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978-0-521-27295-7 - Elementary Modern Standard Arabic: Part 1: Arabic Pronunciation and Writing; Arabic Grammar and Vocabulary, Lesson 1–30
Edited by Peter F. Abboud and Ernest N. McCarus
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Elementary Modern Standard Arabic

Part 1

Arabic Pronunciation and Writing;
Arabic Grammar and Vocabulary, Lessons 1–30

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PREFACE

This book is the outcome of discussions and exchanges of opinions that took place at the Arabic Teachers' Workshops that were held during the summers of 1965, 1966 and 1967. At the first workshop held in Ann Arbor, Michigan in June 1965 and directed by Charles Ferguson, but more specifically at the second workshop held at Columbia University in New York City in June 1966 and directed by Peter Abboud, it was the opinion of the participants that there was need for an elementary textbook which (1) was expressly designed for the undergraduate student at universities in the U.S. and Canada, (2) was written by a team of Arabic language teachers consisting of native and non-native speakers, linguists and people whose primary interest was literature and the social sciences, (3) implemented the principles of the audio-lingual approach to language teaching, and (4) presented in a culturally meaningful context the elements of Modern Standard Arabic. Subsequently, in June 1967, Peter Abboud directed a third workshop at Princeton University, in Princeton, N.J., consisting of five members and chaired by Ernest McCarus, the purpose of which was to determine the principles on which such a book should be based, to discuss its content and methodology, and to prepare a few sample lessons. The document that this committee prepared was made available on request to all teachers of Arabic in the United States and Canada during the academic year 1967–68, and a detailed questionnaire was prepared and sent to some twenty Arabists in the U.S. and abroad eliciting comments on various parts of the document. The team, consisting of Peter F. Abboud, Najm A. Bezirgan, Wallace M. Erwin, Mounah A. Khouri, Ernest N. McCarus and Raji M. Rammuny, met for a preliminary session in April 1968 at Ann Arbor to plan for the work of the summer. Actual work on the book started the first week in June and went on until mid August. The various responsibilities were divided as follows. The four native speakers composed and/or selected and adapted from literature the basic texts and wrote the greater part of the drills. The two non-native speakers were responsible for writing the grammatical notes, which describe such items and structures as occurred in the basic texts, and the section on the phonology and script (with supplementary writing drills written by Raji Rammuny). Peter Abboud coordinated the activities of both groups. Throughout the summer each group studied and commented on the work of the other, revisions were made, and the final draft was approved by the whole team.

The book, with the exception of the introductory ten lessons on pronunciation and writing, was revised in the summer of 1975 by Peter F. Abboud, Zaki N. Abdel-Malek, Wallace M. Erwin, Ernest N. McCarus and George N. Saad in the light of considerable experience with it in the classroom. The basic texts were enlarged and expanded but the same vocabulary was retained in the book overall, with a few additions. The grammar notes were completely rewritten, with a number of changes in the order of presentation of grammatical features. The drills were also completely rewritten, with the addition of several new types such as recognition and translation drills. A new feature was the section of written and aural comprehension passages for further reading and listening practice. Part Two saw a formal change, the use of Preparatory Sentences to provide for the introduction in context of the new vocabulary items.

It is our pleasant duty to express our thanks to the many organizations, groups and individuals who contributed to the production of this book. Funding support was received from the quondam Interuniversity Program for Near Eastern Languages then chaired by the late T. Cuyler Young of Princeton University and from the U.S. Office of Education of the Department of Health, Education and Welfare; thanks are also given to the Department of Near Eastern Studies of the University of Michigan, with special acknowledgement for the support of the late George G. Cameron, then chairman. Valuable input was received from the members of the Arabic Teachers Workshops and from our consultants Frederic J. Cadora and Carolyn G. Killeen. We also benefitted from the experience and insights of our graduate assistants Nora Kalliel, Amy Van Voorhis, and Eleanor Rhinelander Young. The tape recordings were done by Ernest T. Abdel-Massih, Ernest N. McCarus, Raji M. Rammuny and Magda M. Taher. Ernest N. McCarus was in charge of the initial production of the book and subsequent distribution and management of the sale of the books.

Finally, we would like to express our gratitude to the many colleagues both in this country and abroad who have used Elementary Modern Standard Arabic over the years and have helped it achieve whatever success it has had.

Peter F. Abboud
Ernest N. McCarus

INTRODUCTION

This book presents the basic structures of Modern Standard Arabic (MSA), that formal Arabic which is written and spoken in the contemporary Arab World. In its written form it is used almost exclusively in any printed publication anywhere in the world today; as such it is the direct descendent of the Arabic of the Koran, the poetry of Pre-Islamic Arabia, and the classical literature of the Golden Age, the major differences being in lexicon and style. It is also an oral medium of expression used in formal situations ranging from a radio newscast to a lecture or other formal address to an international conference. Used orally it may be modified in varying degrees, depending on such factors as the nature of the occasion, the makeup of the audience, the speaker's control of MSA, etc. MSA is a universal form of Arabic learned in schools across the Arab world; it is opposed to dialectal or colloquial Arabic, of which there is a particular variety for each community and differs according to region and such social factors as religion, socio-economic status, etc. The dialects are used for all non-formal situations--at home, at work, social occasions, etc.--all the usual day-to-day activities.

The Arab does not keep MSA and his own dialect separate, but mixes them according to the degree of technical complexity of his subject, the degree of formality of the occasion, etc. When speaking his dialect he will bring in MSA in varying degree, and when speaking MSA he may introduce colloquialisms into it if it does not impair understanding on the part of the listener.

For a non-Arab to be said to "know Arabic" he or she must master both MSA and any colloquial dialect.

The goal of this course is to train the learner to read MSA and to respond to it orally. Writing in Arabic is also drilled both as a skill in its own right and to aid in the mastery of reading and speaking MSA. It covers the writing system, phonology, a basic vocabulary of approximately one thousand words, the morphology, and the basic syntactic structures of the language.

It is articulated with Modern Standard Arabic. Intermediate Level by Peter Abboud, Ernest Abdel-Massih, Salih Altoma, Wallace Erwin, Ernest McCarus and Raji Rammuny, which concentrates on vocabulary, expression and advanced syntax and takes the learner to the advanced stage.

Part One of this book contains a ten-lesson introduction to the pronunciation and writing system of Modern Standard Arabic and Lessons 1-30, followed by an Arabic-English Glossary and a grammatical Subject Index. Part Two completes the course with Lessons 31-45. It includes appendices providing verb tables (conjugation paradigms of the various forms of the verb and of the various root types), names of days and months and of the Arab states, and lists of all the adjectives by lesson,

particles by subclass, and verbs by lesson and type occurring in both parts; cumulative English-Arabic and Arabic-English Glossaries; and a grammatical subject index covering the entire book.

In addition to the book there are tapes which contain recordings of the pronunciation, reading and dictation drills of the ten-lesson introduction of Part One, and of the Basic Texts and drills that are designated as being "(on tape)" or "(also on tape)" in Lessons 1-45. Since the drills tagged "(on tape)" are not found in the book, there is available a pamphlet for teacher's use called Recorded Drills to Accompany Elementary Modern Standard Arabic containing them and the drills marked "(also on tape)". The tapes and/or the pamphlet may be purchased from:

Media Resources Center
Tape Duplication Services
University of Michigan
416 S. Fourth Street
Ann Arbor, Michigan 48109
U.S.A.
Telephone: (313) 764-5360.

Structure of Lessons 1-45

Lessons 1-5 contain three parts: Basic Text, Vocabulary, and Grammar and Drills. Lessons 6-30 have in addition to these, two other parts: Comprehension Passages and General Drills. Lessons 31-44 have five parts also, but in each of these lessons, instead of the Vocabulary part that follows the Basic Text, there are Preparatory Sentences preceding it. The last lesson, Lesson 45, consists of verses from the Holy Qur'ān, a few hadīths, and a short poem by Mikhā'il Nu^cayma.

The purpose and content of each part is described below.

(1) Basic Text. The purpose of the Basic Text is to present new lexical and grammatical materials in a context that is meaningful and suitable for intensive oral work. The Basic Text occupies a central role in each lesson; the student should make every attempt to familiarize himself or herself thoroughly with it up to the point of memorizing it.

Two approaches have been used in the composition of these texts: a grammar-based approach, in which every lesson is built around certain grammatical structures which are presented in a predetermined order, and a topic-based approach, used in the later lessons, in which a topic of interest is chosen and whatever vocabulary and grammatical structures are necessary to deal with it meaningfully are used, subject to the constraints necessary in a beginning textbook. The earlier texts are functional in nature and deal with introductions, greetings, dialogues, etc. Later texts are narrative or expository and deal with the culture, society, history, geography, economics and politics of the Arab World; they also include literary selections such as short stories, a play, a poem, etc. The subjects are basically non-controversial; needless to say, however,

they do not necessarily represent the personal opinions of the authors.

The Basic Text is unvoweled, in order to prepare the student to handle materials actually printed in Arabic today, which are unvoweled. Passive words, which are words that are needed in a particular context but which the student is not responsible for, either because of their highly specialized meaning or because of their low frequency of use, are voweled and glossed in the margin.

Wherever appropriate, the Basic Text is followed by questions which will serve as the basis for discussion in class.

Each Basic Text through Lesson 40 is followed by an English translation which reflects the structure of the Arabic text, while at the same time attempting to render the passage into as good idiomatic English as possible. The Basic Texts of Lessons 41–44 are not translated. Translations are provided for the selections in Lesson 45.

(2) Vocabulary. In Lessons 1–30, all new words and phrases occurring in the Basic Text are listed in their order of occurrence and are fully voweled. From Lesson 31 on, the new words of the Basic Text are introduced in Preparatory Sentences; following the preparatory sentence in which it occurs, each new word is also listed and voweled. In either case, whether in a vocabulary list or after a preparatory sentence, the following information is given with a new word: (a) the plurals of nouns and adjectives, preceded by a dash (following the lesson that introduces plural formation); (b) the imperfect stem vowel of Form I verbs (following the lesson where imperfect stems are discussed); (c) the verbal noun of all verbs, simple or derived, preceded by a comma (following the lesson where the verbal nouns are treated); (d) any preposition required for particular meanings of the verb, in parentheses if its omission does not change the meaning of the verb; and (e) the basic meaning of the word in English; the contextual meaning for that lesson, if different from its basic meaning, is also given after the basic meaning.

The Preparatory Sentences in most lessons center around a common theme in order to help the student better to retain the vocabulary; in a couple of lessons, the new words are given in miscellaneous, unrelated sentences, in the order in which they occur in the Basic Text.

Vocabulary is strictly controlled. The number of new words per lesson is limited to between 15 and 20 words, not counting proper names (e.g., Beirut), and loan words (e.g., film, cinema). Once a word is introduced, every effort is made to use it in the following lesson; in any case, it is invariably used at least once in the next four lessons for at least 20 subsequent lessons. This constant reinsertion of words into the lessons helps the student learn and retain active vocabulary, which is a major source of difficulty in learning Arabic.

(3) Grammar and Drills. The grammar notes explain the structures that have appeared in the Basic Text, though in a few cases, in the

interest of presenting an overview of a particular grammatical feature, structures presented in more detail in later lessons are anticipated. Thus, when the nominative case first comes up for discussion, the student is told there are two other cases in Arabic to be discussed later. An average of four to five new grammar points, major or minor, are introduced in each lesson. The structure is explained with examples and, where appropriate, it is compared to or contrasted with a related English structure; a rule is then stated; and, if needed, further examples are given. Each note is immediately followed by one or more exercises designed specifically to drill the point in question. This provides immediate reinforcement of the rule and confirmation of the student's comprehension of it.

A number of points related to the grammar notes should be emphasized: (1) The notes cover only the structures of this book; since it is an elementary level text, features appropriate to a more advanced level have been excluded. (2) For the sake of having complete coverage, we have included some grammatical structures which some teachers might feel are too complicated and too advanced for beginning students, such as the extensive discussion of the numeral system, etc. They should feel free to postpone or to ignore such structures. (3) The grammatical presentation is pedagogically oriented and has been written with the needs of the average, linguistically unsophisticated student in mind. No attempt is made here to present the "neatest" or theoretically most defensible linguistic analysis; an easily understandable, simply written presentation, yet one that is thorough (incorporating the latest findings of research on Arabic) and consistent has been given. (4) In the grammatical analysis we present here, we are well aware of the fact that we depart at several points from the well established norms of traditional Arabic grammars; again, we have consciously opted for what we believe to be an analysis which best meets the needs of English-speaking learners of Arabic.

(4) Comprehension Passages. Starting with Lesson 6, every lesson contains one or more reading passage, and every third lesson, beginning with Lesson 15, a listening passage recorded on tape. The selections contain only familiar vocabulary and grammatical structures; vocabulary that is essential to a selection but which the students have not had is glossed in the margin. The purpose of these passages is to give students the opportunity to use what they have learned in reading for pleasure and practice in reading and aural comprehension. Every passage is followed by a drill or more to test their general understanding of it.

(5) General Drills. These differ from the grammar drills in that the latter concentrate on and highlight a specific grammatical point, whereas the general drills review the content of the lesson as a whole and vocabulary or grammatical structures from previous lessons. The General Drills also provide a systematic and regular review of basic grammatical structures.

A few points pertaining to all the drills in this course are in order. (1) Drills are marked as either (a) On Tape, which indicates that

the drill is to be done in the language lab; the items of the drill are not provided in the book; and printed texts are given in the teacher's Pamphlet; or (b) Also on Tape, which indicates that the drill is to be done orally in class, but the student can also find it recorded on tape for further reinforcement; or (c) Written, which indicates that the nature and content of the drill require that it be done as a written assignment. If not marked as (a), (b), or (c) above, the drill is designed for oral work in the class. (2) Each drill is also identified as to type, i.e., as to whether it is a substitution, transformation, completion, expansion, translation, etc. drill. In a transformation drill, an arrow usually shows what is being transformed into what. An illustrative example in Arabic is usually provided and is translated into English. (3) The teacher should feel free to skip some of the General Drills when and if he or she thinks the students do not need the review the drill provides.

This course was designed on the principle that the most effective language learning is based on the four skills of listening, speaking, reading, and writing. All four of these areas are well represented in the drills of this book. While the various parts of a given lesson are thoroughly integrated with each other, they are organized in such a way that the teacher can start with the Basic Text, Vocabulary or Grammar Section as preferred. The final goal of each lesson should be thorough mastery of the Basic Text.

Special attention should be paid to the following points:

- (1) Grammar and Drills. The grammar notes are complete and intended to enable the student to learn the new structures at home without a teacher. The student should be required to study the grammar outside of class and to prepare the written drills as homework to be handed in and the oral drills as the basis for oral drill in the classroom. Only when students find difficulty with a particular point should it be gone over in class. This frees the class hour for maximum oral practice and exposure to the language.
- (2) Comprehension Passages. The main objective of these passages is general comprehension; they are not meant to be translated or read aloud. These passages and their drills are best assigned as homework.
- (3) General Drills. These are meant for review purposes. The teacher should feel free to select only those drills which the class needs.

Classroom Expressions

In order to create an atmosphere conducive to the learning of Arabic--as well as to provide additional drill in the language--it is recommended that the class be conducted as far as possible in Arabic. The following expressions are suggested; they should be used at first only by the teacher, with the class simply responding to them with appropriate action. Even-

tually after the sounds have been covered in the phonology sections, the class may be permitted or requested to use them actively.

plural	fem. sing.	masc. sing.	
أَعِيدُوا	أَعِيدِي	أَعِدْ	'repeat!'
مِنْ فَضْلِكُمْ	مِنْ فَضْلِكَ	مِنْ فَضْلِكَ	'please!'
اقْرَأُوا	اقْرَئِي	اقْرَأْ	'read!'
أَجِيبُوا عَلَى السُّؤَالِ	أَجِيبِي عَلَى السُّؤَالِ	أَجِبْ عَلَى السُّؤَالِ	'answer the question!'
اسْأَلُوا	اسْأَلِي	اسْأَلْ	'ask!'
اُكْتُبُوا	اُكْتُبِي	اُكْتُبْ	'write!'
اُكْتُبُوا عَلَى اللُّوحِ	اُكْتُبِي عَلَى اللُّوحِ	اُكْتُبْ عَلَى اللُّوحِ	'write on the board!'
تَرْجِمُوا	تَرْجِمِي	تَرْجِمْ	'translate!'
قوموا	قومي	قُمْ	'stand up!'
اِذْهَبُوا إِلَى اللُّوحِ	اِذْهَبِي إِلَى اللُّوحِ	اِذْهَبْ إِلَى اللُّوحِ	'go to the board!'
قولوا	قولي	قُلْ	'say...!'
هَلْ فَهِمْتُمْ ؟	هَلْ فَهِمْتِ ؟	هَلْ فَهِمْتَ ؟	'do you understand?'
نَعَمْ ، فَهِمْتُ			'Yes, I understand.'
لا ، لَمْ أَفْهَمْ			'No, I don't understand.'
ما مَعْنَى هَذِهِ الْكَلِمَةِ ؟			'What does this word mean?'
ما مَعْنَى هَذِهِ الْجُمْلَةِ ؟			'What does this sentence mean?'
أَعِيدُوا مَعًا ، مِنْ فَضْلِكُمْ			'Repeat all together, please.'

Abbreviations and Symbols

AP	active participle	ط ١	الطَّائِبُ الْأَوَّلُ
acc.	accusative	ط ٢	الطَّائِبُ الثَّانِي
adj.	adjective		
C	any consonant		
coll.	collective		
conj.	conjunction		
d., du., D	dual		
DD	identical second and third radicals		
e.g.	for example		
ex., Ex.	for example		
f., F.	feminine; female		
F	first radical in a root		
fol.	following; followed		
gen.	genitive		
imperf.	imperfect		
indic.	indicative		
juss.	jussive ' '		
L	last radical in a root		
lit.	literally		
m., M.	masculine; male		
M	second of three radicals in a root		
n	noun		
neg.	negative		
nom.	nominative		
obj.	object		
p., pl., P.	plural		
prep.	preposition		
pron.	pronoun		
Q.A.	questions and answers		
s., S.	singular		
S	second of four radicals		
S ₁	the first student		
S ₂	the second student		
s.o.	someone		
s.th.	something		
suff.	suffix		
T	third of four radicals		
T	teacher		
v	any vowel		
VN	verbal noun		
1	first person		
2	second person		
3	third person		
-	a prefix or suffix must be added here		
→	is to be changed to		
↔	change drill item given to other form		

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