

SIMON & SCHUSTER'S
PIMSLEUR®

MODERN STANDARD
ARABIC

READING BOOKLET

.....
: *Travelers should always check with their* :
: *nation's State Department for current* :
: *advisories on local conditions before* :
: *traveling abroad.* :
.....

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Introduction

Modern Standard Arabic (MSA), also known as Literary or Standard Arabic, is the official language of an estimated 320 million people in the 22 Arab countries represented in the Arab League. Arabic is the fourth most-commonly-spoken language in the world, and it is one of the six official languages of the United Nations.

MSA is derived from Classical Arabic, which is the language of the Qur'an (the holy book of Muslims) and other early Islamic literature. Classical Arabic and MSA share almost the same grammar and sentence structure, as well as much vocabulary. MSA, however, has evolved over time and dropped some of the more archaic words and phrases and has added new technical and scholarly vocabulary as the times have changed.

Modern Standard Arabic is the written language used for all Arabic books, newspapers, street signs, magazines, official documents, and business-related materials. Because all Arab children learn Modern Standard Arabic in school, and because most Arabs have exposure to MSA through media, print, religious practices, and certain work-related or social situations, most educated Arabic speakers are able to use MSA as a *lingua franca* to communicate with one another regardless of their nationality or spoken native dialect.

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Introduction (continued)

There are two variations of MSA: the written and the spoken. Written MSA is largely the same throughout the Arab world, while the spoken can vary based on geographical location, usage, context, and regional dialect. It should be noted that spoken MSA has more grammatical license than written MSA, as speakers tend to drop grammatical endings in their speech. In our course, you will sometimes hear the endings and sometimes not. This reflects current usage, which tends to be variable and particular to the speaker and / or situation. While MSA has no native speakers of its own, most educated Arabs can speak, read, and understand MSA.

Because MSA is used for writing and in formal or specific situations, Arabic speakers use their first language, or native dialect, in most situations when conversing informally or casually. Often, depending on the situation, speakers of the same dialect can be heard to switch between MSA and their native tongue, mixing the two languages while speaking. This usage of two different varieties of the same language, used in different social contexts, is known as *diglossia*.

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The Arabic Alphabet

The Arabic alphabet dates back to pre-Islamic periods and has been adopted as well by neighboring countries whose language is not Arabic, such as Iran, Afghanistan, and Pakistan.

The Arabic writing system is easy to learn and master because the Arabic alphabet has a high correspondence between sound and symbol. This means that a letter is pronounced almost the same in every word position.

The Arabic alphabet contains 28 letters in addition to the *hamza* (glottal stop) and two variants of existing letters (*alif* and *taa'*). A number of diacritical marks complement the alphabet. These are signs written above or below the letters; they are listed on page 10, after the alphabet chart.

There are two categories of Arabic letters. The first category contains “one-way connectors” because they connect only to the “preceding letters” or letters to the right. They do not connect to “following letters” or letters to the left. These are:

ا د ز ر ن و ي ء

The remaining letters of the alphabet constitute the letters of the second category. They connect to both preceding letters (to the right) and follow-

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The Arabic Alphabet (continued)

ing letters (to the left), hence the term “two-way connectors.”

The alphabet contains three long vowels:

- ا – *alif* (/aa/)
- ي – *yaa'* (/ii/)
- و – *waaw* (/uu/)

The latter two function as consonants as well – “w” as in “wet” and “y” as in “yes.” There are three short counterparts of these vowels, pronounced about half as long, represented by diacritical marks:

- *fatHa* (˘)
- *Damma* (˙)
- *kasra* (˚)

A tiny circle written above a consonant is called a *sukuun* (ˆ) and it represents the absence of a vowel. In addition to these marks, there is a set of double *fatHa*, *Damma*, and *kasra*. The short vowels and their doubled version serve two purposes: (1) accurate pronunciation, and (2) grammatical marking, indicating cases and definiteness of the noun, and moods of the verb.

The mark that resembles a tiny “w” is called *shadda* (ˆ). If this mark is placed over a consonant, it doubles the consonant sound. For example,

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The Arabic Alphabet (continued)

if this mark is placed over the letter “t” in *sita*, it makes the word pronounced /*sit-ta*/ rather than /*sita*/. Its effect on the pronunciation of the consonant is similar to the “k” in “bookkeeping.”

A complete listing of the Arabic alphabet has been included for your reference, beginning on page 8. Each letter has four possible different representations, depending on its position within a word: an independent form, as well as a beginning, a middle, and an end form.

- *Initial* - the first letter of the word starting from the right;
- *Medial* - all the letters in the middle; and
- *Final* - the last letter of the word, on the left.

This listing is to be used only as a guide since all of the necessary information for beginning to read in Arabic will be given in the audio portion of the Reading Lessons.

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Reading Lessons

In these Reading Lessons you will learn to recognize and sound out the letters of the Arabic alphabet, starting with the letter alone, then combinations of letters or short words, then progressing to word combinations and short phrases, increasingly building in length. The Arabic alphabet is systematically introduced and you will learn to associate each letter with the sounds of the Arabic language. You will not, at first, be reading for meaning, but rather for sound-symbol correlation. Eventually, when the sound system is mastered, you will be able to look at known vocabulary and read for meaning.

The reading items in the lessons have been selected especially to give you practice in Arabic sounds and sound combinations. Your vocabulary acquisition will begin after you've learned the new, different sound system. You should read aloud, as directed. The process of saying the words out loud will reinforce and enhance your Arabic language acquisition and will help lodge the sounds of the Arabic language in your memory.

Some of the words and phrases you will read are taught in this course, but many are not, and --- especially in the early lessons --- a number of them are simply syllables rather than actual words. Actual words are used more and more often as the num-

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Reading Lessons (continued)

ber of letters introduced increases, and in the final lessons you will be understanding much of what you read.

There are twenty Arabic reading lessons recorded at the end of the program. You may choose to do the readings along with the units, starting with Unit 11, or all together after completing the course. If you are not already familiar with the Arabic alphabet, you may at first find that it takes some time to associate the appropriate sounds with each letter and/or group of letters. Therefore, we recommend that you take the Reading Lessons at your own pace, repeating each until you feel comfortable proceeding to the next. With a little effort, you will be astonished at how quickly you are reading Arabic.

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Arabic Alphabet Chart

← — — (Read from right to left.) — —

Final Position	Medial Position	Initial Position	Name	Letter
ا	ا	ا	alif	ا
ب	ب	ب	baa'	ب
ت	ت	ت	taa'	ت
ث	ث	ث	thaa'	ث
ج	ج	ج	jiim	ج
ح	ح	ح	Haa'	ح
خ	خ	خ	khaa'	خ
د	د	د	daal	د
ذ	ذ	ذ	dhaal	ذ
ر	ر	ر	raa'	ر
ز	ز	ز	zaay	ز
س	س	س	siin	س
ش	ش	ش	shiin	ش
ص	ص	ص	Saad	ص
ض	ض	ض	Daad	ض
ط	ط	ط	Taa'	ط

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Arabic Alphabet Chart (continued)

← — — (Read from right to left.) — —				
Final Position	Medial Position	Initial Position	Name	Letter
ظ	ظ	ظ	Dhaa'	ظ
ع	ع	ع	'ayn	ع
غ	غ	غ	ghayn	غ
ف	ف	ف	faa'	ف
ق	ق	ق	qaaf	ق
ك	ك	ك	kaaf	ك
ل	ل	ل	laam	ل
م	م	م	miim	م
ن	ن	ن	nuun	ن
ه	ه	ه	haa'	ه
و	و	و	waaw	و
ي	ي	ي	yaa'	ي
ى	-	-	alif maqSuura	ى
ة	-	-	taa' marbuuTa	ة
أ - ؤ	أ	أ - إ	hamza	ء

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Diacritical Marks

← — — (Read from right to left.) — —		
Name in Transliteration	Sound	Letter
sukuun	none	◌ْ
no vowel follows, above the letter		
fatHa	a	◌َ
short vowel, above the letter		
Damma	u	◌ُ
short vowel, above the letter		
kasra	i	◌ِ
short vowel, below the letter		
shadda	none	◌ّ
indicates a double consonant, above the letter		

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Lesson One

را	11.	ا	1.
دار	12.	دا	2.
راد	13.	داد	3.
راذ	14.	دادا	4.
دارا	15.	ذا	5.
رادا	16.	داز	6.
رادار	17.	زاد	7.
زا	18.	دازا	8.
زار	19.	زادا	9.
زاد	20.	زازا	10.

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Lesson Two

بار	11.	زادا	1.
بود	12.	زادار	2.
بادو	13.	زود	3.
دابو	14.	رادو	4.
زور	15.	رود	5.
روب	16.	روز	6.
زورا	17.	دو	7.
بور	18.	دوب	8.
دور	19.	داب	9.
باز	20.	باد	10.

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Lesson Three

- | | | | |
|------|-----|-------|-----|
| بیر | 11. | دورا | 1. |
| یاد | 12. | نور | 2. |
| بادي | 13. | زاراد | 3. |
| رودي | 14. | باب | 4. |
| روبي | 15. | زادو | 5. |
| بيرو | 16. | دي | 6. |
| يارا | 17. | ديد | 7. |
| بابي | 18. | ري | 8. |
| دوري | 19. | دابي | 9. |
| نودا | 20. | ديب | 10. |

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Lesson Four

- | | | | |
|--------|-----|--------|-----|
| ثَابِت | 11. | نُوبِي | 1. |
| ثَرِيد | 12. | رَازِي | 2. |
| يَثُوب | 13. | بُوز | 3. |
| دَارِي | 14. | دَادِي | 4. |
| زَبِيب | 15. | بَابَا | 5. |
| ثُور | 16. | بَات | 6. |
| ثُورِي | 17. | تُوت | 7. |
| دُورِي | 18. | بُرِيد | 8. |
| ثَاب | 19. | رَبِيب | 9. |
| ثَر | 20. | رُوث | 10. |

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Lesson Five

11.	بَلِيد	1.	تور
12.	بَلَد	2.	رَث
13.	بِلَاد	3.	تاب
14.	نَادِر	4.	زال
15.	بَارِد	5.	بيل
16.	بَدِين	6.	لودي
17.	لَبَن	7.	لا
18.	نَرِد	8.	بِلَال
19.	نور	9.	لَبِيب
20.	رَانِي	10.	دَلِيل

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Lesson Six

نادي	11.	ليزا	1.
نَبِي	12.	لودِي	2.
بِنْتُ	13.	لارا	3.
نَبِيل	14.	لَذِيذ	4.
بَنَات	15.	بوران	5.
بَيَان	16.	بِنْتَان	6.
نار	17.	تِلَال	7.
بَرِيد	18.	وَلِيد	8.
نَوَال	19.	نَبِيذ	9.
ذِيب	20.	بَنُون	10.

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Lesson Seven

11.	إِبْنِي	1.	وادي
12.	إِذَا	2.	باري
13.	رَاء	3.	بَيْن
14.	دَوَاء	4.	بَيْت
15.	بَرَاء	5.	وَلَد
16.	تَاء	6.	تَيْن
17.	نَبَات	7.	أَبِي
18.	تَرْتِيل	8.	أَدِيب
19.	أَدِيب	9.	أَب
20.	يَابَان	10.	أَدَب

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Lesson Eight

أَنْتَ	11.	أَنَا	1.
بَرْق	12.	إِنْ	2.
بَرِيق	13.	دَاء	3.
قَرِيب	14.	نَوَال	4.
يَقِين	15.	بُؤْرِي	5.
رَاقِي	16.	نُؤْذِي	6.
رَف	17.	فِي	7.
فَرِيد	18.	فَنْ	8.
قَرَار	19.	نَفِير	9.
قَلِيل	20.	رِيف	10.

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Lesson Nine

ضَرِير	11.	نُقُود	1.
نَضِير	12.	أَيْنَ	2.
أَبْيَض	13.	لَنْ	3.
قَدِير	14.	فِيل	4.
نُدِير	15.	ثَقِيل	5.
قَرَض	16.	فَرِيق	6.
رِيَال	17.	الْفَرِيق	7.
بَرْد	18.	نِيل	8.
بَارِد	19.	النِيل	9.
دِينَار	20.	أَرْض	10.

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Lesson Ten

- | | | | |
|---------|-----|-----------|-----|
| سَفِير | 11. | ثَرِي | 1. |
| شَرِيف | 12. | لُدُود | 2. |
| شَفَقَ | 13. | أَرَاضِي | 3. |
| شَفِيق | 14. | تَلَبَّسَ | 4. |
| بَشَّرَ | 15. | سَرِير | 5. |
| رِيش | 16. | سَارِي | 6. |
| رُوسِي | 17. | سُورِي | 7. |
| نَشَّرَ | 18. | نَسَبَ | 8. |
| فَاس | 19. | نَسِيبَ | 9. |
| أَلْفَ | 20. | سَفَرَ | 10. |

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Lesson Eleven

- | | | | |
|----------|-----|---------|-----|
| نَصِير | 11. | بَشِير | 1. |
| قَصِير | 12. | أَسْف | 2. |
| شام | 13. | زَفِير | 3. |
| مِسْمار | 14. | فَقِير | 4. |
| أَنْتُمْ | 15. | ضَرَب | 5. |
| سَمِير | 16. | لا بأس. | 6. |
| ريم | 17. | باح | 7. |
| مَسَاء | 18. | صابون | 8. |
| مِيل | 19. | بَصِير | 9. |
| سَلَام | 20. | نَاصِر | 10. |

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Lesson Twelve

رَشِيد	1.	كُتِبَ	11.
شَدِيد	2.	رَفَاه	12.
رَئِيس	3.	بَهَاء	13.
أَمِين	4.	هَنَاء	14.
سُوق	5.	هَادِي	15.
دِينَار	6.	هَلَال	16.
نَاس	7.	كِتَاب	17.
مَلَكَ	8.	شَكِيب	18.
كَرِيم	9.	أَمْرِيكِي	19.
مَكَان	10.	رَشِيق	20.

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Lesson Thirteen

- | | | | |
|-------|-----|-------------|-----|
| داخ | 11. | صافي | 1. |
| بليخ | 12. | صديق | 2. |
| بُخار | 13. | توم | 3. |
| بَخيل | 14. | بَصَل | 4. |
| خَروف | 15. | فُؤاد | 5. |
| خَشِن | 16. | سُؤال | 6. |
| خَشَب | 17. | سيرة | 7. |
| سَماء | 18. | عشرة ريالات | 8. |
| صَباح | 19. | سَفيرة | 9. |
| صَلاح | 20. | فَقيرة | 10. |

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Lesson Fourteen

جَرِيْدَة	11.	صَالِح	1.
رَاح	12.	صَح	2.
حَدِيث	13.	سَحَر	3.
حَدِيثَة	14.	حَرِير	4.
بِقَاع	15.	بَحْر	5.
رَبِيع	16.	كَرِيْمَة	6.
بَعِيد	17.	بَصِيْرَة	7.
عَسَل	18.	سُرُوج	8.
جَمِيْل	19.	نَسِيْج	9.
حَجَر	20.	سَجَد	10.

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Lesson Fifteen

- | | | | |
|-----|-------------|-----|---------------------------------|
| 11. | بَعْدَاد | 1. | هَاتِف |
| 12. | غَرِيب | 2. | عَلِي |
| 13. | بَلَاغ | 3. | مَاهِر |
| 14. | مَشْغُول | 4. | كَشَف |
| 15. | سَلْوَى | 5. | خَبِيرَة |
| 16. | مُسْتَشْفَى | 6. | بَخِيل |
| 17. | دَعْوَى | 7. | الْجَامِعَة / الْجَامِعَة هُنَا |
| 18. | غَالِي | 8. | عَصِير |
| 19. | خَبْر | 9. | فَرَاغ |
| 20. | صَغِير | 10. | بَلِيغ |

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Lesson Sixteen

غَطَّ	11.	بَنَكَ	1.
عَرَبِي	12.	شَاي	2.
ظَرِيف	13.	دَفَعَ	3.
فَظِيع	14.	مَدَافِعِ	4.
غَلِيظ	15.	جَامِع	5.
ظَالِم	16.	بَلَاط	6.
غَار	17.	رَبَطَ	7.
حَافِظ	18.	لَطِيفَة	8.
صَخْر	19.	طَبِيب	9.
بَطَّل	20.	مَطَّرَ	10.

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Lesson Seventeen

11.	أَحَدَ عَشَرَ	1.	وَاحِدٍ
12.	إِثْنًا عَشَرَ	2.	إِثْنَانِ
13.	ثَلَاثَةَ عَشَرَ	3.	ثَلَاثَةَ
14.	أَرْبَعَةَ عَشَرَ	4.	أَرْبَعَةَ
15.	خَمْسَةَ عَشَرَ	5.	خَمْسَةَ
16.	سِتَّةَ عَشَرَ	6.	سِتَّةَ
17.	سَبْعَةَ عَشَرَ	7.	سَبْعَةَ
18.	ثَمَانِيَةَ عَشَرَ	8.	ثَمَانِيَةَ
19.	تِسْعَةَ عَشَرَ	9.	تِسْعَةَ
20.	عِشْرُونَ	10.	عِشْرَةَ

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Lesson Eighteen

1. عَفْوًا.
2. شُكْرًا.
3. فَضْلِكَ
4. يُوْجَد
5. أَنْتِ
6. تَعْرِفِينَ
7. أَنْتِ تَعْرِفِينَ إِنْكَلِيزِي.
8. سَيِّدِ
9. نَعَمْ، يَا سَيِّدِ.
10. أَنْتِ أَمْرِيكِي؟

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Lesson Eighteen (continued)

11. أنا سوري.
12. أنا لَسْتُ سوري.
13. صَبَاح
14. صَبَاح الخَيْرِ.
15. كَيْفَ الحال؟
16. أنا بِخَيْرٍ.
17. جَيِّدًا
18. جِدًّا
19. لَيْسَ جَيِّدًا جِدًّا.
20. أَهْلًا

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Lesson Nineteen

1. شارع
2. مِنْ فَضْلِكَ.
3. مَحَطَّة
4. أَيْنَ؟
5. هُوَ هُنَا.
6. هِيَ هُنَاكَ.
7. أَنْ تَأْكُلِي
8. شَيْئاً
9. تَمَام
10. أَنْ تَشْرَبَ

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Lesson Nineteen (continued)

11. أَنَا أَحِبُّ
12. مَطْعَمٌ
13. قَهْوَةٌ
14. شَاوِرْمًا
15. لَيْسَ الْآنَ.
16. أَحِبُّ أَنْ أَشْرَبَ قَهْوَةً.
17. أَنَا أَيْضًا.
18. مَقْهَى
19. بَقْلَاوَةٌ
20. أَحِبُّ أَنْ أَكُلَ بَقْلَاوَةً.

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Lesson Twenty (with diacritics)

1. صَبَاحَ الْخَيْرِ.
2. صَبَاحَ النُّورِ.
3. إِلَى أَيَّنَ أَنْتِ ذَاهِبَةٌ غَدًا؟
4. أَنَا ذَاهِبَةٌ إِلَى فَاسٍ.
5. لِمَاذَا إِلَى فَاسٍ؟ هِيَ بَعِيدَةٌ؟
6. لَكِنَّ فَاسَ جَمِيلَةٌ، ...
7. وَأُرِيدُ أَنْ أَرَى دَارَ ابْنِ خَلْدُونَ.¹
8. مَنْ هُوَ ابْنُ خَلْدُونَ؟
9. هُوَ مِنْ تُونِسٍ² وَ ...
10. سَكَنَ³ فَاسَ مِنْذُ وَقْتِ طَوِيلٍ.⁴

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Lesson Twenty (with diacritics)

11. كَمْ يَوْمٍ سَتَبْقَيْنَ هُنَاكَ؟
12. ثَلَاثَةَ أَيَّامٍ.
13. أَيْنَ سَتَسْكُنِينَ بِفَاسٍ؟
14. سَأَسْكُنُ بِفُنْدُقٍ كَبِيرٍ.
15. مُمَكِّنَ أَنْ تَسْكُنِي ...
16. بَدَارِ ابْنِ خَلْدُونَ؟
17. لَا، غَيْرَ مُمَكِّنَ.
18. دَارِ ابْنِ خَلْدُونَ مُتَّحَفٌ⁵ الْيَوْمِ.

¹ Ibn-Khalduun, born 1332 AD in Tunisia, was a Muslim historian.

² Tunisia

³ lived

⁴ long time ago

⁵ museum

MODERN STANDARD ARABIC

Lesson Twenty (without diacritics)

1. صباح الخير.
2. صباح النور.
3. إلى أين أنتِ ذاهبة غداً؟
4. أنا ذاهبة إلى فاس.
5. لماذا إلى فاس؟ هي بعيدة؟
6. لكنّ فاس جميلة، ...
7. وَ أريد أن أرى دار ابن خلدون.
8. مَنْ هُوَ ابن خلدون؟
9. هو من تونس وَ ...
10. سَكَنَ فاس منذ وقت طویل.

MODERN STANDARD ARABIC

Lesson Twenty (without diacritics)

11. كم يوم ستبقين هناك؟
12. ثلاثة أيام.
13. أين ستسكنين بفاس؟
14. سأسكن بفندق كبير.
15. ممكن أن تسكني ...
16. بدار ابن خلدون؟
17. لا، غير ممكن.
18. دار ابن خلدون مُتَحَف اليوم.

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