The Key to Arabic
Fast Track to Reading and Writing Arabic
Dr. Imran Hamza Alawiye
Introduction and Notes for Teachers

'The Key to Arabic' teaches students the skills they need to read and write Arabic. The letters of the alphabet are introduced one at a time, and the student is given the opportunity to read each letter with the various possible combinations of long and short vowels, as well as the 'ay' and 'ow' diphthongs, sukoon and shadda. The use of colour coding in presenting the various vowel sounds helps the student to grasp them more quickly. Each letter is also shown in all its forms: initial, medial, final and isolated so that the student can learn to recognise the letter wherever it appears in the word, as well as how to write it. Clear arrowed diagrams show the student the correct pen direction when writing.

Arabic words are introduced from an early stage, but no word contains letters that the student has not already covered. This assimilative approach enables the student to learn the alphabet in a gradual yet thorough manner, without feeling daunted by the prospect of having to learn the entire alphabet at one go.

Each letter in the first half of the alphabet is covered on a double-page spread. As the student's confidence in reading and writing increases, this is reduced to a single page per letter, and exercises are introduced to reinforce reading and writing skills and to encourage some basic vocabulary acquisition.

For the self-taught student, a quick reference guide to reading skills is provided at the outset to enable him or her to understand the various vowel sounds and gain an overview of the method of joining Arabic letters together to form words, before putting the skill into practice. An optional CD recording of the materials in this workbook is available to help students in mastering correct Arabic pronunciation.

After completing the alphabet, students have the chance to develop their skills further through a set of carefully designed exercises. The first of these (p.55) provides an opportunity for reading and dictation practice, by presenting pairs of similar sounding words. This encourages the student to listen carefully and distinguish between letters that might easily be confused by the non-Arabic-speaker.

Pages 56–59 introduce simple non-verbal sentences using the masculine and feminine forms of "This is...", as well as a wide range of useful vocabulary. Page 60 teaches the alif al-maqsura, with plenty of reading practice. The primary use of 'al' ('the') is taught on pages 61–64, with an explanation of how the following sun and moon letters affect the pronunciation of this word.

Pages 65–68 employ passages of dialogue to teach the student simple useful expressions such as greetings, introducing oneself, asking someone their name and saying goodbye. These dialogues can form the basis for role playing within the classroom setting. The dialogues on page 67 can easily be adapted as a classroom game whereby one student imagines another student to be in one of the places shown on the page, and the rest of the class take turns to ask questions in Arabic to establish the imaginary person's identity and whereabouts.

Having completed "The Key to Arabic" successfully, students should feel comfortable in reading any passage of vocalised text presented to them, and will hopefully have gained the confidence needed to take their study of this challenging language further.
The Arabic Alphabet

<table>
<thead>
<tr>
<th>Jeem</th>
<th>Hhaa</th>
<th>Taa</th>
<th>Boa</th>
<th>Alif</th>
</tr>
</thead>
<tbody>
<tr>
<td>ج</td>
<td>ث</td>
<td>ت</td>
<td>ب</td>
<td>ا</td>
</tr>
<tr>
<td>Raa</td>
<td>Dhaal</td>
<td>Daal</td>
<td>Khaa</td>
<td>Haay</td>
</tr>
<tr>
<td>د</td>
<td>ذ</td>
<td>ذ</td>
<td>خ</td>
<td>ح</td>
</tr>
<tr>
<td>Daad</td>
<td>Saad</td>
<td>Sheen</td>
<td>Seen</td>
<td>Zaa</td>
</tr>
<tr>
<td>ض</td>
<td>ش</td>
<td>ش</td>
<td>س</td>
<td>ز</td>
</tr>
<tr>
<td>Faa</td>
<td>Ghayn</td>
<td>Ayn</td>
<td>Za</td>
<td>Ta</td>
</tr>
<tr>
<td>ف</td>
<td>غ</td>
<td>ع</td>
<td>ظ</td>
<td>ط</td>
</tr>
<tr>
<td>Noon</td>
<td>Meem</td>
<td>Laam</td>
<td>Kaaf</td>
<td>Qaaf</td>
</tr>
<tr>
<td>ن</td>
<td>م</td>
<td>ل</td>
<td>ك</td>
<td>ق</td>
</tr>
<tr>
<td>Yaa</td>
<td>Waaw</td>
<td>Haa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ي</td>
<td>و</td>
<td>ه</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

الحروف العربية
Quick Reference Guide to Reading Skills

<table>
<thead>
<tr>
<th>sukoon</th>
<th>o</th>
<th>u</th>
<th>i</th>
<th>shadda</th>
<th>an</th>
<th>un</th>
<th>un</th>
<th>in</th>
<th>a</th>
<th>u</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no vowel)</td>
<td>(doubled letter)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The Short Vowels and Tanween

There are three short vowels in Arabic. They are written above or below the Arabic letters.

a) Kasra

This is a short diagonal stroke written below an Arabic letter. It is pronounced 'I', as in the English word 'lip'.

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]

If kasra is doubled, it changes the sound from 'i' to 'in' as in the English word 'tin'. This doubling of the vowel is known as "tanween kasra".

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]

b) Damma

This is shaped rather like a small version of the Arabic letter waaw, and it is written above an Arabic letter. It is pronounced 'u', as in the English word 'full'.

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]

If damma is doubled, it changes the sound from 'u' to 'un' as in the English word 'sun'. This doubling of the vowel is known as "tanween damma". The two dammas are usually written in a joined-up form, though they may also be written separately.

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]

c) Fatha

(Say 'fat-ha')

This is a short diagonal stroke written above an Arabic letter. It is pronounced 'a', as in the English word 'dad'.

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]

If fatha is doubled, it changes the sound from 'a' to 'an' as in the English word 'man'. It is usually – though not always – supported by an alif. This doubling of the vowel is known as "tanween fatha".

\[ \text{e.g.} \quad \text{و} \quad \text{ر} \quad \text{د} \]
2. Joining up Arabic Letters

Arabic is written from right to left across the page. Arabic words are written in a joined-up form. To achieve this, the letters within a word must be extended to join up with the following letter, unless they are one of the six ‘naughty’ letters (see overleaf). The letters that are being extended lose their tails in the joining process. The last letter in the word is written in its final form, which usually resembles the isolate or ‘by itself’ form of the letter, though it is attached to the letter just before it by a short joining line.

You will learn the correct way of joining each letter during the course of this book, but for now, study the following examples to gain an overview of how letters are joined:

<table>
<thead>
<tr>
<th>Example</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 'Boat' shaped letters</td>
<td>ب ت ث ف</td>
<td>to stand firm, to open</td>
</tr>
<tr>
<td>b) Letters with U-shaped tails</td>
<td>س ش ص ض ق ل ن</td>
<td>to engrave, to smooth, to be over, to stick</td>
</tr>
<tr>
<td>c) Letters with trailing tails</td>
<td>ج خ ع غ</td>
<td>to succeed, to be busy, to feel embarrassed</td>
</tr>
<tr>
<td>d) Other letters, excluding the 'naughty letters'</td>
<td>ط ظ ء م ه ي</td>
<td>to do wrong, to tell a fortune, to be dry</td>
</tr>
</tbody>
</table>
e) The 'Naughty' Letters

There are six 'naughty' letters, which cannot be extended to the left and as a result should not be connected to the letter in front of them. The six naughty letters are:

\[
\begin{align*}
\text{ا} + \text{ب} &= \text{اب} + \text{ا} = \text{با} \\
\text{د} + \text{ب} &= \text{دب} + \text{د} = \text{بد}
\end{align*}
\]

3. The Long Vowels

Three letters of the Arabic alphabet are used to lengthen the sound of the short vowels. These letters are:

- **Waaw** is used to lengthen the 'u' sound of domma, so it sounds like 'oo' as in 'moon'.
- **Yoo** is used to lengthen the 'i' of kasra, so it sounds like 'ee' as in 'knee'.
- **Aal** is used to lengthen the 'a' sound of fatha, so it sounds like 'aa' ('aardvark')

When aal itself is lengthened by an aal, it becomes an extra long 'oo' sound called alif al-madd, which is written like this: 

\[
\text{آ}
\]

For example: 'Aaameen' (amen).

When oo laam is followed by an aal, there is a special way of writing it (called a laam-aal) which looks like this: 

\[
\text{لا}
\]

or, when the laam is preceded by another letter, like this: 

\[
\text{لأ}
\]

4. Sukoon

\[
\text{Qaf} \quad \text{Taa} \quad \text{Mim} \quad \text{Zain} \quad \text{Faa} \quad \text{Mar} \quad \text{Alif}
\]

A small circle is placed on an Arabic letter to indicate the absence of a vowel upon the letter. The letter on which a sukoon is placed must be assimilated to (i.e., slid together with) the sound of the last vowel before it, even if that vowel is at the end of the previous word.

5. Shadda

Shadda is a symbol written above a letter to show that the letter has been doubled, and therefore sounds stronger. The short vowels are written with a shadda like this:

\[
\text{ش} + \text{م} = \text{أم} \quad \text{ر} + \text{ب} = \text{رب} \quad \text{ب} + \text{ر} = \text{بر}
\]
Hamza: ٰ and Alif: ٰ

Hamza, known as a glottal stop in English, is an Arabic consonant that often accompanies tanween, sukoon, or short vowels. Hamza is itself often accompanied by a supporting letter or 'chair' which may take many forms, depending on rather complex rules that we needn't explore here. The various ways in which hamza may appear are shown below. For the purpose of reading, it is best to ignore the 'chair' hamza is sitting on and to concentrate on reading the vowel sound that the hamza is supporting.

Alif, when not supporting a hamza, is a weak letter that takes the sound of any vowel accompanying or preceding it. Sometimes alif is a silent letter.

Copy each row twice onto the lines provided and practice reading the sounds
Copy each row twice onto the lines provided and practise reading the sounds.

Baa

Bib Bib Bib

Bab Bib Bib Bib
Copy each row onto the lines provided and practise reading the words:

- **my door** - باب - بَابِ
- **a door** - باب - بَابِ
- **my father** - أبي - أَبِي
- **a father** - أبي - أَبِي

- **my future** - مَرَضَة
- **source, core** - مَرَضَة
- **he said 'daddy'** - بَابَا
- **dad** - بَابَا
- **August** - بَابَا

- **Dad!** - بَابَا!
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row onto the lines provided and practise reading the words.

I repent  definitely  a mulberry  she perished

أَتُوبُ بَنَاتَا  تُوتُ  بَيتُ

ummar

I repentance  dislike; pride  he stayed overnight  a house

تُوبَة  إِبَاءَة  بَات  بَيتُ

he repented
Copy each row twice onto the lines provided and practise reading the sounds.

Ihaa

\[\text{Ihaa} \]

\[\text{Ihaa} \]
Copy each row onto the lines provided and practice reading the words.

<table>
<thead>
<tr>
<th>furniture</th>
<th>garment; dress</th>
<th>establishment</th>
<th>he withstood</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَثَبَتْ</td>
<td>إنَبَاتَ</td>
<td>تُوبٌ</td>
<td>ثَبَتَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>abundant growth</th>
<th>he spread, scattered</th>
<th>he yawned</th>
<th>stabilization</th>
</tr>
</thead>
<tbody>
<tr>
<td>تَثَبَتْ ثَثَ بَشَّ أَثِيثُ</td>
<td>تثبيتُ ثثاءَ بَشَّ أَثِيثُ</td>
<td>ثَبَتَ ثثاءَ بَشَّ أَثِيثُ</td>
<td>تثبيتَ ثثاءَ بَشَّ أَثِيثُ</td>
</tr>
</tbody>
</table>
Copy each row twice onto the lines provided and practise reading the sounds.

ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج 
ج ج ج ج ج ج
Copy each row onto the lines provided and practise reading the words:

he answered, replied  
my pocket  
a pocket  
a coward

a crown  

a pocket  

bragging, boasting  
a crown  
flowing  
he came

"a coward"
Copy each row twice onto the lines provided and practise reading the sounds.

- Haa

Haa Haa

Haa Haa
Copy each row onto the lines provided and practise reading the words.

<table>
<thead>
<tr>
<th>a watermelon</th>
<th>seeds</th>
<th>hijab, headscarf</th>
<th>pilgrims</th>
</tr>
</thead>
<tbody>
<tr>
<td>حَبَّبُ</td>
<td>حَبَّبُ</td>
<td>حَجَابَ</td>
<td>حَجَابَ</td>
</tr>
<tr>
<td>لَحْتَ</td>
<td>لَحْتَ</td>
<td>بحَثَ احْتِجَاجَ</td>
<td>بحَثَ احْتِجَاجَ</td>
</tr>
</tbody>
</table>

1. watermelon seeds hijab, headscarf pilgrims
2. calamity under protest he looked for; he researched
3. hijab, a headscarf
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row onto the lines provided and practise reading the words.

my sister  a wicked person  a peach  he hid, concealed

a peach

my brother  my sister

Excellent! Bravo!

a brother  a nozzle  my brother

a nozzle

my sister  a wicked person  a peach  he hid, concealed
Copy each row twice onto the lines provided and practise reading the sounds.

Daal
Copy each row onto the lines provided and practise reading the words.

- a riding animal
- a worm
- a bear
- a chicken

- a bear
- a worm
- my grandfather
- a grandfather
- he began
- sound of footsteps
Copy each row twice onto the lines provided and practise reading the sounds.

Dhaal
(sound as in ‘the’)
Copy each row onto the lines provided and practise reading the words:

- a wolf
- a fly
- a lock of hair
- he slaughtered

- a shoe
- how lovely/excellent!
- he took
- swinging (like a pendulum)
- a shoe

English:
- a wolf
- a fly
- a lock of hair
- he slaughtered

Arabic:
- ذئب
- ذُبَبَة
- دَبَّة
- حَذَاة

English (Arabic)
- ذئب
- ذُبَبَة
- دَبَّة
- حَذَاة
Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.
Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.
<table>
<thead>
<tr>
<th>sukoon</th>
<th>o</th>
<th>u</th>
<th>i</th>
<th>shadda</th>
<th>a</th>
<th>e</th>
<th>o</th>
<th>(no vowel)</th>
<th>(doubled letter)</th>
</tr>
</thead>
</table>

Copy each row twice onto the lines provided and practise reading the sounds.

```
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
ر ر ر ر ر ر ر
```
Copy each row onto the lines provided and practise reading the words.

- a bicycle
- corn, maize
- Rajab (name of month)
- my Lord

- دراجة
- ذرة
- رجب
- الله

- a bicycle
- a bull
- test, experiment
- a bull
- reward, pay, wages
- post, mail

- دِرَاجَة
- ذَرَة
- رَجب
- اللَّه

- a chameleon
- حرباء
- اختبار
- أجر
- بريد

- حِرْبَاء
- إِخْتِبَار
- أَجْر
- بَرِيد
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row onto the lines provided and practise reading the words.

<table>
<thead>
<tr>
<th>a lie, falsehood</th>
<th>a drinking glass, tumbler</th>
<th>oil</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>جَعَلْتُ (jā'altu)</td>
<td>زَجَّاجة (zajjājā)</td>
<td>زَيْت (zi'īt)</td>
<td>زِبَدَة (zibdā)</td>
</tr>
<tr>
<td>جَعَلْتُ (jā'altu)</td>
<td>زَجَّاجة (zajjājā)</td>
<td>زَيْت (zi'īt)</td>
<td>زِبَدَة (zibdā)</td>
</tr>
</tbody>
</table>

- A butcher

- Carrots

- Bread

- A place of safety

- A butcher

- Carrots
Copy each row twice onto the lines provided and practise reading the sounds.

س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
س س س س س س س س س س
Copy each row onto the lines provided and practise reading the words.

a bridge  a computer  a bed  a prayer mat

سجادة  حاسوب  جسر

a head  teaching  glorification of God  a sum; an account

حساب  تضريح  تدريس  رأس
Copy each row twice onto the lines provided and practise reading the sounds.

ش ش ش ش شب شب شب

ش ش ش شب شب شب شب شب

ش شب شب شب شب شب شب شب شب شب
Copy each row onto the lines provided and practise reading the words.

<table>
<thead>
<tr>
<th>insects</th>
<th>wood</th>
<th>old age, grey hair</th>
<th>a tree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>شجرة</strong></td>
<td><strong>خشب</strong></td>
<td><strong>حشرات</strong></td>
<td><strong>شجرة</strong></td>
</tr>
<tr>
<td><strong>حشرات</strong></td>
<td><strong>شجرة</strong></td>
<td><strong>خشب</strong></td>
<td><strong>حشرات</strong></td>
</tr>
<tr>
<td><strong>اًفحاشة</strong></td>
<td><strong>شرب</strong></td>
<td><strong>بشية</strong></td>
<td><strong>ريش</strong></td>
</tr>
<tr>
<td><strong>تشرب</strong></td>
<td><strong>شرب</strong></td>
<td><strong>بشية</strong></td>
<td><strong>ريش</strong></td>
</tr>
<tr>
<td><strong>شرب</strong></td>
<td><strong>بشية</strong></td>
<td><strong>ريش</strong></td>
<td><strong>اًفحاشة</strong></td>
</tr>
<tr>
<td><strong>تشرب</strong></td>
<td><strong>شرب</strong></td>
<td><strong>بشية</strong></td>
<td><strong>ريش</strong></td>
</tr>
</tbody>
</table>

*Bring the good news, she drinks, a smile, feathers*
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row onto the lines provided and practise reading the words.

- a mat
- a picture
- voice
- morning

- a pear
- صَوَت
- صَوُّارة
- حصيرة

- a rocket
- صَاروخ

- a picture
- صُورَة

- a bus
- بَاص

- particular, specific
- pears
- cheap
- a person, individual

- شخص
- رَحِص
- إِجَاص
- خاص
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row onto the lines provided and practise reading the words.

<table>
<thead>
<tr>
<th>civilisation</th>
<th>a molar tooth</th>
<th>light</th>
<th>noise, din</th>
</tr>
</thead>
<tbody>
<tr>
<td>ضِجْجِيَّ</td>
<td>ضوء</td>
<td>ضِرْس</td>
<td>حضَارة</td>
</tr>
</tbody>
</table>

- **a molar tooth**

<table>
<thead>
<tr>
<th>earth, ground</th>
<th>eggs</th>
<th>lowest point</th>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>بَيْضَة</td>
<td>بَيْض</td>
<td>أَرض</td>
<td></td>
</tr>
</tbody>
</table>

- **an egg**

<table>
<thead>
<tr>
<th>green</th>
</tr>
</thead>
<tbody>
<tr>
<td>أَخْضَر</td>
</tr>
</tbody>
</table>

- **green**
Find a word on the right that matches a picture on the left, then write it out in its joined-up form next to the correct picture.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Find the missing letters in the box on the right to complete each word so that it matches its picture.

1. بب
2. حش
3. جس
4. ريش
5. ضس
6. صاخ
7. أاص
8. شش
9. ار
10. صص
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row twice onto the lines provided and practice reading the sounds.

- a fence enclosure
- Abu Dhabi
- luck, fortune
- gazelles
- a pet horse

(Like the sound of the 'a' only intensified)
Copy each row twice onto the lines provided and practise reading the sounds.

\[
\begin{array}{c}
\text{عَ عَ عَ عَ عَ}
\end{array}
\]

\[
\begin{array}{cccc}
\text{'Ayn}
\end{array}
\]

an arm  a finger  a clock  happy  an old woman

\[
\begin{array}{c}
\text{عَ عَ عَ عَ عَ عَ عَ عَ عَ عَ عَ عَ}
\end{array}
\]
Copy each row twice onto the lines provided and practise reading the sounds.

Ghayn

a crow

a parrot

a wrist

small

a lid
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row twice onto the lines provided and practise reading the sounds.
Break up each word on the right into its separate letters, then rewrite it in its joined form. Write the meaning of the word in English in the left hand column. The first one has been done for you.

<table>
<thead>
<tr>
<th>a doctor</th>
<th>طبيب</th>
<th>طَبِيب</th>
<th>e.g. طَبِيبة</th>
</tr>
</thead>
<tbody>
<tr>
<td>طَبِيب</td>
<td>طَبِيب</td>
<td>طَبِيبة</td>
<td></td>
</tr>
</tbody>
</table>

1. طَبِيبة
2. طَبِيب
3. طَبِيب
4. طَبِيب
5. طَبِيب
6. طَبِيب
7. طَبِيب
8. طَبِيب
9. طَبِيب
10. طَبِيب
Break up each word on the right into its separate letters, then rewrite it in its joined form. Write the meaning of the word in English in the left hand column. The first one has been done for you.

**Example (e.g.):**

- **a room**
  - عَرْفَة
  - ع ر ف ه
  - ع ر فة
  - e.g.

11. 
12. 
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20.
Copy each row twice onto the lines provided and practise reading the sounds.

<table>
<thead>
<tr>
<th>sukoon</th>
<th>a</th>
<th>u</th>
<th>l</th>
<th>shadda</th>
<th>an</th>
<th>un</th>
<th>un</th>
<th>in</th>
<th>a</th>
<th>u</th>
<th>l</th>
</tr>
</thead>
<tbody>
<tr>
<td>(no vowel)</td>
<td>(doubled letter)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kaaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>لَكَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kaaf</th>
</tr>
</thead>
<tbody>
<tr>
<td>كَ</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a window</th>
<th>weak, feeble</th>
<th>a sofa, couch</th>
<th>a star</th>
<th>a book</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب</td>
<td>كَوْكَبَ</td>
<td>أَريكة</td>
<td>رَكِيكَ</td>
<td>شِباك</td>
</tr>
</tbody>
</table>
Copy each row twice onto the lines provided and practise reading the sounds.

- Laam

الل
Copy each row twice onto the lines provided and practise reading the sounds.

م م م م م م
م م ما مما مما مما
م م م م م م م

an imam, prayer leader  a teacher (m.)  a mouth  a nurse  a banana

إمام معلم فم ممرضة موزة
Copy each row twice onto the lines provided and practise reading the sounds.

 Noon

 ن ن ن ن

 ن ن ن ن

 ن ن ن ن ن

 a snake

 an eye

 a pipe

 a box

 an ostrich
Copy each row twice onto the lines provided and practise reading the sounds.

Haa

<table>
<thead>
<tr>
<th>sukaan</th>
<th>shadda</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>oo</td>
</tr>
<tr>
<td>oo</td>
<td>ee</td>
</tr>
<tr>
<td>ee</td>
<td>an</td>
</tr>
<tr>
<td>un</td>
<td>un</td>
</tr>
<tr>
<td>in</td>
<td>o</td>
</tr>
<tr>
<td>u</td>
<td>u</td>
</tr>
</tbody>
</table>

(no vowel)  (doubled letter)

hums

lips

an alarm clock

hard-working

important

a telephone

منبه

شفاه

مهم

مجتهد

هاتف

52
Copy each row twice onto the lines provided and practise reading the sounds.
Copy each row twice onto the lines provided and practise reading the sounds.

**Yaa**

**grey (gray)**

**a chair**

**a kettle**

**a car**

**a day**
Similar Sounding Words

The pairs of words listed below demonstrate the importance of correct pronunciation in Arabic, because the slightest difference in sound can totally change the meaning of a word. Each pair of words below contains similar sounding letters. Practise reading them several times with your Arabic teacher until you can tell them apart. Then ask your teacher to dictate them to you until you can write them down correctly.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>spacious</td>
<td>فسيح</td>
<td>eloquent</td>
<td>طين</td>
<td>a fig</td>
<td></td>
</tr>
<tr>
<td>check-up; test</td>
<td>فحص</td>
<td>awe; respect, prestige</td>
<td>طيار</td>
<td>a trend</td>
<td></td>
</tr>
<tr>
<td>desire</td>
<td>حرص</td>
<td>inheritance</td>
<td>فطنة</td>
<td>discord, civil strife</td>
<td></td>
</tr>
<tr>
<td>correct</td>
<td>صواب</td>
<td>rewards</td>
<td>قال</td>
<td>he said</td>
<td></td>
</tr>
<tr>
<td>direction</td>
<td>صوب</td>
<td>dress</td>
<td>كلب</td>
<td>a heart</td>
<td></td>
</tr>
<tr>
<td>glossy</td>
<td>ثقيل</td>
<td>heavy</td>
<td>قاض</td>
<td>he wrecked</td>
<td></td>
</tr>
<tr>
<td>a pyramid</td>
<td>هرم</td>
<td>holy, forbidden</td>
<td>بعد</td>
<td>some</td>
<td></td>
</tr>
<tr>
<td>he strove, endeavoured</td>
<td>جهاد</td>
<td>he denied</td>
<td>ضرب</td>
<td>beating, hitting</td>
<td></td>
</tr>
<tr>
<td>a river</td>
<td>نهر</td>
<td>an axe</td>
<td>ذفر</td>
<td>victory, triumph</td>
<td></td>
</tr>
<tr>
<td>a worker (m)</td>
<td>عامل</td>
<td>pregnant</td>
<td>نظر</td>
<td>he looked</td>
<td></td>
</tr>
<tr>
<td>confession, admission</td>
<td>عتقاف</td>
<td>profession, trade</td>
<td>لحور</td>
<td>appearance</td>
<td></td>
</tr>
<tr>
<td>a brain</td>
<td>عقل</td>
<td>food</td>
<td>صفر</td>
<td>he travelled</td>
<td></td>
</tr>
<tr>
<td>strangeness</td>
<td>حرابة</td>
<td>ruin</td>
<td>صبر</td>
<td>he insulted</td>
<td></td>
</tr>
<tr>
<td>excess</td>
<td>غلو</td>
<td>emptiness</td>
<td>صحر</td>
<td>son-in-law</td>
<td>sorcery</td>
</tr>
</tbody>
</table>
This is ...

If you want to say 'This is a (something)' in Arabic, you need to know whether the thing you are introducing is masculine or feminine. Many singular feminine nouns in Arabic end in a 'tied taa' (taa marbuta) and are therefore easily recognisable. Most singular nouns that do not end in taa marbuta are masculine.

In Arabic, the verb 'to be' is not usually used in the present tense, so you don't need a separate word for 'is' in the sentences that follow, because the idea of 'is' is implied in the word for 'this'.

The masculine word for 'This is' in Arabic is: 

\[هجا \text{ which is pronounced 'haadha'}, \text{ as it has a long 'aa' sound after the haa}\]

For example: This is a (male) teacher: 

\[هجا معلم (haadha mu'allimun)\]

The feminine word for 'This is' in Arabic is: 

\[هذه \text{ which is pronounced 'haadhihi'}, \text{ again, as it has a long 'aa' sound after the haa at the beginning of the word}\]

For example: This is a (female) teacher: 

\[هذه معـلـمـة (haadhihi mu'allimatun)\]

Practise reading the following sentences and learn the words and their meanings. Copy each sentence out onto the line provided.

<table>
<thead>
<tr>
<th>This is a chair.</th>
<th>This is a lock.</th>
<th>This is a drum.</th>
<th>This is (a pair of) glasses.</th>
<th>This is a book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>هِذَا كَرْسِي.</td>
<td>هِذَا قَفل.</td>
<td>هِذَا طَبْل.</td>
<td>هِذَا نَظََارة</td>
<td>هِذَا كَتَاب.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This is a knife.</th>
<th>This is a fork.</th>
<th>This is a cup.</th>
<th>This is a ball.</th>
<th>This is a desk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>هِذَا سَكِين.</td>
<td>هِذَا شوْكة</td>
<td>هِذَا كَأس.</td>
<td>هِذَا كَرَة</td>
<td>هِذَا مَنْضَدَة.</td>
</tr>
</tbody>
</table>
Write a sentence in Arabic under each picture using the correct form of "This is", following the examples on the opposite page. The words ending in taa marbuta are all feminine; the rest are masculine.

This is a table.  

ta'awwah

This Is a cherry.  

kurz

This is an apricot  

nis'mish

This is a lemon.  

limun

This is a fridge (ice box).  

tla'ah

This is a rabbit.  

aranb

This is a squirrel.  

santagab

This is a prayer mat.  

sjadah

This is a candle.  

shumah

This is a (piece of) meat.  

lahm

This is a fish.  

sumka

This is a pig.  

hinzir

This is a horse.  

hsan

This is a snake.  

thuban

This is a lioness.  

lob"ou
Using the vocabulary you have learned during the course of this book to help you, label the arrowed items in the following pictures, beginning each label with the correct form of 'This is'. Two items have been done for you by way of example.

**This is a chair.**

**This is a fork.**

**This is a candle.**

**This is a table.**

**This is a fish.**

**This is a cup.**

**This is a ball.**

**This is a bicycle.**

**This is a bear.**

**This is a horse.**

**This is a pear.**
Al-Alif al-Maqsura

Some Arabic words have a special kind of alif at the end of them, known as an alif al-maqsura. It has the shape of the letter 'yaq', but without any dots underneath it. It always has a fatha before it, and it is usually pronounced 'aa'. Below are some examples of words ending in al-alif al-maqsura. Practise reading these words, and then copy them out in your exercise book.

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hospital</td>
<td>مستشفى</td>
<td>he strove,</td>
<td>بنى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>endeavoured</td>
<td></td>
</tr>
<tr>
<td>a café</td>
<td>مقهى</td>
<td>he intended</td>
<td>جرى</td>
</tr>
<tr>
<td>a building</td>
<td>مبنى</td>
<td>he came, arrived</td>
<td>حكى</td>
</tr>
<tr>
<td>a lord, master</td>
<td>مولى</td>
<td>he gave</td>
<td>رأى</td>
</tr>
<tr>
<td>a goal; range</td>
<td>مرمى</td>
<td>It was enough,</td>
<td>أشترى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sufficient</td>
<td></td>
</tr>
<tr>
<td>a shelter, place</td>
<td>مأوى</td>
<td>smaller, younger</td>
<td>عصى</td>
</tr>
<tr>
<td>of refuge</td>
<td></td>
<td>(feminine)</td>
<td></td>
</tr>
<tr>
<td>Mustafa</td>
<td>مصطفى</td>
<td>larger, older</td>
<td>قضى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(feminine)</td>
<td></td>
</tr>
<tr>
<td>Musa (Moses)</td>
<td>موسى</td>
<td>farther, more</td>
<td>نهى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>distant, maximum</td>
<td></td>
</tr>
<tr>
<td>'Isa (Jesus)</td>
<td>عيسى</td>
<td>nearer; lower;</td>
<td>مشى</td>
</tr>
<tr>
<td></td>
<td></td>
<td>minimum</td>
<td></td>
</tr>
<tr>
<td>Yahya (John)</td>
<td>يحيى</td>
<td>higher</td>
<td>وقى</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salma</td>
<td>سلمى</td>
<td>higher, superior</td>
<td>بكى</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saiwa</td>
<td>سلوى</td>
<td>stronger</td>
<td>صهى</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Layla</td>
<td>ليلى</td>
<td>a patient</td>
<td>روى</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yusra</td>
<td>يسرى</td>
<td>pasture, grazing</td>
<td>أبى</td>
</tr>
</tbody>
</table>
The Sun and Moon Letters

So far, the words you have been reading in this book have been indefinite (e.g. a book, an eye etc., rather than the book, the eye). Tanween is used on the last letter of a word to show that the word is indefinite, e.g. kitaabun - a book.

One of the ways of making an Arabic word definite is to attach the word 'al' (meaning 'the') before it. The alfi in 'al' is a weak alfi, meaning that it can only be pronounced if it is at the beginning of a sentence, (that is to say, when no other letter comes before it). When a word is defined, it can no longer take tanween. Instead, the last letter of the word takes a single vowel (i.e. a fatha, kasra or damma), e.g. al-kitaabu - the book.

The Arabic alphabet, as you may already have realised, has twenty-eight letters. These letters are divided into two equal groups. One group is known as the 'moon letters', and the other as the 'sun letters'.

When the laam in 'al' is followed by one of the moon letters, it automatically takes a sukoon and is pronounced. However, when the laam of 'al' is followed by one of the sun letters, it becomes silent (In other words, it isn't pronounced). When a sun letter comes immediately after the 'al', a shadda must be written on the sun letter.

Study the examples below, and practise reading them aloud:

The Fourteen Moon Letters

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أ</td>
<td>the mawth</td>
</tr>
<tr>
<td>ب</td>
<td>the train</td>
</tr>
<tr>
<td>ج</td>
<td>the choir</td>
</tr>
<tr>
<td>د</td>
<td>the teacher</td>
</tr>
<tr>
<td>ح</td>
<td>the telephone</td>
</tr>
<tr>
<td>ز</td>
<td>the boy</td>
</tr>
<tr>
<td>ق</td>
<td>the hand</td>
</tr>
<tr>
<td>ف</td>
<td>the sofa</td>
</tr>
<tr>
<td>ك</td>
<td>the door</td>
</tr>
<tr>
<td>ل</td>
<td>a teacher</td>
</tr>
<tr>
<td>م</td>
<td>a telephone</td>
</tr>
<tr>
<td>ن</td>
<td>a boy</td>
</tr>
<tr>
<td>ع</td>
<td>a hand</td>
</tr>
<tr>
<td>س</td>
<td>a sofa</td>
</tr>
<tr>
<td>ع</td>
<td>a door</td>
</tr>
<tr>
<td>ل</td>
<td>a teacher</td>
</tr>
<tr>
<td>ش</td>
<td>bread</td>
</tr>
<tr>
<td>ح</td>
<td>an old man</td>
</tr>
<tr>
<td>ث</td>
<td>a room</td>
</tr>
<tr>
<td>د</td>
<td>an old man</td>
</tr>
<tr>
<td>ج</td>
<td>a room</td>
</tr>
<tr>
<td>س</td>
<td>the bread</td>
</tr>
<tr>
<td>ز</td>
<td>the door</td>
</tr>
<tr>
<td>ح</td>
<td>the old man</td>
</tr>
<tr>
<td>د</td>
<td>the room</td>
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<td>ج</td>
<td>the old man</td>
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<td>the room</td>
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<td>د</td>
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<td>the room</td>
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<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>the old man</td>
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<td>the old man</td>
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<td>the room</td>
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<td>the old man</td>
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<td>the old man</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<tr>
<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>the room</td>
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<td>ح</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
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<td>د</td>
<td>the old man</td>
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<td>ج</td>
<td>the room</td>
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<td>ح</td>
<td>the old man</td>
</tr>
<tr>
<td>د</td>
<td>the old man</td>
</tr>
<tr>
<td>ج</td>
<td>the room</td>
</tr>
</tbody>
</table>
Moon letter reading practice

When 'al' (the) is preceded by a word ending in a vowel, the alif becomes silent and the preceding vowel sound is 'slid' together with the laam of the 'al', so it sounds as if there is no space or pause between the words. Therefore, in the first example below, the sentence would read as follows. "Laa tajlis 'alalardi.' Note that the 'a' sound of the alif al-maqsura is shortened, so that it sounds like a fatha. Similarly, in sentence 14 below, the 'ee' sound of 'fee' is shortened as it is slid together with the following word, thus "Laa ta'dil-yada fil-jaybi". It is therefore necessary to look ahead when reading Arabic to see if the sound at the end of one word needs to be slid together with the next word.

Practice reading the sentences below out loud, paying close attention to sliding the sounds together where necessary.

1. Don't sit on the ground.
   لا تجلس على الأرض
   يحب الطَّبَّاء
   أحبُ الجزَر
   هذه الحذاء جدٌّ
   أحب مُساعدةُ الجذور
   هذه الْعِرْقَةُ واسِعَة
   لا تضع العلم في الفم
   هذا القًطأر سِريع
   هذا الكرسي مكسور
   هذا المعلم ممتاز
   هذا الهاتف معطَّل
   لا تضع اليد في الحِمْب

2. Ducks like [the] water.
3. I like [the] carrots
4. This [the] shoe is new.
5. This [the] bread is delicious.
6. I like helping the old man.
7. This [the] room is wide.
8. Don't put the pen in the mouth.
9. This [the] train is fast.
10. This [the] chair is broken.
11. This [the] teacher is excellent.
12. This [the] telephone is out of order.
13. This [the] boy is polite.
14. Don't put the hand in the pocket.
The Fourteen Sun Letters

When the loom in 'al' is followed by one of the sun letters, it becomes silent (not pronounced), and a shadda is written on the sun letter, making the sound of the sun letter more intense. So, for example, 'taqun' (a crown), becomes 'attaaju' (the crown).

Study the examples below, and practise reading them aloud.

<table>
<thead>
<tr>
<th>the tree</th>
<th>a tree</th>
<th>the crown</th>
<th>a crown</th>
</tr>
</thead>
<tbody>
<tr>
<td>the whistle</td>
<td>o whistle</td>
<td>the refrigerator</td>
<td>o refrigerator</td>
</tr>
<tr>
<td>the motor</td>
<td>a motor tooth</td>
<td>the bear</td>
<td>a bear</td>
</tr>
<tr>
<td>tooth (f.)</td>
<td>a doctor (f.)</td>
<td>the wolf</td>
<td>a wolf</td>
</tr>
<tr>
<td>the envelope</td>
<td>on envelope</td>
<td>the wrist</td>
<td>o wrist</td>
</tr>
<tr>
<td>the ostrich</td>
<td>an ostrich</td>
<td>the flower</td>
<td>o flower</td>
</tr>
<tr>
<td>the painting</td>
<td>a painting</td>
<td>the bed</td>
<td>a bed</td>
</tr>
</tbody>
</table>

As with the moon letter sentences, the last vowel sound on any word before a word beginning with 'al' is 'sid' together with the sun letter, So the first sentence below would read, "Yalbasul-malikut-taqun-adh-dhaobilya" Practise reading the following sentences out loud.

1. The king is wearing the golden crown.
2. I put the ice in the refrigerator.
3. I like the black bear.
4. The wolf ate the rabbit.
5. This [the] wrist is broken.
6. This [the] flower is beautiful.
7. This [the] bed is comfortable.
8. This [the] tree is old.

9. The yellow whistle is blocked.

10. This [the] molar tooth is rotten.

11. That [the] doctor (f.) is skilful.

12. This [the] envelope is open.

13. The ostrich is faster than the human.

14. This [the] painting is beautiful.

Further reading practice with sun and moon letters

2. This girl is opening the window.

3. This man is reading the newspaper.

4. This woman is typing on the computer.

5. This girl is riding the bicycle.

6. This boy is playing basketball.

7. This boy is combing the hair.

8. This woman is drinking the milk.
Dialogue 1: Who is this?

Classroom Activity
Practise introducing yourself to your friends in Arabic. Ask your friend who another person in the classroom is by saying either 'Who is this?' or 'Who is that boy/girl?' in Arabic.

Vocabulary:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
<td>a girl</td>
</tr>
<tr>
<td>بنت</td>
<td>daughter</td>
</tr>
<tr>
<td>هذا</td>
<td>this (m.)</td>
</tr>
<tr>
<td>هي</td>
<td>this (f.)</td>
</tr>
<tr>
<td>هو</td>
<td>he (s)</td>
</tr>
<tr>
<td>تلَكَ</td>
<td>that (f.)</td>
</tr>
<tr>
<td>ولَدَ</td>
<td>that (m.)</td>
</tr>
<tr>
<td>منَ؟</td>
<td>who?</td>
</tr>
<tr>
<td>هذه</td>
<td>she (s)</td>
</tr>
<tr>
<td>سمير</td>
<td>Samir</td>
</tr>
<tr>
<td>حميدة</td>
<td>Hamedia</td>
</tr>
</tbody>
</table>
Dialogue 2: What's your name?

Hamida: Assalamualaikum. Wama asmek Ant?
Nebila: Assalamualaikum.
Hamida: Marhaba buk ya Nebila.
Nebila: Ahla buk ya Hamida.
Hamida: Fursat Saieda.
Nebila: Fursat Saieda.

Ahmad: Nim dalk alwala?
Hamida: Hi sadiqi.
Nebila: Ma asemha?
Hamida: Asemha Nebila.

friend (m.) صديق Ol (used to address someone) 
friend (f.) صديقة opportunity
my friend (m.) صديقي happy
my friend (f.) صديقتي When used together: 'Pleased to meet you'
you (m.) يا my name (is)
you (f.) أنت your (m.) name (is)
your (f.) name (is)
marhaba buk your (m.)
marhaba buk your (f.)
marhaba buk his name (is)
his name (is)
hello (m.) سعيدا your (f.) name (is)
hello (f.) سعيدا his name (is)
welcome (m.) أهلا بك your name (is)
welcome (f.) أهلا بك what?
Dialogue 3: Where is your friend?

Vocabulary

Peace be upon you.

 hoy: Ṣalaam 'alaykum.
  Ṣalaam 'alaykum.
  Ṣalaam 'alaykum.

(Reply): And upon you be peace.

where (is)?

today

your friend (m.)

your friend (f.)

in

in the library

in the playground

in the mosque

in the sports hall

in the toilet

in the headteacher’s office

in the dining hall

in the classroom

And upon you be peace.

your friend (m.)

your friend (f.)

in
Dialogue 4: Goodbye

Wozīya: Masa'eb al-Khīr.
Līna: Masa'eb an-Nawr.
Wozīya: Kif Hallak?
Līna: Bihīr wa-l-hamād illāhī.
Wozīya: Waan't kif sahtak?
Līna: Bihīr wa-l-hamād illāhī.
Wozīya: Muus-salaamā.
Līna: Muus-salaamā. Ilī līqā.'

Sāib: Sibā'ah al-Khīrī.
Sāib: Sibā'ah an-Nawrī.
Sāib: Kif Hallak?
Sāib: Bihīr wa-l-hamād illāhī.
Sāib: Muus-salaamā.
Sāib: Muus-salaamī. Fi Amān illāhī.

how are you? (m.)
Kif Hallak?
appearance praise afternoon
how are you? (f.)
Kif Hallak?
good morning
(reply) good morning
meeting
God, Allah
الله
afternoon
good morning
God
الله
good, well
morning
Masa'eb al-Nawr
to God
سأء الْنَّور
health
 saúde
light
Ποίνο
κιφ?
how?
Kif Chetank?
until we meet again
(реплика) good evening
in Amān illāhī
to God, Allah
سأء الْنَّور
with
how?
Kif Chetank?
how is your (m.)
health?
Kif Chetank?
how is your (f.)
health?
Kif Chetank?
praise be to God
الحمد لله
to, until
well, good
μένειν
κιφ
καλά