

**COURSE
GUIDE**

**ARA 111
ARABIC CONVERSATION**

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COURS**

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MODULE 1 THE IMPORTANCE OF ARABIC LANGUAGE, THE ARABIC ALPHABETS AND ITS FORM

- Unit 1 The Importance of Arabic Language.
 Unit 2 Arabic Short Vowels, *Sukun*, Nunation (*Tanwīn*), Long Vowels, Diphthongs, Double Consonants, the Moon and Sun letters.

UNIT 1 THE IMPORTANCE OF ARABIC LANGUAGE

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1.0 INTRODUCTION

A recourse to history of the advent of Islam in Nigeria shows the position of Arabic as its official language. The impact of Arabic language therefore cannot be overemphasized. In this unit, you are going to learn about the importance of Arabic language in understanding and assimilating Islamic knowledge in Nigeria and in the world.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- appreciate the importance of Arabic as language of commerce, politics, culture, and correspondence in the world history.
- Identify the orthography of Arabic alphabets and its form.
- acknowledge particular importance of Arabic language on the sustainability of the Holy *Qur'ān* and Islam.

- acknowledge the importance of Arabic on research and documentation.
- Identify Arabic as the language that has great influence on the cross-fertilization of science and civilization at the global level.
- give a brief history of Arabic.

3.0 MAIN CONTENT

3.1 A Brief History of Arabic

Arabic is the youngest of the Semitic group of languages. Other languages that fall into this class include Hebrew, Aramaic, Syriac, Ugaritic, Acadian, Phoenician, Tigre, Tigrina, Amharic and Geez. But marvelously, Arabic outlives them all. For instance, the Ugaritic and Acadian languages have died long ago while Aramaic, which was, for centuries, the lingua franca of the Western Asia survives in its pristine form only. Similarly, Syriac does thrive in its primitive form as at present. Furthermore, the Hebrew, one of the oldest Semitic family suffered untold neglect for centuries before and after the appearance of Prophet Isa (Jesus, peace be unto him) and during the days of Greek and Roman power. The rise of Islam and its spread further eclipsed the language for centuries before it finally, found official shelter in Israel. The Semitic languages of Ethiopia were equally confined to their areas of origin and they could not spread beyond their environment.

Other languages, which are alien to the Semitic family but which also, suffered the same fate as the family did include Latin, Greek and Sanskrit. For example, Latin, which was the rich classical language that played important role in medieval Europe, finds little patronage in the modern world. Similarly, Greek, which was the most universal language in the ancient times, cannot be perfectly maintained by the Greece simply because her immediate neighbours have no interest in the language. As far as Sanskrit, which was the ancient Indian language is concerned, its popularity does not to go today beyond the four walls of the country.

On the contrary, there has not been any established record of decline for Arabic. Though, the time of its emergence is yet to be known, its popularity dates back to *Al-J hiliyyah* (barbaric, primitive) age of Arab society and its popularity was not unconnected with the art of poetry.

Some of the Arabs of this age in particular were gifted poets who composed poems brilliantly. Part of such poems composed was known as *Al-*

Mu'allaqat. It is said that the poetic competitions were organized among the poets of different tribes of the society.

Judges were appointed and eloquence of the poets was used as criterion for selecting the best poet. The poems of this period, at least a great percentage of them, were not recorded until the third century of Islam. They used to be transmitted only. The remains of the poems we have today testify to the fact that Arabic had attained perfection right from its emergence and that it has not suffered any vicissitudes.

However, the only language, which can be considered to be at par with Arabic in terms of classical importance, richness and continuous progress and prosperity from the time of its emergence up to the present time, is Chinese language. But the supremacy of Arabic is discernible from the fact that millions of Chinese Muslims are masters of Arabic while many other millions are aspiring to learn the language.

Meanwhile, the importance of Arabic language is manifested internationally and locally. Firstly, it is the lingua franca of over a hundred million inhabitants of the Middle East, which links three separate continents (Africa, Asia and Europe) together. In the early period of the expansion of Islam, the Muslims came in contact with the Greek and their sciences and through the medium of Arabic they learned and recorded their sciences. They even improved and standardized the sciences. Then, the Muslims got access into North Africa and later crossed to Spain. It was at that time that the Muslims vigorously pursued knowledge. By the middle of the eighth century, the Spanish Muslim scholars travelled eastward in quest of learning, which was recorded in Arabic and by early eleventh century the reverse was the case. By the twelfth century, Arabic medicine and sciences had started finding their way into Europe where they were translated from Arabic to Latin and later to other European languages.

Thus, it is no gain saying the fact that Arabic is the vehicle for the exchange and cross-fertilization of sciences and civilization at the global level. In fact, the modern civilization as well as the modern sciences might not have existed, at least to the extent we have them today, but for the laudable service of Arabic language, which preserved their origin and engineered their improvement and standardization. Even in the 16th century, Dutch physician; Laurentus Friseurs argued that the study of Arabic is indispensable for those wishing to make a career out of medicine.

Secondly, apart from placing Arabic on equal pedestal with other international languages like English, French and German to mention but a

few, Arabic has also gallantly withstood the test of time, gained wide currency as an international language of commerce, diplomacy, politics and so on. Its universal recognition manifested in the United Nations Organization (UNO), the Organization of African Unity (OAU), the Organization of Petroleum Exporting Countries (OPEC) and the Food and Agriculture Organization (FAO).

While commenting on the significance of Arabic as a universal language, Professor Girgis said: "In terms of the number of speakers and extent of its influence, Arabic is by far the most important Semitic language today and must be regarded as one of the important world languages.

Thirdly, Arabic is specifically important to the Muslims all over the world because it is the language of their sacred book; *Qur' n* and *Shar ah* (Islamic law) in which the tenets of their religion are written. Allah says:

{ إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ } يوسف 2.

"We revealed it as an Arabic *Qur' n* so that you may understand" (Q12:2)

{ وَكَذَلِكَ أَنْزَلْنَاهُ حُكْمًا عَرَبِيًّا ... } الرعد 37.

"Thus have We revealed it (*Qur' n*) a decisive utterance in Arabic.... (Q13:37)

{ وَلَقَدْ نَعْلَمُ أَنَّهُمْ يَقُولُونَ إِنَّمَا يُعَلِّمُهُ بَشَرٌ لِّسَانُ الَّذِي يُلْحِدُونَ إِلَيْهِ أَعْجَمِيٌّ وَهَذَا لِسَانٌ عَرَبِيٌّ مُبِينٌ } النحل 103.

"We know indeed that they say: it is a man that teaches him, the tongue of which they wickedly refer to is notably foreign while this is Arabic, pure and clean" (Q16:103).

It is rightly noted that knowledge of Arabic is an indispensable prerequisite for proper understanding of *Qur' n* and other Islamic books since their translations cannot, with utmost accuracy, convey their real messages. This is so because in translating one language to another, it is believed that a quarter of the conceptual value of the original language is lost.

Furthermore, practical usefulness of Arabic cannot be over emphasized. It serves as a source of the vocabularies of some African language. For instance Swahli, the language widely spoken in East Africa, has sixty percent of its words and expressions originating from Arabic language.

Similarly, about forty percent of Hausa words and expressions are from Arabic. For instance:

Arabic	Hausa	Meaning
<i>Al-ahad</i> الأَحَدُ	<i>Alahadi</i>	Sunday
<i>Al-akhbar</i> الْأَخْبَارُ	<i>Labaari</i>	News
<i>Jar dah</i> جَرِيدَةٌ	<i>Jariida</i>	Newspaper
<i>'Im</i> عِلْمٌ	<i>Ilimi</i>	knowledge

In like manner, a minor percentage of Yoruba words also originated from Arabic language e.g

العربية	Arabic	Yoruba	Meaning
الرَّعْدُ	<i>ar-ra 'd</i>	<i>Ara</i>	tunder
أَب	<i>aba</i>	<i>Abo</i>	return
الأَمْرُ	<i>al-'amru</i>	<i>alamori</i>	matter/essence
البَصَلُ	<i>al-basal</i>	<i>alubosa</i>	onion
الْفِتْنَةُ	<i>al-fitnah</i>	<i>fitina</i>	calamity
الْعَافِيَةُ	<i>al-'afiyat</i>	<i>alaafia</i>	health

The language of West Europe still bears the imprints of Arabic influence in the form of numerous loan words and concept: Algebra (*aljabr*), Cotton (*qutn*), Sugar (*sukar*), surcre-french, zuccherio-italian.

All these instances show that Arabic had been the language of both learning and commerce for centuries Apart from linguistic service, Arabic renders cultural service to Africa.

The true records of African history, which the Africans themselves can proudly call their own, was preserved by the language. Thus, knowledge of the language will enable aspiring scholars to drink deep into the parts of the Africans legacy contained in the Arabic manuscripts found in our universities, archives and museums.

For the West African countries that have diplomatic relations with some Arab countries such as the United Arab Republic, the Republics of Sudan, Iraq, Syria, Lebanon, Libya and the Kingdom of Saudi Arabia etc. Arabic is particularly useful. The Ministries of Information and External Affairs of such West African Countries need Arabist to ensure mutual understanding and exchanging of ideas among the countries involved in the diplomatic relations. In addition to that, Arabic is particularly important and useful to Nigerian nationals because it constitutes the native tongue of the Shuwa Arab, a tribe in Borno state.

In Africa, it is the native language of countries like Morocco, Mauritania, Algeria, Libya, Egypt, Sudan, and the Western Sahara. It accounts for about six percent of its original words and expression in Swahili languages. In Asia it is the medium of expression and communication in countries like Lebanon, Jordan, Sudan, Syria, Saudi Arabia, Kuwait, Bahrain, Qatar, Iraq, Palestine, and Yemen. In short, apart from being the lingua franca of more than one hundred million peoples, it is also estimated that it is being used as liturgical language by more than four hundred million people.

3.1.1 The Arabic Alphabet

Arabic is written from right to left. Arabic graphic symbols have been adopted by and adapted for many languages spoken by Muslim nations, for example Urdu in Pakistan, Persian in Iran, and Malay in Malaysia.

Hausa language used Arabic symbols before the advent of white men. The two commonest ways of writing are *Naskhi* normally used in print and formal writings often used in personal correspondences. The Arabic alphabet consists of the following 28 letters:

Transliteration	Pronunciation	Arabic letter	Transliteration	Pronunciation	Arabic letter
Ḍ	Ḍād'	ض	'	'Alif / Hamzah	أ
Ṭ	Ṭā'	ط	B	Bā'	ب
Ẓ	Ẓā'	ظ	T	Tā'	ت
C	°Ayn	ع	Th	Thā'	ث
Gh	Ghayn	غ	J	Jīm	ج
F	Fāf	ف	H	Hā'	ح
Q	Qāf	ق	Kh	Khā'	خ
K	Kāf	ك	D	Dāl	د
L	Lām	ل	Dh	Dhāl	ذ
M	Mīm	م	R	Rā'	ر
N	Nūn	ن	Z	Zāy	ز
H	Hā'	هـ	S	Sīn	س
W	Wā'	و	Sh	Shīn	ش
Y	Yā'	ي	S	Ṣād	ص

3.1.2 Forms of Arabic Letters

In writing Arabic, the letters take different forms according to their different positions in the word: whether at the beginning, in the middle, or at the end.

The following table shows the different forms of the letters of the alphabet Ending:

Ending Position	Middle Position	Beginning a word	Standing alone	Arabic alphabet
ا	ا	ا	ا	ا
ب	ب	ب	ب	ب
ت	ت	ت	ت	ت
ث	ث	ث	ث	ث
ج	ج	ج	ج	ج
ح	ح	ح	ح	ح
خ	خ	خ	خ	خ
د	د	د	د	د
ذ	ذ	ذ	ذ	ذ
ر	ر	ر	ر	ر
ز	ز	ز	ز	ز
س	س	س	س	س
ش	ش	ش	ش	ش
ص	ص	ص	ص	ص
ض	ض	ض	ض	ض
ط	ط	ط	ط	ط
ظ	ظ	ظ	ظ	ظ
ع	ع	ع	ع	ع
غ	غ	غ	غ	غ
ف	ف	ف	ف	ف
ق	ق	ق	ق	ق
ك	ك	ك	ك	ك
ل	ل	ل	ل	ل
م	م	م	م	م
ن	ن	ن	ن	ن
هـ	هـ	هـ	هـ	هـ
و	و	و	و	و
ي	ي	ي	ي	ي

Note:

1. It will be noted that in the table of the alphabet given above the following six letters are shown as capable of being joined to a preceding letter only.

وزرذدا

Under no circumstance can they be joined to a succeeding letter.

2. When *alif* is joined to *l m* they are read together, as *lam-alif* and written thus لا. When both of them are together in the middle of a word, they are written thus لا.
3. When the letter *hā'* (هـ) denotes the feminine ending of nouns and adjectives it is written with two dots above (ة) and pronounced "t" this is known as *t ' marb ta.* (ta).

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Arabic as most important member of the Semitic group of languages.
- It is the youngest and the only thriving language in the group.
- Islam has played vital roles on its survival till today.
- It is important because it is the lingua franca of over one hundred million inhabitants that cut across the globe.
- It is also the vehicle for the exchange and cross-fertilization of sciences and civilization at a point in the history of the world.
- It is placed on equal footing with other international languages, by gaining wider currency as language of commerce, diplomacy, politics and so on.
- It is important specifically to the muslims all over the world because it is the language of their sacred book, the holy *Qur' n.*
- It is therefore an indispensable prerequisite for proper understanding of the *Qur' n* and other Islamic books.
- Its long history of acquaintance with other languages especially in Africa has enhanced its great influence on the vocabulary of those countries.
- It helps in the diplomatic relations between some Arabic speaking countries in Africa and Asia.

5.0 SUMMARY

In this unit, you have been exposed to the importance of Arabic as an international language and as a language for the Muslim's worship. In addition, you have been able to see how each of the Arabic letters looks like when even it stands alone, or when it is joined to a word either at the beginning, the middle or at the end. You are therefore advised strongly to master these letters before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. List four major importance of Arabic as an international language.
2. Write all letters in Arabic alphabet in a descending order and their corresponding equivalents in English.

7.0 REFERENCES/FURTHER READING

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UNIT 2 ARABIC VOWELS (SHORT AND LONG), NUNATION (TANW N) LONG VOWELS, DIPHTHONGS, DOUBLE CONSONANTS, THE MOON AND SUN LETTERS

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 - 3.1 Arabic Vowels
 - 3.2 The Short Vowels
 - 3.3 The Long Vowels – *Hur fu 'l--Madd*
 - 3.4 *Suk n* (Quiescence)
 - 3.5 Nunation
 - 3.6 Diphthongs
 - 3.7 The Moon and Sun Letters
 - 3.8 Double Consonants (*Shaddah*)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
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1.0 INTRODUCTION

Unlike in English, Arabic vowels are placed as a sign above or below a letter and called vocalization and without them the letters will be impossible for beginners to pronounce. The vowels are broadly divided into two, the short and the long vowels. Knowledge of the short vowels which shall be introduced first in this unit, will enhance quick and easy pronunciation of some simple words introduced later in the unit.

This shall be followed by the extensive knowledge of the letters in nunation form and their pronunciation, the prolongation of letters through the long vowels and the introduction of the students to double consonants. The moon and sun letters especially in relation to the Arabic definite article shall also be treated in this unit.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Recognize the vowels, nunation, double consonants as well as the moon and sun letters.
- Read the words written with all the signs applied in vocalization.

3.0 MAIN CONTENT

3.1 Arabic Vowels الحَرَكَاتُ الْعَرَبِيَّةُ

Letters of Arabic alphabet are all consonants. They cannot be read correctly without the help of vowels.

There are three short vowels and three long vowels in Arabic. Unlike Latin scripts, these vowels are not letters. Certain signs placed on or under the consonants concerned only represent them. This is known as *vocalization*.

3.2 The Short Vowels الحَرَكَاتُ الْقَصِيرَةُ

The short vowels are as follows:

1. *Fat-hah*: It sounds /a/ as in ‘man’ and is represented in writing by a small slanting stroke – placed on the consonant concerned.

For example:

بَ تَ ثَ

To read the above example we say:

B ' fat-ha /ba/

T ' fat-ha /ta/

Th ' fat-ha /tha/

ثَ	تَ	بَ	ا
Tha	ta	ba	'a
دَ	خَ	حَ	جَ
Da	kha	ha	ja
سَ	زَ	رَ	ذَ
Sa	za	ra	dha
طَ	ضَ	صَ	شَ
Ta	ḍa	sa	sha
فَ	غَ	عَ	ظَ
Fa	gha	ʿa	ẓa

مَ	لَ	كَ	قَ
ma	la	ka	qa
يَ	وَ	هَ	نَ
Ya	wa	ha	na

2. *Kasrah*: It sounds /i/ as in “pit” and is represented in writing by a slanting stroke – placed under the consonant concerned.

For example

ب ت ث

To read the above example we say:

ث	ت	ب	ا
Thi	Ti	bi	'i
د	خ	ح	ج
Di	khi	hi	ji
س	ز	ر	ذ
Si	Zi	ri	dhi
ط	ض	ص	ش
Ti	Ḍi	si	shi
ف	غ	ع	ظ
Fi	ghi	'i	Zi
م	ل	ك	ق
Mi	Li	ki	qi
ي	و	ه	ن
Yi	Wi	hi	ni

3. *Dammah*: It sounds /u/ as in "put" and is represented in writing by a 'waw' – placed on the consonant concerned, For example:

ب ت ث

To read the above, we say

B ' dammah /bu/

T ' dammah /tu/

Th ' dammah /thu/

ث	ت	ب	ا
Thu	Tu	bu	'u
د	خ	ح	ج
Du	Khu	hu	Ju
س	ز	ر	ذ
Su	Zu	ru	dhu

ط	ض	ص	ش
Tu	Ḍu	su	Shu
ف	غ	ع	ظ
Fu	Ghu	ʿu	Ẓu
م	ل	ك	ق
Mu	Lu	ku	Qu
ي	و	هـ	ن
Yu	Wu	hu	Nu

3.3 The Long Vowels حُرُوفُ الْمَدِّ

The long vowels are represented by adding one of the letters known in English as “letters of prolongation” and in Arabic as *hur f- 'al-maddi* to the consonants concerned after the short vowels have been put. The letters of prolongation are:

- 1- ا (Alif madd) meaning 'alif of prolongation and corresponding with *al-fa-thah*.
- 2- و (Wā'u madd) meaning wā' of prolongation and corresponding with *damma*.
- 3- ي (Yā'u madd) meaning y ' of prolongation and corresponding with *kasrah*.

The long vowels are prolonged twice the pronunciation of the short vowels. They are as follow:

- i. *Al-fat-hah* with 'alif madd: It sounds / / as in 'car' and is represented by a similar stroke of 'al-fa-thah together with 'alif that follows the consonant concerned ا.

For example:

- بَا which is spelt thus: *Bā' fat-hah alif madd /baa/*
 تَا which is spelt thus: *Tā' fat-hah alif madd /taa/*
 ثَا which is spelt thus : *Thā' fat-hah alif madd /thaa/*

- ii. *Al- kasrah* with yā'u madd: it sounds /ii/ as in 'sheep' and is represented in writing by a similar stroke with ya' following the consonant concerned. For example: اِي

- بِي which is spelt: *bā' kasrah ya' madd /bii/*
 تِي which is spelt: *tā' kasrah ya' madd /tii/*

ثِي which is spelt: *th ' kasrah ya'u madd /thii/*

iii. *Dammah* with *w madd*. It sounds /uu/ as in 'boot'

يُو which is spelt *bā' dammah waw madd / buu/*

تُو which is spelt: *t ' dammah was madd /tuu/*

ثُو which is spelt: *th ' dammah waw madd /thuu/*

When the consonant of the elongated *fathah* is Alif as in *أَدَمُ* the sign of the *fathah* and the stressing *Alif* are to be replaced by *madda* thus (~) over the 'Alif'.

The long *Fathah*

English Translation	Transliteration	Arabic
A youth	<i>Sh bun</i>	شَابٌ
It was long	<i>T la</i>	طَالَ
Slept	<i>N ma</i>	نَامَ
To increase	<i>Z da</i>	زَادَ
To continue	<i>D ma</i>	دَامَ
To deviate	<i>Z gha</i>	زَاغَ
To be lost	<i>la</i>	ضَلَّ
To aid / help	<i>Gh tha</i>	عَاثَ

The Long *Kasrah*

English Translation	Transliteration	Arabic
Near	<i>Qar b</i>	قَرِيبٌ
Big	<i>Kab r</i>	كَبِيرٌ
Dear	<i>Az z</i>	عَزِيزٌ
brief /Short	<i>Waj z</i>	وَجِيزٌ
advantageous	<i>Muf d</i>	مُفِيدٌ
Soft	<i>Khaf f</i>	خَفِيفٌ
indication	<i>Dal l</i>	دَلِيلٌ
Far	<i>ba' d</i>	بَعِيدٌ

The Long *Dammah*

English Translation	Transliteration	Arabic
mind confusion	<i>Dhuh l</i>	مَجْنُونٌ
refutable	<i>mard d</i>	مَرْدُودٌ
Insane	<i>majn n</i>	مَجْنُونٌ
Raised	<i>marf 'u</i>	مَرْفُوعٌ

prostration	<i>suj d</i>	سُجُودٌ
calmness	<i>suk n</i>	سُكُونٌ
prevalence	<i>'um m</i>	عُمُومٌ
Food	<i>q t</i>	قُوتٌ

3.4 *Suk n* السُّكُونُ (Quiescence)

The absence of vowels is indicated by a sign resembling a small circle on top of the consonant. This sig ^{◌◌} is called “*suk n*” meaning “quiescence i.e. no sound uttered after as the pronouncing of the consonant.

For Example:

تَبْ is spelt as *t ' kasrah ti, b sukun /tib/*
 لَمْ is spelt as *l m; fathhah l min sukun /lam/*
 قُلْ is spelt as *q f dammah qu l m sukun /qul/*

It should be noted that *suk n* does not start a word in Arabic. It can only be in the middle or at the final position in a word. More examples of silent consonants are as follow:

Arabic	Transliteration	Arabic	Transliteration
أَبْ	<i>ab</i>	هَلْ	<i>hal</i>
صِفْ	<i>sif</i>	لَنْ	<i>lan</i>
خُدْ	<i>khudh</i>	سِرْ	<i>sir</i>
قِفْ	<i>qif</i>	زُرْ	<i>zur</i>
لِجْ	<i>luj</i>	مِلْ	<i>mil</i>

3.5 Nunation النَّوِينُ

We have earlier treated three short vowels in Arabic viz: *Fat-hah* indicated by (◌) the *kasrah* represented by (◌◌), and *Dammah* is signified by (◌◌◌); however, when these vowels are doubled they produce an effect called *TANW N* or nunation i.e. the sound N is pronounced though it is not written. Hence, *fat-hatan* (◌◌◌◌) produces AN, *kasra-tan* (◌◌◌◌) produces IN and *dammah n* (◌◌◌◌) produces UN sound. In addition, apart from closed *ta'* (*ta' marb ah*) which bears only the double *fa-tha* (دَّةً مُسَلِّمَةً); all other letters with double *fat-ha* must bear the addition of *alif* e.g. عَفْوًا.

More Examples on Nunation:

Pronunciation	Arabic Alphabet	Pronunciation	Arabic Alphabet
an un in	أ ا إ	đan đin đun	ضَّ ضِ ضٌ
ban bin bun	ب ب ب	ţan ţin ţun	طَّ طِ طٌ
tan tin tun	ت ت ت	żan żin żun	ظَّ ظِ ظٌ
than thin thun	ث ث ث	'an 'in 'un	عَّ عِ عٌ
jan ji jun	ج ج ج	ghan ghin ghun	غَّ غِ غٌ
ḥan ḥin ḥun	ح ح ح	fan fin fun	فَّ فِ فٌ
khan khin khun	خ خ خ	qan qin qun	قَّ قِ قٌ
dan din dun	د د د	kan kin kun	كَّ كِ كٌ
dhan dhin dhun	ذ ذ ذ	lan lin lun	لَّ لِ لٌ
ran rin run	ر ر ر	man min mun	مَّ مِ مٌ
zan zin zun	ز ز ز	nan nin nun	نَّ نِ نٌ
san sin sun	س س س	han hin hun	هَّ هِ هٌ
shan shin shun	ش ش ش	wan win wun	وَّ وِ وٌ
şhan şin şun	ص ص ص	yan yin yun	يَّ يِ يٌ

3.6 Diphthongs

Diphthong is a combination of two sounds or vowel letters e.g. the sounds of *ou* in out and *oy* in boy are diphthongs. With the sign of *suk n* and the weak consonants *g* and *s* we can thus make two diphthongs composed of a short “a” followed by a vowel less *g* or *s* which in pronunciation must be given full consonantal value e.g. *baw* and *bay*. Thus *aw* and *ay* are almost identical with *ough* in bough and *igh* in bight.

3.7 Double Consonants (الشَّدَّةُ)

If two identical consonants come together and are not separated by a vowel only one is written with َ above it. This is called *shaddah* or strengthening. Thus, we have:

Meaning

Arabic

to drag, draw

جَرَّ for جَرَّ

to pour out

صَبَّ for صَبَّ

to smell

شَمَّ for شَمَّ

to flee, escape

فَرَّ for فَرَّ

to solve (problem)

حَلَّ for حَلَّ

to think about

فَكَّرَ for فَكَّرَ

to clean	نَظَّفَ for نَظَّفَ
to comb	مَشَّطَ for مَشَّطَ
to arrange	نَظَّمَ for نَظَّمَ
to train, drill	دَرَّبَ for دَرَّبَ

3.8 The Moon and Sun Letters الحُرُوفُ الْقَمَرِيَّةُ وَالشَّمْسِيَّةُ

The particle *al* ال in Arabic is added to nouns to make them definite. For example *kit b* كِتَابٌ means a book; *al-kit b* الْكِتَابُ means the book.

The Arabic alphabets are divided into Moon letters, *'al-hur f-ulqamariyyah* and sun letters, *'al-hur f-ash-shamsiyyah*.

In the case of nouns starting with moon letters, the definite article i.e. *al* “ال” is pronounced in full while is dropped in that of sun letters.

Nouns Starting With Moon Letters		
English Translation	Transliteration	Arabic
The needle	' <i>al-'ibrah</i>	أ- الإِبْرَةُ
The cow	' <i>al-baqarat</i>	ب- البَقَرَةُ
The mountain	' <i>al-jabal</i>	ج- الجَبَلُ
The stone	' <i>al-hajar</i>	ح- الحَجَرُ
The bread	' <i>al-khubz</i>	خ- الخُبْزُ
The honey	' <i>al-'asal</i>	ع- العَسَلُ
The stranger	' <i>al-ghar b</i>	غ- الغَرِيبُ
The mouse	' <i>al-fa'r</i>	ف- الفَأْرُ
The moon	' <i>al-qamar</i>	ق- القَمَرُ
The cup	' <i>al-ka'su</i>	ك- الكَأْسُ
The king	' <i>al-malk</i>	م- المَلِكُ
The cat	' <i>al-hirr</i>	ه- الهِرَّةُ
The document	' <i>al-wath qah</i>	و- الوَثِيقَةُ
The hand	' <i>al-yad</i>	ي- اليَدُ

Nouns Starting With Sun Letters		
English Translation	Transliteration	Arabic
The crown	' <i>at-taj</i>	ت- التَّاجُ
The fox	' <i>ath-tha'lab</i>	ث- الثَّعْلَبُ
The bucket	' <i>ad-dalw</i>	د- الدَّلْوُ

The fly	'adh-dhub b	ذ- الذُّبَابُ
The letter	'ar-ris lah	ر- الرَّسَالَةُ
The butter	'az-zubd	ز- الزُّبْدُ
The roof	'as-sath	س- السَّطْحُ
The police man	'ash-shurtiyyu	ش- الشُّرْطِيُّ
The soap	'a - abun	ص- الصَّابُونُ
The frog	'ad-difda'ah	ض- الضَّفْدَعَةُ
The stamp	'a - abi'u	ط- الطَّابِعُ
The envelope	'a - arf	ظ- الظَّرْفُ
The milk	'al-laban	ل- اللَّبَنُ
The carpenter	'an-naj r	ن- النَّجَّارُ

4.0 CONCLUSION

You must have learnt the following in this unit:

- The Arabic short vowels and their pronunciation on two, three, and more than three letter words.
- The position of *suk n* in an Arabic word and its pronunciation.
- How to recognize the long vowels and the method of its articulation?
- The diphthongs and the double consonants as well as the moon and sun letters.
- How to read simple words in Arabic, fully vocalized with all the signs introduced.
- How to write Arabic letters in a connected manner at the beginning, middle and end of the word.

5.0 SUMMARY

In the foregoing lessons We have dealt extensively with the preliminary aspect of our study of Arabic. It is expected that thorough mastery of all Arabic words provided and the ability to read them fluently are necessary pre-requisite for proper understanding of subsequent units.

6.0 TUTOR-MARKED ASSIGNMENT

1. Write a short note on *Tanw n*.
2. Distinguish between Moon and Sun Letters.
3. Give two examples each of the words vocalized with:
 - (a) Short vowels
 - (b) Long vowels
 - (c) Diphthongs
 - (d) Nunation
 - (e) Shaddah

4. Re-write the following words in joined form.

- (a) ك ت ا ب
 (b) و ق ف
 (c) ذ ت ل م ي
 (d) م د ر س
 (e) ي و م
 (f) ا ل ل ه
 (g) ج م ل
 (h) ك ل م ة
 (i) د ل و
 (j) س ا ع ة

7.0 REFERENCES/FURTHER READING

Adeniji, B. O and Hameed, O.O. (2000). A New Approach to the Arabic Language for schools and Colleges, Abeokuta: at-Tayyibun Islamic Outlook.

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MODULE 2 ARABIC VOCABULARY DEVELOPMENT

- Unit 1 House-hold Items and Words Relating to Day to Day Activities.
- Unit 2 Numbers, Dates, the Days, the Months, the Season Divisions.
- Unit 3 Human Body, Five Senses, Illness and Occupation.
- Unit 4 Some Arabic Customs, Greetings and Gender Numbers.
- Unit 5 The Nature, Trees, Insects. Reptiles, Inanimate Objects and some Arabic Adjectives.
- Unit 6 Food, Vegetables, Fruits, Drinks, Banks and Post Office.

UNIT 1 HOUSE-HOLD ITEMS AND WORDS RELATING TO DAY TO DAY ACTIVITIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Common Words at Home
 - 3.2 Common words in the kitchen
 - 3.3 Common Words in the School
 - 3.4 Common Words in the Bookshop
 - 3.5 Common Words in the Farm
 - 3.6 Members of the Family
 - 3.7 Name of Some Animals
 - 3.8 Name of Some Birds
 - 3.9 Common words in Sport
 - 3.10 Some Common verbs
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This unit introduces you to the learning of common vocabularies that are peculiar to various professions, environment, time and concepts. It is meant to enrich your knowledge on spoken and written Arabic.

2.0 OBJECTIVES

At the end of this study, you are expected to have learnt the following:

- Names of various items that are unique to specific matters and environment.
- Some common verbs that are used for day to day activities.

3.0 MAIN CONTENT

3.1 Common Words at Home

English Translation Arabic	Arabic	English	Translation
house	مَنْزِلٌ	slab	بِلَاطَةٌ
window	نَافِذَةٌ	mailbox	صُنْدُوقُ الْبَرِيدِ
shutter	مِصْرَعُ الْبَيْتِ	balcony	شُرْفَةٌ
bell	جَرَسٌ	bench	مَقْعَدٌ
lock	قُفْلٌ	tree	شَجَرَةٌ
stair	دُرْجٌ	grass	عُشْبٌ
roof	سَطْحٌ	key	مِفْتَاحٌ
garden	حَدِيقَةٌ	fence	سِيَّاحٌ
shelf	رَفٌّ	bathroom	حَمَّامٌ
chair	كُرْسِيٌّ	ceiling	سَقْفٌ
telephone	هَاتِفٌ	corridor	رُوقٌ
Basket	سَلَةٌ	iron	مِكْوَاةٌ
furnished house	مَسْكَنٌ مَفْرُوشٌ	air conditioning	مُكَيِّفُ الْهَوَاءِ
motor park	مَرْكَنُ سَيَّارَةٍ	upstairs	طَابِقٌ عَلَوِيٌّ
sink	مَعْسَلَةٌ	clothes	ثِيَابٌ
sitting room	عُرْفَةُ الْجُلُوسِ	closet	خَزَانَةٌ
stove	مَوْقِدٌ	couch	أَرِيكَةٌ
library	مَكْتَبَةٌ	curtain	سِتَارَةٌ
bedroom	عُرْفَةُ النَّوْمِ	broom	مِكْنَسَةٌ
pillow	وَسَادَةٌ	apartment	شَقَّةٌ
mirror	مِرْآةٌ	electrical wirings	أَسْلَاكُ كَهْرَبَائِيَّةٍ
mattress	فِرَاشٌ	carpet	سَجَّادَةٌ

3.2 Common Words in The Kitchen

English Translation	Arabic	English Translation	Arabic
kitchen	مَطْبَخٌ	saucepan	قَدْرٌ
refrigerator	ثَلَاجَةٌ	teakettle	إِبْرِيْقُ شَايٍ
oven	فُرْنٌ	bowl	رُبْدِيَّةٌ
table	طَاوِلَةٌ	utensil	أَنْبِيَّةٌ
cupboard	خَزَانَةٌ	frying pan	مِقْلَاةٌ
sink	مَعْسَلَةٌ	knife	سِكِّينٌ
dish	صَحْنٌ	spoon	مَلْعَقَةٌ
glass	كَاسٌ	plate	طَبَقٌ
sugar-bowl	سُكَّرِيَّةٌ	tray	صِيْنِيَّةٌ
coking pan	طَنْجَرَةٌ	gas stove	مَوْقِدُ غَازٍ
kettle	غَلَايَةٌ	bottle	قَنْبِيَّةٌ
Filter	مِصْفَاةٌ	broom	مِكَنَسَةٌ
dust	جَارُوفٌ	folk	شَوْكَةٌ
electric stove	مَوْقِدُ كَهْرَبَائِيٍّ	matches	عُودٌ تَقَابٍ

3.3 Common Words in the School

English Translation	Arabic	English Translation	Arabic
school	مَدْرَسَةٌ	pen	قَلَمٌ
classroom	فَصْلٌ	exercise-book	كِرَاسَةٌ
staffroom	حُجْرَةُ الْمُدْرَسِيْنَ	book	كِتَابٌ
principal's office	مَكْتَبُ الْعَمِيْدِ	ruler	مِسْطَرَةٌ
laboratory	مَعْمَلٌ	blackboard	سَبُورَةٌ
library	مَكْتَبَةٌ	chalk	طَبَاشِيْرٌ
assembly hall	صَالَةُ اجْتِمَاعٍ	duster	طَلَّاسَةٌ
principal	عَمِيْدٌ	pupil (male)	تَلْمِيْذٌ
vice-principal	نَائِبُ عَمِيْدٍ	student (male)	طَالِبٌ
senior-tutor	مُدْرَسٌ أَوْلٌ	pupil (female)	تَلْمِيْذَةٌ
teacher	مُدْرَسٌ / مُعَلِّمٌ	student (female)	طَالِبَةٌ
mistress	مُدْرَسَةٌ / مُعَلِّمَةٌ	fellow	زَمِيْلٌ
register	سِجِلٌ	field	مَلْعَبٌ
computer	الْحَاسُوْبُ / الْعَقْلُ الْإِكْتِرَوْنِيُّ	typewriter	آلَةُ الْكَاتِبِيَّةِ

3.4 Common Words in the Bookshop

English Translation	Arabic	English Translation	Arabic
book	كِتَابٌ	globe	كُرَّةٌ أَرْضِيَّةٌ
Pen	قَلَمٌ	ink	حَبْرٌ

pencil	قَلَمُ رِصَاصٍ	ink-pot	مِخْبَرَةٌ
arithmetic book	كِتَابُ حِسَابٍ	dictionary	قَامُوسٌ/مُعْجَمٌ
science book	كِتَابُ عُلُومٍ	copy-book	دَفْتَرٌ
history	كِتَابُ تَارِيخٍ	fountain pen	قَلَمُ جِبْرِ سَائِلٍ
grammar book	كِتَابُ قَوَاعِدٍ	stapler	كِبَاسَةٌ
reading book	كِتَابُ قِرَاءَةٍ	paper-ream	مَاعُونُ وِرْقٍ
paper	وَرَقَةٌ	story book	كِتَابُ قِصَّةٍ
ruler	مِسْطَرَةٌ	envelope	ظَرْفٌ/غِلَافٌ
chalk	طَبَشُورٌ	novels	رَوَايَاتٌ
Anthology/divan	دِيْوَانُ شِعْرِ	bulletins	نَشْرَاتٌ
slate	لَوْحٌ أَرْدُوَازٍ لِلْكِتَابَةِ	magazine	مَجَلَاتٌ
map	خَرِيْطَةٌ	adventure stories	قِصَصٌ مُعَاْمَرَاتٍ
duster	مُمْحَاةٌ	cardboard	كَرْتُونٌ
carbon paper	وَرَقٌ كَرْبُونٌ		

3.5 Common Words in The Farm

English Translation

Arabic

farm	حَقْلٌ/مَزْرَعَةٌ
vegetables	خُضْرَوَاتٌ
fruit	فَاكِهَةٌ
beans	لُوبِيَا
farmer	فَلَّاحٌ
tree	شَجَرَةٌ
branch	فَرْعٌ
palm-tree	نَخْلَةٌ
mango	الْمَنْجَا
rice	أُرْزٌ
yam	يَامٌ
cutlass	قَطْلَسٌ
Hoe	مَعْرَقَةٌ

3.6 Members of The Family

family	عَائِلَةٌ	mother-in-law	حَمَاهُ
Father	أَبٌ	daughter-in-law	كِبَّةٌ
mother	أُمٌّ	stepfather	زَوْجُ أُمِّ
daughter	ابْنَةٌ	stepmother	زَوْجُ أَبِي
brother	أَخٌ	husband	زَوْجٌ
sister	أُخْتُ	wife	جَدُّ زَوْجَةٍ
	single (male)	أَعْرَبٌ	

grandmother	جَدَّة	single (female)	عَرَبَاءُ	grandson
	حَفِيدٌ	engaged	مَخْطُوبٌ	granddaughter
	حَفِيدَةٌ	spinster	عَائِسٌ	
uncle (related to mother)	خَالَ	fiancé	خَطِيبٌ	
uncle (related to father)	عَمٌّ	fiancée	خَطِيبَةٌ	
aunt (related to mother)	خَالَة	married	مُنْتَزَجٌ	
aunt (related to father)	عَامَّة	divorced	مُطَلَّقٌ	
cousin (male)	ابْنُ عَمٍّ	widower	أَرْمَلٌ	
cousin (female)	ابْنَةُ عَمٍّ	widow	أَرْمَلَةٌ	
cousin (male)	ابْنُ خَالَ	bride-groom	عَرِيسٌ	
cousin (female)	ابْنَةُ خَالَ	bride	عَرُوسٌ	
nephew	ابْنُ أَخٍ	marriage	زَوَاجٌ/زَفَافٌ	
nephew	ابْنُ أُخْتٍ	engagement	خَطِيبَةٌ	
niece	ابْنَةُ أَخٍ	wedding	زَفَافٌ/عَرَسٌ	
brother-in-law	صَهْرٌ	twin	تَوَّامٌ	
sister-in-law	ابْنَةُ الْحَمِي	wedding ring	دَبْلَةُ زَفَافٍ	
father-in-law	حَمُوٌّ	bachelor	حَصُورٌ	

3.7 Name of Some Animals

English	Arabic	English	Arabic
lion	أَسَدٌ	polar bear	دُبُّ الْقَطْبِ
rabbit	أَرْنَبٌ	wolf	ذَنْبٌ
snake	حَيَّةٌ/تَعْبَانٌ	giraffe	زُرَافَةٌ
cow	بَقْرَةٌ	hyena	صَبْعٌ
mule	بَعْلٌ	goat	مَاعِزٌ
owl	بُومٌ	gazelle / beer	عَزَالٌ
crocodile	تِمْسَاحٌ	mare/horse	فَرَسٌ
fox	تَعْلَبٌ	leopard	فَهْدٌ
camel	جَمَلٌ	elephant	فَيْلٌ
horse	حَصَانٌ	monkey	قِرْدٌ
pig	خِنْزِيرٌ	dog	كَلْبٌ
ram	كَيْشٌ	cat	هَرٌّ
lioness	لَيْوَةٌ	okapi	أَكَابٌ
tiger	نَمْرٌ	water buffalo	جَامُوسُ الْمَاءِ
ewe	نَعْجَةٌ	otter	تَعْلَبُ الْمَاءِ

3.8 Name of Some Birds

English	Arabic	English	Arabic
parrot	بَيْعَاءٌ	crane	كَرْكِي
nightingale	بَلْبَلٌ	eagle	نَسْرٌ

duck	بَطَّة	ostrich	نَعَامَةٌ
goldfinch	حَسُونٌ	hoopoe	هَذُودٌ
pigeon	حَمَامَةٌ	bat	وَطَوَاطٌ
cock	دَبَّيْكَ	goose	إِوْرَةٌ
hen	دَجَاجَةٌ	whine hat	فُلَيْعِيٌّ
peacock	طَاوُوسٌ	deer	رَقْرَاقٌ
crow	عُرَابٌ	partridge	حَجَلٌ
butterfly	فِرَاشَةٌ	pelican	بَجَعٌ
falcon	صَفْرٌ	quail	سَلْوَى
sailfish	سَلْفِيْسٌ	swallow	عُصْفُوْرٌ
snakebird	طَائِرٌ أَفْعَوَانِيٌّ	turkey	دَبَّيْكَ حَبْسِي

3.9 Common Words in Sport

English	Arabic	English	Arabic
football	كُرَّةُ الْقَدَمِ	field	مَيْدَانٌ
goal	هَدَفٌ/مَرْمَى	golf	جَوْلَفٌ
	مُدْرَبٌ	referee	حَكْمٌ
player	لَاعِبٌ	team	فَرِيْقٌ
basketball	كُرَّةُ السَّلَّةِ	boxing	المُلاَكَمَةُ
volleyball	كُرَّةُ الطَّائِرَةِ	physical exercise	الرِّيَاضَةُ البَدَنِيَّةُ
handball	كُرَّةُ اليَدِ	cycling	رُكُوبُ الدَّرَاجَةِ
wrestling	المُصَارَعَةُ	fishing	صَيْدُ السَّمَكِ
tennis	التَّنِيْسُ	high jump	القَفْرُ العَالِيُّ
horse riding	رُكُوبُ الخَيْلِ	hockey	الهَوْكِي

3.10 Some Common Verbs

English	Arabic	English	Arabic
He ate	أَكَلَ	He drank	شَرَبَ
He sat	جَلَسَ	He arrived	قَدِمَ
He watched	حَرَسَ	He accepted	قَبِلَ
He studied	دَرَسَ	He laughed	ضَحَكَ
He tied	رَبَطَ	He rode	رَكَبَ
He entered	دَخَلَ	to be heavy	ثَقَلَ
He read	قَرَأَ	to be abundant	كَثُرَ
He explained	شَرَحَ	to be nice	حَسُنَ
He was ill	مَرَضَ	to be easy	سَهَلَ
He wrote	كَتَبَ	to be difficult	صَعَبَ
He forgot	نَسِيَ	to be sweet	عَذَبَ

4.0 CONCLUSION

You must have learnt in this unit some words that are peculiar to various places, animals, professions and sports.

5.0 SUMMARY

This unit has dealt with many common vocabularies that are necessary for the study of some important issues in subsequent units.

6.0 TUTOR-MARKED ASSIGNMENT

- 1) Mention five words each that are common to the following:
 - i. home
 - ii. school
 - iii. sports

- 2) List ten verbs and their translation in English

7.0 REFERENCES/FURTHER READING

- El-Gemei, M.M. (1970). *Arabic Book for Non-Arabs*, Cairo: al-Ahrāmu t-Tijāriyyah press
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UNIT 2 NUMBERS, DATES, THE DAYS, THE MONTHS, THE WEATHER AND THE SEASON

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Numbers
 - 3.1.1 The Real Numbers
 - 3.1.2 The Ordinal Number
 - 3.2 The Dates
 - 3.3 The Days
 - 3.4 The Month
 - 3.5 The Weather
 - 3.6 The Season
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Readings

1.0 INTRODUCTION

The unit introduces you to both the real and ordinal numbers, days of the week and the months of the year, weather / seasons shall be discussed and the division of things into parts.

2.0 OBJECTIVES

At the end of this unit, you should be familiar with:

- Numbering system in Arabic
- Arabic names for dates, days of the week, months, weather and parts.

3.0 MAIN CONTENT

3.1 Numbers

3.1.1 The Real Numbers

English	Arabic	English	Arabic
one	وَاحِدٌ	eighteen	تَمَانِيَةَ عَشَرَ
two	اِثْنَانِ	nineteen	تِسْعَةَ عَشَرَ
three	ثَلَاثَةٌ	twenty	عِشْرُونَ
four	أَرْبَعَةٌ	thirty	ثَلَاثُونَ
five	خَمْسَةٌ	forty	أَرْبَعُونَ
six	سِتَّةٌ	fifty	خَمْسُونَ
seven	سَبْعَةٌ	sixty	سِتُونَ
eight	تَمَانِيَةَ	seventy	سَبْعُونَ
nine	تِسْعَةَ	eighty	ثَمَانُونَ
ten	عَشْرَةَ	ninety	تِسْعُونَ
eleven	أَحَدَ عَشَرَ	hundred	مِائَةٌ
twelve	اِثْنَا عَشَرَ	two hundred	مِائَتَانِ
thirteen	ثَلَاثَةَ عَشَرَ	three hundred	ثَلَاثِمِائَةٍ
fourteen	أَرْبَعَةَ عَشَرَ	one thousand	أَلْفٌ
fifteen	خَمْسَةَ عَشَرَ	two thousand	أَلْفَانِ
sixteen	سِتَّةَ عَشَرَ	one million	مِليُونٌ
seventeen	سَبْعَةَ عَشَرَ	two million	مِليُونَانِ
		billion	بِليُونٌ
		trillion	تِرْليُونٌ

3.1.2 The Ordinal Number

English Translation Arabic	Arabic	English	Translation
first	أَوَّلُ	seventh	السَّابِعُ عَشَرَ
second		eighteenth	ثَامِنُ عَشَرَ
third	الثَّالِثُ	nineteenth	تَاسِعُ عَشَرَ
fourth	الرَّابِعُ	twentieth	العِشْرُونَ
fifth	الخَامِسُ	twenty-first	الحَادِي وَالْعِشْرُونَ
sixth	السَّادِسُ	twenty-second	الثَّانِي وَالْعِشْرُونَ
seventh	السَّابِعُ	twenty-third	الثَّالِثُ وَالْعِشْرُونَ
eighth	ثَامِنُ	twenty-fourth	الرَّابِعُ وَالْعِشْرُونَ
ninth	تَاسِعُ	thirtieth	الثَّلَاثُونَ
tenth	عَاشِرُ	fortieth	الأَرْبَعُونَ

eleventh	حَادِي عَشَرَ	fiftieth	الْخَمْسُونَ
twelfth	ثَانِ عَشَرَ	sixtieth	السِّتُونَ
thirteenth	ثَالِثُ عَشَرَ	seventieth	السَّبْعُونَ
fourteenth	رَابِعُ عَشَرَ	eightieth	الثَّمَانُونَ
fifteenth	خَامِسُ عَشَرَ	ninetieth	التِّسْعُونَ
sixteenth	سَادِسُ عَشَرَ	one hundredth	المِائَةُ

3.2 The Dates

English	Arabic	English	Arabic
day	يَوْمٌ	in the morning	صَبَاحًا
week	أُسْبُوعٌ	at noon	ظُهْرًا
month	شَهْرٌ	in the afternoon	بَعْدَ الظُّهْرِ
year	سَنَةٌ	one quarter of an hour	رُبْعُ سَاعَةٍ
daytime	نَهَارٌ	half an hour	نِصْفُ سَاعَةٍ
night	لَيْلٌ	season	فَصْلٌ
tomorrow	غَدًا	half a year	نِصْفُ سَنَةٍ
yesterday	الْبَارِحَةَ	mid-day	مُنْتَصَفُ النَّهَارِ
hour	سَاعَةٌ	mid-night	مُنْتَصَفُ اللَّيْلِ
midweek	مُنْتَصَفُ الْأُسْبُوعِ	midyear	مُنْتَصَفُ السَّنَةِ
midday	مُنْتَصَفُ النَّهَارِ	weekly	أُسْبُوعِيًّا
moment	لَحْظَةٌ	daily	يَوْمِيًّا
minute	دَقِيقَةٌ	leap year	سَنَةٌ كَيْبِسَةٌ
second	ثَانِيَةٌ	sunrise	شُرُوقُ الشَّمْسِ
in the evening	مَسَاءً	sunset	غُرُوبُ الشَّمْسِ

3.3 The Days

English	Arabic
Monday	يَوْمُ الْاِثْنَيْنِ
Tuesday	يَوْمُ الْاَلْثَلَاثَاءِ
Wednesday	يَوْمُ الْارْبِعَاءِ
Thursday	يَوْمُ الْخَمِيسِ
Friday	يَوْمُ الْجُمُعَةِ
Saturday	يَوْمُ السَّبْتِ
Sunday	يَوْمُ الْاَحَدِ

3.4 The Month

Months in the English Calendar	Transliteration	Months of the Assyrian Calendar	Months in the Islamic Calendar
January	يُنَايِرُ	كَائُونُ الثَّانِي	مُحَرَّمٌ
February	فَبْرَايِرُ	شَبَّاطُ	صَفَرٌ
March	مَارْسُ	أَدَارُ	رَبِيعُ الْأَوَّلِ
April	إِبْرَيْلُ	نَيْسَانُ	رَبِيعُ الثَّانِي
May	مَآيُو	أَيَّارُ	جُمَادَى الْأُولَى
June	يُونْيُو	حَزْرِيَانُ	جُمَادَى الثَّانِيَّةِ
July	يُولْيُو	تَمُوزُ	رَجَبٌ
August	أَغْسُطُسُ	أَبُ	شَعْبَانُ
September	سَبْتَمْبَرُ	أَيْلُولُ	رَمَضَانُ Month of fasting
October	أَكْتُوبَرُ	تِسْرِينُ الْأَوَّلِ	شَوَّالُ
November	نُوفَمْبَرُ	تِسْرِينُ الثَّانِي	ذُو الْقَعْدَةِ
December	دَيْسَمْبَرُ	كَائُونُ الْأَوَّلِ	ذُو الْحِجَّةِ Month of Hajj

3.5 The Weather

English	Arabic	English	Arabic
climate	مَنَاحُ	rain	مَطَرٌ
weather	طَقْسٌ	snow	تَلْجٌ
air	هَوَاءٌ	cold	بَرْدٌ
wind	رِيحٌ	rainbow	قَوْسٌ فَرْحٌ
breeze	نَسِيمٌ	ice	جَلِيدٌ
sky	سَمَاءٌ	thunder	رَعْدٌ
horizon	أَفْقٌ	storm	عَصْفَةٌ
cloud	عَيْمَةٌ	wet	رُطْبٌ
fog	ضَبَابٌ	sunny	مُشْمَسٌ
dew	صَقِيعٌ	humidity	رُطُوبَةٌ

3.6 Season Division

English	Arabic
Autumn	الْخَرِيفُ
Winter	الْشِّتَاءُ
Spring	الرَّبِيعُ
Summer	الصَّيْفُ

4.0 CONCLUSION

In this unit, you have learnt the two types of numbers - the real and the ordinal. You have also learnt the seven days in a week; the twelve months in a year; the various types of weather and the four seasons.

5.0 SUMMARY

We have dealt with five different items that are useful in our proper understanding in our day to day activities.

6.0 TUTOR MARKED ASSIGNMENT

1. Count from 1 – 20 in Arabic?
2. Write from 20 – 40 in Arabic?
3. Mention the seven days of the week?
4. How many months are there in Arabic calendar? Mention them?

7.0 REFERENCES / FURTHER READING

Najīb, D. (2006). *Arabic Language for Foreigners*, Beirut: Al'ahliyyah Press.

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UNIT 3 HUMAN BODY, FIVE SENSES, ILLNESS AND OCCUPATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Parts of the Body
 - 3.2 Five Senses
 - 3.3 Illness
 - 3.4 Occupations and Their Tools
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit you will be exposed to Arabic names of human body, man's five senses, illness / ailment and various occupations.

2.0 OBJECTIVES

At the end of this unit, you will be able to:

- list the Arabic names of various parts of the body and the five sense organs.
- identify and explain the various names of ailments in Arabic.
- list about the names of various occupations.

3.0 MAIN CONTENT

3.1 Parts of the Body

English Translation	Arabic	English Translation	Arabic
Head	الرَّأْسُ	hair	الشَّعْرُ
forehead	الجَبْهَةُ	ears	الأذُنُ
Eyes	العَيْنُ	face	الوَجْهُ
Cheek	الْخَدُّ	nose	الأنْفُ
Nostrils	الْخَيْسُومُ	chin	الدَّقْنُ

Mouth	الْفَمُّ	lips	الشَّفَّةُ
Tongue	اللِّسَانُ	teeth	الْأَسْنَانُ
Neck	الرَّقَبَةُ	shoulder	الكَتِفُ
Hand	الْيَدُ	chest	الصَّدْرُ
Breast	الثَّدْيُ	abdomen	البَطْنُ
Naval	السَّرَّةُ	thigh	الْفَجْدُ
Knee	الرُّكْبَةُ	foot	الْقَدَمُ
Ankle	الكَعْبُ	skull	جُمُجْمَةٌ
Finger	إِصْبَعٌ	elbow	مِرْفَقٌ

3.2 The Five Senses

English	Arabic
touch	الَّتَمْسُ
hearing	السَّمْعُ
sight	البَصَرُ
Smell	السَّمُّ
Taste	الدَّوْقُ

3.3 Illness

English	Arabic	English	Arabic
Pain	وَجَعٌ	abscess	دُمْلٌ
dizziness	دَوْحَةٌ	wound	جُرْحٌ
Collie	مَعْصٌ	cough	سَعْلَةٌ
diarrhea	إِسْهَالٌ	dumb	أَحْرَسٌ
headache	صَدَاغٌ	deaf	أَصَمٌّ/أَطْرَسٌ
common cold	رَشْحٌ	blind	أَعْمَى
Fever	حُمَى	lame	أَعْرَجٌ
measles	حَصْبَةٌ	cancer	سُرْطَانٌ
small-pox	جُدْرِيٌّ	diabetes	سُكْرِيٌّ
Leprosy	بَرَصٌ	paralyses	فَلَجٌ

3.4 Occupations and Their Tools

Carpenter النَّجَّارُ			
Saw	مِنْشَارٌ	Nail	مِسْمَارٌ
Join	فَأْرَةٌ	extractor	مِنْزَعَةٌ
Glue	عَرَاءٌ/صَمْعٌ	padlock	قَفْلٌ
hammer	مِطْرَقَةٌ	wimble	مِثْقَبٌ
Blacksmith الحَدَّادُ			
pickaxe	مِعْوَلٌ	anvil	سِنْدَانٌ

Axe	فَأْسٌ	fire kindling	تَشْعِيلُ النَّارِ
Pump	مِقْنَاخٌ	furnace	كُوْرٌ
Tailor الخِيَّاطُ			
Collar	يَاقَةُ	trousers	سِرْوَالٌ/بَنْطَلُونَ
uniform	هِنْدَامٌ	sleeves	أَكْمَامٌ
waistcoat		dress	فُسْتَانٌ
Other Occupations أَعْمَالٌ أُخْرَى			
Engineer	المُهَنْدِسُ	lawyer	المُحَامِي
Barber	الْحَاكِقُ	shoe maker	الإِسْكَافِي
Trader	التَّاجِرُ	Farmer	الْفَلَّاحُ
Hunter	الصَّيَّادُ	Lecturer	المُحَاضِرُ
Editor	رَئِيسُ التَّحْرِيرِ	Driver	السَّائِقُ
Fisher	صَيَّادُ السَّمَكِ	Pilot	رَبَّانُ الطَّائِرَةِ

4.0 CONCLUSION

In this unit, you have learnt about the Arabic names for various parts of the body in Arabic, the five senses and various names of ailments and occupations.

5.0 SUMMARY

In this unit, focus has been Arabic names for human body parts, the five senses, illnesses and occupations.

6.0 TUTOR-MARKED ASSIGNMENT

- What is the name given to the following in Arabic:
 - A doctor
 - An editor
 - A collar
 - A pump
 - An axe
- Name five parts of the body in Arabic?
- Mention five illnesses in Arabic?

7.0 REFERENCES / FURTHER READING

- Abdul Jabbār, U. (N.D) *al-Jad d fit-Takh ub wat-ta' b r*, Books I &II, Cairo: Dar-al- Ma'ārif
- Ezzat, M. (1983). *Everybody's Conversational English*, Cairo: Dar Memphis Printing Press.

UNIT 4 SOME ARABIC CUSTOMS AND GREETINGS, GENDER NUMBERS IN ARABIC GRAMMAR

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Arabic Customs
 - 3.2 Arabic Greetings
 - 3.3 Gender Numbers
 - 3.3.1 Masculine and Feminine Gender
 - 3.4 Singular, Dual and Plural
 - 3.4.1 Broken Plural
 - 3.4.2 Sound Masculine Plural
 - 3.4.3 Sound Feminine Plural
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

There are so many ways through which the Arabs express courtesy. The mode of greetings and customs of the Arabs are dealt with in this unit. It also focuses on the numbers in Arabic grammar. We shall distinguish between singular, dual and plural.

2.0 OBJECTIVES

At the end of this unit, you will be able to:

- Express yourself in a simple manner of greetings in Arabic
- List and explain the gender and number in Arabic grammar.

3.0 MAIN CONTENT

3.1 Arabic Customs

English Translation

If you please

Please

Arabic

لَوْ سَمَحْتَ / إِذَا سَمَحْتَ

مِنْ فَضْلِكَ / أَرْجُوكَ

Thanks	شُكْرًا
Not at all	عَفْوًا
Excuse me	لَا تُؤَاخِذْنِي / أُعْذِرْ نِي / سَامِحْنِي
Sorry	أَسِيفًا

3.2 Arabic Greetings

English Translation	Arabic
Peace be upon you	السَّلَامُ عَلَيْكُمْ (فِي كُلِّ الْمُنَاسَبَةِ)
Good morning	صَبَاحُ الْخَيْرِ
Good afternoon	نَهَارُكَ سَعِيدٌ
Good evening	مَسَاءُ الْخَيْرِ
Good night	نُصْبِحُ عَلَى الْخَيْرِ / إِلَى عَدٍ
Good bye (farewell)	عَلَى طَائِرِ مَيْمُونٍ / مَعَ السَّلَامَةِ
Happy new year	عِيدٌ مُبَارَكٌ
If God wills or if God wishes	إِنْ شَاءَ اللَّهُ
Good luck! All the best	خَيْرًا / أَتَمَنَى لَكَ كُلَّ خَيْرٍ
Regards to your family	بَلِّغْ سَلَامِي إِلَى عَائِلَتِكَ
see you soon	إِلَى الْإِقَاءِ قَرِيبًا
Congratulations on your success	هَنِيئًا لَكَ عَلَى النَّجَاحِ
How are you today?	كَيْفَ حَالُكَ الْيَوْمَ؟
I am fine, thanks	إِيَّيَ عَلَى مَا يَرَامُ، شُكْرًا
Is the family all right?	هَلْ الْعَائِلَةُ عَلَى مَا يَرَامُ؟
We are well, thank you	إِنَّا جَمِيعًا بِخَيْرٍ، أَشْكُرُكَ

3.3 Gender Numbers

3.3.1 Masculine and Feminine Gender المذكر والمؤنث

Genders in Arabic are two types they are مُذَكَّرٌ (masculine) and مُؤنَّثٌ (Feminine).

المذكر (Masculine) denotes male among human being, animals, place or thing. For example: تَلْمِيذٌ (a pupil), دِيكٌ (a cock), خُرُوفٌ (a lamb), مَسْجِدٌ (a mosque).

المؤنث (Feminine) denotes female gender among human being, animal, place or thing. For example تَلْمِيذَةٌ (a schoolgirl) نَعْجَةٌ (a ewe) دَجَاجَةٌ (a hen) مَدْرَسَةٌ (a school).

It is pertinent to mention here that there is no neutral gender in Arabic. The list below shows masculine and feminine Arabic by closed 'ā' at the end.

Feminine المُوَنَّتْ

Masculine المُدَّكَّرُ

مُؤْمِنَةٌ
وَالِدَةٌ
شَيْخَةٌ

مُؤْمِنٌ
وَالِدٌ
شَيْخٌ

Adding closed 'ta' at the end does not form feminine nouns of some masculine like example bellow:

Feminine المُوَنَّتْ

Masculine المُدَّكَّرُ

سُلْحَفَةٌ
نَاقَةٌ
دَجَاجَةٌ

عَيْلٌ
جَمَلٌ
دَيْكٌ

The closed 'ta' is not the only feminine sign. The long vowel 'Alif may suffix feminine nouns and adjectives. The feminine proper noun لَيْلَى has this 'Alif suffix.

The feminine proper nouns اَسْمَاءُ and the feminine adjective حَسَنَاءُ (in مَرْيَمُ حَسَنَاءُ) (Maryam is pleasant) have this feminine 'Alif followed by Hamzah which makes this 'Alif a little longer. Therefore, the feminine 'Alif followed by a Hamzah is called the elongated 'Alif الألف الممدود whereas that of لَيْلَى is called the short 'Alif الألف المقصور. The closed feminine 't' is to be pronounced as an unvowelled h if the reader pauses at the end of the noun.

The feminine ending ة tun occurs in many words, which have no masculine form e.g: مَدِينَةٌ - a city, جَنِينَةٌ - a garden, مَحْكَمَةٌ - a law court.

It is occasionally, although rarely, found in words which are masculine e.g. خَلِيفَةٌ - successor = Caliph, رَحَالَةٌ - a great traveller, globe trotter.

The following classes of words are feminine without requiring the distinctive feminine ending:

- i) All words and proper names, which are by their nature feminine e.g. أُمٌّ - mother, عَرُوسٌ - a bride, أُخْتٌ - a sister, عَجُوزٌ - an old woman, particles which with special meaning can be applied to females such as حَامِلٌ - pregnant, مُرْضِعٌ - suckling (adjective).
- ii) Most (though not all) names of countries and cities e.g. لَنْدُنٌ - London, مِصْرٌ - Egypt, فَرَنْسَا - France, الْهِنْدُ - India.
- iii) Some parts of the body, which occurs in pairs e.g. عَيْنٌ - a eye, يَدٌ - a hand, أُذُنٌ - an ear, رِجْلٌ - a foot.

- iv) A number of words which are feminine by usage e.g. رِيحٌ - a wind, حَرْبٌ - a war, دَارٌ - a house, نَارٌ - a fire , أَرْضٌ earth / ground, الشَّمْسُ - sun.
- v) A number of words are of common gender and may be masculine or feminine e.g. حَالٌ - a state, طَرِيقٌ - a road, سُوقٌ a market (usually feminine) سِكِّينٌ - a knife (usually feminine).

3.4 Singular, Dual and Plural

In Arabic, there are three numbers. They are *المُفْرَدُ* which denotes one, singular dual *المُتَنِّي* which denotes two and plural *الْجَمْعُ* which denotes more than two.

1. Singular - *المُفْرَدُ* is a noun indicating one person, or thing or an adjective describing such a noun, whether it is masculine or feminine.
2. Dual - *المُتَنِّي* : is a noun indicating two persons, or two things, masculine or feminine or an adjective modifying such a noun. To form dual in Arabic, the vowel of the last letter of the concerned noun should be changed to *al-fa-thah* and then *alif* and *nun* (ا، ن) should be added to the noun in the accusative or genitive case. For example قَلَمٌ becomes قَلَمَانٌ. But if nouns are in the accusative or genitive case, silent *ya* and *nun* should be added e.g. قَلَمَيْنِ if the noun ends with a closed *ta*, it will be changed to ordinary *t* before adding 'Alif or *y* and *nūn*. For instance خَادِمَةٌ becomes خَادِمَتَانِ or خَادِمَتَيْنِ.

It should be pointed out here that the *nun* of the dual must always take *kasrah*. Example: جَاءَتْ الطَّالِبَاتَانِ the (two) student girls came. Dual noun طَالِبَاتَانِ is in the nominative case.

رَأَيْتُ طَالِبَيْنِ I saw the (two) students. Dual noun is in the accusative case. هَذِهِ عُرْفَةُ الْمُدْرَسَيْنِ This is the room of the two teachers.

Dual noun in the genitive.

When *المُتَنِّي* is "مُضَافٌ" "ن" is dropped. قُطِعَتَا لَحْمٌ two pieces of meat is in the nominative case قُطِعَتَا لَحْمٌ two pieces of meat is in oblique case.

الصِّفَةُ must also agree with *المَوْصُوفُ* in number.

If *المَوْصُوفُ* is *مُتَنِّي* then *الصِّفَةُ* must also be *مُتَنِّي*

عَيْنَا الْبِنْتِ الْجَمِيلَتَانِ The two beautiful eyes of the girl.

عَيْنَا الْبِنْتِ الْجَمِيلَةِ The two eyes of the beautiful girl.

عَيْنَا الْبِنْتِ جَمِيلَتَانِ The two eyes of the girl are beautiful.

3. **Plural جَمْع**: there are three kinds of plural in Arabic. They are:
- Sound Masculine Plural** جَمْعُ الْمَذَكَّرِ السَّالِمِ which is formed by adding *waw* and *nun* to the last letter of the noon when the noun is in the accusative or genitive case. For instance مُدْرَسٌ becomes مُدْرَسُونَ in the case of the nominative case and مُدْرَسِينَ in the case of the genitive and accusative case. It should be noted that the *nun* of the plural should carry *al-fathah* while that of dual should carry *'al-kasrah*. When جَمْعُ الْمَذَكَّرِ السَّالِمِ is مُضَافٌ then ن is dropped. الْمُعَلِّمُونَ الْمُعَلِّمُونَ الْمَدْرَسَةِ the teachers of the school is in the nominative case and الْمُعَلِّمُونَ الْمُعَلِّمِينَ الْمَدْرَسَةِ the teachers of the school is in the genitive case مُعَلِّمُو الْمَدْرَسَةِ and مُعَلِّمُونَ الْمَدْرَسَةِ are not correct.
 - Sound Feminine Plural** جَمْعُ الْمَوْثَّاتِ السَّالِمِ which is found by adding 'Alif and open tā' to the feminine noun concerned. For instance طالِبَةٌ becomes طالِبَاتٌ these kinds of plurals are referred to as sound because they are formed without disrupting the structure of the singular.
 - Broken Plural** جَمْعُ التَّكْسِيرِ: This is a noun indicating three or more persons or things or an adjective describing such a noun. This plural does not retain the structure of its singular. For instance وَلَدٌ becomes أَوْلَادٌ this plural has many patterns so, a learner should memorize as many plural as he can.

The table below shows the singular, dual and plurals of some nouns.

3.4.1 Broken Plural

Plural جَمْع	Dual مُتَنِي	Singular مُفْرَد	English
رُسُلٌ	رَسُولَانِ	رَسُولٌ	a messenger
مُدُنٌ	مَدِينَتَانِ	مَدِينَةٌ	a city
بَحَارٌ	بَحْرَانِ	بَحْرٌ	a sea
أَقْلَامٌ	قَلَمَانِ	قَلَمٌ	a pen
أَسْوَاقٌ	سُوقَانِ	سُوقٌ	a market
أَبْنَاءٌ	ابْنَانِ	ابْنٌ	a son
جُيُوشٌ	جَيْشَانِ	جَيْشٌ	an army
أَشْهُرٌ	شَهْرَانِ	شَهْرٌ	a month
طُرُقٌ	طَرِيقَانِ	طَرِيقٌ	a road
أَطْبَاءٌ	طَبِيبَانِ	طَبِيبٌ	a physician

3.4.2 Sound Masculine Plural

Plural	جَمْع	Dual	مُتْنَى	Singular	مُفْرَد	English
فَلَاخُونَ		فَلَاخَان		فَلَاخٌ		a peasant
طَبَّاخُونَ		طَبَّاخَان		طَبَّاخٌ		a cook
مُوظَّفُونَ		مُوظَّفَان		مُوظَّفٌ		a clerk
مُتَفَرِّجُونَ		مُتَفَرِّجَان		مُتَفَرِّجٌ		a spectator
فَائِزُونَ		فَائِزَان		فَائِزٌ		a winner
بَاحِثُونَ		بَاحِثَان		بَاحِثٌ		a researcher

3.4.3 Sound Feminine Plural

Plural	جَمْع	Dual	مُتْنَى	Singular	مُفْرَد	English
سَيِّدَاتٌ		سَيِّدَتَان		سَيِّدَةٌ		a lady
عَسَّالَاتٌ		عَسَّالَتَان		عَسَّالَةٌ		a washer woman
أُحْوَاتٌ		أُحْوَاتَان		أُحْوَاتٌ		a sister
خَيَّاطَاتٌ		خَيَّاطَتَان		خَيَّاطَةٌ		a seamstress
مُدْرَسَاتٌ		مُدْرَسَاتَان		مُدْرَسَةٌ		a female teacher
جَمِيلَاتٌ		جَمِيلَتَان		جَمِيلَةٌ		a beautiful (Feminine)

4.0 CONCLUSION

In this unit you have learnt various ways through which the Arabs express courtesy, their mode of greetings and customs and the gender number in Arabic grammar.

5.0 SUMMARY

We have dealt with some of the customs of the Arabs, their greetings and expressions of courtesy, and gender numbers in Arabic grammar.

6.0 TUTOR-MARKED ASSIGNMENT

1. Give the feminine of the following words:
مُؤْمِنٌ - تَاجِرٌ - كَاتِبٌ - طَالِبٌ - مُدْرَسٌ - جَمَلٌ - دَيْكٌ - غَيْلَمٌ
2. Give the dual and plural forms of the following nouns:
حَارِسٌ - وَالدٌ - عَامِلٌ - سَيِّدَةٌ - مُعَلِّمَةٌ - طَائِرٌ - صَدِيقٌ - كُرْسِيٌّ - نَمْرٌ - حَدِيقَةٌ
3. How do you greet your Muslim friends?
4. What do you say when you want to greet in the morning and evening?

7.0 REFERENCES /FURTHER READING

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UNIT 5 THE NATURE, TREES, INSECTS, REPTILES, INANIMATE OBJECTS AND ADJECTIVES IN ARABIC GRAMMAR

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Nature
 - 3.2 The Trees
 - 3.3 The Insects and Reptiles
 - 3.4 Inanimate Objects
 - 3.5 Adjectives
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

In this unit, names of natural things including the trees, various insects, reptiles, inanimate objects and adjectives in Arabic grammar shall be introduced.

2.0 OBJECTIVES

At the end of this unit you are expected to be familiar with:

- The names of the various natural things including the trees, insects, reptiles and inanimate objects.
- The adjectives in Arabic grammar.

3.0 MAIN CONTENT

3.1 The Nature

English Arabic	Arabic	English	
earth	أَرْضٌ	thunderbolt	صَاعِقَةٌ

region	إقليم	desert	صحراء
horizon	أفق	rock	صخرة
lighting	برق	weather	طقس
sea	بحر	flood	طوفان
lake	بحيرة	dark	ظلام
volcano	بركان	shade	ظل
cold	برد	storm	عاصفة
soil	تراب	dust	غبار
hill	تل	cloud	غيمة
snow	ثلج	continent	قارة
harbor	ميناء	pole	قطب
mountain	جبل	moon	قمر
island	جزيرة	top	قمة
ice	جليد	canal	قناة
south	جنوب	rainbow	قوس قزح
atmosphere	جو	universe	الكون
stone	حجر	water	ماء
pebbles	حصان	ocean	محيط
hot	حار	zone	منطقة
bay	خليج	climate	مناخ
eclipse	خسوف/كسوف	wave	موجة
equator	خط الاستواء	fire	نار
smoke	دخان	spring	نبع
thunder	رعد	star	نجم
moisture	رطوبة	river	نهر
sand	رمل	light	نور
wind	ريح	air	هواء
earthquake	زلزال	valley	وادي
storm	زوبعة	mud	وحل
sun	شمس	oasis	واحة
coast	ساحل	sea-shore	شاطئ
plain	سهل	spark	شرارة

3.2 Trees

English	Arabic	English	Arabic
pear tree	شجرة إجاص	banana tree	شجرة موز
orange tree	شجرة برتقال	almond tree	شجرة لوز
oak tree	شجرة بلط	vine tree	
كزامة			
palm tree	شجرة بلح	fig tree	شجرة تين
apple tree	شجرة تفاح	pomegranate tree	شجرة رمان

cane tree	شَجَرَةُ خَيْرَانَ	quince tree	شَجَرَةُ سَقَرَجَلْ
olive tree	شَجَرَةُ زَيْثُونُ	jujube tree	شَجَرَةُ عُنَابِ

3.3 Insects and Reptiles

English	Arabic	English	Arabic
flea	بَرَعُوْثُ	fly	دُبَابَةٌ
mosquito	بَعُوْضَةٌ	reptile	زَاكِفَةٌ
bug	بَقَّةٌ	drone	ذَكَرُ النَّحْلِ
serpent	تَعْبَانٌ	lizard	سَحْلِيَّةٌ
locust	جَرَادَةٌ	cricket	صُرْصُورٌ
grasshopper	جُنْدُبٌ	moth	عَثٌّ
snake	حَيَّةٌ	scorpion	عَقْرَبٌ
chameleon	حَرَبَاءٌ	butterfly	فَرَّاشَةٌ
insect	حَشْرَةٌ	spider	عَنْكَبُوْتُ
beetle	خُنْفَسَةٌ	louse	فُمَّلَةٌ
worm	دُوْدَةٌ	bee	نَحْلَةٌ
caterpillar	دُوْدُ شَجَرٍ	ant	نَمْلَةٌ
silkworm	دُوْدَةُ قَزٍ	viper	أَفْعَى سَامَةٌ

3.4 Inanimate Objects

English Translation	Arabic	English Translation	Arabic
mountain	جَبَلٌ	window	شِبَاكٌ
village	قَرْيَةٌ	door	بَابٌ
wall	حَائِطٌ	corridor	دَهَالِيْرٌ - مَمْنَى
ceiling	سَقْفٌ	airplane	طَائِرَةٌ
roof	سَطْحٌ	ball	كُرَّةٌ
stone	حَجْرٌ	boat	قَارِبٌ
ship	سَفِيْنَةٌ	book	كِتَابٌ

3.5 Adjectives الصِّفَةُ

Adjective is used to qualify a noun. In English we say “an ignorant boy” an Arab would say a boy ignorant in Arabic. Noun (اسم) qualified comes first and the adjective come next وَلَدٌ جَاهِلٌ and ignorant boy رَجُلٌ شَرِيْفٌ noble man, بَيْتٌ كَبِيْرٌ a big house.

An adjective in Arabic follows the noun it qualifies. It must agree with the nouns it qualifies (المَوْصُوْفُ) in:

1. Case ending
2. Gender
3. Number
4. Indefiniteness or definiteness

زَارَتْني سَيِّدَةٌ غَنِيَّةٌ	a rich lady visited me
حَضَرَ المُعَلِّمُ الفَاضِلُ	the noble teacher arrived
أُعِيشُ فِي قَرْيَةٍ جَمِيلَةٍ	I live in a beautiful village
هَؤُلَاءِ طُلَّابٌ مُهَدَّبُونَ	these are well mannered students

There exist numerous adjectival patterns, the most important of which are the following:

- i. فَاعِلٌ - actually is the active participle of the simple verb. e.g. [جَاهِلٌ - ignorant, pl. جُهَالٌ], [تَاجِرٌ - trader or merchant pl. تَجَارٌ], [كَاتِبٌ] - writing, a clerk, pl. كُتَّابٌ, [عَالِمٌ - learned, pl. عُلَمَاءٌ].
- ii. فَعِيلٌ - more commonly adjectival than nominal e.g. [سَعِيدٌ - happy, fortunate, pl. سُعَدَاءٌ], [كَرِيمٌ - generous, pl. كُرَمَاءٌ].
- iii. فَعْلَانٌ - 2nd declension from simple verbs of the pattern فَعِلٌ denoting temporary state, e.g.
 كَسَلَانٌ - lazy, pl. كَسَالِيٌ fem. sing. كَسَلَى
 عَطَشَانٌ - thirsty, pl. عَطَشَاتِيٌ fem. sing. عَطَشَتَى
 نَعْسَانٌ - sleepy, pl. نَعْسَاتِيٌ fem. sing. نَعَسَتَى

N.B. In modern Arabic, the pattern فَعْلَانٌ usually takes the sound endings in the feminine and plural, e.g. تَعَبَانٌ tired.

- i. فُعُولٌ - is an intensive form of patterns (i) and (iii) e.g. [جَهُولٌ - very ignorant] [كَسُولٌ - very lazy].
- ii. فَعَالٌ - denoting habitual action or profession, e.g. [أَكَالٌ - always eating, gluttonous] [عَدَّاءٌ - always running, a runner] patterns (iv) and (v) take the regular feminine and sound plural endings.
- iii. مَفْعُولٌ - actually the passive participle of simple verbs, e.g. [مَسْرُورٌ - pleased, overjoyed] [مَشْغُولٌ - occupied, busy] This pattern takes the sound plural ending when it refers to rational beings, otherwise broken plural or the sound feminine plural ending, e.g. مَرْسُومٌ - a decree / a verdict, pl. مَرَّاسِيمٌ [مَوْضُوعٌ - a subject, topic, pl. مَوْضُوعَاتٌ. The pattern أَفْعَالٌ - fem. sing. فَعْلَاءٌ masc. and fem. pl. فُعُلٌ is confined to adjectives denoting colours or defects of the body, e.g.

سُوْدٌ – black, fem. sing. سَوْدَاءٌ pl.
 حُمْرٌ – red, fem. sing. حَمْرَاءٌ pl.
 صُفْرٌ – yellow, fem. sing. صَفْرَاءٌ pl.
 خُضْرٌ – green, fem. sing. خَضْرَاءٌ pl.
 بَيْضٌ – white, fem. sing. بَيْضَاءٌ pl.

N.B. the sound group being ‘uy’ being repugnant to Arab ears ‘u’ changes into ‘i’ the vowel cognate to the following consonant.

بُكْمٌ – dumb, fem. sing. بَكْمَاءٌ pl.
 طُرْشٌ – deaf, fem. sing. طَرَشَاءٌ pl.
 عُمَى – blind, fem. sing. عَمِيَاءٌ pl.

4.0 CONCLUSION

In this unit, you have learnt the names of natural things, insects, reptiles, inanimate objects and adjectives in Arabic grammar.

5.0 SUMMARY

We have dealt with names of natural things, reptiles and insect, as well as trees, other inanimate objects and adjectives in Arabic grammar.

6.0 TUTOR MARKED ASSIGNMENT

1. Mention four names of each from the following in Arabic: nature, trees, insects, reptiles and inanimate objects?
2. What is the position of the adjective in relation to the qualified noun?

7.0 REFERENCES/ FURTHER READING

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UNIT 6 FOOD, VEGETABLES & FRUITS, DRINKS, BANK AND POST OFFICE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Food
 - 3.2 Vegetables and Fruits
 - 3.3 Drinks
 - 3.4 Banks and Post Office
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This unit is a continuation of the preceding unit on vocabulary development specifically touching on the kinds of foods in our environment, vegetable, fruits and drinks. The units will also focus on some words use in banks and post office.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- Identify various kinds of food in Arabic.
- Familiarize yourself with various kinds of vegetables, fruits and drinks.
- Also recognize some words used in banks and post office.

3.0 MAIN CONTENT

3.1 Food

English	Arabic	English	Arabic
food	طَعَامٌ	beef	لَحْمُ الْعِجَلِ
boiled eggs	بَيْضٌ مَسْلُوكٌ	salt	مِلْحٌ
milk	حَلِيبٌ	butter	زَبْدَةٌ
chicken	دَجَاجَةٌ	cream	قَشْتُطَةٌ

fish	سَمَكٌ	break fast	فُطُورٌ
tea	شَايٌ	lunch	عَدَاءٌ
honey	عَسَلٌ	dinner	عَشَاءٌ
yoghurt	لَبَنَةٌ	sausage	نَقَانِقٌ
fried eggs	بَيْضٌ مَقْلِيٌّ	egg	بَيْضَةٌ

3.2 Vegetables and Fruits

English	Arabic	English	Arabic
pomegranate	رُمَانٌ	grape	عِنَبٌ
apricots	مِشْمَشٌ	pear	إِجَاصٌ
onion	بَصَلٌ	nut	جَوْرٌ
dates	بَلَّحٌ	apple	تَفَاحٌ
dried dates	تَمْرٌ	lettuce	رَيْثُونٌ
tomato	بَنْدُورَةٌ / طَمَطَمٌ	olive	حَسَنٌ
cucumber	خِيَارٌ / فَنَاءٌ	quince	سَفْرَجَلٌ
fig	تَيْنٌ	almond	لَوْزٌ
oranges	بُرْتِقَالٌ	pepper	فُلْفُلٌ
carrot	جَزْرٌ	potato	بَطَاطَا
pineapple	أَنَّنَاسٌ	peach	دُرُقٌ

3.3 Drinks

English	Arabic	English	Arabic
water	مَاءٌ	carrot juice	عَصِيرُ جَزْرٍ
lemonade	بَبْمُونَدَةٌ	soft drink	مُرَطَّبَاتٌ
coffee	قَهْوَةٌ	cacao	كَكَأُو
juice	عَصِيرٌ	wine	نَبِيدٌ

3.4 Banks and Post Office

English	Arabic	English	Arabic
cheque	الشَّيْكُ	closing of account	قَفْلُ الْحِسَابِ
current account	حِسَابٌ جَارِي	mail	بَرِيدٌ
my account	اِعْتِمَادٌ	postage	أَجْرَةُ الْبَرِيدِ
credit	قَائِدَةٌ	airmail	بَرِيدٌ جَوِي
interest	قَائِدَةٌ	telegram	بَرْقِيَّةٌ
shares	إِسْعَارُ الْأَسْهُمِ	form	اِسْتِمَارَةٌ
debts	دُيُونٌ	postal order	جَوَالَةُ مَالِيَّةٍ عَلَى الْبَرِيدِ
assets	أُصُولٌ	post office	مَكْتَبُ بَرِيدٍ
endorse	وَقَعَ	exchange/remittance	تَحْوِيلٌ

rate of exchange	سِعْرُ الصَّرْفِ	cashier	مَحْصَلُ النُّفُودِ
travellers cheque	شِيكَاةٌ سِيَّاحَةٌ	bonds	هَاتِفٌ
counter	سِنْدَانٌ	banker	مَصْرَفِيٌّ

4.0 CONCLUSION

In this unit, you have learnt about:

- i. Various kinds of food, vegetables, fruits and drinks.
- ii. Names of some words used in banks and post office.

5.0 SUMMARY

The vocabularies learnt in this unit relate to foods, vegetables, fruits, drinks, banks and post office in Arabic.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention four major kinds of foods in our environment?
2. What are the Arabic words for the following items:
(a) dates (b) apple (c) nut (d) honey (e) chicken (f) interest (g) mail (h) form (i) cashier?

7.0 REFERENCES/FURTHER READING

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MODULE 3 GRAMMAR, COMMON WORKS AND SELECTED ACTIVITIES

- Unit 1 Prepositions, Adverbs and Further Lessons on Pronouns
- Unit 2 Common Words used in Hospital, Government Service,
Commerce, etc.
- Unit 3 Relative and Interrogative pronouns, and Introduction to
Sentence Construction
- Unit 4 Directions, Measurements, School Subjects and Punctuation
Marks

UNIT 1 PREPOSITIONS, ADVERBS AND FURTHER LESSONS ON PRONOUNS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Preposition
 - 3.2 Adverbs
 - 3.3 Personal Pronouns
 - 3.4 Basic Division of Personal Pronouns
 - 3.5 The Terms of Nominative Personal Pronouns
 - 3.6 The Verb and Its Doer
 - 3.7 The Terms of Accusative Personal Pronouns
 - 3.8 Terms of the Genitive Personal Pronouns
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References and Further Reading

1.0 INTRODUCTION

This unit is a continuation of an aspect of unit 3 which specifically focused on pronunciations. In this unit, however, emphasis will be on the two forms of adverb: the adverbs of time and of place; the prepositions and their uses as well the interrogative and relative pronouns.

2.0 OBJECTIVES

At the end of this unit, you are expected to:

- Get familiar with the prepositions in Arabic and their usage
- Be acquainted with adverbs and their usage
- List and explain other kinds of pronouns and their usage.

3.0 MAIN CONTENT

3.1 Prepositions

Prepositions are particles often placed before a noun in Arabic and render it in the genitive. Since Arabic grammar deals mainly with the case endings, the Arabic prepositions are referred to as *'huruful-jarr حُرُوفُ الْجَرَ* which literally means the particles of genitive, they are given this term in Arabic because they govern the nouns that follow them in the genitives case.

For example, when we say: *فِي الْبَيْتِ رَجُلٌ* 'there is a man in the house' the particle (*فِي*) (in) is a preposition followed by the noun (*الْبَيْتِ*) (house) which is in the genitive case because of the particle (*فِي*) that governs it. Some of the Arabic prepositions are:

i. *إِلَى* (to):

Examples: *جِئْتُ إِلَى الْمَدِينَةِ* (I came to the city)
كَتَبَ الْوَلَدُ إِلَى الْمُدِيرِ (the boy wrote to the director)

ii. *عَلَى* (on):

Examples: *وَضَعَتْ فَاطِمَةُ قَلَمَهَا عَلَى الْمَكْتَبِ* (Fatimah put her pen on the desk)
جَلَسَ الطَّالِبُ عَلَى الْمَقْعَدِ (the student sat on the bench).

iii. *فِي* (in):

Examples: *الْمُسْلِمُونَ فِي الْمَسْجِدِ* (the Muslims are in the mosque).
وَقَعَ الْكِتَابُ فِي الْمَاءِ (the book fell into the water)

iv. *مِنْ* (from; of):

Examples: *أَنَا قَائِمٌ مِنَ الْبَيْتِ* (I am coming from home)
هَذَا الْكُرْسِيُّ مِنَ الْخَشَبِ (this chair is of wood)

v. عَنْ (on/about/for):

Examples: سَأَلَ الْمُعَلِّمُ عَنْ حَالِ الطَّالِبِ (the teacher asked about the condition of the student).

غَابَ الْعَرِيفُ عَنِ الْفَصْلِ (the monitor was absent from the class)

vi. حَتَّى (till):

Examples: رَاجَعْتُ دُرُوسِي حَتَّى الظُّهْرِ (I revised my lessons till noon).
سَأَبَقِي فِي الْمَسْجِدِ حَتَّى اللَّيْلِ (I will remain in the mosque till night).

vii. وَ (used for oath)

Examples: وَاللَّهِ (I swear by Allah)
وَالنَّجْمِ (I swear by star)

viii. بِ (with):

Example: أَنَا أَكْتُبُ بِالْقَلَمِ (I am writing with pen)
ابْنِي يَلْعَبُ بِالْكُرَةِ (my son is playing with the ball)

ix. لِ (for):

Examples: هَذَا الْكِتَابُ لِلْحَارِسِ (this dog is for the guard)
لِلْبِنْتِ هَذَا الْخَاتَمُ الْجَمِيلُ (this beautiful ring is for the girl)

x. كَ (as; alike)

Example: الْهَرُّ كَالثَّمَرِ (a cat is like a tiger)
الْمُعَلِّمُ كَالطَّيِّبِ (a teacher is like a doctor)

3.2 Adverbs

Adverbs are of two kinds they are:- ظَرْفُ الْمَكَانِ (adverb of place) and ظَرْفُ الزَّمَانِ (adverb of time). Both of them are in the accusative case and govern the nouns in the genitive case, adverbs of time and place include.

Place Time

English	Arabic	English	Arabic
in front of	أَمَامُ	morning	صَبَاحًا

Behind	خَلْفَ	night	لَيْلًا
Over	فَوْقَ	day	يَوْمًا
Under	تَحْتَ	tomorrow	غَدًا
With	عِنْدَ	month	شَهْرًا
Beside	جَنْبَ	Year	حَوْلًا

Examples:

English Translation	Arabic
Adverb of Place	ظَرْفُ الْمَكَانِ
The boy stands in front of the mirror	يَقِفُ الْوَلَدُ أَمَامَ الْمِرْآةِ
The cat sleeps behind the door	تَنَامُ الْقِطَّةُ خَلْفَ الْبَابِ
The bird is on the tree	الطَّائِرُ فَوْقَ الشَّجَرَةِ
He is sitting under the tree	هُوَ جَالِسٌ تَحْتَ الشَّجَرَةِ
The pen is with the boy	الْقَلَمُ عِنْدَ الْوَلَدِ
The student is beside the teacher	الطَّالِبُ جَنْبَ الْمُعَلِّمِ

EXAMPLES:

English Translation	Arabic
Adverb of Time	ظَرْفُ الزَّمَانِ
the sun rises in the morning	تُشْرِقُ الشَّمْسُ صَبَاحًا
The bat flies in the mid-night	يَطِيرُ الْخُفَّاشُ لَيْلًا
I spent a complete year in Libya	قَضَيْتُ فِي لِيْبِيَا حَوْلًا كَامِلًا
Zaid returns to his house at sunset	رَجَعَ زَيْدٌ إِلَى بَيْتِهِ عِشَاءً

3.3 Personal Pronouns الضَّمَايِرُ

Arabic pronouns are divided into three parts:

- i. Detached الْمُفَصَّلَةُ
- ii. Attached الْمُتَّصِلَةُ
- iii. Implied الْمُفَعَّرُ

The Arabic personal pronoun is nominative, accusative and genitive.

English Translation			Arabic		
English Case	The Pronoun	Example	الْأَمْثِلَةُ	الضَّمَايِرُ	Arabic Case
Nominative	I	I am a student. I wrote the lesson yesterday. (I) I am writing	أَنَا طَالِبٌ كَتَبْتُ الدَّرْسَ أُمْس. أَكْتُبُ الدَّرْسَ	أَنَا تُ Implied	Nominative

		the lesson now.	الآن.		
Accusative	Me	Mahmood treated me well. Me alone Mahmood treated well.	أَكْرَمَنِي مَحْمُودٌ. إِيَّايَ أَكْرَمَ مَحْمُودٌ.	ي إِيَّايَ	Accusative
Possessive	My	To me (there is) a small car. My car is small.	سَيَّارَةٌ لِي صَغِيرَةٌ. سَيَّارَتِي صَغِيرَةٌ.	ي ي	genitive

3.4 Basic Division of Personal Pronoun

- The nominative detached pronoun is the subject of a nominal sentence.
- The nominative attached Pronoun is the subject, (doer), of verb.
- The implied pronoun is also the subject of a verb.
- The accusative Pronoun is the object of a verb. It is most frequently attached, like the *ya* suffix in أَكْرَمَنِي; but it is rarely detached coming before the verb for emphasis. This sentence then reads: إِيَّايَ أَكْرَمَنِي
- The Genitive Pronoun which is the object of a preparation or the second part construct phrase is always attached and is identical with the accusative attached pronoun, like the *y* ' in لِي "to me" كِتَابِي my book.
- We may add here that when a statement begins with a noun or a pronoun and is followed by a verb; the pronoun or noun is treated as the subject of a nominal sentence; not of the verb. The subject of the verb cannot precede it; it has to follow it tangibly or to be regarded as an implied pronoun. If we say, for example, أَنَا كَتَبْتُ "I wrote," the statement is regarded as a nominal sentence of which the pronoun أَنَا 'I' is the subject. The subject of the verb كَتَبْتُ is the *t* , ثُ , and the verbal sentence consisting of the verb and its subject doer is regarded as the predicate.

3.5 The Terms of Nominative Personal Pronoun

Attached Pronoun الضَّمَائِرُ الْمُتَّصِلَةُ		Detached Pronoun الضَّمَائِرُ الْمُتَّفَصِّلَةُ		Person مَنْوَبٌ عَنْهُمْ
Meaning	Pronoun	Meaning	Pronoun	
I wrote	كَتَبْتُ كَتَبْنَا	I	أَنَا نَحْنُ	First الْمُتَكَلِّمُ

We wrote		We		
You (boy) wrote	كَتَبْتَ	You (male)	أَنْتَ	Second المُخَاطَبُ
You (girl) wrote	كَتَبْتِ	You (female)	أَنْتِ	
You (2 boys) wrote	كَتَبْتُمَا	You (2 males)	أَنْتُمَا	
You (2 girls) wrote	كَتَبْتُمَا	You (2 females)	أَنْتُمَا	
You (boys) wrote	كَتَبْتُمْ	You (males)	أَنْتُمْ	
You (girls) wrote	كَتَبْتُنَّ	You (females)	أَنْتُنَّ	
(He) Wrote	كَتَبَ	He	هُوَ	Third الْمُغَاطَبُ
(She) Wrote	كَتَبَتْ	She	هِيَ	
They (2 boys) wrote	كَتَبُوا	They (2 males)	هُمَا	
They (2 girls) wrote	كَتَبْنَ	They (2 females)	هُمَا	
They (boys) wrote	كَتَبُوا	They (males)	هُمْ	
They (girls) wrote	كَتَبْنَ	They (females)	هُنَّ	

This means: (when a boy is spoken to) the same applies to other words in parentheses.

3.6 The Verb and Its Doer:

الأمر Jussive	المُضَارِعُ Present tense		الْمَاضِي Past tense		Persons مُؤَبَّهٌ عَنْهُمْ
	Nominal Sentence	Verbal Sentence	Nominal Sentence	Verbal Sentence	
	أَنَا أَكْتُبُ*	أَكْتُبُ*	أَنَا كَتَبْتُ	كَتَبْتُ	First المُتَكَلِّمُ
	نَحْنُ نَكْتُبُ*	نَكْتُبُ*	نَحْنُ كَتَبْنَا	كَتَبْنَا	
	أَنْتَ تَكْتُبُ*	تَكْتُبُ*	أَنْتَ كَتَبْتَ	كَتَبْتَ	
	أَنْتِ تَكْتُبِينَ*	تَكْتُبِينَ*	أَنْتِ كَتَبْتِ	كَتَبْتِ	

أَكْتَبْنَا أَكْتَبُوا أَكْتَبِينَ	أَنْتُمَا تَكْتُبَانِ أَنْتُمْ تَكْتُبُونَ أَنْتُنَّ تَكْتُبِينَ	تَكْتُبَانِ تَكْتُبُونَ تَكْتُبِينَ	أَنْتُمَا كَتَبْتُمَا أَنْتُمْ كَتَبْتُمْ أَنْتُنَّ كَتَبْتُنَّ	كَتَبْتُمَا كَتَبْتُمْ كَتَبْتُنَّ	Second المُخَاطَبُ
	هُوَ يَكْتُبُ هِيَ تَكْتُبُ هُمَا يَكْتُبَانِ هُمَا تَكْتُبَانِ هُم يَكْتُبُونَ هُنَّ يَكْتُبِينَ	يَكْتُبُ تَكْتُبُ يَكْتُبَانِ يَكْتُبَانِ يَكْتُبُونَ يَكْتُبِينَ	هُوَ كَتَبَ هِيَ كَتَبَتْ هُمَا كَتَبَا هُمَا كَتَبَتَا هُم كَتَبُوا هُنَّ كَتَبْنَ	كَتَبَ كَتَبَتْ كَتَبَا كَتَبَتَا كَتَبُوا كَتَبْنَ	Third الغَائِبُ

Note the سُكُونُ of the التَّأْيِيثُ is replaced by the كَسْرَةٌ if it is followed by الِ to avoid meeting of two سُكُونُ which is a grammatically error in Arabic i.e: كَتَبْتُ الْبَيْتَانَ instead of كَتَبْتُ الْبَيْتَانَ

* An asterisk is placed over the verb in the table when its subject is an implied pronoun.

3.7 The Terms of Accusative Personal Pronouns

Attached Pronoun الضَّمَائِرُ الْمُتَّصِلَةُ		Detached Pronoun الضَّمَائِرُ الْمُتَفَصِّلَةُ		Persons مَنْوَبٌ عَنْهُمْ
Meaning	Pronoun	Meaning	Pronoun	
You treated me well	أَكْرَمْتَنِي	Me alone	إِيَّايَ (أَكْرَمْتُ)	First الْمُتَكَلِّمُ
You treated us well	أَكْرَمْتَنَا	you treated well	إِيَّانَا (أَكْرَمْتُ)	
I treated you well (for male, female and other second person form)	أَكْرَمْتُكَ أَكْرَمْتُكِ أَكْرَمْتُكُمَا أَكْرَمْتُكُمْ أَكْرَمْتُكُنَّ	You alone I treated well (for both 2 nd person singular and plural).	إِيَّاكَ (أَكْرَمْتُ) إِيَّاكِ (أَكْرَمْتُ) إِيَّاكُمَا (أَكْرَمْتُ) إِيَّاكُمْ (أَكْرَمْتُ) إِيَّاكُنَّ (أَكْرَمْتُ)	Second المُخَاطَبُ
I treated him well	أَكْرَمْتُهُ	Him (I treated well)	إِيَّاهُ (أَكْرَمْتُ)	Third الغَائِبُ
I treated her well	أَكْرَمْتُهَا	Her (I treated well)	إِيَّاهَا (أَكْرَمْتُ)	
I treated them well (for dual and all 3 rd person)	أَكْرَمْتُهُمَا أَكْرَمْتُهُمْ أَكْرَمْتُهُنَّ	They (alone I treated well)	إِيَّاهُمْ (أَكْرَمْتُ) إِيَّاهُنَّ (أَكْرَمْتُ)	

plural)				
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3.8 Terms of the Genitive Personal Pronoun

Attached Pronoun الضَّمَائِرُ الْمُتَّصِلَةُ		Detached Pronoun الضَّمَائِرُ الْمُتَّفَصِلَةُ		Persons مَثُوبٌ عَنْهُمْ
Meaning	Pronoun	Meaning	Pronoun	
To me	لِي	My book	كِتَابِي كِتَابِنَا	First الْمُتَكَلِّمُ
To us	لَنَا	Our book		
To you (all 2 nd person form)	لَكَ	Your book (all 2 nd person form)	كِتَابُكَ	Second الْمُخَاطَبُ
	لَكَ		كِتَابُكَ	
	لَكُمْ		كِتَابِكُمْ	
	لَكُمْ		كِتَابِكُمْ	
To him	لَهُ	His book	كِتَابُهُ	Third الْعَائِبُ
To her	لِهَا	Her book	كِتَابُهَا	
To them (dual and plural).	لَهُمَا لَهُمْ لَهُنَّ	Their book (dual & plural)	كِتَابُهُمَا كِتَابُهُمْ كِتَابُهُنَّ	

4.0 CONCLUSION

In this unit, you have learnt about the prepositions, adverbs, and further lessons on pronouns.

5.0 SUMMARY

We have dealt with the usage of prepositions, adverbs and personal pronouns in Arabic grammar.

6.0 TUTOR MARKED ASSIGNMENT

1. Use the following personal pronouns in sentences of your own:

أَنْتَ - نَحْنُ - أَنْتُمْ - إِيَّايَ

2. Use the following prepositions in sentences of your own:

عَنْ - عَلَى - مِنْ - فِي

3. Fill in the blank spaces with suitable words:

أ- أُمُّكَ؟
 ب- جِنَّتْ؟
 ج- حَالُكَ؟

4. Use these adverbs in sentences:

سَاعَةً - يَوْمًا - أَمَامَ - لَيْلًا - فَوْقَ

7.0 REFERENCES / FURTHER READING

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UNIT 2 COMMON WORDS USED IN HOSPITAL, GOVERNMENT SERVICE, AND COMMERCE ETC

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Common Words Used in Hospital
 - 3.2 Common Words Used in Government
 - 3.3 Common Words Used in Commerce
 - 3.4 Common Words Used in Sea-Shore
 - 3.5 Common Words Used in Television Station
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

Modern day activities require our contacts with other people in various areas of discipline and profession. This unit deals with some commonly used names and items that are peculiar to those disciplines.

2.0 OBJECTIVES

At the end of this unit you should be able to acquire enough words in Arabic that are peculiar to some disciplines.

3.0 MAIN CONTENT

3.1 Common Words Used in Hospital

English	Arabic	English	Arabic
injection	حُقَّة	surgery	عَمَلِيَّة جَرَايِيَّة
doctor's prescription	وَصْفُ الطَّبِيْبِ	bandages	أَرْبُطَة
blood pressure	ضَغَطُ الدَّمِ	patients	مَرَضِي
dentist	طَبِيْبُ الأَسْنَانِ	nurses	مُمَرِّضَات
pills	الحُبُوبُ	children disease (pediatrics)	أَمْرَاضُ الأَطْفَالِ

ointment	مَرَهْمٌ	blood transfusion	نَقْلُ الدَّمِ
tablets	أَقْرَاصٌ	optician	طَبِيبُ العُيُونِ

3.2 Common Words Used in Government

English	Arabic	English	Arabic
king	مَلِكٌ	ministry	وَزَارَةٌ
president	رَئِيسُ جُمهُورِيَّةٍ	ministry of foreign affairs	وَزَارَةُ خَارِجِيَّةٍ
kingdom/empire	مَمْلَكَةٌ	ministry of interior	وَزَارَةُ دَاخِلِيَّةٍ
republic	جُمهُورِيَّةٌ	ministry of defense	وَزَارَةُ دِفَاعٍ
constitution	دُسْتُورٌ	ministry of justice	وَزَارَةُ عَدْلٍ
parliament	بَرْلَمَانٌ	ministry of finance	وَزَارَةُ مَالِيَّةٍ
ambassador	سَفِيرٌ	ministry of public works	وَزَارَةُ اِشْتِعَالٍ
embassy	سِفَارَةٌ	ministry of health	وَزَارَةُ صِحَّةٍ
capital	عَاصِمَةٌ	ministry of education	وَزَارَةُ تَرْبِيَّةٍ
independence	اِسْتِقْلَالٌ	opposition	مُعَارِضَةٌ
voting	تَصْوِيتٌ	director	مَدِيرٌ
election	اِنتِحَابٌ	inspector	مُفْتِشٌ
vice	نَائِبٌ	authority	سُلْطَةٌ
minister	وَزِيرٌ	prime minister	رَئِيسُ وُزَرَاءٍ

3.3 Common Words Used in Commerce

English	Arabic	English	Arabic
Money	نُفُودٌ	receipt	وَصْلٌ
Broker	وَسِيْطٌ	project	مَشْرُوعٌ
amount	مَبْلَغٌ	debt	دَيْنٌ
Profit	رَبِيْحٌ	monopoly	اِحْتِكَارٌ
to gain	يَرْبِحُ	bankruptcy	اِفْلَاسٌ
to lose	يَخْسِرُ	expenses	نَفَقَاتٌ
to sell	يَبِيعُ	customer	رَبُوْنٌ
discount	حَسْمٌ	balance	رَصِيْدٌ
Capital	رَأْسُ مَالٍ	consumption	اِسْتِهْلَاكٌ
Auction	بَيْعٌ بَمَزَادٍ	accountant	مُحَاسِبٌ
Agency	وَكَالَةٌ	value	قِيْمَةٌ
signature	اِمْضَاءٌ/تَوْقِيْعٌ	bill	فَائِزَةٌ حِسَابٍ

3.4 Common Words Used in Sea-Shore

English	Arabic	English	Arabic
sea side	شَاطِئُ الْبَحْرِ	amusement	تَسْلِيَّةٌ
swimming	السِّبَاحَةُ	pleasure	سُرُورٌ
swimming suits	لِبْسَةُ الْبَحْرِ	shallow water	مِيَاهُ الضَّحَلَةِ

3.5 Common Words Used in Television Station

English	Arabic	English	Arabic
News	أَخْبَارٌ	tone control	ضَابِطُ نَعْمَةٍ
loudspeaker	مُكَبِّرُ صَوْتٍ	contrast	تَبَايُنٌ
news in full	أَخْبَارٌ بِتَفْصِيلٍ	channel	قَنَوَاتٌ
Studio	اسْتُودِيُو	television	تَلِيْفِزْيُونٌ

4.0 CONCLUSION

In this unit, you have learnt about Arabic language registers that are related to some various fields of human activities.

5.0 SUMMARY

We have dealt with some commonly used names and items that are peculiar to government service, commerce, sea-shore and television station.

6.0 TUTOR MARKED ASSIGNMENT

1. Use these words in sentences:
دُسْتُوْرٌ - حُقْفَةٌ - أَقْرَاصٌ - مَمْلَكَةٌ - نَائِبٌ
2. Translate the following words to Arabic:
balance – monopoly – inspector – election – capital

7.0 REFERENCES / FURTHER READING

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UNIT 3 RELATIVE AND INTERROGATIVE PRONOUNS, AND INTRODUCTION TO SENTENCES CONSTRUCTION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Relative Pronouns
 - 3.1.1 The Common Relative Pronouns in Arabic
 - 3.2 Interrogative Pronouns
 - 3.3 Introduction to Sentence Construction
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This unit deals with relative and interrogative pronouns in Arabic language. It also introduces you to various ways of constructing simple nominal and verbal sentences Arabic.

2.0 OBJECTIVES

- At the end of this unit, you should be able to: Identify some relative and interrogative pronouns in Arabic language.
- Construct simple sentences in Arabic

3.0 MAIN CONTENT

3.1 Relative Pronouns الاسمُ المَوْصُولُ

A relative pronoun is the noun that gives information about its antecedent with the aid of a relative clause. It is considered as a definite noun.

3.1.1 The Common Relative Pronouns in Arabic

	Singular	Dual	Plural
Masculine	الَّذِي	الَّذَانِ	الَّذِينَ
Feminine	الَّتِي	الَّتَانِ	الَّلَايِي
I read the book which I bought			قَرَأْتُ الْكِتَابَ الَّذِي اشْتَرَيْتُهُ
These are the (2) boys who played			هَذَانِ الْوَلَدَانِ اللَّذَانِ لَعِبَا
These are the boys who travelled			هَؤُلَاءِ الْأَوْلَادُ الَّذِينَ سَافَرُوا
The girl who danced has come			قَدْ جَاءَتِ الْبِنْتُ الَّتِي رَقَصَتْ
The two girls are playing skillful			الْبِنْتَانِ اللَّتَانِ تَلْعَبَانِ مَاهِرَتَانِ
These are the girls who are travelling			هَؤُلَاءِ الْبَنَاتُ اللَّاتِي يُسَافِرْنَ

3.2 Interrogative Pronouns

An interrogative pronoun asks about a person, things, time, place reason, number or quality and condition. It inquires about the occurrence of the verb, therefore, the answer to a question. An interrogative pronoun has to give the information required; whereas the answer to a question introduced by هَلْ or the أ has to be the equivalent of No لَا or yes نَعَمْ. For example: هذا؟ (who is this) should give the name of a person like هَذَا زَيْدٌ (that is Zayd) and أينَ تَسْكُنُ (where are you living) would be something like this أَسْكُنُ فِي الْمَدِينَةِ I stay in the city, but the answer to the question هَلْ حَضَرَ عُمَرُ or أَحْضَرَ عُمَرُ (is Umar around) should be either 'نَعَمْ' Yes or 'لا' No.

Interrogative Pronoun	Equivalent	Example	Meaning
مَنْ؟	Who?	مَنْ هَذَا؟	Who is this?
مَا؟	What?	مَا هَذَا؟	What is this?
مَاذَا؟	What?	مَاذَا جَرَى؟	What happened?
لِمَ؟	Why?	لِمَ هَذَا؟	Why is this?
لِمَاذَا؟	Why?	لِمَاذَا تَرَكْتَ الْمَدْرَسَةَ؟	Why is this?
أَيْنَ؟	Where?	أَيْنَ تَسْكُنُ؟	Why did you leave the school?
مَتَى؟	When?	مَتَى تَبْدَأُ الدِّرَاسَةَ؟	Where does the school session begin?
كَيْفَ؟	How?	كَيْفَ أَنْتَ؟	How are you?
كَمْ؟	How many?	كَمْ نَيِّرًا رَبَحْتَ؟	How many

			Naira did you earn?
كَمْ؟	How much?	كَمْ تَمَنُّ السَّيَّارَةَ؟	How much is the price of the car?
لِمَنْ؟	To whom, whose?	لِمَنْ هَذَا الْكِتَابُ؟	To whom does the book belong?
أَيُّ؟	Which?	أَيُّ فَاكِهَةٍ تُحِبُّ؟	Which fruit do you like?
هَلْ؟	Do you? Did you? Will you? etc	هَلْ طَلَعَتِ الشَّمْسُ؟	Has the sun appeared?
أ؟	(a) same as هَلْ؟	اطَّلَعَ الْقَمَرُ	Has the moon appeared?
	(b) which (of two things)	أ تَفْضِلُ الْمَدِينَةَ أَمْ الْقَرْيَةَ؟	Do you prefer the town or the village?

Note that the Arabic question mark is exactly the same as the English question mark except that it faces the right side.

After a preposition مَا, an interrogative pronoun is generally shortened to م and written attached to the preposition, e.g.

لِمَ؟ for what, why?
 إِلَىٰ مَ؟ till when?
 عِلْمًا؟ for what?
 مِمَّا؟ from what?

Note that the noun qualified by كَمْ how much, many? is in the accusative singular. e.g.

كَمْ كِتَابًا؟ how many books?
 كَمْ وَلَدًا؟ how many boys?
 كَمْ السَّاعَةَ؟ what time is it?

أَيُّ؟ is an interrogative adjective governs a following genitives,
 e.g.
 أَيُّ بَيْتٍ؟ which house?
 أَيُّ رَجُلٍ؟ which man?
 أَيُّ الرِّجَالِ؟ which (one) of the men?

أَيُّ is very often used as common gender and its feminine أَيَّةُ neglected, e.g. أَيُّ أَمِيرَةٍ which princess?

3.3 Introduction to Sentence Construction

A complete sentence in Arabic is a combination of two or more words in a way that is meaningful. Examples:

هَذَا قَلَمِي	This is my pen
كَتَبَ زَيْدٌ رِسَالَةً	Zaid wrote a letter

The imperative اذْهَبْ 'go' is a complete sentence because it consists of a verb and an implied subject. A phrase cannot be regarded as a complete sentence no matter the number of its words إِنَّ تَجْلِسَ عَلَى الْحَصِيرِ (if you sit on the mat) is not a complete sentence even though it contains four words.

A sentence which starts with a noun or pronoun in Arabic is termed a nominal sentence الْجُمْلَةُ الاسْمِيَّةُ e.g.

الْوَلَدُ حَاضِرٌ	(the boy is present)
الْبَيْتُ حَاضِرَةٌ	(the girl is present)
الْمَدْرَسَةُ نَظِيفَةٌ	(the school is neat)
التِّلْمِيذُ فِي الْفَصْلِ	(the student is in the class)

The first noun (subject) and the second one (predicate) are used in the nominative case.

A sentence which starts with a verb either perfect or imperfect in Arabic is termed a verbal sentence الْجُمْلَةُ الْفِعْلِيَّةُ e.g.

جَلَسَ إِسْحَاقُ	Is-hāq sat
يَقْرَأُ إِسْمَاعِيلُ	Ismā'īl is reading the book
يَذْهَبُ عَلِيُّ إِلَى الْمَدْرَسَةِ الْآنَ	Ali is going to the school now
أَكَلَ الْوَلَدُ التُّفَّاحَةَ	The boy ate the apple

When the doer الْفَاعِلُ is a feminine a silent 'ta' should be added to make the verb feminine e.g.

جَلَسَتْ زَيْنَبُ	Zainab sat
كَتَبَتْ فَاطِمَةُ	Fatimah wrote
تَأْكُلُ الْبَنَاتُ	The girls are eating

4.0 CONCLUSION

In this unit, you have learnt about relative and interrogative pronouns in Arabic grammar. You also learnt about the various ways of constructing simple sentences in Arabic.

5.0 SUMMARY

We have dealt with relative and interrogative pronouns and the various ways of constructing simple sentences in Arabic.

6.0 TUTOR-MARKED ASSIGNMENT

1. Give five examples of nominal and verbal sentences in Arabic?
2. What are the relative pronouns in Arabic?
3. What are the interrogative pronouns? Use each in a separate sentence in Arabic?

7.0 REFERENCES/FURTHER READING

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UNIT 4 DIRECTIONS, MEASUREMENTS, EDUCATION AND PUNCTUATION MARKS IN ARABIC

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Directions
 - 3.2 Measurements
 - 3.3 Education
 - 3.4 Punctuation Marks in Arabic
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

Further development of vocabularies is necessary in this unit especially on Measurement, Names of colours and the application of punctuation marks in modern Arabic literature writing.

2.0 OBJECTIVES

At the end of this unit, you should be able to acquire enough vocabularies that are peculiar to directions, measurements and education. You should be able to identify the punctuation marks in Arabic and their uses.

3.0 MAIN CONTENT

3.1 Directions

English Arabic English Arabic

East	شَرْقٌ	South	جَنُوبٌ
West	غَرْبٌ	North	شَمَالٌ
Up	فَوْقَ	Down	تَحْتَ
Right	يَمِينٌ	Left	يَسَارٌ
Front	أَمَامٌ	Behind	خَلْفٌ

3.2 Measurements

English	Arabic	English	Arabic
Millimeter	مِلِمِترٌ	yard	يَارْدَةٌ
Metre	مِترٌ	metre square	مِترٌ مُرَبَّعٌ
Gram	غِرَامٌ	metre cube	مِترٌ مُكعَّبٌ
Inch	بُوصَة/إِنشٌ	mile	مِيلٌ
Kilometer	كِيلُومِترٌ	hectare	هِكْتَارٌ
Foot	قَدَمٌ	ton	طَنٌ

3.3 Education

English	Arabic	English	Arabic
kindergarten	رَوْضَةُ الأَطْفَالِ	Algebra	الجَبْرُ
elementary school (primary)	مَدْرَسَةٌ اِبْتِدَائِيَّةٌ	geometry	عِلْمُ هِنْدَسَةِ
secondary school	مَدْرَسَةٌ ثَانَوِيَّةٌ	trigonometry	عِلْمُ حِسَابِ مُثَلَّثَاتٍ
boarding school	مَدْرَسَةٌ دَاخِلِيَّةٌ	mechanics	عِلْمُ مِيكَانِيكَا
Languages	لُغَاتٌ	Physics	عِلْمُ الطَّبِيعَةِ
Arithmetic	عِلْمُ الحِسَابِ	chemistry	عِلْمُ الكِيمِيَاءِ
Botany	عِلْمُ نَبَاتٍ	Zoology	عِلْمُ الحَيَوَانَ
Geology	عِلْمُ طَبَقَاتِ الأَرْضِ	philosophy	فَلَسَفَةٌ
Sociology	عِلْمُ اجْتِمَاعٍ	History	تَارِيخٌ
Hall	صَالَةٌ	Education	تَرْبِيَّةٌ
Faculty	كُلِّيَّةٌ	Department	قِسْمٌ
Bachelor's Degree	دَرَجَةُ البَاسِئِيسِ	Master's degree	دَرَجَةُ المَاجِستِيرِ
Doctorate	دُكْتُورَاهُ	Institute	مَعْهَدٌ
Faculty of Arts	كُلِّيَّةُ الأَدَابِ	Faculty of Sciences	كُلِّيَّةُ العُلُومِ
Faculty of Law	كُلِّيَّةُ الحُقُوقِ	Faculty of Engineering	كُلِّيَّةُ الهِنْدَسَةِ
Faculty of Medicine	كُلِّيَّةُ الطِّبِ	Faculty of Agriculture	كُلِّيَّةُ الرِّزَاعَةِ
Faculty of Veterinary science	كُلِّيَّةُ الطِّبِ البَيْطَرِيِّ	Institute of Oceanography	مَعْهَدُ الأَبْحَاثِ المَائِيَّةِ
Institute of Archeology	مَعْهَدُ الأَثَارِ	Institute of Oriental languages	مَعْهَدُ اللُّغَاتِ الشَّرْقِيَّةِ

3.4 PUNCTUATION MARKS IN ARABIC

عَلَامَاتُ التَّرْقِيمِ

Note	English translation	Arabic
After call and division (of ideas)	Comma	{,} الفاصلة
Between two sentences, one of which is motive for the occurrence of the second	Semi colon	{;} القاطعة
At the end of a meaning	Full stop	{.} النقطه
Before an expression explaining the preceding one	Colon	{:} علامه التوضيح
To indicate suppression of words	Dot of Suspension	{...} علامه الحذف
After sentences asking questions	Question mark	{?} علامه الاستفهام
After astonishment and impact	Exclamation mark	{!} علامه الانفعال
Double bracket: to convey communication of words	Quotation marks	{" " } علامه الاقتباس
At the beginning and the end of an inserted sentence and to indicate the change of speaker	Dash	{-} العارضة
Around numbers and sometimes for Bracketing	Parentheses	{()} القوسان
At the end of a foot note indicate that the subject is continued on the next page	Mark continuity	{=} علامه التابعية
Around an expression needed to be isolated.	Brackets	{[]} علامه الحصر

Examples:

Oh man, you are threatened with danger

يَا رَجُلٌ، هُدِدْتَ بِالْخَطَرِ

أَعْرِفُ أَنَّهُ لَنْ يَأْتِيَ؛ هَلْ يُمَكِّنُ أَنَّهُ لَنْ يَأْتِيَ؟

I know he would come; is it possible that he wouldn't?

The sun is rising.

الشمسُ

طالعة.

قَالَ: أَنَا ذَاهِبٌ.
 He said: I am going.
 حَضَرَ البرُّوقِيسُورَ وَأَخَذَ...
 The Professor came and began...
 مَا اسْمُكَ؟
 your name? What is
 نَظَرَ إِلَيْهِ بِالذُّهُولِ.
 He looked at him with amazement!
 قَالَ جِبْرِيلُ: "أَشْكُرُ الصُّمْتَ لِاسْتِمَاعِ إِلَى التَّرْتَارِ."
 Jibril said: "I appreciated silence in listening to the prattler"
 وُلِدَ النَّبِيُّ الْعَرَبِيُّ -صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ- يَوْمَ الْاِثْنَيْنِ بِمَكَّةِ الْمُكْرَمَةِ.
 The Arabian Prophet -peace be upon him- was born on Monday in Mecca.
 جَاءَتْ ثَمَانُ (8) نِسَاءً.
 Eight (8) women came.

4.0 CONCLUSION

In this unit, you have learnt enough vocabularies that are peculiar to directions, and measurements. You have also learnt the punctuation marks in Arabic.

5.0 SUMMARY

We have dealt with the words that are peculiar to directions and measurements. You have been introduced to the specific usage of punctuation marks in Arabic.

6.0 TUTOR-MARKED ASSIGNMENT

1. Translate the following words into Arabic:
Modern School – Institute – Hall – Kindergarten – Physics
2. Translate the following words into English:

دَرَجَةُ الْمَاجِسْتِيرِ - التَّرْبِيَّةُ - عِلْمُ الْحِسَابِ - عِلْمُ الْاجْتِمَاعِ - كُلِّيٌّ

3. Explain the usage of punctuation marks in Arabic?

7.0 REFERENCES/FURTHER READING

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MODULE 4

- Unit 1 Five Selected Passages
 Unit 2 Conversation and some simple Arabic poems.

UNIT 1 SHORT ARABIC PASSAGES**CONTENTS**

- 1.0 Introduction
 2.0 Objectives
 3.0 Main Content
 3.1 Short Arabic Passage
 3.1.1 A Neat Boy
 3.1.2 The School
 3.1.3 Our Teacher
 3.1.4 The Lost Purse
 3.1.5 My First Day in the School
 4.0 Conclusion
 5.0 Summary
 6.0 Tutor Marked Assignment (TMA)
 7.0 References/Further Reading

1.0 INTRODUCTION

Having mastered all necessary vocabularies in the preceding units, this unit is basically on the short passages written in Arabic. All the words used in the passages are those you have been accustomed with.

2.0 OBJECTIVES

At the end of this unit, you should be able to read with assimilation, simple and short Arabic passage.

3.0 MAIN CONTENT**3.1 Short Arabic Passage****3.1.1 وَلاَ نَطِيفٌ**

-1 وَلاَ نَطِيفٌ يَسْتَيْقِظُ مُبَكَّرًا مِنْ نَوْمِهِ.

-2 يَنْهَضُ حَالًا مِنْ فِرَاشِهِ.

- 3- يَذْهَبُ إِلَى الْحَمَامِ.
 4- يَسْتَعْمِلُ الْمَاءَ الْبَارِدَ فِي الصَّيْفِ.
 5- يَفْرُكُ يَدَيْهِ وَذِرَاعَيْهِ وَشَعْرَهُ وَوَجْهَهُ وَعُنُقَهُ بِالْمَاءِ وَالصَّابُونِ.
 6- يُنْظِفُ أَسْنَانَهُ بِالْفَرْشَاةِ.
 7- يَنْتَشِفُ جِسْمَهُ بِالْمِنْشَفَةِ.
 8- يَسْرُحُ شَعْرَهُ أَمَامَ مِرْآةٍ.

TRANSLATION

A NEAT BOY

1. A neat boy wakes up early from his bed.
2. He gets up at once from his bed.
3. He goes to the bathroom.
4. He uses cold water in summer.
5. He rubs his hands, arms, hair, face and neck with water and soap.
6. He cleans his teeth with brush.
7. He dries his body with towel.
8. He combs his hair in front of a mirror.

3.1.2 الْمَدْرَسَةُ

- 1- مَدْرَسَتُنَا كَبِيرَةٌ، وَحُجْرَاتُهَا كَثِيرَةٌ.
- 2- أَنَا فِي الصَّفِّ الثَّانِي.
- 3- أَجْلِسُ فِي حُجْرَةٍ وَاسِعَةٍ.
- 4- لَهَا بَابٌ وَنَوَافِدُ كَثِيرَةٌ.
- 5- نَحْنُ نَجْلِسُ عَلَى كُرْسِيِّ.
- 6- وَالْمُعَلِّمُ يَجْلِسُ عَلَى كُرْسِيِّ.
- 7- فِي كُلِّ فَصْلِ سَبُورَةٌ سَوْدَاءٌ.
- 8- وَتَحْتَهَا طَلَّاسَةٌ وَطَبَائِشِيرٌ.
- 9- الْمُعَلِّمُ يَكْتُبُ الدَّرْسَ عَلَى السَّبُورَةِ بِالطَّبَائِشِيرِ.
- 10- أَنَا أَحِبُّ مَدْرَسَتِي، وَأَحْتَرُّ الْمُعَلِّمِينَ.

TRANSLATION

THE SCHOOL

1. Our school is big and its rooms are many.
2. I am in class two.
3. I sit in a spacious room.
4. It has a door and many windows.
5. We sit on benches.
6. The teacher sits on a chair.

7. There is a black board in each class.
8. Under it is a duster and pieces of chalk.
9. The teacher writes lesson on the blackboard with pieces of chalk.
10. I like my school and I respect the teachers.

3.1.3 مُعَلِّمُنَا

- 1- مُعَلِّمُنَا شَفِيقٌ رَجِيمٌ.
- 2- يَهْوَانَا وَيَهْدِينَا.
- 3- يُشَجِّعُ الطَّلَبَةَ الْمُجِدِّينَ، وَيَنْصَحُ الْمُهْمَلِ.
- 4- يَحْتَنِنَا عَلَى الْجِدِّ لِنَكُونَ مِنَ النَّاجِحِينَ.
- 5- مُعَلِّمُنَا يَكْرَهُ الكَذِبَ، وَالكَسْلَ، وَسُوءَ الخُلُقِ.
- 6- يُحِبُّ إِلَيْنَا الصِّدْقَ، وَالجِدَّ، وَكِرَمَ الخُلُقِ، وَالنِّظَافَةَ، وَطَاعَةَ اللهِ وَالوَالِدِينَ.
- 7- نَحْنُ نُحِبُّهُ، وَنَسْمَعُ نُصَحَهُ وَلَا نَعْمَلُ إِلَّا مَا يُرْضِيهِ.

ENGLISH TRANSLATION

OUR TEACHER

1. Our teacher is kind-hearted and compassionate.
2. He loves us and trains us.
3. He encourages the assiduous students and advises the negligent.
4. He exhorts us to be diligent so that we can be successful.
5. Our teacher hates lies, negligence, and the bad habit.
6. He makes us love truth, diligence, noble behaviour, cleanliness, obedience to Allah and our parents.
7. We love him, we listen to his advice and we do nothing except what pleases him.

3.1.4 الكَيْسُ المَفْقُودُ

- 1- كَانَ رَجُلٌ يَمْشِي فِي السَّارِعِ وَسَقَطَ كَيْسُ نُفُودِهِ.
- 2- وَمَا انْتَبَهَ لَهُ.
- 3- وَكَانَ وَرَاءَهُ عَلَى بُعْدٍ مِنْهُ غُلَامٌ.
- 4- فَرَأَى الكَيْسَ جِيئَ سَقَطَ فَلَقَطَهُ.
- 5- وَرَكَضَ وَرَاءَ الرَّجُلِ حَتَّى أُدْرِكَهُ.
- 6- فَقَالَ لَهُ هَذَا كَيْسُكَ سَقَطَ مِنْكَ.
- 7- فَأَخَذَ الرَّجُلُ الكَيْسَ وَشَكَرَ الغُلَامَ.
- 8- وَأَرَادَ أَنْ يُكَافِئَهُ بِشَيْءٍ مِنَ النُّفُودِ.
- 9- شَكَرَهُ الغُلَامَ وَلَكِنَّهُ رَفَضَ أَنْ يَأْخُذَ شَيْئًا.

ENGLISH TRANSLATION

THE LOST PURSE

- 1) A man was walking in the street and the purse containing his money dropped.
- 2) He was unaware of it.
- 3) A boy was behind him in a far distance.
- 4) He saw the purse when it dropped and picked it up.
- 5) He ran after the man until he caught up with him.
- 6) He told him 'this is your purse. It fell off you'.
- 7) The man got the purse and thanked the boy
- 8) He wanted to reward him with some amount from the money
- 9) The boy thanked him but refused to take anything.

3.1.5 يَوْمِي الْأَوَّلُ فِي الْمَدْرَسَةِ

- 1- فِي الْيَوْمِ الْأَوَّلِ مِنْ شَهْرِ الرَّبِيعِ الْأَوَّلِ، نَهَضْتُ مِنْ فِرَاشِي بَاكِرًا وَغَسَلْتُ وَجْهِي وَمَسَّطْتُ شَعْرِي، وَلَبَسْتُ ثِيَابِي اسْتِعْدَادًا لِلذَّهَابِ إِلَى الْمَدْرَسَةِ.
- 2- ذَهَبْتُ صَبَاحًا مَعَ أُمِّي إِلَى الْمَدْرَسَةِ. وَفِي الطَّرِيقِ شَاهَدْتُ كَثِيرًا مِنَ الْأَوْلَادِ أَمْثَالِي ذَاهِبِينَ إِلَى الْمَدْرَسَةِ مَسْرُورِينَ بِرُجُوعِهِمْ إِلَيْهَا بَعْدَ الْعُطْلَةِ الطَّوِيلَةِ.
- 3- الْمَدْرَسَةُ جَمِيلَةٌ، فِيهَا مَلْعَبٌ كَبِيرٌ وَحَدِيقَةٌ مَرْوَعَةٌ بِالْأَشْجَارِ وَالْأَزْهَارِ وَفِي غُرْفِهَا مَقَاعِدٌ وَطَاوِلَاتٌ.
- 4- اسْتَقْبَلَنَا عَمِيدُ الْمَدْرَسَةِ، فَسَأَلَنِي بَعْضَ الْأَسْئَلَةِ وَأَجَبْتُهُ بِتَوَاضُعٍ، وَسَجَّلَ اسْمِي وَعَيَّنَ لِي صَفًّا ثُمَّ وَدَّعَنِي أُمِّي وَبَقِيْتُ أَنَا مَعَ رِفَاقِي نَتَعَلَّمُ الْقِرَاءَةَ وَالْكِتَابَةَ وَالْحِسَابَ.
- 5- وَفِي الْمَسَاءِ عُدْتُ مَسْرُورًا إِلَى مَنْزِلِي وَأَنَا فَخُورٌ بِأَنِّي أَذْهَبُ إِلَى الْمَدْرَسَةِ كُلَّ يَوْمٍ.

TRANSLATION

MY FIRST DAY IN THE SCHOOL

- 1) On the first day in the month of *Rabiul-awwal*, I rose up very early from my bed, washed my face, combed my hair and wore my clean dress in preparation to go to school.

- 2) I went to the school in the morning with my mother. I saw on the way many children going to the school like me. They were happy for their resumption after the long holiday.
- 3) The school is beautiful. In it, there is a big playground and a garden with trees and flowers. There are benches and a table in its rooms.
- 4) The principal of the school received us. He asked me some questions and I answered with respect. He registered my name and placed me in a class. I bade my mother farewell and I was with my friends learning reading, writing and mathematics.
- 5) I returned to my home happily in the evening and I am proud of going to the school everyday.

4.0 CONCLUSION

In this unit, you have read some simple and interesting passages in Arabic with emphasis on word usage.

5.0 SUMMARY

We have selected simple and interesting passages for reading with emphasis on word usage.

6.0 TUTOR MARKED ASSIGNMENTS

1. Use the following words in complete sentence:

الكتاب - الولد - المدرسة - السبورة - البنت

2. Fill in the gaps with suitable words:

أ- الصلاة.....أركان الإسلام

ب- نزل القرآن في شهر

ج- إسماعيل بين الصفا والمروة.

د- نسي عمر حبيبته في

هـ- جلست فاطمة..... الكرسي.

7.0 REFERENCES/FURTHER READING

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UNIT 2 CONVERSATION AND SOME SIMPLE ARABIC POEMS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Conversation
 - 3.2 Wise Sayings
 - 3.3 Simple Arabic Poems
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment (TMA)
- 7.0 References/Further Reading

1.0 INTRODUCTION

This is the concluding unit of this work and it is a conversation between two people. Similarly, simple Arabic poems are added to complement this subject.

2.0 OBJECTIVES

At the end of this unit you should be able to:

- express yourself well enough in a spoken Arabic language.
- You should be able to know some wise sayings and simple Arabic poems.

3.0 MAIN CONTENT

3.1 Conversation

المُحَادَثَةُ

بَيْنَ فَاطِمَةَ وَإِبْرَاهِيمَ

فَاطِمَةُ: السَّلَامُ عَلَيْكُمْ يَا إِبْرَاهِيمُ
 إِبْرَاهِيمُ: وَعَلَيْكُمْ السَّلَامُ يَا فَاطِمَةُ
 فَاطِمَةُ: سَمِعْتُ أَنَّكَ تَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ يَا إِبْرَاهِيمُ.
 إِبْرَاهِيمُ: نَعَمْ، أَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ وَأَدْرُسُهَا.
 فَاطِمَةُ: حَدِّثْنِي عَنِ اللُّغَةِ الْعَرَبِيَّةِ؟

إِبْرَاهِيمُ: اللُّغَةُ الْعَرَبِيَّةُ هِيَ لُغَةُ التَّخَاطُبِ وَالتَّفَاهُْمِ بَيْنَ الْعَرَبِ وَعَدِيْرِهِمْ، وَهِيَ لُغَةُ رَسْمِيَّةٍ فِي الْمَمْلَكَةِ الْعَرَبِيَّةِ السُّعُوْدِيَّةِ، وَسُوْرِيَا، وَالْعِرَاقَ، وَلِبْنَانَ فِي آسِيَا، وَكَذَلِكَ فِي جُمهُوْرِيَّةِ مِصْرَ الْعَرَبِيَّةِ، وَلِيبِيَا، وَالْجَزَائِرَ، وَالسُّوْدَانَ، وَالْمَعْرَبَ فِي قَارَةِ إِفْرِيْقِيَا.
فَاطِمَةُ: مَا هِيَ أَهْمِيَّةُ هَذِهِ اللُّغَةِ؟
إِبْرَاهِيمُ: أَهْمِيَّتُهَا كَثِيْرَةٌ وَأَكْبَرُهَا أَنَّ الْقُرْآنَ الْكَرِيْمَ نَزَلَ بِهَا، وَبِهَا يَنْقَرِبُ الْمُسْلِمُونَ إِلَى مَوْلَاهُمْ، وَأَنَّهَا لُغَةُ الثَّقَافَةِ وَالْحَضَارَةِ؛ تُقَيِّدُ فِي الْاِقْتِصَادِ وَالْاِعْلَامِ وَالتَّرْبِيَّةِ وَتَسْتَعْمَلُهَا الْأُمَّمُ الْمُتَّحِدَةُ فِي الْمُوْتَمَرَاتِ.
فَاطِمَةُ: وَمَا هِيَ خَصَائِصُهَا؟
إِبْرَاهِيمُ: وَمِنْ خَصَائِصِهَا أَنَّهَا تَحْتَوِي عَلَى حُرُوْفٍ مِنَ الْحَلْقِ مِثْلَ الْعَيْنِ، وَالغَيْنِ، وَالْحَاءِ، وَالْخَاءِ، وَتَنَجِّهُ كِتَابَتُهَا مِنَ الْيَمِيْنِ إِلَى الْيَسَارِ فَتُقْرَأُ الصَّفْحَةُ الْيَمْنَى مِنْهَا قَبْلَ الْيُسْرَى.
فَاطِمَةُ: إِنَّهَا حَقًّا لُغَةُ الْحَضَارَةِ وَالثَّقَافَةِ أَحَبُّهَا لِأَنَّهَا شَيْقَةُ مُمْتَازَةٌ.

3.2 Wise Sayings

Correct the son and he will give you rest	مَنْ أَدَبَ وَلَدَهُ صَغِيْرًا، سُرَّ بِهِ كَبِيْرًا
Idleness is the root of all evil	الْكَسْلُ أَسَاسُ كُلِّ شَرٍّ
Idleness is the devil's bolster.	الْكَسْلُ وَسَادَةُ الشَّيْطَانِ
Idleness rusts the mind	الْكَسْلُ صَدَأُ الْعَقْلِ
Idleness is the key of beggary.	مِفْتَاحُ الْفَقْرِ الْكَسْلُ
Knowledge is power	الْعِلْمُ قُوَّةٌ
Patience is a virtue	الصَّبْرُ فَضِيْلَةٌ
Plough deep and you will get plenty of corn	مَنْ جَدَّ وَجَدَّ
A friend in need is a friend indeed	الصَّدِيْقُ مَنْ وَاسَاكَ فِي الشَّدَةِ
A hungry stomach has no ears	إِنَّكَ لَا تُسْمَعُ جَائِعًا
A word is enough for the wise	اللَّيْبُ تَكْفِيْهِ الْإِسَارَةُ
Acts speak louder than words	رَبِّ حَالٍ أَفْصَحُ مِنْ مَقَالٍ
Advice is ever in want	لَا خَابَ مَنْ اسْتَشَارَ
Always in a hurry always behind	تَأْتِي الْأَمْرَاضُ عَلَى عَجَلٍ وَتَرْوُلُ عَلَى مَهْلٍ

As you sow, so shall you reap.

مَا تَزْرَعُ تَحْصُدُ

From others' faults, wise men learn.

الْعَاقِلُ مَنْ اتَّعَطَ بِغَيْرِهِ

3.2 Simple Arabic Poems

في مدح الرسول

وَضَمَّ الْإِلَهَ اسْمَ النَّبِيِّ إِلَى اسْمِهِ
وَشَقَّ لَهُ مِنْ اسْمِهِ لِيُجِلَّهُ
نَبِيٌّ أَنَا بَعْدَ يَأْسٍ وَقِثْرَةٍ
فَأَمْسَى سِرَاجًا مُسْتَنِيرًا وَهَادِيًا
يَلُوحُ كَمَا لَاحَ الصَّقِيلُ الْمُهْتَدُ
وَأَنْدَرْنَا نَارًا وَبَشَّرَ جَنَّةً
وَإِذَا قَالَ فِي الْخَمْسِ الْمُؤَذِّنُ أَشْهَدُ
مِنَ الرُّسُلِ وَالْأَوْثَانِ فِي الْأَرْضِ تُعْبَدُ
وَعَلَّمَنَا الْإِسْلَامَ قَالَ اللَّهُ نَحْمَدُ
لِذَلِكَ مَا دُمْتُ فِي الْأَرْضِ أَحْمَدُ
وَأَنْتَ إِلَهَ الْخَلْقِ رَبِّي وَخَالِقِي

دُعَاءُ الصَّلَاةِ

لَكَ يَا رَبِّ نُصَلِّي
أَنْتَ سَوَّيْتَنَا لَنَا الْأَرْضَ
وَجَعَلْتَ الشَّمْسَ فُرْصًا
يُرْسِلُ الدَّفْعَ وَيَحْنُو
وَأَمَرْتَ الْأَرْضَ فَهَنْزَ
وَوَهَبْتَ النَّاسَ رِزْقًا
يَا إِلَهِي يَا إِلَهِي
اجْعَلْ الْيَوْمَ سَعِيدًا
وَأَعِنِّي فِي ذُرُوسِي
وَأَنْزِعْ عَقْلِي وَقَلْبِي
وَاجْعَلْ التَّوْفِيقَ حَظِّي
وَاحْمِئِي وَأَحْمِ بِلَادِي
كُلُّ مَا فِي الْكَوْنِ عِنْدِي
إِنَّ أُمِّي هَيَّأَتْ لِي
وَتَمَنَّتْ لِي قَلْبًا
لَكَ يَا أُمِّي حَيَاتِي
إِنَّ أُمِّي جِئْتِ تَدْعُو

وَمَنْ بِالرُّوحِ تُفْدِينِي
عَلَى مَهْدٍ تُعْطِينِي
وَأَنْشَادٍ تُغَيِّبُنِي
وَمِنْ حَرِّ قَتْحَمِينِي
أُنَادِيهَا فَنُعْطِينِي

أَحَبُّ النَّاسِ لِي أُمِّي
فَكَمْ مِنْ لَيْلَةٍ قَامَتْ
بِصَوْتِ هَدْيٍ عَدْبُ
تَخَافُ عَلَيَّ مِنْ بَرْدٍ
وَمِنْ أَلْمٍ وَمِنْ مَرَضٍ

أُمِّي

كَمَا بِالرُّوحِ تُفْدِينِي
كَمَا تَسْعَى وَتُرْضِينِي

بُرُوجِي سَوْفَ أَفْدِيهَا
وَأَسْعَى فِي هَنَاءِهَا

4.0 CONCLUSION

In this unit, you have read some simple conversations between two people, wise sayings and Arabic poems.

5.0 SUMMARY

We have dealt with conversation between two people. Wise sayings and simple Arabic poems are added for learners to memorize. One should engage him/herself in interaction on day – to – day activities in the society so as to be well versed in Arabic language.

6.0 TUTOR-MARKED ASSIGNMENT

1. Answer the following questions:

أ- مَنْ أَحَبُّ النَّاسِ إِلَيْكَ؟
ب- مَاذَا يَجِبُ عَلَيْكَ نَحْوَ أُمِّكَ؟
ج- مَاذَا تَرْجُو لَكَ أُمُّكَ؟

2. Fill in the gaps with suitable words

أ- نَبِيٌّ أَنَا بَعْدَ.....
ب- يَا إِلَهِي اجْعَلْ الْيَوْمَ.....
ج- نَزَلَ.....
د- إِنَّ أُمَّي حَيَّةٌ.....

7.0 REFERENCES/FURTHER READING

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