



perfect arabic

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Welcome to the Michel Thomas Method

Congratulations on purchasing the truly remarkable way to learn a language. With the Michel Thomas Method there's no reading, no writing and no homework. Just sit back, absorb, and soon you'll be speaking another language with confidence.

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To get started, simply insert CD I and press 'play'!

About Michel Thomas

Michel Thomas (1914–2005) was a gifted linguist who mastered more than ten languages in his lifetime and became famous for teaching much of Hollywood's 'A' list how to speak a foreign language. Film stars such as Woody Allen, Emma Thompson and Barbra Streisand paid thousands of dollars each for face-to-face lessons.

Michel, a Polish Jew, developed his method after discovering the untapped potential of the human mind during his traumatic wartime experiences. The only way he survived this period of his life, which included being captured by the Gestapo, was by concentrating and placing his mind beyond the physical. Fascinated by this experience, he was determined that after the war he would devote himself to exploring further the power of the human mind, and so dedicated his life to education.

In 1947, he moved to Los Angeles and set up the Michel Thomas Language Centers, from where he taught languages for over fifty years in New York, Beverly Hills and London.

Michel Thomas died at his home in New York City on Saturday 8th January 2005. He was 90 years old.





Perfect Arabic index

Note about transliteration

This course teaches you Egyptian spoken Arabic. The Arabic words are transliterated in this track listing, so that you can read them even if you don't know the Arabic script. To show some sounds that don't exist in English we've had to use some extra symbols:

- ‘ This represents the sound called ‘*ain*. It's like a deep “aah” sound, that comes from the stomach rather than the throat.
- ’ This shows that a “q” sound has been omitted. It's like the sound a Cockney makes when s/he says “butter”, leaving out the “tt”: “*bu'er*.”
- D, S, T We use these capital letters to represent the “back” versions of these sounds. Arabic distinguishes between pairs of sounds such as the English “s” of “sorry” and the “s” of “silly.” The “s” of “sorry” is said at the back of the mouth, while the “s” of “silly” is said at the front. In English these don't represent separate letters but in Arabic they do, and in this track listing we show them by using the capital letters.
- H We use this capital letter to represent the “breathy” version of the “h” sound. Arabic distinguishes between the “h” sound as in the English “hotel” and a breathier version, a little like the sound made when you're breathing on glasses to clean them. In Arabic these are separate letters.

CD I Track 1

Introduction

English words that are not used in Arabic: “am, is, are”; “a, an”

ena samira “I Samira = I am Samira.”

Vary your tone to turn a statement into a question (and vice versa).

ena ta'baana “I am tired (talking as a woman).”

ena aTshaan “I am thirsty (talking as a man).”

iHna ta'baaneen “We are tired.”

CD I Track 2

walad “boy”, *bint* “girl”, *kitaab* “book”

dee “this/that (feminine)”, *dah* “this/that (masculine)”

il “the” is merged: *is-sinema* (*il > is*) “the cinema”; *fil* (*fi+il*) “in the”;

fayn “where”

CD I Track 3

-ing words: *raayih* / *rayHa* / *raayHeen* “going (describing a male / female / group)”;

shayif / *shayfa* / *shayfeen* “seeing”; *aawwiz* / *awza* / *awween* “wanting”





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CD I Track 4*mish* "not"*‘aarif* / *‘aarfa* / *‘aarfeen* "knowing"

In Arabic you add tags that mean "my", "your", "our" etc. *bint* "daughter"; *bintee* "my daughter"; *bintak* "your daughter (addressing a male)".

Words that end in *-a* have a 'tied-up *t*' that pops out when the tags are added: *madrasa* "school", *madrastee* "my school"; *naDDara* "glasses", *naDDartee* "my glasses".

The tags are altered to make them easier to say after vowels: *-ee* becomes *-ya*: *abu* "father", *abuya* "my father"; *akhu*; "brother", *akhuya* "my brother".

CD I Track 5

'Stems' and 'flowers' on verbs: (1) used for suggestions: *tishrab* / *tishrabee* / *tishrabu shaay?* "Do you want to drink tea (addressing a man / woman / group)?"; *nirooH il-madrasa* "Let's go to the school."

CD I Track 6

'Stems' and 'flowers' on verbs: (2) used after *laazim* "necessary" / *mumkin* "possible" / *‘aawiz* "wanting"

laazim nirooH il-bank bukra "Necessary we go the bank tomorrow = We must go to the bank tomorrow."

CD I Track 7

For the "they" verb, a tail is added to the "he" verb: *yishrab* "he drinks", *yishrabu* "they drink"; *yifham*; "he understands", *yifhamu* "they understand".

CD I Track 8

Arabic root system, for example: *sifaara* "embassy" derived from the roots *s/f/lr* "travel" We can convert *muSr* "Egypt" into "Egyptian" by adding *y* (then *a* for the feminine *sifaara*): *laazim yirooHu is-sifaara il-muSreyya bukra* "They have to go to the Egyptian Embassy tomorrow."

CD I Track 9

Some Arabic verbs show their roots clearly; these are called 'solid' roots: *ktib* (*k/t/b*) "write".

li+eh = *leh* "for what = why"

CD I Track 10

Some Arabic verb stems hide the middle roots; these are called 'hollow' verbs: *rooH* (*r/w/lH*) "go"; *shoof* (*sh/w/f*) "see / look".



CD 1 Track 11

shwayya "a little"; *shwayya* + noun = *shwayyit*: *shwayyit sukkar* "a little sugar"
‘ayyaan "ill / sick / unwell"

CD 1 Track 12

gayy "coming" has quite an unusual stem, *gee*. Add the 'flowers' and 'stems' to this root:
mumkin agee bukra? "Can I come tomorrow?"; *laazim nigeen ennaaharda* "We have to come today."

The stem *gee* "come" already ends in the "ee" sound so the feminine "you" is the same as the masculine: *tigee laazim tigee baytna bukra* "You must come to our house tomorrow (addressing a male or a female)."

CD 1 Track 13

tigu "you come (addressing a group)"; *yigu* "they come"

CD 1 Track 14

We can add a second verb right after the first: *nirooH nishrab ‘ahwa?*
 "We go we drink coffee? = Shall we go and drink coffee?"
il-ahraam "the pyramids"

CD 2 Track 1

Review of *‘and* "have" and the tags you add to personalise it: *‘andahaa*
 "she has", *‘anduh* "he has", *‘anduhum* "they have"

CD 2 Track 2

sineen "years"
‘anduh sitt sineen "at him six years = he is six years old"
sitt is the short form of *sitta* "six"
arba‘ "four"
eid "celebration"; *eid il-meelaad* "celebration (of) the birth = birthday"

CD 2 Track 3

kaam "how many"
sana "year"
bintik ik-kibeera ‘andahaa kaam sana? "Your (addressing a female) daughter the biggest at her how many year? = How old is your eldest daughter?"

CD 2 Track 4

In Arabic, routine is indicated by adding a *b-* sound at the beginning of the verb:
b-tishrab shaay? "Do you drink tea (regularly)?"

CD 2 Track 5

yohm "day"; *kull* "every"
b-aktib kull yohm "I write every day."

CD 2 Track 6

"by" as in "by bus", "by taxi", etc. = *bil* (*bi* "by" + *il* "the")
'arabeyya "car"
b-tirooHee il-maktab bil-'arabeyya? "You (addressing a female) go the office by the car? =
 Do you go to the office by car?"

CD 2 Track 7

kiteer "many / lots / often / frequently"
b-nigee muSr kiteer "We come to Egypt often."

CD 2 Track 8

sa'a'at "sometimes"
sa'a'at b-yiktibu email li-abuhum "Sometimes they write emails to their father."

CD 2 Track 9

dayman "always"
sa'a'at b-nifham il-menu, bass mish dayman "We sometimes understand the menu, but not always."

CD 2 Track 10

There is a group of verbs that has the same sound for the second and third root. A common example is *H/b/b*, which is connected with the meaning of "like" or "love":
Habayeb "lovers", *Hobb* "love", *yiHibb* "he loves".

CD 2 Track 11

The stem for the present of the "like / love" verb is *Hibb*.
 Stresses and vowel sounds sometimes change, in order to make the pronunciation easier.

CD 2 Track 12

We can add another verb after "like / love": *b-aHibb arooH sharm ish-shaykh* "I like I go = I like to go to *Sharm El-Sheikh*" (notice that the *b* lands only on the first verb).

CD 2 Track 13

For the future, just add *H* to the verb: *bukra H-arooh il-bank* "Tomorrow I'll go (to) the bank."



meen "who": meen *H-yishoof il-film?* "Who will see (watch) the film?"

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CD 2 Track 14

gayy "coming = next"

is-sana ig-gayya H-nirooH ostraalya "The year the next = Next year we'll go to Australia."

shahr "month", *ish-shahr* "the month"

H-yigu muSr ish-shahr ig-gayy "They'll come to Egypt the month the next = next month."

CD 2 Track 15

Adjectives describing groups of objects go through the *Samira* (female) door to indicate plural: *madrasa kibeera* "a large school", *madaaris kibeera* "large schools"; *bunook kibeera* "large banks"; *ik-kutub ig-gideeda* "the new books".

CD 3 Track 1

aflaam muSreyya "Egyptian films"

feeh "there is / there are"

CD 3 Track 2

For talking about the past, you use a different, but similar-sounding, stem of the verb, and add only tails.

shrab = stem for present "drink", *shirib* = stem for past "drank"

-t = tail for "you (addressing a male)"

shiribt Haaga ennaaarda? "Did you drink anything today (addressing a male)?"

-t tail changes to -ti for *enti* "you (addressing a female)" and to -tu for *entu* "you (addressing a group)".

CD 3 Track 3

katab = stem for past "wrote"

katabt ismak fik-kitaab leh? "You wrote your name in the book for what? = Why did you write your name in the book (to a male)?"

CD 3 Track 4

-t = tail for "I" (as well as for "you")

fihim = stem for past "understood"

embaariH "yesterday"

katabtu lil-mudeer embaariH? "Did you write to the manager yesterday (addressing a group)?"



CD 3 Track 5

The 'hollow' verbs (verbs where the middle root turns into a vowel, as in *rooH* (*r/w/lH*) "go"; *shoof* (*sh/w/f*) "see / look") have different fillings in the past: *rooHt ruHt* "I / you went"; *shoof shuft* "I / you saw".

CD 3 Track 6

zoor "visit" is a hollow verb: *zur* = past stem; *zurt* "I / you visited"
hinaa "here"; *hinaak* "over there"

CD 3 Track 7

-na = tail for "we" in the past
shiribna *'aHwa fi baytuh* "We drank coffee in his house."
katabna email li-abuhaa "We wrote an email to her father."

CD 3 Track 8

In the past when talking about "he" we don't add any tails; we use just the stem.
filim il-film il-ingleezi? "Did he understand the English film?"
There are regional variations in vowel sounds: in Cairo "drank" is pronounced: *shirib*, while in Alexandria it is pronounced *sharab*.

CD 3 Track 9

The tail for "she" is *-it*.
katabit kull(i)Haaga "She wrote (down) everything."
The tail for "they" is *-u* (the "he" form + *-u*): *shirbu kola embaariH*
"They drank cola yesterday."
kull + il "all"

CD 3 Track 10

Stems for hollow verbs have split into two branches in the past – tails are not affected:
ruHt / ruHna "I / you went / we went", *raaH / raaHit / raaHu* "he went / she went / they went".

CD 3 Track 11

shaafit ibnak fil-madrasa "She saw your son in the school (addressing a male)."
shufti huwa raaH fayn? "You saw he went where? = Did you see where he went (addressing a female)?"

CD 3 Track 12

ezzay "how"



Add tags to ask how people are: *ezzayak* "how are you (addressing a male)?", *ezzayik* "how are you (addressing a female)?", *ezzayuku* "how are you (addressing a group)?"
b-yirooH il-madrasa ezzay? "He goes the school how? = How does he go to school?"



CD 3 Track 13

Verb summary: present and future

CD 3 Track 14

Verb summary: past forms for "you", "he", "we" and "they"

CD 3 Track 15

Verbs summary: past forms for "you (addressing a male)" and "I" are exactly the same.

CD 3 Track 16

Verb summary: stems for hollow verbs split into two branches in the past.

CD 4 Track 1

"am / is / are" can be thrown out of the window; "was / were" cannot.

kaan "he / it was"

ibnee kaan ta'baan embaariH alashaan ruHna il-ahraam "My son was tired yesterday because we went to the pyramids."



CD 4 Track 2

kaan feeh "he / it was" + "there is / are" = "there was / were"

kaan "he / it was" can be put in front of various phrases like *'and* "to have" – just add tags: *kaan 'andee saa 'a* "Was at me watch = I had a watch."

is-saa'a raahit minnee "The watch went from me = I lost the watch": add tags for "me, you" etc. to *minn* "from".

CD 4 Track 3

Add the appropriate tail to *kaan* "was" for the people you want to talk about: *ommee kaanit duktura* "My mother was a doctor."

CD 4 Track 4

The hollow verbs have two branches, with a long sound or a short sound. For *kaan* "was" the short sound is *-u-*: *kunna 'aTshaaneen* "We were thirsty."

kunt fu muSr fi abreel "I was in Egypt in April."



kunti ma'a meen embaariH? "You were with whom = Who were you with yesterday (addressing a female)?"

CD 4 Track 5

In Arabic there are two ways of making statements negative, one of which is by using *mish* "not": *mish Ha-yishoofu abuhum ennaaarda* "Not they will see = They won't see their father today."

CD 4 Track 6

The second way of making a negative statement is by putting *ma-* and *-(i)sh* around the word you want to make negative: *mafeesh* "there isn't / aren't". *Hadd* "someone", *maHaddish* "no one".

CD 4 Track 7

ma'andeesh "Not at me = I don't have", *ma'andinash 'arabeyya* "we don't have a car", *ma'anduhs* "he doesn't have". The stress (shown with bold) often moves in this situation.

CD 4 Track 8

mish is used with the future; other verb forms usually use the split *mash* to make them negative: *makaansh* "was not", *makatabnash* "we did not write", *mab-yishrabush* "they don't drink".

A helping vowel (underlined> is needed before the *-sh* when the verb ends with two consonant sounds: *mashu^utish* "you did not see (addressing a male)".

CD 4 Track 9

In Arabic we use the same words for "you", "us" etc. as we used for "your", "our" etc. – just attach the tag to the verb.

H-ashoo^ufik bukra "I'll see you tomorrow (addressing a female)."

fihimtuna? "Did you understand us (addressing a group)?"

ibnee mab-yiHibbish ish-shaay bass saacaat b-yishrabuh "My son doesn't like tea but sometimes he drinks him = it."

CD 4 Track 10

When the tags for "you" and "him" are added to verbs they change in the same way as those for "your" and "his" did when added to a noun ending with a vowel: *abu + ak* = *abuk* "your father (addressing a male)", *abu + ik* = *abuki* "your father (addressing a female)", *abu + uh* = *abuh* "his father".

shufnaak embaariH "We saw you yesterday (addressing a male)."
H-yifhamuki "They will understand you (addressing a female)."
b-tizooreeh kiteer? "Do you visit him often (addressing a female)?"

CD 4 Track 11

When the tag for "me" is added to a verb it changes from *-ee* to *-nee*.
H-tizumee emta? "When will you visit me (addressing a male)?"
 The split *mash* goes round the verb and tag: *mashuftaksh fis-soo* "I didn't see you in the market (addressing a male)."

CD 4 Track 12

English expresses possession by using "of" or "s" plus apostrophe. Arabic just sticks words together: *bint sameer* "Sameer's daughter".
 When the word that in English comes before the "of" ends in *-a* in Arabic, the "tied-up *t*" pops out again and is pronounced *-it* (underlined): *naDDaarit sameer* "glasses of Sameer = Sameer's glasses"; *madrasit ibnak kibeera?* "Is your son's school large (addressing a male)?"

CD 4 Track 13

"was / were" + "-ing" word puts the meaning into the past.
lamma "when (not question)"
kaanit raayHa is-soo' lamma shaafithum "She was going to the market when she saw them."

CD 4 Track 14

When "was / were" is combined with the *b-* form for routine actions, the meaning is "used to" (routine in the past): *kunt b-aktib li-omnee* "I used to write to my mother."

CD 4 Track 15

When "was / were" is combined with the *H-* (future) form the meaning is "was going to / would have": *kaan H-yizoorak embaariH* "He was going to visit / would have visited you yesterday (addressing a male)."
fah "so"
kunna H-nirooH il-ahraam bass ibnina kaan cayyaan fah maruHnaash
 "We were going to go / would have gone to the pyramids but our son was ill so we didn't go."

CD 4 Track 16

kunt Hazor muSr bass makuntish b-afham carabi. bass dilwa'ti b-afhamuh fah mumkin arooH H-arooH. "I would have visited Egypt but I didn't understand Arabic. But now I understand it, so I can go / will go."
 Conclusion.

Perfect Arabic Vocabulary index

NB CD references below refer to CDs 1 and 2 of Perfect Arabic Vocabulary.

CD I Track 1

Introduction.

CD I Track 2

Speakers of a language have a plural antenna which responds to certain stimuli. English plural antenna will respond to "(e)s" on end of words, and respond to sounds such as "-ice" ("lice/mice/dice").

Arabic antenna responds to external plurals (-een/-aat), but also to certain word patterns which indicate plural. Native speaker will hear these patterns and plural antenna will respond.

-een plural only used with some words describing people, e.g. professions: *fallaaH*, *fallaaHeen* "farmer, farmers"; *Tabbaakh*, *Tabbaakheen* "cook, cooks"; *mudeer*, *mudeereen* "manager, managers."

-een plural also used with words in *kasbaan* pattern: *humma zaclaaneen* "They are upset."

CD I Track 3

Other words in *kasbaan* pattern can be made plural with -een:

kaslaan "lazy": *il-awlaad kaslaaneen* "The boys are lazy."

tacbaan "tired": *iHna tacbaan een* "We are tired."

Not all words referring to people are made plural with -een, e.g. *awlaad* "boys/children."

Other external plural is -aat; often used with longer words, e.g. *sandawitch*, *sandawitchaat* "sandwich, sandwiches"; *banTalohn*, *banTalohnaat* "pair of trousers, pairs of trousers"; *blooza*, *bloozaat* "blouse, blouses."

Need to take off feminine -a ending before adding plural -aat: *Hukooma*, *Hukoomaat* "government, governments"; *naDDaara*, *naDDaaraat* "pair of glasses, pairs of glasses"; *carabeyya*, *carabeyyaat* "car, cars."

CD I Track 4

-aat plural is used with many loan words:

balkohna, *balkohnaat* "balcony, balconies"; *motosikl*, *motosiklaat* "motorbike, motorbikes"; *tilifizyon*, *tilifizyonaat* "television, televisions."

Hammaam, *Hammaamaat* "bathroom/restroom, bathroom(s)/restroom(s)" (familiar as Turkish *Hammaamaat*):

il-Hammaamaat fayn? "Where are the restrooms?" Double sound important:

Hammaamaat "bathrooms"; *Hamaamaat* "pigeons."

CD I Track 5

Shorter words 'no frills' closer to 3-root pattern usually made plural using 'internal' plurals.

Internal follow number of different root patterns. A dozen or so significant internal patterns. Five or six most common.

No automatic way of telling which word will use which pattern. But will start to hear similarities and develop an ear.

CD I Track 6

The *bunook* plural pattern, e.g. bank, *bunook* "bank, banks"; *bayt*, *buyoot* "house, houses." Pattern = first root + *u* + second root + *oo* + third root.

shaykh, *shuyookh* "sheikh/elder, sheikhs" (root = *sh-y-kh* connected to age); *mashyakha* "place where sheikh lives = sheikhdom"; *shaykh il-Haara* "old man of the valley = local government representative"; *shaykh il-balad* "old man of the village = government village representative"; *maglis ish-shuyookh* "council of sheikhs/senate" (*maglis* "sit down", root = *g-l-s*).

dars, *duroos* "lesson, lessons"; *duroos mooseeqa* "music lessons."

CD I Track 7

shahr, *shuhoor* "month, months"; *sitt shuhoor* "(for) six months."

khamsa "five"; shorter version is *khamas*: *khamas shuhoor* "(for) five months."

malik, *mulook* "king, kings." Root *m-l-k* connected with "possessing/controlling". *m* can be root sound. *milk* "property"; *milk*

il-Hukooma "property of the government = government-owned"; *milk khaaSS* "private property." *mamlook* "Mamlouk," medieval rulers of Egypt and Syria, originally slave soldiers. *mamlook* "possessed/controlled = enslaved."

magnoon "possessed by the ginn (Djinn) = mad."

CD I Track 8

mamlaka "place where king rules = kingdom": *il-mamlaka il-carabiyya*

is-sacoodiyya "Kingdom of Saudi Arabia"; *il-mamlaka il-mutaHida* "United Kingdom."

malika "queen."

il-urdunn "Jordan": *malik il-urdunn* "The king of Jordan."

malik walla kitaaba "king or writing = heads or tails."

Short loan words with three consonants can be adopted into root system: *yakht*, *yukhoot* "yacht, yachts": *feeh yukhoot kiteer fil-mareena* "There are many yachts in the marina."

CD I Track 9

The *ahraam* plural pattern, e.g. *walad*, *awlaad* "boy, boys/children"; *haram*, *ahram* "pyramid, pyramids."

Pattern = *a* + first root + second root + *aa* + third root.

Other examples: *film*, *aflaam* "film, films"; *nahr*, *anhaar* "river, rivers."

CD I Track 10

SaaHib "friend/owner" (root = *S-H-b* connected to "friendship/ownership"). Arabic word came into English through India as "sahib" ("Mr/Sir"). *SaHba* "female friend" (*i* drops out).

SaaHib, aSHaab "friend, friends": *candaha aSHaab fil-urdunn* "She has friends in Jordan."
Native speakers can work out meaning of unusual/unfamiliar word such as *afraash* "beds" from root (*f-r-sh* "spread out/lay out"), pattern (plural) and context.

CD I Track 11

The *kutub* plural pattern, e.g. *kitaab, kutub* "book, books."

Pattern = first root + *u* + second root + *u* + third root.

Kuwaiti words (ending in *-ee*) often stay the same when describing feminine and plural words in spoken Arabic (although always add *-a* in more formal Arabic): *kutub ingleezee* "English books" (more formal equivalent = *kutub ingleezeeya*).

Other examples of *kutub* plural pattern: *madeena, mudun* "town, towns"; *safeena, sufun* "ship, ships."

meena "port": *feeh sufun kibeera fil-meena* "There are some large ships in the port."

gazeera "island" (as in Al-Jazeera satellite TV).

Egyptians pronounce *j* as *g*: *gameel/jameel* "beautiful"; *gideed/jadeed* "new"; *gamall/jamal* "camel."

gazeera, guzur "island, islands": *zuma guzur kiteer* "We visited a lot of islands."

CD I Track 12

The *gimaal* plural pattern, e.g. *gamal, gimaal* "camel, camels."

Pattern = first root + *i* + second root + *aa* + third root.

SaHara "desert" (the "Sahara"): *shufna gimaal fiS-SaHara* "We saw camels in the desert."

kelb, kilaab "dog, dogs": *akhooya canduh talat kilaab* "My brother has three dogs."

gabal "mountain/large hill." *jabal Ali* = Mount Ali in Dubai; *jabal Tareq* = Gibraltarr (Tareq ibn Zeyaad mountain); *jabal moosa* = Mount Moses in Sinai.

gabal, gibaal "mountain, mountains."

sabca "seven" (short version *sabac*).

Hawalayn "around": *feeh sabac gibaal Hawalayn roma* "There are seven hills (mountains) around Rome."

gibaal aTlas fil-maghreb "The Atlas mountains are in Morocco."

CD I Track 13

The *falaafil* pattern.

A few Arabic words have four root sounds: *sulTaan* "sultan" (root = *s-l-t-n*); *fiinga* "cup" (root = *f-n-g-n*).

Words with four roots are sometimes repeated pair: *filfila* "pepper" (root = *f-l-f-l*); *filfila, falaafil* "pepper, peppers."

TamaaTim "tomatoes"; *baTaatis* "potatoes"

Pattern = first root + *a* + second root + *aa* + third root + *i* + fourth root.

fundu "hotel" (root = *f-n-d-q*, *q* dropped); *fundu', fanaadi* "hotel, hotels."

Arabic can also impose root system on loan words with four consonants: *futbul, fataabil* "football, footballs"; *tankir, tanaakir* "tanker, tankers."

**CD 1 Track 14**

Words such as words of place made by patterns which add *m-*, also use the *falaafil* plural, because now resemble words with four roots. Apply same pattern: *madrassa*, *madaaris* "school, schools"; *maTcam*, *maTaacim* "restaurant, restaurants"; *metHaf*, *mataaHif* "museum, museums"; *malcab*, *malaacib* "court/pitch, courts/pitches"; *mektab*, *makaatib* "office, offices."

CD 1 Track 15

Same words with four roots have final long vowel, e.g. *suTaan* "sultan." Emphasis also put on end of plural with longer *-ee* as final vowel: *suTaan*, *salaaTeen* "sultan, sultans"; *fingaan*, *fanaageen* "cup, cups."

Some words with additional *m-* also have final long vowel, e.g. *muftaaH* "key."
muftaaH, *mafaateeH* "key, keys"; *mamlook*, *mamaaleek* "Mamlouk, Mamlouks"; *mafhoom*, *mafaatheem* "concept, concepts."

CD 2 Track 1

Many words for people can add *-een* for plural. But some have internal plural pattern. Words with *kareem* pattern in singular, often have plural in "Oo la la!" pattern: *kareem* "generous person", *kurama* "generous people."

Pattern = first root + *u* + second root + *a* + third root + *a*.

ameer "prince/emir" (first root is 'half letter' *hamza* like a short pause), *umara* "princes/emirs."

wazeer, *wuzara* "minister, vizier, ministers/vizier."

Can learn to recognise plural patterns even when not sure of meaning, e.g. *bukhala* plural of *bakheel* "miser"; *suvoof* plural of *sayf* "sword."

Some singular patterns more likely to take a particular plural route:

bayt, *buyoot* "house, houses"; *sayf*, *suvoof* "sword, swords."

madeena, *mudun* "town, towns"; *gazeera*, *guzur* "island, islands"; *safeena*, *sufun* "ship, ships."

wazeer, *wuzara* "minister, ministers"; *kareem*, *kurama* "generous (person), generous people."

Arabic-speakers will generally try to work out meaning if you use the wrong plural pattern. If comes from another native speaker, would probably assume this is a regional difference.

CD 2 Track 2

Review of present verb 'vases' and stems.

Present stems already met: *shrab* "drink"; *fham* "understand"; *ktib* "write." Hollow stems *rooH* "go" (root = *r-w-H*); *shoof* "see/look" (root = *sh-w-f*); *zoor* "visit" (root = *z-w-r*).

New stem for present vase: *dris* "study" (root = *d-r-s*).

Suggestion = verb by itself: *tishrab shaay?* "Do you want to drink tea?" (to a male); *nidris carabee?* Shall we study Arabic?"

New stem for present vase: *lcab* "play" (root = *l-c-b*); *tilcabee skwaash?*

"Do you want to play squash?" (to a female).



New stem for present vase *fatH* "open" (root = *f-t-H*): *aftaH il-baab?* "Shall I open the door?"

b- added for routine: *b-ashrab shaay kull(i) yohm* "I drink tea every day.";

b-yirooH il-maktab is-saaca sabca "He goes to the office at 7 o'clock.";

b-yiftaHoo l-maHall is-saaca tisca "They open the shop at 9 o'clock."; *saacaat b-tilcab tennis maca abuhaa* "She sometimes plays tennis with her father:"

(*yohm*) *is-sabt* "Saturday" (the "Sabbath"); *saacaat b-alcab skwaash yohm is-sabt* "Sometimes I play squash on Saturday." (Don't need "on" for "on Saturday.")

CD 2 Track 3

Review of future: *H-* + present verb: *H-nirooH* (= *HanrooH*) *il-methaf bukra* "We'll go to the museum tomorrow."; *H-yishoof* (= *Hayshoof*)

id-doctor bukra "He'll see the doctor tomorrow."

CD 2 Track 4

Review of past verb: *katab* "wrote"; *shirib* "drank." Hollow stems *zaar/zur* "visited"; *shaaf/shuf* "saw"; *raaH/ruH* "went."

New stem for past vase: *licib* "played": *licibtu golf fi esbaanya?* "Did you play golf in Spain?" (to a group).

New stem for past vase: *daras* "studied." *darastee carabee fil-madrasa?* "Did you study Arabic at school?" (to a female).

New stem for past vase: *fataH* "opened": *fataHt il-maHall is-saaca sabca wi-nuSS* "I opened the shop at seven thirty."

CD 2 Track 5

New stem for past and present vases connected with "cooking." Present stem = *Tbukh* "cook." Flowers *yil/ini* = *yu/nu/tu* if stem vowelled with *u*: *nuTbukh ruzz?* "Shall we cook rice?"

Flower for "I" always *a-*: *b-aTbukh baTaaTis kull(i) yohm* "I cook potatoes every day."

Past stem = *Tabakh* "cooked": *Tabakhna falaafil imbaariH* "We cooked falafel yesterday."

CD 2 Track 6

Arabic verbs have "varieties," often called "forms." Forms have the same root but related, modified meanings.

Five or six common varieties in spoken Egyptian. Most verbs have some varieties. No verbs have all varieties.

CD 2 Track 7

One of most common form of verb = making middle root double, e.g. present stem *dris* "studies" becomes *darris* "cause someone to study = teach". Vowels on stem change slightly: *nidarris* "we teach"; *b-nidarris carabee* "We teach Arabic".

fham "understands" becomes *fahhim* "cause to understand = explains": *mumkin tifahhimnee?* "Can you explain (to) me?"



Past stem the same as present: *fahhim* "explained": *enta fahhimt(i)na* "You explained to us"; *enta mafahhimt(i)nash* "You didn't explain to us."

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CD 2 Track 8

Root *k-b-r* connected with "largeness" can be made into verb. Present stem *kbar* "get bigger/grow": *ibnak b-yikbar kull(i) sana* "Your son gets bigger every year." Past stem *kibir* "got bigger/grown": *bintak kibrit* "Your daughter's grown." (to a female).

Can double middle root of *k-b-r* to make stem *kabbar* "make (something) big = enlarge": *mumkin tikabbar dah?* "Can you enlarge this?" (to a male).

Soora "picture": *mumkin tikabbaree iS-Soora dee?* "Can you enlarge this picture?" (to a female); *kabbaru iS-Soora* "They enlarged the picture."

kabbar raasak "make your head bigger = don't be so petty." *raas* "head/cape."

This verb pattern can also have meaning to do to someone else: *yiSabbih* "say 'good morning' to someone"; *yimassee* "say 'good evening' to someone"; *yicayyid* "to say *ceed mubaarak* ('happy Eid') to someone."

CD 2 Track 9

Root *f-D-I* as in *min faDlak* "from your grace = please" connected with "favour/ preference." *yifaDDal* "give favour to = prefer": *ena afaDDal il-mishmish* "I prefer apricots."; (*iHna*) *nifaDDal nirooH il-mataaHif* "We prefer to go to the museums."

walla "or": *tifaDDal shaay walla 'ahwa?* "Would you prefer tea or coffee?" (to a male). *kI/lm* is the root to do with speaking/talking: *kilma* "word." *kallim* "speak to someone": *laazim akallim il-mudeer* "I must speak to the manager."

Arabic can absorb loan words and put them into word patterns to make new words, e.g. *yidallit* "delete"; *yisayyif* "save"; *yipaasi* "pass"; *yisarfis* "wait on"; *yitfabrik* "fabricate."

CD 2 Track 10

it- in front of past and present stem carries meaning of doing something yourself.

itkallim "speak or talk" (yourself rather than with or to someone else).

yi- + it = yit: *yitkallam* "he speaks"; *itkallam* "you (male) speak". *b-yitkallim carabee* "He speaks Arabic."

a- + it = at. Plus routine *b = bat*: *batkallim carabee* "I speak Arabic.";

b-titkallim ingleezee? "Do you speak English?" (to a male).

it + kabbar = itkabbar "to be enlarged": *iS-Soora itkabbarit* "The picture was enlarged." *mushkila* "problem": *il-mushkila itkabbarit* "The problem got bigger."

CD 2 Track 11

Root from *maksoor* "broken" is *k-s-r*. Present stem *ksar*/past stem *kasar* "break (something)": *kasart naDDartee* "I broke my glasses."

it + kasar = itkasar "to be/to get broken": *naDDartee itkasarit* "My glasses broke."

il-fanaageen ma itkasaritsh "The cups didn't get broken."

CD 2 Track 12

There are other varieties which you can learn to recognize over time.



Pattern adding in- before root: *inbasaT/lyinbasaT* "enjoy yourself" (same root as *mabsooT* "happy/pleased").

Pattern adding *ista-* before root: *istafhim/lyistafhim* "seek to understand = to ask about/to enquire."

Verbal varieties have their own patterns for 'ing' words and descriptive words. Put *mu-* on stem for verbal varieties. Many familiar through Arabic names starting with *mu-*. *muHammad* "praised" (middle root doubled).

musharraf "honoured" from *sharraf/lyisharraf* "honour." *tasharrafna* "We have been honoured = pleased to meet you."

mubaarak "blessed" (from root *b-r-k*). *ceed mubaarak* "blessed Eid"; *allah yibaarik feek* "May God bless you"; *mabrook* "Congratulations."

mustafa, *mukhtaar* "chosen" also come from verbal varieties.

Most famous *mu-* word *muslim* from verbal variety *yuslim* "to submit yourself."

mu- can sound like *mi-* in spoken Arabic.

mufaDDal "preferred/favourite" from *yifaDDal* "prefer"; *il-mashroob il-mufaDDal candee ish-shaay* "My favourite drink is tea."

CD 2 Track 13

Some roots can be put into many patterns. Looking at two common roots will show how can many words can be weaved from three basic root sounds.

r-k-b the "riding" root.

markib, *maraakib* "place where riding happens = boat, boats."

markoob "ridden = mount" (archaic "shoes").

raakib "riding = passenger."

rakkeeb "expert rider."

marakbi "boatman."

rikib/lyirkab "ride (bus/horse, etc.)"

rakkib/lyirakkib "invite to ride, mount, fix," also "cheat at cards."

itrakkib/lyitrakkib "be mounted/fixed."

CD 2 Track 14

kh-r-g the "exiting" root.

makhrag "place of exit = exit, way out."

khaarig "going out, exiting."

kharag/lyukhrug "exit, go out."

CD 2 Track 15

Conclusion.



English–Arabic glossary

NB This glossary contains vocabulary from *Perfect Arabic Vocabulary*, as well as some extra vocabulary which is taught in *Total Arabic with the Michel Thomas Method*. Go to www.michelthomas.co.uk for more information.

(adj) = adjective; (n) = noun; (v) = verb

Africa	<i>ifriqiya</i>
African	<i>ifriqee</i>
again	<i>taani</i>
angry	<i>zadlaan</i>
another	<i>taani</i>
apricot	<i>mishmish</i>
apricot-coloured	<i>mishmishee</i>
Arab	<i>carab,</i>
Arabic	<i>carabee</i>
around	<i>Hawalayn</i>
ask about	<i>istafhim/yistafhim</i>
balcony, balconies	<i>balkohna, balkohnaat</i>
bank, banks bank,	<i>bunook</i>
bathroom/restroom,	<i>Hammaam, Hammaamaat</i>
bathroom(s)/restroom(s)	
beautiful	<i>gameel</i>
beds	<i>afraash</i>
big	<i>kibeer</i>
bigger	<i>akbar</i>
bigger than	<i>akbar min</i>
biggest	<i>akbar</i>
blessed	<i>mubaarak</i>
blessed Eid	<i>ceed mubaarak</i>
blouse, blouses	<i>blooza, bloozaat</i>
boat, boats	<i>markib, maraakib</i>
boatman	<i>marakbi</i>
book, books	<i>kitaab, kutub</i>
boots	<i>boot</i>
boy	<i>walad</i>
boy, boys	<i>walad, awlaad</i>
break (something)	<i>kasar</i>
broken	<i>maksoor</i>
brown (bean-coloured)	<i>bunnee</i>
busy	<i>mashghool</i>
camel, camels	<i>gamal, gimaal</i>
camel attendant/herder	<i>gammaal</i>



cape
 car, cars
 charmed
 cheat at cards
 chef, chefs
 children
 children's playground
 chosen
 clean (adj)
 cleaner
 coffee beans
 concept, concepts
 congratulations
 cook, cooks (n)
 cook (v)
 cooked
 council of sheikhs/senate
 court(house)
 court, courts
 cup, cups

desert (n)
 desk
 destiny
 director (of film)
 distracted
 dog, dogs
 door
 doorman
 drank
 drink (n)
 drink (v)
 drinker (expert)

embassy, embassies
 emir, emirs
 enjoy yourself
 enlarge
 enquire
 enslaved
 exit (n)
 exit (v)
 explain
 extract (v)
 extractor

raas
 carabeyya, carabeyyaat
 mascood
 rakkib/yirakkib
 Tabbakh, Tabbakheen
 awlaad
 malcab awlaad
 mustafa, mukhtaar
 niDeef
 anDaf
 bunn
 mafhoom, mafaheem
 mabrook
 Tabbakh, Tabbakheen
 TabakhlyuTbukh
 matbookh
 maglis ish-shuyookh
 maHkama
 malcab, malaacib
 fingaana, fanaageen

SaHara
 mektab
 il-maktoob
 mukhrig
 sarHaan
 kelb, kilaab
 baab
 bawwaab
 shirib
 il-mashroob
 shirib/yishrab
 shareeb

sifaara, sifaaraat
 ameer, umara
 inbasaT/yinbasaT
 kabbarlyikabaar
 istafhim/yistafhim
 mamlook
 makhrag
 kharag/yukhrug
 yahhim/yifahhim
 istakhrag/yistakhrag
 mustakhrig



farmer, farmers
favourite
film, films film,
five
fix
flute
football, footballs
friend, female
friend, friends

gate
generous
generous person, generous people
get bigger
gibaltrar
glasses, pair of, glasses, pairs of
go out
go
golf range/course
good luck!
government
government-owned
government village representative
government, governments
governmental
graduate (n)
graduate (v)
grow

happier
happiest
happy Eid
happy
hard worker
head (n)
heads or tails
high-earner
home
homemade
honest
honour (v)
honoured
hotel, hotels
house, houses
how much?

fallaaH, fallaaHeen
mufaDDal
aflaam
khamsa
rakkib/yirakkib
muzmaar
futbul, fataabil
SaHba
SaaHib, aSHaab

baab
kareem
kareem, kurama
kibirlyikbar
jabal Tareq
naDDaara, naDDaaraat
kharag/yukhrug
raaH/yirooH
malcab golf
HaZZ saceed
Hukooma
milk il-Hukooma
shaykh il-balad
Hukooma, Hukoomaat
Hukoomee
khirreeg
itkharrag
kibirlyikbar

ascad
ascad
ceed mubaarak; ceed saceed
mabsooT; saceed
shaghgheel
raas
malik walla kitaaba
kasseeb
bayt
baytee
ameen
sharaf/yisharraaf
musharraaf
fundu', fanaadi'
bayt, buyoot
bikaam



ill
invite to ride
Islam
Islamic
island, islands

jacket
Jordan

key, keys
king, kings
king of Jordan,
kingdom
Kingdom of Saudi Arabia
kitchen
knowing
know-it-all
Kuwait
Kuwaiti

large
larger than
lazy
Lebanon
lemon
lemon-coloured
lesson, lessons
like,
local government representative
long
longer
look (v)
lot,
loved
lover/Casanova (expert)
luckier
luckiest
lucky

mad
Mamlouk, Mamlouks
manager, managers
many
may God bless you
minister, ministers
miser, misers

cayyaan
rakkib/yirakkib
islaam
islaamee
gazeera, guzur

jaketta
il-urdunn

mufTaaH, mafaaTeeH
malik, mulook
the malik il-urdunn
mamlaka
il-mamlaka il-carabiyya is-sacoodiyya
meTbakh
caarif
carraaf
il-kuwayt
kuwaytee

kibeer
akbar min
kaslaan
libnaan
lamoon
lamoonee
dars, duroos
l aHibb
shaykh il-Haara
Taweel
aTwal
shaaflyishoof
a kiteer
maHboob
Habbeeb
ascad
ascad
mascood; saceed

magnoon
mamlook, mamaaleek
mudeer, mudeereen
kiteer
allah yibaarik feek
wazeer, wuzara
bakheel, bukhala



month, months
 more
 more beautiful
 more often
 Moroccan
 Morocco
 mosque
 most complete
 most generous
 most glorious
 most luminescent
 most noble
 most praised
 mother of many children
 motorbike, motorbikes
 mount (n)
 mount (v)
 Mount Ali (in Dubai)
 Mount Moses (in Sinai)
 mountain, mountains
 mounted/fixed,
 museum, museums
 music
 music lessons
 musical

 necessary
 new
 newer
 noble

 occupied
 office, offices
 often
 old
 old hand (applied to people)
 old in age ('big' in the tooth)
 older
 open
 opened
 opener, (bottle/can)
 orange (-coloured)
 oranges
 other one,
 owner

shahr, shuhoor
aktar
agmal
aktar
maghribee
il-maghrib
masgid
akmal
akram
amgad
anwar
ashraf
aHmad
wallaada
motosikl, motosiklaat
markoob
rakkib/yirakkib
jabal Ali
jabal moosa
gabal, gibaal
be itrakkib/yitrakkib
metHaf, mataaHif
moosiqaa
duroos mooseeqa
mooseeqee

laazim
gideed
agdad
shereef

mashghool
mektab, makaatib
kiteer
'adeem
'adeem
kibeer fis-sinn
a'dam; akbar
fataH/yiftaH
maftooH
fattaaHa
burTu'aanee
burTu'aan
the it-taani
SaaHib



pair of glasses, pairs of glasses
 pair of trousers, pairs of trousers
 passenger
 peace on you
 peanuts
 pepper, peppers
 petty!, don't be so
 picture
 pigeons
 pitch, pitches
 play
 player (expert)
 playing field
 please

pleased
 popular
 popular one/person,
 port
 potatoes
 praised
 prefer
 preferred
 prince, princes
 private property
 problem
 property
 protected
 pump (n)
 pyramid, pyramids

queen

restaurant, restaurants
 ride (a bus, horse, etc.)
 rider, (expert)
 river, rivers
 river, of the
 river chief
 the river Nile,
 river transport
 rustic

sandwich, sandwiches
 Saturday (*yohm*)
 saw (n)

naDDaara, naDDaaraat
banTalohn, banTallohnaat
raakib
is-salaamu calaykum
soodaanee
filfila, falaafil
kabbar raasak
Soora
Hamaamaat
malcab, malaacib
lcab
lacceeb
malcab
min faDlak (to a male);
min faDlik (to a female)
mabsooT
maHboob
the il-maHboob
meena
baTaatis
maHmood; muHammad
faDDal/yifaaDDal
mufaDDal
ameer, umara
milk khaaS
mushkila
milk
maHfooZ
munfaakh
haram, ahram

malika

maTcam, maTaacim
rikiblyirkab
rakkeeb
nahr, anhaar
nahree
rayyis nahree
the nahr in-neel
in-naql in-nahree
fallaaHee

sandawitch, sandawitchaat
is-sabt
munshaar



saw (v)
 say 'good evening' to someone
 say 'good morning' to someone
 say ceed mubaarak ('happy Eid')
 to someone
 scholastic
 school, schools
 school playground
 see
 seven
 sheikh, sheikhs
 sheikhdom
 ship, ships
 shirt
 shop
 shorts
 sick
 sister
 Spain
 Spanish
 speak
 speak to someone
 squash court
 study
 submit yourself
 successful person
 Sudan
 Sudanese
 sultan, sultans
 switched on
 sword, swords
 Syria
 Syrian

 talk
 tall
 taller
 tanker, tankers
 teach
 television, televisions
 tennis court
 thirsty
 tie (n)
 tired
 tomatoes

shaaff/shuf
yimassee
yiSabbiiH

yicayyid
madrasee
madrasa, madaaris
malcab il-madrasa
yishoof
sabca
shaykh, shuyookh
mashyakha
safeena, sufun
'ameeS
maHall
short
cayyaan
ukht
asbanya
asbaanee
itkallim/yitkallim
kallim/yikallim
malcab squash
daras/yidris
aslama/yuslim
faaliH
is-soodaan
soodaanee
sulTaan, salaaTeen
shaghghaal
sayfi, suyoof
soorya
sooree

itkallim/yitkallim
Taweel
aTwal
tankir, tanaakir
damis/yidamis
tilfizyon, tilfizyonaat
malcab tennis
caTshaan
karavatta
tacbaan
TamaaTim

town, towns
trousers/pants
T-shirt

understand
understanding
understood
unique
United Kingdom

upset

very (after descriptive word)
victorious
village
visit
vizier, vizier

way out
went
west
whinger
word
worker
write
written
wrote

yacht, yachts

madeena, mudun
banTaloHn
teeshirt

fihimlyifham
faahim
mafhoom
fareed
il-mamlaka
il-mutaHida
zaculaan

giddan
manSoor
qarya
zaarlyizoor
wazeer, wuzara

makhrag
raaH/rulH
maghrib
zannaana
kilma
shaghghaal
yiktib
maktoob
katab

yakht, yukhoot

Bonus words

The following sets of words will enable you to expand what you can say by varying slightly the structures you already know. Substitute similar words to create many more new sentences and questions.

Numbers

- 1 *waaHid*
- 2 *itnayn*
- 3 *talata*
- 4 *arbca*
- 5 *khamasa*
- 6 *sitta*
- 7 *sabca*
- 8 *tamanya*
- 9 *tisca*
- 10 *cashra*
- 11 *hidcashar*
- 12 *itncashar*
- 13 *talatcashar*
- 14 *arbcatacashar*
- 15 *khamastcashar*
- 16 *sittcashar*
- 17 *sabactcashar*
- 18 *tamantcashar*
- 19 *tisctcashar*
- 20 *cishreen*
- 21 *waaHid w-cishreen* (**one** and **twenty**)
- 29 *tisca w-cishreen* (**nine** and **twenty**)
- 30 *talateen*
- 31 *waaHid w-talateen* (**one** and **thirty**)
- 36 *sitta w-talateen* (**six** and **thirty**)
- 40 *arbaceen*
- 41 *waaHid w-arbaceen* (**one** and **forty**)
- 45 *khamasa w-arbaceen* (**five** and **forty**)
- 50 *khamseen*
- 60 *sitteen*
- 70 *sabaceen*
- 80 *tamaneen*
- 90 *tiscean*
- 100 *mia*
- 1000 *elf*

Days of the week*il-Had* Sunday*il-itnayn* Monday*it-talaat* Tuesday*il-arba* Wednesday*il-khamees* Thursday*il-gumca* Friday*is-sabt* Saturday**Months of the year***yanaayir* January*febraayir* February*maaris* March*abreeel* April*maayo* May*yoonyo* June*yoolyo* July*aghusTus* August*sebteembir* September*oktobir* October*nofembir* November*deeseembir* December**Words for describing position***fee* in*cala* on/on top of*taHt* under*foh* above*wara* behind*bayn* between*ganb* next to*udaam* opposite/in front of*Hawalayn* around**Question words***fayn?* where?*eh?* what?*imta?* when?*meen?* who?*izzay?* how?*leh?* why?*kaam?* how many?*bikaam?* how much?

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Other useful verbs (present/past)

yinzil/nizil **get off/go down** (root = n-z-l)

yilbis/libis **wear/put on** (root = n-z-l)

yudkhul/dakhul **enter/go in** (root = d-kh-l)

yuTlub/Talab **ask for** (root = T-l-b)

ycamil/camal **do/make** (root = c-m-l)

yidfac/dafac **pay** (root = d-f-c)

yishtiri/ishtara **buy** (root = sh-r-y)

yi'aabil/aabil **meet** (root = q-b-l)

Common Arabic signs

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toilets

دورات المياه

entry

دخول

exit

خروج

no entry

ممنوع الدخول

police

الشرطة

ambulance

سيارة الإسعاف

hospital

مستشفى

tickets

تذاكر

information

استعلامات

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"Totally life changing."

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"He's the best."

"A truly inspirational way to learn a language."

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painless learning."*

The Times