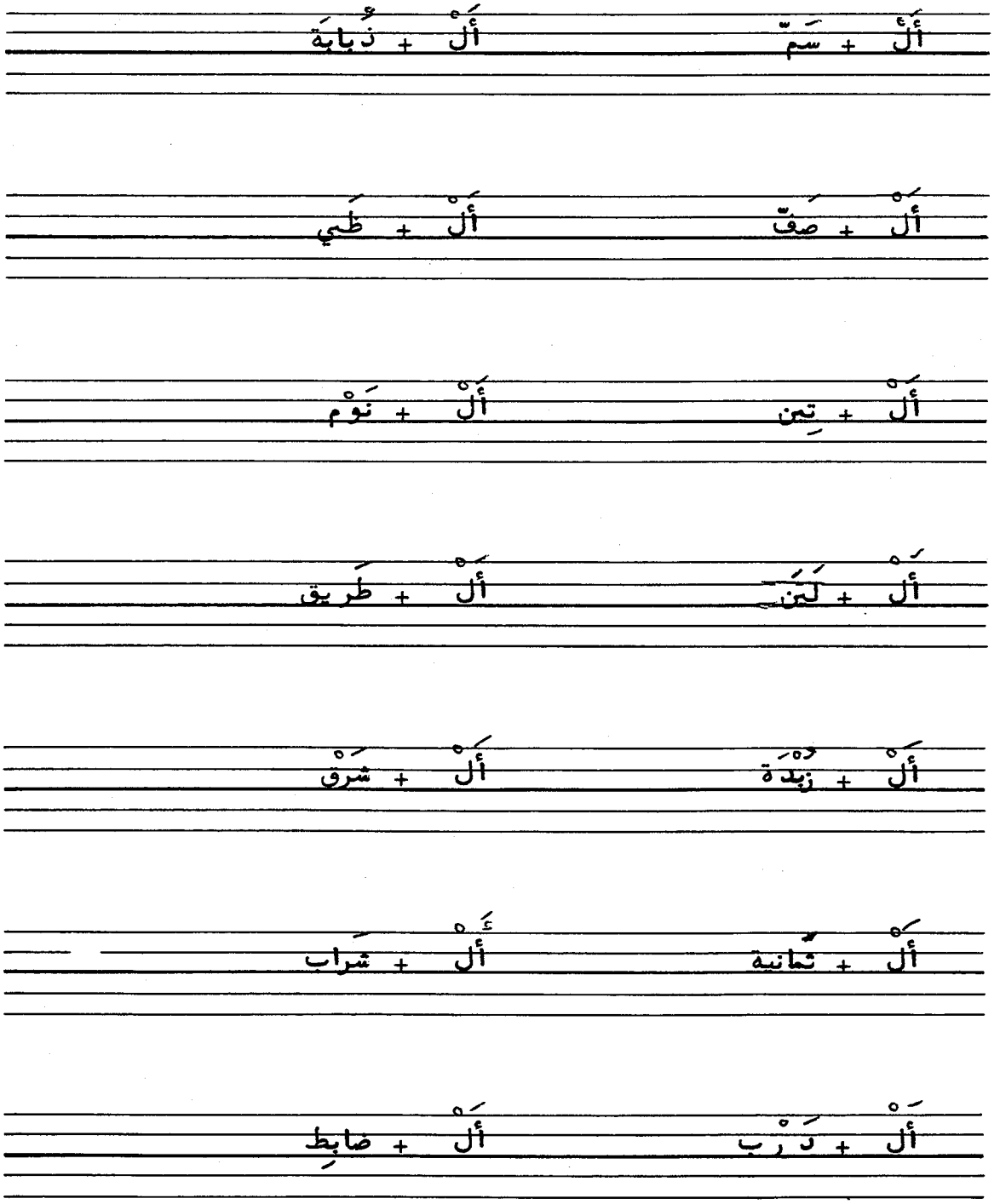
Exercise:

Connect the definite article /أَلْ / to the following nouns:



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Exercise for Reading:

The following exercise is optional and is not graded. It is intended to give you practice in speaking Arabic. (Note to the instructor: Have the students read these words to you individually in private).

1.	Greetings (peace be upon you)	١ اَلسَّلامُ عَلَيْكُمْ
2.	Greetings (answer)	٢ وَعَلَيْكُمُ السَّلام
3.	Where is the teacher?	٣ أَيْنَ الْمُعَلِّم ؟
4.	The teacher is in the room.	٤ اَلْمُعَلِّم في الْغُرْفَة .
5.	And where is the (f) teacher?	٥ وَأَيْنَ الْمُعَلِّمَة ؟
6.	She is with the student.	٦ هِيَ مَعَ التِّلْميذ
7.	(I) thank you, good-bye (in the safety of God).	٧ أَشْكُرُكَ ، في أَمانِ اللّٰه
8.	Good-bye (answer, in the safety)	٨ مَعَ السَّلامَة

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Part III - Evaluation

A. Sound

1. You will hear 20 words read to you. Circle the items containing assimilation. You should correctly identify 18 items.

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

2. You will hear 20 short phrases read to you once. Some of these phrases have assimilation and transition while the others do not. Circle those items containing assimilation and transition. You should identify 18 items correctly.

1.	6.	11.	16.
2.	7.	12.	17.
3.	8.	13.	18.
4.	9.	14.	19.
5.	10.	15.	20.

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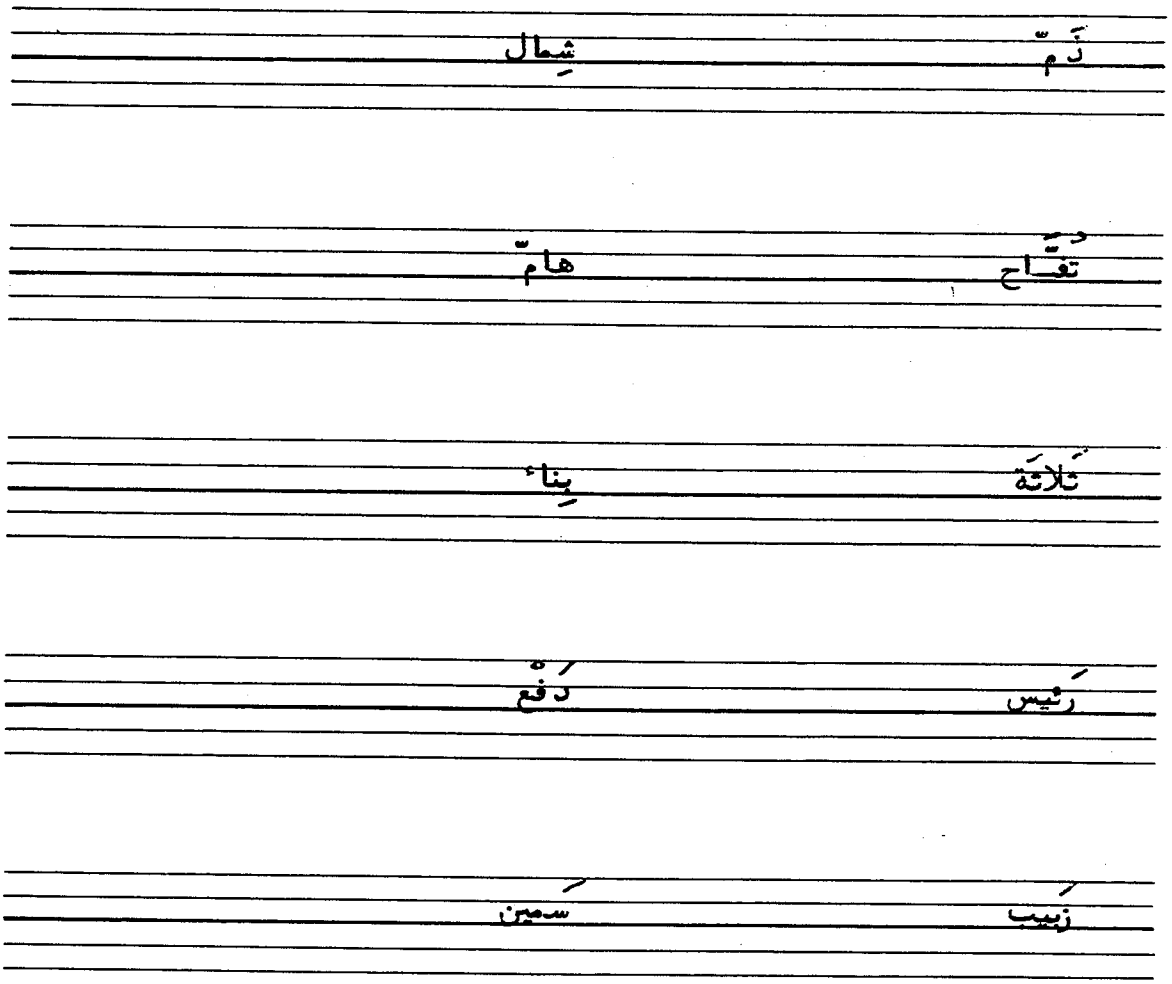
B. Script

In the following groups of words, connect "al" (/ أل /) to each word. You should connect 9 out of 10 correctly.



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ANSWERS

A. Sound

1.

1.	أَلْكِتاب	6.	أَلْكُرْسي
(2.)	أَلزَّواج	(7.)	أَلتِّلْميذ
(3.)	أَلسَّماء	(8.)	أَلشَّمس
4.	أَلْبَيْت	9.	أَلْمَطْعَم
5.	أَلْقَلَم	(10.)	أَلطّالِبَة
11.	أَلْهبوط	16.	أَلْخَمْر
12.	أَلْجَيش	17.	أَلْقُمة
13.	أَلْعَميد	18.	أَلْحِزْب
(14.)	أَللَّيْلَة	19.	أَلْعِراق
(15.)	أَلشَّمين	(20.)	أَلصَّغير

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2.

1. هذا دُبّ
2. في ٱلْمَدْرَسة
3. في ٱلصِّبا
4. عَلى ٱلسَّبُّورَة
5. مَعَ ٱلطَّالِب
6. مَعَها ٱلتِّلْميذ
7. أَلْبابٌ هُنا
8. في ٱلثِّقْبِ مِسْمار
9. مَعَ ٱلرَّجُل
10. مَعَهُمُ ٱلزَّوْجات

11. أَلْمُعَلِّمُ في ٱلصَّف
12. في ٱلأَوَّل
13. مَعَ ٱلطَّبيب
14. بَحْرٌ كَبير
15. يَمْشي في ٱلضَّباب
16. غُرْفَةٌ صَغيرَة
17. غَرامُ ٱللَّيْل
18. هذا ٱلشَّاب
19. أَلْبُلْبُل جَميل
20. هُنا بَغْداد

B. Script

أَلْبِناء
أَلرَّئيس
أَلدَّفْع
أَلزَّبيب
أَلسَّمين
أَلذَّم
أَلشِّمال
أَلتُّفاح
أَلْهام
أَلثَّلاثَة

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