

**COURSE
GUIDE**

**ARA 215
ARABIC GRAMMAR II**

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Introduction

Welcome.

ARA 215 Arabic Grammar 2 is a two -Credit Unit Course for the students of Arabic Language and Literature in the Bachelor of Arts Degree programme of the Faculty of Arts of the National Open University of Nigeria. It consists of fourteen units which acquaint students with the various types of pronouns in Arabic grammar, the formation of dual and plural from singular nouns in Arabic and the types of vowels in Arabic . These also include the numbering system in Arabic, types and functions of particles in Arabic as well as the grammatical rules guiding the formation of sentences in Arabic.

This Course Guide provides information on what the course is all about, what you are expected to know in each unit, what course materials you will be using and how you can work your way through these materials . It also tells you about assessments , and periodic tutorial classes that are available for the course.

What you will learn in this Course

The overall aim of ARA 215 Arabic Grammar 2 is to introduce you to the various types of pronouns in Arabic grammar, the formation of dual and plural from singular nouns in Arabic and the types of vowels in Arabic . The numbering system in Arabic, types and functions of particles in Arabic as well as the grammatical rules guiding the formation of sentences in Arabic are also included the introduction . You will at the end of this course be free from grammatical errors when you speak or write in the language.

Course Aims

The aims of this Course can be summarized as follows:

- i) Introducing you to the basic components of Arabic grammar
- ii) Preparing you for expressing yourself in grammatically perfect spoken and written Arabic.
- iii) Enabling you to identify various types of nouns, verbs and particles in Arabic language

Course Objectives

To achieve the aims set out above , each unit of ARA 215 has specific objectives which are stated for you at its beginning . I advise that you read them before you start working through the unit. You may want to refer to them during your study to check your progress.

Here are the wider objectives of ARA 215 course as a whole . By meeting the objectives, you can count yourself as having met the aims of the course. On successful completion of the course, you should be able to:

- a) Highlight the noun in Arabic language; identify and utilize its masculine and feminine; singular, dual and plural forms in written and spoken Arabic.
- b) Recognise the various types and tenses of Arabic language verbs in written forms and utilize them in spoken Arabic.
- c) State the Arabic language particles, their meanings, uses and effects in Arabic grammar
- d) Use Arabic pronouns and identify correct use of them in oral and written expressions
- e) Construct and recognize grammatically perfect nominal and verbal sentences
- f) Recognise Arabic numbering system and use them appropriately in oral and written expressions
- g) Identify the various types of Arabic pronouns and employ them in appropriate constructions

Working through this Course

To complete the course, you are required to read the study units and other related materials. You will also need to undertake practical exercises for which you will need a pen, a note-book, and other materials that will be listed in this guide. The exercises are to aid you in understanding the concepts being presented. At the end of each unit, you will be required to submit written assignments for assessment purposes. At the end of the course, you will write a final examination.

Course Materials

The major materials you will need for this course are:

- i) Course guide
- ii) Study units
- iii) Text books
- iv) Presentation Schedule

Study Units

There are fourteen Units in this course broken into four modules. They are listed below:

MODULE 1: THE PRONOUNS IN ARABIC

- Unit 1: Detached (Personal) Pronouns in Arabic
- Unit 2: Attached Pronouns 1 (Pronominal Suffixes)
- Unit 3: Attached Pronouns 11 (Possessive Pronouns)
- Unit 4: Concealed Pronouns
- Unit 5: Demonstrative, Relative and Interrogative Pronouns

MODULE 2: SINGULAR, DUAL AND PLURALS

- Unit 1: Singular and Dual
- Unit 2: Sound Masculine Plural
- Unit 3: Sound Feminine Plural
- Unit 4: Broken Plural

MODULE 3: THE VOWELS

- Unit 1: Primary Vowels
- Unit 2: Secondary Vowels

MODULE 4: ARABIC NUMBERING SYSTEM, PARTICLES AND FORMATION OF SENTENCES

- Unit 1: Arabic Numbers
- Unit 2: Arabic Particles
- Unit 3: Arabic Sentences

Self-Assessment Exercises (SAEs)

Each unit contains a number of self-tests . These self-test questions on the sections you have just covered are meant to help to evaluate your progress and to reinforce your understanding of the materials . Alongside with your tutor-marked assignments , these exercises will assist you in achieving the stated learning objectives of the individual units and of the course.

Tutor Marked Assignments (TMAs)

You will have to submit a specified number of Tutor Marked Assignments (TMAs). Every unit in this course has a tutor marked assignment. You will be assessed on four of them but the best three performances from the (TMAs) will be used for 30% grading. When you have completed each assignment , send it together with a Tutor Marked Assignment form, to your tutor. Make sure each assignment reaches your tutor on or before the deadline for submissions . If for any reason , you cannot complete your work on time , contact your tutor for a discussion on the possibility of an extension . Extension will not be granted after the due date unless under exceptional circumstances.

References and Further Readings

Each unit contains a list of references and further reading. Try to get as many as possible of those textbooks and materials . They are meant to deepen your knowledge of the course. In addition, you must obtain text materials which are provided by the NOUN. You may contact your tutor if you have problems in obtaining the text materials . Below is a list of the books suggested as references and further readings.

- Adetunji, B. & Hameed, D.O. (2009). *A New Approach to the Arabic Language for Schools and Colleges*, Abeokuta, Goad Educational Publishers
- Amin, A.Q.H. and Kazim, Y. (1977). *Qawā'id 'al-lughah 'al-'arabiyyah*, Iraqi Ministry of Education, Baghdad
- Bakr, E.Y., et al. (1975). *Arabic by RadioSeries* Cairo, A.R.E. Broadcasting Corporation
- Balogun, I.A.B. and Oseni, Z.I. (1985). *A Modern Arabic Course*, Bk 1, Islamic Publications Bureau, Lagos.
- Cowan, D. (1975). *Modern Literary Arabic*. Islamic Publications Bureau, Lagos
- Folorunsho, M.A. (1996) *A Modern Approach to Arabic Reading*, Moyanjuola Publishers, Ede
- Folorunsho, M.A. (2000). *The Basis of Arabic Grammar*, Osogbo, Harmony Publications (Nig.) Ltd.
- Maqbul, A.A. & Zakari, A.M. (1427 A.H/ 2006 C.E) *Qawā'id 'al-lughah 'al-'arabiyyah*, Bk.. 2, Qabrus, Dār 'al-'ān
- Maqbul, S.A.& Marshān, S.M. (1427 A.H./ 2006 C.E.) 'An-nahwwa 's-sarf, Bk. 3, Qabrus Dar 'al-'ān
- Mukhtar, I.B. (1992). *Arabic Brighter Grammar*, Bk 1, Mainasara Press, Kano.

Assessment File

An assessment file and a marking scheme will be made available to you. In the assessment file, you will find details of the works you must submit to your tutor for marking. There are two aspects of the assessment of this course; the tutor marked and the written examination. The marks you obtain in these two areas will make up your final marks. The assignment must be submitted to your tutor for formal assessment in accordance with the deadline stated in the presentation schedule and the Assignment file. The work you submit to your tutor for assessment will count for 30% of your total score.

Presentation Schedule

The dates for submission of all assignments will be communicated to you. You will also be told the date of completing the study units and dates for examinations.

Course Overview and Presentations Schedule			
Unit	Title work	Weeks Activity	
Module 1	The Pronouns in Arabic		
Unit 1	Detached (Personal) Pronouns in Arabic	Week 1	
Unit 2	Attached Pronouns 1 (Pronominal Suffixes)	Week 2	
Unit 3	Attached Pronouns II (Possessive Pronouns)	Week 3	Assignment 1
Unit 4	Concealed Pronouns	Week 4	
Unit 5	Demonstrative, Relative and Interrogative Pronouns	Week 5	
Module 2	Singular, Dual and Plurals		Assignment 2
Unit 1	Singular and Dual	Week 6	
Unit 2	Sound Masculine Plural	Week 7	

Unit 3	Sound Feminine Plural	Week 8	Assignment 3
Unit 4	Broken Plurals	Week 9	
Module 3	The Vowels		
Unit 1	Primary Vowels	Week 10	Assignment 4
Unit 2	Secondary Vowels	Week 11	
Module 4	Arabic Numbering System, The Particles and Formation of Sentences		
Unit 1	Arabic Numbers	Week 12	
Unit 2	Arabic Particles	Week 13	
Unit 3	Arabic Sentences	Week 14	

Final Examination and Grading

The final examination will be a text of three hours. All areas of the course will be examined. Find time to read the unit all over before your examination. The final examination will attract 70% of the total course grade. The examination will consist of questions, which reflects the kinds of self-assessment exercises and tutor marked assignment you have previously encountered. And all aspects of the course will be assessed. You should use the time between completing the last unit, and taking the examination to revise the entire course.

Course Marking Scheme

The following table lays out how the actual course mark allocation is broken down.

Assessment	Mark
Assignment (Best Three Assignments out of four Marked)	30%
Final Examination	70%
Total	100%

How to Get the Most from this Course

In distance learning, the study units replace the university lecture. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the

study units tell you where to read, and which are your text materials or set books. You are provided exercises to do at appropriate points, just as a lecturer might give you an in-class exercise. Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing the course. This will usually be either from your set books or from a Reading section. The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor. Remember that tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

- 1) Read this Course Guide thoroughly, it is your first assignment
- 2) Organize a Study Schedule. Design a 'Course Overview' to guide you through the course. Note the time you are expected to spend on each unit and how the Assignment relate to the units. Whatever method you choose to use, you should decide on and write in your own dates and schedule of work for each unit.
- 3) Once you have created your own study schedule, do everything to stay faithful to it. The major reason why students fail is that they get behind with their course work if you get into difficulties with your schedule, please, let your tutor know before it is too late to help.
- 4) Turn to Unit 1, and read the introduction and the objectives for the unit.
- 5) Assemble the study materials. You will need your set books and the unit you are studying at any point in time. As you work through the unit, you will know what sources to consult for further information.
- 6) Keep in touch with your centre. Up-to-do course information will be continuously available there
- 7) Well before the relevant due dates (about 4 weeks before due dates), keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than due date.
- 8) Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor.
- 9) When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to pace your stuffy so that you keep yourself on schedule.
- 10) When you have submitted your assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the ordinary assignments.
- 11) After completing the last unit, review the course and prepare yourself for the

final examination. Check that you have achieved the unit objective (listed at the beginning of each unit) and the course objectives (listed in the Course Guide)

Tutors and Tutorials

Information relating to the tutorials will be provided at the appropriate time. Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must take your tutor-marked assignments to the study centre well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor if you need help. Contact your tutor if:

You do not understand any part of the study unit or the assigned reading

You have difficulty with the exercise

You have a problem or problems with an assignment or with your tutor's comments on any assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face-to-face contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussion actively.

Conclusion

ARA215 provides you a basic component of Arabic Grammar upon which you develop mastery in the use of the Arabic language structure. It is aimed at equipping you with analytical skills to examine the nature of Arabic language by introducing you to Arabic Grammar upon which you will be able to identify types of pronouns, types and procedures for the formation of dual and plural in Arabic. It is also aimed at familiarizing you with the various types of vowels, the numbering system in Arabic, the particles and their functions as well as the rules guiding the formation of sentences in Arabic.

Summary

All features of this course guide have been designed to facilitate your learning in order that you achieve the aims and objectives of the course. They include the aims and objectives; Course Summary, Course Overview, Self Assessment Exercises and study questions. You should ensure that you make maximum use of them in your study to achieve maximum results.

We hope that you will find the Course interesting and useful; and wish you success.

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MODULE 1: THE PRONOUNS IN ARABIC**UNIT 1: DETACHED (PERSONAL) PRONOUNS IN ARABIC**

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
 - 3.1: Types of Pronouns in Arabic
 - 3.2: Detached Pronouns in Arabic
 - 3.3: Detached Pronouns in Nominative Cases
 - 3.4: Detached Pronouns in Accusative Cases
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References and Further Readings

1.0 INTRODUCTION

Pronouns are words or expressions standing in places of nouns. This definition embraces both the English and Arabic pronouns. Personal pronouns in English are either singular (I, He, She, You) or plural (We, They, You). In Arabic, however, there are singular, dual and plural pronouns. This complex aspect (pronouns) of Arabic requires the attention of learners as it forms the basis of most of the Arabic constructions. This unit introduces you to different types of pronouns in Arabic, with emphasis on the detached (personal pronouns).

2.0 OBJECTIVES

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

- state the types of pronouns in Arabic
- identify the detached pronouns in Arabic
- get acquainted with the accusative and nominative detached pronouns in Arabic
- identify the classification of detached pronouns according to the gender and the number of persons involved in the usage.

3.0 MAIN CONTENT

3.1 Types of Pronouns

There are three types of pronouns in Arabic; these are: detached, attached, and concealed ones. The three types are represented by the following table:

Pronouns			
الضمائر			
مستترة	متصلة	منفصلة	
Concealed	Attached	Detached	
ئاءُ الفاعل	3 rd person	2 nd person	1 st person
نَا الفاعلين	غائب	مخاطب	متكلم
أَلْفُ الْإِثْنَيْنِ	هُوَ، إِيَّاهُ	أَنْتَ، إِيَّاكِ	أَنَا، إِيَّايَ
وَالْجَمَاعَةُ	هِيَ، إِيَّاهَا	أَنْتُ، إِيَّاكِ	نَحْنُ، إِيَّانَا
نُونُ النَّسْوَةِ	هُمَا، إِيَّاهُمَا	أَنْتُمَا، إِيَّاكُمَا	
يَاءُ الْمَخَاطِبِ	هُمْ، إِيَّاهُمْ	أَنْتُمْ، إِيَّاكُمْ	
هَاءُ الْغَائِبِ	هُنَّ، إِيَّاهُنَّ	أَنْتُنَّ، إِيَّاكُنَّ	
كَافُ الْخَطَابِ			
نَا غَيْرُ الْفَاعِلِينَ			
يَاءُ الْمُتَكَلِّمِ			

In this unit however, elaboration shall be made of the detached pronouns while the ‘attached’ and the ‘concealed’ will be treated in the subsequent units.

Self Assessment Exercise

Define Arabic pronoun and identify the types of pronouns in Arabic.

3.2 Detached Pronouns in Arabic

Pronouns in Arabic are either detached, attached or concealed. The Arabic personal pronouns, which are fourteen in number, are of the detached category. Three of these are for third person(s) masculine, three for third person(s) feminine, three for second person(s) masculine, three for second person(s) feminine and the last two for first person(s) masculine/feminine. They are stated the following table:

Usage: Persons	Gender	English equivalents	Personal pronouns
3rd Person singular	Masculine	He	هُوَ
3rd person dual	Masculine	They	هُمَا
3rd person plural	Masculine	They	هُمْ
3rd person singular	Feminine	She	هِيَ
3rd person dual	Feminine	They	هُنَّا
3rd person plural	Feminine	They	هُنَّ
2nd person singular	Masculine	You	أَنْتَ
2nd person dual	Masculine	You	أَنْتَمَا
2nd person plural	Masculine	You	أَنْتُمْ
2nd person singular	Feminine	You	أَنْتِ
2nd person dual	Feminine	You	أَنْتَمَا
2nd person plural	Feminine	You	أَنْتُنَّ
1st person singular	Masculine/feminine	I	أَنَا
1st person dual/plural	Masculine/feminine	We	نَحْنُ

Though different pronouns are used for different genders in Arabic yet there are some similarities. The dual pronouns indicating the second and third persons respectively, {أنتما} and {هما} are shared by both masculine and

feminine. Also, the first person pronouns { أنا } and { نحن } are used for the two genders.

Let us now consider the English equivalents of the fourteen pronouns, it will be noted that only six English pronouns represent them all; these are: I, We, She, He, They, and You.

I - representing { أنا } 1st person singular masculine/feminine

We - representing { نحن } 1st person dual/ plural masculine/feminine

You - representing { أنت } 2nd person singular masculine

You - representing { أنتِ } 2nd person singular feminine

You - representing { أنتما } 2nd person dual masculine/feminine

You - representing { أنتم } 2nd person plural masculine

You - representing { أنتنْ } 2nd person plural feminine

He - representing { هو } 3rd person singular masculine

She - representing { هي } 3rd person singular feminine

They -representing { هما } 3rd person dual masculine/feminine

They -representing { هم } 3rd person plural masculine

They -representing { هنْ } 3rd person plural feminine

Self Assessment Test

Identify six of the detached pronouns and state their English equivalents.

3.3 Detached Pronouns in Nominative Cases

There are three cases in Arabic: nominative, accusative and genitive.

Two of these cases, namely the nominative and accusative are applicable to detached pronouns.

Please recall the last lesson (3.2), the pronouns treated are all in nominative cases. When a detached pronoun appears as in the table above, it is treated as ‘مبتدأ’ ‘subject’ to which a ‘خبر’ ‘predicate’ is expected to be added, to make a complete statement. Find few examples below:

هو -	هو مخلصٌ
هما -	هما مخلسان
هم -	هم مخلصون
هي -	هي مجتهدةٌ
هما -	هما مجتهدان
هنّ -	هنّ مجتهداتٌ
أنتَ -	أنتَ مسلمٌ
أنتما -	أنتما مسلمان
أنتم -	أنتم مسلمون
أنتِ -	أنتِ مؤمنةٌ
أنتما -	أنتما مؤمنتان
أنتنّ -	أنتنّ مؤمناتٌ
أنا -	أنا مدرسٌ / مدرسةٌ
نحن -	نحن مدرسون / مدراسٌ

The subject مبتدأ is defined as a noun in the nominative case which commences a sentence, while the predicate خبر is also a noun in the nominative case joined to the subject to form a complete sentence.

The sentences above comprise a pronoun (which grammatically enjoys the status of a noun) and a noun each. The pronoun which commences each of the sentences is treated as the subject. The second noun in each of the sentences informs us of certain qualities in the first word of the sentences, i.e. the subject, so it is the predicate. Both are in the nominative cases.

Self Assessment Exercise

- Add suitable predicates to the following pronouns أنا، هنّ، أنتما، هي، هما

3.4 Detached Pronouns in Accusative Cases

Detached pronouns in accusative cases are treated as the objects (مفعول به). The object is defined as a noun in the accusative case indicating the particular thing on which the action of the doer (the subject - الفاعل) occurs. A detached pronoun in the accusative case is represented by إيا suffixed by a lexical item representing the actual pronoun. Find few examples below:

Number/Gender	Singular	Dual	Plural
1 st person/masculine	إِيَّاهِي	إِيَّانَا	إِيَّانَا
1 st person/feminine	إِيَّاهِي	إِيَّانَا	إِيَّانَا
2 nd person/masculine	إِيَّاكِ	إِيَّاكُمْ	إِيَّاكُمْ
2 nd person/feminine	إِيَّاكِ	إِيَّاكُمْ	إِيَّاكُنْ
3 rd person/masculine	إِيَّاهُ	إِيَّاهُمَا	إِيَّاهُمْ
3 rd person/feminine	إِيَّاهَا	إِيَّاهُمَا	إِيَّاهُنْ

Let us consider the Qur'an, chapter 1 verse 5 where Allah says:
 إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَأْتِينُ meaning "Thee do we worship and Thine aid we seek" ... occurs twice in this holy verse and the two occur each as 'the object' in the holy verse. All the pronouns in the above table cannot occur in the sentences except as objects, in accusative case.

Let us go through this table for more illustrations

الضمائر	نوعها	ضمائر الرفع المنفصلة	ضمائر النصب المنفصلة	للمؤنث	للمذكر	للمؤنث	للمذكر	للمؤنث	للمذكر
ضمائر المتكلم	المفرد	أنا مسلمةٌ - أنا مسلمةٌ	إِيَّاهِي مَذَّحَ الْمَعْلُومُ - إِيَّاهِي مَذَّحْتُ الْمَعْلُومَةَ						
ضمائر المخاطب	المثنى	نَحْنُ مُسْلِمَانَ - نَحْنُ مُسْلِمَاتٌ	إِيَّانَا نَصَحَّ أَبِيهِ - إِيَّانَا نَصَحَّ أَبِيهِ						
ضمائر الغائب	الجمع	نَحْنُ مُسْلِمُونَ - نَحْنُ مُسْلِمَاتٌ	إِيَّانَا أَكْرَمَ اللَّهَُ - إِيَّانَا أَكْرَمَ اللَّهَُ						
ضمائر المخاطب	المفرد	أَنْتَ مُؤْمِنٌ - أَنْتَ مُؤْمِنَةٌ	إِيَّاكَ نَعْبُدُ - إِيَّاكِ نَعْبُدُ						
ضمائر الغائب	المثنى	أَنْتَمَا مُؤْمِنَانَ - أَنْتَمَا مُؤْمِنَاتٍ	إِيَّاكُمَا نَصَحَّتُ - إِيَّاكُمَا نَصَحَّتُ						
ضمائر الغائب	الجمع	أَنْتُمْ مُؤْمِنُونَ - أَنْتُنْ مُؤْمِنَاتٍ	إِيَّاكُمْ كَافَأْتُ - إِيَّاكُنْ كَافَأْتُ						
ضمائر المتكلم	المفرد	هُوَ مُخْلِصٌ - هِيَ مُؤْمِنَةٌ	إِيَّاهِي احْتَرَمَنَا - إِيَّاهَا احْتَرَمَنَا						
ضمائر المخاطب	المثنى	هُمَا مُخْلِصَانَ هُمَا مُخْلِصَاتٍ	إِيَّاهُمَا أَحَبَّنَا - إِيَّاهُمَا أَحَبَّنَا						
ضمائر الغائب	الجمع	هُمْ مُخْلِصُونَ - هُنْ مُخْلِصَاتٌ	إِيَّاهُمْ قَصَدْتُ - إِيَّاهُنْ قَصَدْتُ						

Self Assessment Exercise

- State the detached pronouns in accusative case with relevant illustrations

4.0 CONCLUSION

الاستنتاج

Pronouns are lexical items standing in places of nouns. Arabic pronouns can be classified into three types – detached, attached and concealed. Detached pronouns are fourteen, each representing a particular gender and number. Two of the three cases in Arabic – the accusative, nominative and genitive- are applicable to the detached pronouns; these are the accusative and nominative cases.

5.0 SUMMARY

الخلاصة

In this unit, we have treated the types of pronouns in Arabic with emphasis on the detached pronouns. We have attempted the classification of the pronouns according to the number and gender involved in the usage. Various cases applicable to the detached pronouns have also been studied.

6.0 TUTOR MARKED ASSIGNMENTS

1. State the detached pronouns in Arabic with their English equivalents
2. Identify the three types of pronouns in Arabic
3. Differentiate between the attached and the detached pronouns with appropriate illustrations.

7.0 REFERENCES / FURTHER READINGS

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MODULE 1

UNIT 2: ATTACHED PRONOUNS 1 (PRONOMINAL SUFFIXES)

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
 - 3.1: The Pronominal Suffixes
 - 3.2: *Nūn 'al-wiqāyah*
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignments
- 7.0: References and Further Readings

1.0 INTRODUCTION

The previous unit focuses on the detached pronouns while this unit addresses the attached pronouns. The attached pronouns are the ones that cannot stand alone meaningfully. They are usually attached to the end of verbs, nouns and particles. When attached to verbs, they appear in nominative or accusative cases – depending on the type of verb as we will elaborate in this unit. They appear in genitive case when attached to nouns or prepositions. The ones in the nominative and accusative cases together with *Nūn 'al-wiqāyah* will be the subject of this unit.

2.0 OBJECTIVES

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

- Identify the pronominal suffixes in Arabic
- Be acquainted with the pronominal suffixes in nominative and accusative cases
- Compare and contrast the attached and detached pronouns in Arabic.

3.0 MAIN CONTENT

3.1 Pronominal Suffixes

الضمائر المتصلة

As stated earlier, Arabic pronouns are either separated or suffixed. Each of the fourteen separate personal pronouns is represented by a pronominal suffix when applied to perfect (past tense) verbs. Pronominal suffixes representing these pronouns act as subjects of the verbs to which they are suffixed, hence they are called the nominative pronominal suffixes. They are contained in the following:

Examples: Perfect	pronominal suffixes	Personal pronouns
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verbs			
ذهب	جلس	-	هو
ذهبا	جلسا	ا	هما
ذهبوا	جلسوا	وا	هم
ذهبتْ	جلستْ	ت	هي
ذهبتا	جلستا	تا	هما
ذهبنَّ	جلسنَّ	ن	هنَّ
ذهبتَ	جلستَ	تَ	انتَ
ذهبتمَا	جلستمَا	تمَا	أنتما
س			
ذهبتم	جلستم	تم	انتم
ذهبتِ	جلستِ	تِ	أنتِ
ذهبتمَا	جلستمَا	تمَا	أنتما
ذهبتنَّ	جلسنَّ	نَّ	أنتنَّ
ذهبتْ	جلستْ	تْ	انا
ذهبنا	جلسنا	نا	نحن

From the examples above, it will be noted that a similarity occurs in the second person dual masculine/feminine pronoun where the same pronominal

suffix تما is also applicable to the same gender and number as in the personal pronoun for the two.

Self Assessment Exercise

Compare and contrast the attached pronouns and the detached pronouns

The suffixes may be attached to the perfect verbs to remain in accusative cases as in the following

Examples	Corresponding pronominal suffixes	Personal pronouns
ضرَبَهُ نَصَرَهُ	ه	هو
ضرَبَهُمَا نَصَرَهُمَا	نَهَا	هما
ضرَبَهُمْ نَصَرَهُمْ	نَهُمْ	هم
ضرَبَهَا نَصَرَهَا	نَهَا	هي
ضرَبَهُمَا نَصَرَهُمَا	نَهَا	هما
ضرَبَهُنَّ نَصَرَهُنَّ	نَهُنَّ	هن

ضرَبَكْ نَصَرَكْ	ك	ك
ضرَبَكُمَا نَصَرَكُمَا	كما	كما
ضرَبَكُمْ نَصَرَكُمْ	كم	كم
ضرَبَكِ نَصَرَكِ	كِ	كِ
ضرَبَكُمَا نَصَرَكُمَا	كما	كما
ضرَبَكُنَّ نَصَرَكُنَّ	كن	كن
ضرَبَنِي نَصَرَنِي	لنِي	أنا
ضرَبَنَا نَصَرَنَا	نا	نحن

The pronominal suffixes in the nominative case may also be attached to the imperfect (present tense) verbs. A verb that denotes an action in the present or the future is called imperfect (present tense) verbs. As opposed to the perfect (past tenses) which are only suffixed, present tense verbs in Arabic are prefixed and suffixed. There are four letters technically known as 'anaytu (أنيث) which commence present tense verbs. Each of them has specific

pronouns with which it functions while various pronominal suffixes are added when applying a verb to different pronouns.

The following table contains two present tense verbs with initial present tense letters and appropriate pronominal suffixes applied:

Examples: Present tense verbs	Corresponding initial present tense letters and pronominal suffixes	Personal pronoun
يفتح يذهب	- + verb + ي	هو
يُفتحان يذهبان	ان + Verb + ي	هما
يُفتحون يذهبون	ون + verb + ي	هم
تفتح تذهب	- + verb + ت	هي
تفتحان تذهبان	ت + verb + ان	هما
يُفتحن يذهبن	ي + verb + ن	هنّ
تفتح تذهب	- + verb + ت	أنتَ
تفتحان تذهبان	ت + verb + ان	أنتما
تفتحون تذهبون	ت + verb + ون	أنتم
تفتحين تذهبين	ت + verb + بن	أنتِ
تفتحان تذهبان	ت + verb + ان	أنتما
تفتحن تذهبن	ت + verb + ن	أنتنّ
أفتح أذهب	- + verb+ أ	أنا
نفتح نذهب	- + verb + ن	نحن

Similarity occurs among some verbs when applied to certain personal pronouns as those pronouns are represented by the same present tense letters and suffixes; e.g.

(a) هي (she) and أنتَ (you – singular masculine) are represented by the same letter

{ - + verb + ت }

(b) هما (they 3rd person dual feminine) and أنتما (you – 2nd person dual

masculine/feminine) are represented by the same letter and suffixes

(ت + verb + ان)

More examples are:

Zayd goes/ is going to the school يذهب زيد إلى المدرسة

Fatimah reads/ is reading a letter تقرأ فاطمة رسالة

Pronominal suffixes may also be attached to the imperative verbs. A verb which expresses a request or gives an order is called imperative, request or command verb. Verbs in this category are usually directed towards second person; e.g. ‘go’, ‘sit’, ‘eat’, and so on.

As usual, different verbs are applicable to different persons in Arabic which equally focuses second person in the construction of its imperative verbs. Imperative in Arabic is prefixed and suffixed. The radical ‘alif’ serves as prefix for this verb while different pronominal suffixes are added, depending on the person(s) concerned.

The following table contains two imperative verbs applied to the six second person pronouns, with appropriate prefixes and suffixes cited.

Examples: Imperatives	Corresponding prefixes and suffixes	Second person Pronouns
إفتح اذهب	+ verb+ ا	أنتَ
اقتحا اذهبا	ا + verb+ ا	أنتما
افتتحوا اذهباوا	وا + verb+ ا	أنتم
اقتحي اذهبي	ي + verb+ ا	أنتِ
اقتحا اذهبا	ا + verb+ ا	أنتما
افتحن اذهبن	ن + verb+ ا	أنتنّ

Similar prefix and suffix are shared by (أنتما), the second person dual masculine/feminine pronoun. As noted above, the pronoun is represented by the letter ‘alif’ as prefix while the same letter serves again as the suffix.

Examples of how imperative is used in complete meaningful sentences are:

Read this letter
Sit on the chair

اقرأ هذه الرسالة
اجلس على الكرسي

Self Assessment Exercise

Convert the following past tense verbs to imperative verbs:

جلس, كتب, ذهب, ضرب, نصر.

There are also indirect imperative verbs, commonly used in giving order to carry out an action, to a third person. The only difference between this latter form of imperative from the one treated earlier is that the former is preceded by 'alif whereas indirect imperative is proceeded by *lam* (ل) in genitive case; succeeded by a present tense letter before the verb.

The following table contains two indirect imperative verbs applied to the six third person pronouns, with appropriate prefixes and suffixes.

Examples: Indirect Imperative	Corresponding prefixes and suffixes	Third person pronouns
ليفتح ليذهب	- verb + ل + ي	هو
	ا + verb + ل + ي	هـما
ليفتحوا ليذهبوا	ل + ي + verb + وا	هـم
ليفتحي ليذهبـي	ل + ي + verb + ي	هيـ
لتـفتحـها لتـذهبـها	ل + ت + ا + verb	هـما
ليـفتحـهـنـ ليـذهبـهـنـ	ل + ي + verb + نـ	هـنـ

3.2 *Nūn 'al-wiqāyah* (The guarding 'n')

The guarding 'n' is one of the suffixes. Let us now discuss this suffix representing the first person singular, feminine or masculine.

(a) هاجـنـى استـعـبـارـ

الـيـاءـ هـاجـ is a past-tense verb. The subject is . استـعـبـارـ . The direct object is الـيـاءـ preceded by 'n' in (هـاجـ + نـ) هـاجـنـى

(b) إـنـىـ وـ إـيـاكـ فـيـ زـادـىـ لـمـشـرـكـانـ

إـنـىـ consists of إـنـ + نـ . The emphatic particle إـنـ governs الـيـاءـ preceded by 'n'. The predicate is مـشـرـكـانـ ; it is in the nominative case indicated by الـأـلـفـ in the dual ending آـنـ

(c) The ن of the suffix نى is called by Arab grammarians ‘نون الوقاية’ the guarding ‘n’ because it protects the preceding vowel from being absorbed by the long كسرة constituting ياء المتكلّم (هاجنی) إِنْتِي (). In these two examples, the ‘n’ has protected the preceding فتحة being absorbed by the following long كسرة . Another example: (يُكْرِمُنِي) ‘he is generous to me’ here, the ‘n’ protects the preceding ضمة from being absorbed by the following long كسرة .

In other words, ‘the guarding n’ serves to avoid a hiatus, i.e. a break between a word ending with a vowel and another word beginning with a vowel (the pronominal suffix).

(d) نى if is appended to a verb, the ‘guarding n’ is never dropped. It may be dropped, however, for the sake of ‘lightening’ (للخفيف), if نى is appended to إِنْ or one of its ‘sisters’ (كائني, إِنْتِي) (for كائني : إِنْتِي etc

(e) The ‘guarding n’ is added before ياء المتكلّم appended to the prepositions مِنْ and عَنْ , thus: (عَنْ + نى) عَنِي , (مِنْ + نى) مِنِي: the ‘n’ of the preposition (من , عن) thus remains quiescent. Apart from these two cases, the genitive pronominal suffix of the first person singular is always without ‘n’; e.g. زَادِي (زاد+ى) ‘my provisions’.

Self Assessment Exercise:

Construct five words accompanied by the ‘guarding n’

4.0 CONCLUSION

You have learnt one of the two aspects of attached pronouns in this unit. We have dealt with the pronominal suffixes representing each of the separate pronouns in Arabic. These suffixes cannot stand alone meaningfully. They are usually attached to the verbs in the perfect, imperfect and imperative forms respectively. Falling under the purview of the pronominal suffixes is also *Nūn 'al-wiqāyah*. Relevant examples have been provided to substantiate the discussions.

5.0 SUMMARY

The pronominal suffixes become meaningful when attached to verbs.

Each of the fourteen separate pronouns in Arabic is represented by appropriate pronominal suffixes.

6.0 TUTOR MARKED ASSIGNMENT

1. State the pronominal suffixes representing each of the separate pronouns and apply these to a past tense verb.
2. Convert ﺖَبَقَ to present tense verb and apply relevant pronominal suffixes to the verb

7.0 REFERENCES/FURTHER READINGS

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MODULE 1

UNIT 3: ATTACHED PRONOUNS II (POSSESSIVE PRONOUNS)

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
 - 3.1: The Possessive Pronouns
 - 3.2: The Pronominal Suffix of the First Person Plural
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References and Further Readings

1.0 INTRODUCTION

There exist a category of attached pronouns known as the possessive pronouns. The attached pronouns – pronominal suffixes to the three categories of verbs – the perfect, imperfect and imperative have been studied in the previous lesson. Pronominal suffixes attached to nouns or prepositions are known as possessive pronouns. This category of suffixes will be studied in this unit.

2.0 OBJECTIVES

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

- Identify the possessive pronominal suffixes when attached to nouns
- Identify the pronominal suffixes when attached to prepositions
- Compare and contrast the pronominal suffixes in this unit with the ones you have earlier studied in the last unit

3.0 MAIN CONTENT

3.1 Possessive Pronouns

Each of the fourteen separate pronouns is represented by a pronominal suffix which serves the purpose of possession in Arabic. These possessive pronouns are contained in the following table

English equivalents	Possessive pronouns	Personal pronouns
His	لُهُ	هُوَ
Their	لُهُمَا	هُمَا
Their	لُهُمْ	هُمْ
Her	لَهَا	هِيَ
Their	لَهُمَا	هُمَا
Their	لَهُنَّ	هُنَّ
Your	كِ	أَنْتَ
Your	كُمَا	أَنْتَمَا
Your	كُمْ	أَنْتُمْ
Your	كِ	أَنْتِ
Your	كُثُمَا	أَنْتُمَا
Your	كِنْ	أَنْتُنْ
My	ى	أَنَا
Our	نَا	نَحْنُ

It should be noted that possessive pronouns are added as suffix to nouns and prepositions.

- The pronominal suffix (كُمَا) is shared by masculine and feminine duals. Some of the personal pronouns are not adequately represented as they serve the purpose of possessive pronouns too; these include

لُهُمَا - for masculine and feminine duals

لُهُمْ - for masculine plural

لَهُنَّ - for feminine plural

Self Assessment Exercise

-State the six second person personal pronouns in Arabic and cite the possessive pronouns representing each of the pronouns

Please note that the pronouns function properly and meaningfully when they are suffixed to nouns or prepositions. Let us consider the following table where the pronouns are suffixed to a singular noun

Meaning	Example	English equivalents	Possessive pronouns	Personal pronouns
His book	كتابٍ	His	له	هُوَ
Their book	كتبٌ هُمْ	Their	لهمَا	هُمَا
Their book	كتبٌ هُنَّ	Their	لهمَنْ	هُنْ
Her book	كتابٍ هِيَ	Her	لها	هِيَ
Their book	كتبٌ هُنَّا	Their	لهمَنَّا	هُنَّا
Their book	كتبٌ هُنَّنْ	Their	لهمَنْنَ	هُنَّنْ
Your book	كتابٍ أَنْتَ	Your	لك	أَنْتَ
Your book	كتبٌ أَنْتَمَا	Your	لكمَا	أَنْتَمَا
Your book	كتبٌ أَنْتُمْ	Your	لكمْ	أَنْتُمْ
Your book	كتابٍ أَنْتِ	Your	لكِ	أَنْتِ
Your book	كتبٌ أَنْتَمَا	Your	لكثما	أَنْتَمَا
Your book	كتبٌ أَنْتُكَنْ	Your	لكنْ	أَنْتُنْ
My book	كتابٍ أَنَا	My	لي	أَنَا
Our book	كتبٍ نَّحْنُ	Our	لنا	نَّحْنُ

Self Assessment Exercise

- Apply the possessive pronouns to the following nouns بيتٌ، قلمٌ،

Let us consider the application of these suffixes to the word as illustrated in the following table:

English translation	Usage in Arabic	Possessive pronouns	Personal pronouns
This is his school	هذه مدرسةٌ له	له	هو
This is their school	هذه مدرسةٌ لهمَا	لهمَا	هُمَا
This is their school	هذه مدرسةٌ لهمَنْ	لهمَنْ	هُنْ
This is her school	هذه مدرسةٌ لها	لها	هي

This is their school	هذه مدرستُهُمَا هذه مدرستُهُنَّ	بِهِمَا بِهِنَّ	همَا هنَّ
This is your school	هذه مدرستُكُمَا هذه مدرستُكُنَّ	كَمَا كُنَّ	أنتِما أنتَنَّ
This is your school	هذه مدرستُكِي هذه مدرستُكُمَا هذه مدرستُكُنَّ	كِمَا كُنَّ	أنتِ أنتِما أنتَنَّ
This is my school	هذه مدرستِي	نِي	أنا
This is our school	هذه مدرستَنَا	نَا	نحنَ

3.2 The Pronominal Suffix of the First Person Plural

The pronominal suffix of the first person plural is نَا, whether in the accusative (‘he knew us’) or in the genitive (‘our book’). Both cases are illustrated by Jarir’s words: قَتَلْنَا (in نَا) قَتَلْنَا ثُمَّ لَمْ يَحِينَ قَتْلَانَا (the suffix قَتَلَنَا in نَا) is in the accusative, but the suffix قَتْلَانَا + نَا (قَتْلَى + نَا) is in the genitive.

As an accusative suffix, نَا is appended to إِنَّ or one of its sisters; e.g. لَيْتَنَا تَعْلَمُ إِنَّا قَادِمُونَ The ‘n’ of نَا appended to كَانَ or أَنَّ may be dropped for the sake of ‘lightening’ (للخفيف), thus: إِنَّا (for أَنَّا), إِنَّا (for إِنَّا), إِنَّا (for إِنَّا), إِنَّا (for كَانَنا). Example “إِنَّا أَنْزَلْنَا فِي لَيْلَةِ الْقُدْرِ” (سُورَةُ الْقُدْرِ 1) “Verily, we sent it down on the Night of Judgement” (The Chapter of Judgement, verse 1); here, نَا is used for إِنَّا. Note also that أَنْزَلْنَا in نَا is the nominative, for it is the subject. The pronominal suffix is thus used in the nominative, accusative or genitive.

Self Assessment Exercise

- State the pronominal suffix of the first person plural with relevant illustrations

Furthermore, the possessive pronouns may be attached to prepositions as in the following examples

إِنَّهُ	،	بِهِ	لِهِ	-	(هُوَ)
إِنَّهُمَا	،	بِهِمَا	لِهِمَا	-	(هُمَا)

إِنَّهُمْ	بِهِمْ	لَهُمْ	-	(هُمْ)
إِنَّهَا	بِهَا	لَهَا	-	(هِيَ)
إِنَّهُمَا	بِهِمَا	لَهُمَا	-	(هُمَا)
إِنَّهُنْ	بِهِنْ	لَهُنْ	-	(هُنْ)
إِنَّكَ	بِكَ	لَكَ	-	(أَنْتَ)
إِنَّكُمَا	بِكُمَا	لَكُمَا	-	(أَنْتَمَا)
إِنَّكُمْ	بِكُمْ	لَكُمْ	-	(أَنْتُمْ)
إِنَّكِ	بِكِ	لَكِ	-	(أَنْتِ)
إِنَّكُمَا	بِكُمَا	لَكُمَا	-	(أَنْتَمَا)
إِنَّكُنْ	بِكُنْ	لَكُنْ	-	(أَنْتُنْ)
إِنَّى	بِىٰ	لَىٰ	-	(أَنَا)
إِنَّنَا	بِنَا	لَنَا	-	(نَحْنُ)

Self Assessment Exercise

- If the preposition (ل) is prefixed to a pronominal suffix for the third person singular masculine, it becomes _____ ? You can use it in a sentence thus: (This book belongs to him). Attach the preposition to the remaining pronominal suffixes and use them in sentences.

4.0 CONCLUSION

Pronouns like *his, her, their, your, my* and *our* are described as possessive pronouns in English. These pronouns have equivalents in Arabic. Each of the fourteen separate pronouns in Arabic is represented by a possessive pronoun. The possessive pronouns are added as suffixes to nouns and pronouns. Some of these pronouns are shared by masculine and feminine.

5.0 SUMMARY

Possessive pronouns are attached to either nouns or prepositions. These pronouns become meaningful when attached. Each of the separate pronouns in Arabic is appropriately represented by a possessive pronoun.

6.0 TUTOR MARKED ASSIGNMENT

- State the possessive pronouns in Arabic and attach them to the following nouns: كِتابٌ, سَيَارَةٌ, مَدْرَسَةٌ, قَلْمَنْ, بَيْتٌ

7.0 REFERENCES/FURTHER READINGS

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MODULE 1**UNIT 4: CONCEALED PRONOUNS**

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
- 3.1: The Concealed Pronouns
- 3.2.0: Categories of Concealed Pronouns
- 3.2.1 The Concealed Pronouns (Optional)
- 3.2.2 The Concealed Pronouns (Compulsory)
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References and Further Readings

1.0 INTRODUCTION

In the construction of Arabic sentences, certain circumstances call for the concealment of pronouns optionally or compulsorily. When pronouns are concealed, the completeness or meaningfulness of the constructions remains unaltered. This unit focuses the concealed pronouns and their usages in Arabic constructions.

2.0 OBJECTIVES

At the end of the lesson, you should be able to:

- Define and classify the concealed pronouns into optional and compulsory categories
- Identify the actual detached pronouns for which concealed pronouns could stand
- Compare and contrast the attached, detached and concealed pronouns.

3.0 MAIN CONTENT

3.1 The Concealed Pronouns

You have learnt that Arabic pronouns can be divided into three broad categories: the attached, detached and concealed. The first two categories can be seen in written forms and they can be pronounced in sentences. Concealed pronouns cannot be seen in written forms and they cannot be pronounced. As the name implies, they are concealed in both oral and written forms.

3.2.0 Categories of Concealed Pronouns **الضمائر المستترة**

Concealed pronouns can be categorised into two. In the construction of Arabic sentences, the pronouns are optionally concealed in some usages while they are compulsorily concealed in some. The two categories are treated with appropriate illustrations as follows:

3.2.1 The Concealed Pronouns (Optional)

The concealed pronouns in this category may be represented by a proper noun or a separate pronoun in Arabic expressions. The pronouns are concealed optionally because they are adequately represented. Let us consider the following example:

The teacher came جاء المعلمُ

The sentence above consists an action **جاء** and the doer (subject) of that action **المعلم**. The subject is a noun in the nominative case indicating the doer of an action and it is commonly cited after the action as in the example. The subject is masculine in singular form. It can as well be replaced by a separate pronoun **هو**. The pronoun is said to be concealed optionally when an expression takes the form of the stated example. The same explanation goes for the examples in the following table

حكم استثاره	تقدير الضمير	الفعل المسند الى الضمير	الفعل المسند الى الظاهر
جائز	هو	الحق جاء	جاء الحق
جائز	هو	الله يبسط الرزق	يَبْسِطُ اللهُ الرِّزْقَ
جائز	هي	والشمس تجري لمستقرٍ	تَجْرِي الشَّمْسُ لِمُسْتَقِرٍ

Self Assessment Exercise

- State the rules guiding the concealment of pronouns optionally with appropriate illustrations

3.2.2 The Concealed Pronoun (Compulsory)

Pronouns are compulsorily concealed under certain grammatical conditions in Arabic usage. Some of the conditions are discussed as follows:

(i) A pronoun is compulsorily concealed when it occurs as the subject of an imperative verb (فعل الأمر) intended for a second person. Let us consider this example:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ
“Call to the way of your Lord with wisdom: The word is an imperative verb directed to a second person singular masculine. The subject (الفاعل) which is compulsorily concealed is (أنت) ‘You’ – the second person singular masculine pronoun.

Imperative verb like قُلْ (say), كُلْ (eat), اصْرِبْ (beat), اجْلِسْ (sit down), which obviously appear as one word each, are indeed enough for a speech. This is because they are not single words as they appear to be. Rather, they are sentences comprising two words, one of which is expressed but the other one (أنت) is concealed. The listener understands this from the command, even though it is not expressed verbally.

The concealment of pronouns while constructing imperative verbs is not restricted to singular pronouns only; it is applicable to other types of pronouns as well. Let us consider more examples:

Concealed pronouns	Imperative verbs
(m) أَنْتُمَا	إِذْهَبَا, إِجْلِسَا, إِصْرِبَا
أَنْتُمْ	إِذْهَبُوا, إِجْلِسُوا, إِصْرِبُوا
(f) أَنْتِ	إِذْهَبِي, إِجْلِسِي, إِصْرِبِي
أَنْتُمْ	إِذْهَبَا, إِجْلِسَا, إِصْرِبَا
أَنْتُنَّ	إِذْهَبُنَّ, إِجْلِسْنَ, إِصْرِبْنَ

Self Assessment Exercises

(i) State five examples of imperative verbs intended for a second person with their compulsorily concealed pronouns as in the above table.

(ii) A pronoun is compulsorily concealed when it occurs as the subject (الفاعل) of a present tense verb (المضارع) intended for a second person (أنت).

Let us consider this example: يا بنى أتعرف متى تتكلم و متى تسكت؟

‘My son, do you know when to talk and when to remain silent?

The words تتكلم and تسكت are present tense verbs. The subject (الفاعل) of the two verbs which is compulsorily concealed is (أنت) – ‘You’, the second person singular masculine pronouns

- Construct five sentences in the present from where a compulsory concealed second person singular pronoun for masculine (أنت) occurs as the subject. Apply the same task to the second person singular pronoun for feminine (أنت)

- The same rule enumerated above could be applied to dual and plural as well. Give examples of where each of أنتما (masculine), أنتمَا (feminine), أنتُمْ and أنتُنَّ occurs as the subject.

(iii) A pronoun is compulsorily concealed when it occurs as the subject (الفاعل) of a present tense verb المضارع constructed for the first person dual/plural, masculine/feminine (نحن). Let us consider the following example
نرجو لك السعادة We wish you success.

The word نرجو is a present tense verb applicable to dual, masculine or feminine as well as plural, masculine or feminine. The subject which is compulsorily concealed is نحن

-Cite some illustrations of the grammatical rules enumerated above.

(iv) A pronoun is compulsorily concealed when it occurs as the subject (الفاعل) of a present tense verb المضارع intended for the first person singular, masculine or feminine pronoun (أنا). Let us consider this example:

أريد أن أشرب الماء ‘I want to drink water’

The words أشرب are present tense verbs for the first person singular, masculine or feminine. The subject of the two verbs which is compulsorily concealed is أنا

4.0 CONCLUSION

We have discussed the concealed pronouns in this unit. Two types of the concealed pronouns are the ones optionally concealed and those that are compulsorily concealed. The grammatical conditions governing the concealment of these pronouns and the classes to which each of the two groups can be divided into were also treated. The discussion was spiced with relevant illustrations.

5.0 SUMMARY

Arabic pronouns can be broadly divided into three – separate (detached), attached and concealed. While the first two categories can be seen in written form and produced orally, concealed pronouns can neither be seen nor produced. The concealment of these pronouns is guided by certain grammatical rules which we have examined in this unit.

6.0 TUTOR MARKED ASSIGNMENTS

1. State relevant examples of the pronouns concealed optionally
2. State at least three grammatical conditions that could lead to concealing the pronouns compulsorily

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MODULE 1

UNIT 5: DEMONSTRATIVE, RELATIVE AND INTERROGATIVE PRONOUNS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Demonstrative Pronouns
 - 3.2 Relative Pronouns
 - 3.3 Interrogative Pronouns
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

This unit addresses the demonstrative, relative and interrogative pronouns respectively. The grammatical rules applicable to each of the three categories are stated with appropriate illustrations

2.0 OBJECTIVES

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

- cite the demonstrative pronouns and identify the rules affecting them
- state the relative pronouns and the appropriate grammatical rules affecting them
- mention the grammatical rules affecting the interrogative pronouns with relevant illustrations

3.0 MAIN CONTENT

أَسْمَاءُ إِلَشَارَةٍ

Demonstrative Pronouns

In English, we have demonstrative pronouns like ‘this’, ‘that’, ‘these’ and ‘those’. They are all applicable to human and non-human beings, making no difference between genders. There are demonstrative pronouns also in Arabic but as usual, they come in singulars, duals and plurals, using different

forms for masculine and feminine while the difference in distance is also considered. They are noted below:

Distance	Number	Gender	English equivalents	Pronouns
Near	Singular	Masculine	This	هذا
Near	Dual	Masculine	These	هذان / هذين
Near	Plural	Masculine	These	هؤلاء
Near	Singular	Feminine	This	هذه
Near	Dual	Feminine	These	هاتان / هاتين
Near	Plural	Feminine	These	هؤلءة
Far	Singular	Masculine	That	ذلك
Far	Dual	Masculine	Those	ذالكما
Far	Plural	Masculine	Those	أولئك
Far	Singular	Feminine	That	تِلك
Far	Dual	Feminine	Those	تِلكمَا
Far	Plural	Feminine	Those	أولئك

Considering the pronouns cited, it will be noted that the same demonstrative pronouns { هؤلاء } is shared by near plural masculine and feminine. The same is applicable to { أولئك } which is shared by far plural masculine and feminine. Apart from the two pronouns, other pronouns perform specific functions as outlined in Arabic grammar. As opposed to English language where gender is not taken into consideration in its constructions, gender takes a prominent position in Arabic constructions. In English, the word ‘this’ is applicable to both masculine and feminine in singular form. The case is different in Arabic as you can note in the table

Please note the pronouns cited in the table, you will observe that only two of these pronouns هذان and هاتان have alternatives as هذين and هاتين respectively. With the exception of these two pronouns, the remaining ones fall under the category of items classified as الممنوعة من الصرف “deprived of nunation” in Arabic grammar. Pronouns under this classification maintain the same ending vowel irrespective of their positions – nominative, accusative or genitive – in Arabic constructions

The two pronouns هذان / هذين change along with the grammatical rules affecting the positions they occupy in Arabic constructions.

The two, being duals are so treated in Arabic grammar. Let us consider these examples

Nominative –	هَذَا
Accusative –	هَذِينَ
Genitive –	هَذِينِ
Nominative –	هَاتَانِ
Accusative –	هَاتِينَ
Genitive -	هَاتِينِ

Self Assessment Exercise

- State the demonstrative pronouns with the numbers and genders represented by each of them

If one of the demonstrative pronouns is immediately followed by the definite article, then the two combined form a demonstrative adjective. Pls find some examples below:

This teacher	هذا المُدْرِسُ
This female student	هذه الطالِيَةُ
These people	هؤلَاءِ النَّاسُ
That mosque	ذَلِكَ الْمَسْجُدُ
That aeroplane	تِلْكَ الطَّائِرَةُ
Those men	أُولَئِكَ الرِّجَالُ
Those women	أُولَئِكَ النِّسَاءُ

If the word we intend to qualify by the demonstrative adjective is definite without the definite article, i.e. if it is a proper noun or followed by a genitive, then the demonstrative adjective must follow the noun or genitive construction it qualifies, being really a pronoun in apposition. Let us consider these examples:

This ‘Abdullah	عَبْدُ اللهٍ هَذَا
This Fātimah	فَاطِمَةٌ هَذِهِ
Those University professors	أَسَاذَةُ الجَامِعَةِ أُولَئِكَ

If the predicate of a demonstrative pronoun begins with the definite article, the corresponding personal pronoun must be inserted between the two since, as noted above, the personal pronoun immediately followed by the definite article becomes the demonstrative adjective. Let us consider some examples:

This is the mosque,	هذا هو المسجدُ
That is the (female) teacher	تلك هي المعلمةُ
These are the generous ones	هؤلاء هم الكرامُ
This is the end	هذه هي النهايةُ

If the predicate is definite by reason of following genitive then the insertion of the personal pronoun is optional. Find some examples below:

This is my pen	هذا (هو) قلميٌّ
This is the professor's wife	هذه (هي) زوجة الأستاذ

Self Assessment Exercise

- Analyse the grammatical rules affecting these expressions

هذا المدرسُ
تلك هي الطالبةُ
هذا (هو) بيتهُ

3.2 Relative Pronouns الأسماء الموصولة

In Arabic, there are six relative pronouns. They represent English relative pronouns like ‘that’, ‘who’, ‘whom’ and which. They are cited below with their usages:

Usage	English equivalents	
Singular masculine	That, which, who, whom	الذى
Dual masculine	That, which, who, whom	اللذان/اللذين
Plural masculine	That, which, who, whom	الذين
Singular feminine	That, which, who, whom	الذى
Dual feminine	That, which, who, whom	اللذان/اللذين
Plural feminine	That, which, who, whom	اللواتى/اللاتى/اللائى

If the subject of a subordinate relative clause is other than the noun or pronoun qualified by it then the relative must be resumed by a personal pronoun. Let us consider few examples:

The man who helped Umar
The man whom they killed

الرَّجُلُ الَّذِي نَصَرَ عُمَرًا
الرَّجُلُ الَّذِي قَتَلُوا

If the noun qualified by the relative is indefinite the relative pronoun is omitted altogether. Let us consider this example:

A man whom they killed

رَجُلٌ قُتْلُوهُ

This statement is grammatically correct against رَجُلُ الَّذِي قَتَلُوهُ which is unsound grammatically and is thus meaningless. Please find more examples below:

A man who struck Muhammad
A girl with whom I went
They are people in whom we trusted

رَجُلٌ ضَرَبَ مُحَمَّدًا
طَالِبَةٌ ذَهَبَتْ مَعَهَا
هُنْ نَاسٌ وَثَقَنَا بِهِمْ

Self Assessment Exercise

- Arabic relative pronouns are six; mention them with their English equivalents

3.3 Interrogative Pronouns الأسماء الاستفهامية

The most common of the interrogative pronouns are contained in the following:

English equivalents	Pronouns
Who	مَنْ
What	مَا
Where	أَيْنَ
How	كَيْفَ
When	مَنَى
How much/many	كَمْ
Which	أَيْ
What is it/that	مَاذَا

These should, however, not be confused with the interrogative prepositions like { أَ } and { هَلْ } both of which means “is” or “are” depending on their usages within a sentence.

These are all, with the exception of (أَيْ) indeclinable, in essence, the fall within the category of the Arabic lexical items described as “deprived of nunciation”. Let us consider some examples:

Who came with you?	مَنْ حَضَرَ مَعَكَ؟
Whom did you strike?	مَنْ ضَرَبْتَ؟
Whose book is this?	كِتَابٌ مَنْ هَذَا؟
What did you write?	مَاذَا كَتَبْتُمْ؟
Where did you get this from?	مِنْ أَيْنَ لَكَ هَذَا؟
When did you hear that?	مَتَى سَمِعْتُمْ ذَلِكَ؟

If the interrogative pronoun (۲) is shortened to (۱), it is attached to the preposition still to serve the purpose of interrogation. Pls find some examples below:

For what, why?	لِمَ؟
Till when?	إِلَّا مَنْ؟
For what?	عَلَامَ؟
From what?	مِمَّا؟

Please note that two of these interrogative pronouns are very often used as relative pronouns equalling **الذى**, these are **منْ** and **ما** respectively. The status of the two pronouns therefore, will be determined by the context in which they are found in the construction. Let us consider these examples:

He who killed was killed مَنْ قُتِلَ قُتِلَ:

or

He who kills will be killed

I understood what they wrote in their letter قد فهمت ما كتبوا في خطابهم:

Self Assessment Exercise

- State four of the interrogative pronouns in Arabic and apply them in sentences

4.0 CONCLUSION

Three types of pronouns – the demonstrative, relative and interrogative pronouns respectively, received attention in this unit. Each of the three types has its peculiar grammatical features which we have discussed with illustrative examples.

5.0 SUMMARY

Demonstrative and relative pronouns consider not only the number but also the gender in their usages. Each of the two pronouns features distinct grammatical rules. Interrogative pronoun is not, as it has no strict grammatical rules as affecting the number and gender.

6.0 TUTOR MARKED ASSIGNMENTS

1. State the demonstrative pronouns and the grammatical rules applicable unto them
2. State the relative pronouns and their English equivalents; use them in meaningful sentences

7.0 REFERENCES/FURTHER READINGS

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MODULE 2: SINGULAR, DUAL AND PLURALS

UNIT 1: SINGULAR AND DUAL

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definite and Indefinite Nouns
 - 3.2 Singular Nouns in Arabic
 - 3.3 Formation of Dual from Singular Nouns
 - 3.4 Categories of Duals in Arabic
 - 3.5 Duals in Nominative, Accusative and Genitive Cases
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

In English classification system we have singular and plural, but in Arabic, there exist three classifications, viz; singular, dual and plural.

The word *mufrad* (singular) embraces any single figure human or non-human, masculine or feminine. It is identified by *tanwīn* (Nunation) which normally occurs as the vowel of its last radical if it is indefinite and by the prefix 'al- the definite marker – if it is definite.

Dual (*muthanā*) as a term connotes two figure, human or non-human, masculine or feminine. For conversion of singular nouns to dual, it is required that either the letters (ان) ---*ani* or (ين)---*ayni* are added as suffixes unto them. The position a dual noun occupies within a sentence determines which of the alternatives is applicable. This unit will discuss two, with the grammatical rules affecting each of the two.

2.0 OBJECTIVES

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

- Identify singular nouns in Arabic and state the rules guiding their conversion to duals
- Identify the categories of duals and the grammatical rules applicable to each of the category

3.0 MAIN CONTENT

3.1 Definite and Indefinite Nouns المعرفة و النكرة

A noun can either be definite or indefinite. An indefinite noun does not indicate a specific person or a thing whereas a definite noun indicates a specific person or thing. In Arabic language, nouns denoting specific persons, places or things are definite while the prefix (ال) 'al is added to mark the other definite nouns. Indefinite nouns appear without the prefix while the last letters of such nouns are given double vowels (Nunation). The following are examples of definite and indefinite nouns

Indefinite النكرة	Definite المعرفة
شیخُ	الشیخُ
طَرْبُوشُ	الطَّرْبُوشُ
عَاقِلَةٌ	العَاقِلَةُ
مَرْضِعَةٌ	الْمَرْضِعَةُ

جاء الشیخُ

The Shaykh has come

إشتَرَيْتُ طَرْبُوشًا

I bought a cap

جاء شیخُ

A Shaykh has come

إشتَرَيْتُ الطَّرْبُوشَ

I bought the cap

The terms ‘definite’ and ‘indefinite’ are applicable to singular, dual and plural nouns. We must note that what prominently differentiates between the two is the prefix (ال) irrespective of the number involved – singular, dual or plural.

Self Assessment Exercise

- Distinguish between definite and indefinite nouns in Arabic with relevant examples

Let us consider few examples:

Type	Plural	Dual	Singular
Indefinite	مُسْلِمُونَ مُسْلِمِينَ	مُسْلِمَانَ مُسْلِمَيْنَ	مُسْلِمٌ
Indefinite	مُسْلِمَاتٍ مُسْلِمَاتٍ	مُسْلِمَاتَنَ مُسْلِمَيْتَنَ	مُسْلِمَةٌ
Definite	الْمُسْلِمُونَ الْمُسْلِمِينَ	الْمُسْلِمَانَ الْمُسْلِمَيْنَ	الْمُسْلِمٌ
Definite	الْمُسْلِمَاتَنَ الْمُسْلِمَاتَنَ	الْمُسْلِمَاتَنَ الْمُسْلِمَيْتَنَ	الْمُسْلِمَةٌ

3.2 Singular (مفرد)

As noted earlier, any singular figure whether it is human or non-human, masculine or feminine is regarded as مفرد in Arabic. A singular figure enjoys the application of the three cases – the nominative, accusative or genitive unless such figure falls within the classification of items designated as – denied of nunation. Please find some examples of singular nouns as follows

مُدَرِّسٌ,	الْبَيْتُ, سَاعَةً,	الْمَقْعُدُ,	كِتَابٌ,	الْقَلْمُ,
سَيَارَةً,	الْمَيْدَانُ,	كَلْبٌ,	الْوَلَدُ	

3.3 Formation of Dual from Singular Nouns

To convert a singular noun to dual, specific grammatical rules which will be treated in 3.5 below must be followed. There are two suffixes – ان – and بن which should be added to a singular noun in the process of converting it to dual. The choice which of the two suffixes to be added to a singular noun is determined by the position of such noun within a sentence. Please let us consider some examples:

الولد - الولدان

الولدين

ولد - ولدان

ولدين

الطالبة - الطالباتان

الطالبتين

طالبة - طالباتان

طالبتين

Self Assessment Exercise

- Convert the following singular nouns to dual:

المعلم,	الكتاب,	المسجد,	الكرسيّ,	محفظة,	بيت,	طالب,	قلم,	مقعد,
								مسلم

3.4 Categories of Duals in Arabic

The common rule is that either of the two suffixes must be added to a singular noun while converting it to dual. However, certain categories of singular nouns have specific rules which are enumerated as follows:

(i) تثنية المقصور

A singular noun ending with the 'alif of elongation occasionally represented by *yā'* (ي) is described as **الإسم المقصور**. The 'alif must be reverted to its origin in the process of converting the noun to dual. The origin of such 'alif can either be *wāw* (و) or *yā'* (ي). This is applicable if such noun is trilateral. After the 'alif is reverted, either of the two suffixes ان or ين should be attached depending on the context within which such dual noun is found in a sentence. Let us consider few examples:

عَصَان - عَصَوَان

عَصَوْيْنِ

فَتَى - فَتَيَانِ

فَتَيْيَنِينِ

If the singular noun comprises more than three letters, the 'alif must mandatorily be converted to *yā'* (ي). Let us consider few examples:

مُضْطَفَى - مُضْطَفَيَانِ

مُضْطَفَيْنِ

مُسْتَشْفَى - مُسْتَشْفَيَانِ

مُسْتَشْفَيْنِ

(ii) تثنية المنقوص

A noun is described as **المنقوص** when it is suffixed by a *yā'* (ي) of elongation (prefixed by a letter with the *i-vowel* (الكسرة)). Examples of nouns in this category include . القاضي , الساعي, الراعي, الرامي (ي) (ي) (ي) (ي). To convert a noun in this category to dual, the *a-vowel* must be applied to the letter of elongation – (ي) before the addition of either of the suffixes. Let us consider these examples:

القاضي - القاضيَانِ

القاضيَيْنِ

الساعي - الساعيَانِ

الساعيَيْنِ

(iii) تثنية الممدود

A noun ending with *hamzah* (ء) is described as **الإسم الممدود**. To convert a noun in this category to dual, we must first consider the status of the *hamzah*. If the *hamzah* is a feminine marker, it must be converted to *wāw* (و) before the attachment of either of the suffixes, e.g.

أَشْيَاءُ -	أَشْيَاوَانٌ
أَشْيَاوَيْنِ	
بَيْضَاءُ -	بَيْضَائَانٌ
	بَيْضَائَيْنِ

If the *hamzah* has its origin in *yā'* (ي) or *wāw* (و), it could be changed to *wāw* before the attachment of either of the suffixes or be retained. Let us consider the following examples:

بَنَاءُ - بَنَاءَانٌ | بَنَاءَيْنِ

or

بَنَاءُانٌ | بَنَاءَيْنِ

Both plural forms are appropriate

(iv) تثنية محفوظ اللام

A noun comprising only two letters is described as . محفوظ اللام Nouns in this category are of two types. The first type are the nouns whose third letters are considered to have been erased like أب and أخ . The third letter considered to have been erased is *wāw* (و) as it is compulsorily returned when the nouns service as construct (المضاف) in a sentence, e.g. ابو زيد اخو محمد The letter (و) must be returned while the suffixes should then be added to convert nouns in this category to dual. Let us consider these examples:

أب - أبَانٌ

أبَيْنِ

أخ - أخَانٌ

أخَيْنِ

However, if the third letter assumed to have been erased is not *wāw* (و), the suffixes should just be added to the nouns falling into this category as they are. Please let us consider these examples:

يد - يَدَانٌ

يَدَيْنِ

(v) الملحق بالمثنى

There are some nouns which do not fit properly under the rules guiding the conversion of singular to dual in Arabic but are actually treated as مثنى. These nouns actually have no singular forms. Nouns in this category include:

اثنان \ اثنتين

اثنتان \ اثنتين

Self Assessment Exercise

- State the various categories of duals in Arabic.

3.5 Duals in Nominative, Accusative and Genitive Cases

A noun in dual form ends with the suffix (ان) when it occurs in the context where nominative case must be employed. It ends with (ين) when it occurs in the context where accusative and genitive cases are applicable respectively. Let us consider few examples:

Nominative	جَاءَ الْمُعَلِّمَانِ
Accusative	رَأَيْتُ الْمُعَلِّمَيْنَ
Genitive	مَرْرَتُ بِالْمُعَلِّمَيْنَ

Please note in the first example, it is the subject which must remain in nominative case. Consider the second and third examples, the word المعلمين is repeated unchanged. The applicable case in the second example is accusative because it is the object while It is genitive in the third example because of the effect of the preceding genitive particle. In essence, the suffix ين should be added to singular noun when converting it to dual in accusative and genitive cases.

Self Assessment Exercise

- Distinguish between الاسم المقصور and الاسم المنقوص , state five examples from each of the two and convert the examples to dual

4.0 CONCLUSION

In English, we have singular and plural but there are three classifications – singular, dual and plural in Arabic. We have discussed singular and how it can be converted to dual in this unit. Singular nouns fall into different types and each type has specific grammatical rules. These rules with appropriate illustrations have been treated in this unit

5.0 SUMMARY

We have treated the singular and dual nouns with the grammatical rules affecting the two. Types of singular nouns and the rules guiding the conversion of each type to dual have also been addressed with appropriate illustrations.

6.0 TUTOR MARKED ASSIGNMENT

- State the grammatical rules guiding the conversion of the various types of singular nouns to dual

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MODULE 2

UNIT 2: SOUND MASCULINE PLURAL

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Conversion of Dual to Sound Masculine Plural
 - 3.2 Categories of Sound Masculine Plural
 - 3.3 Elision of *Nūn* from Sound Masculine Plural
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

Plural refers to two or more figures in English usage. In Arabic, plural refers to three or more figures, human or non-human, feminine or masculine. There are basically three types of plurals in Arabic, these are: sound masculine, sound feminine and broken plurals. Sound Masculine Plural جَمْعُ الْمَذَكُورِ السَّالِمِ is formed from the singular nouns by adding either the suffix (وَنْ --- *una* or (بَنْ ---- *ina* to the singular form. The suffix to be added out of two alternatives will be determined by the place of the plural concerned within a sentence – based on certain grammatical rule.

The sound masculine plural will be discussed in this unit.

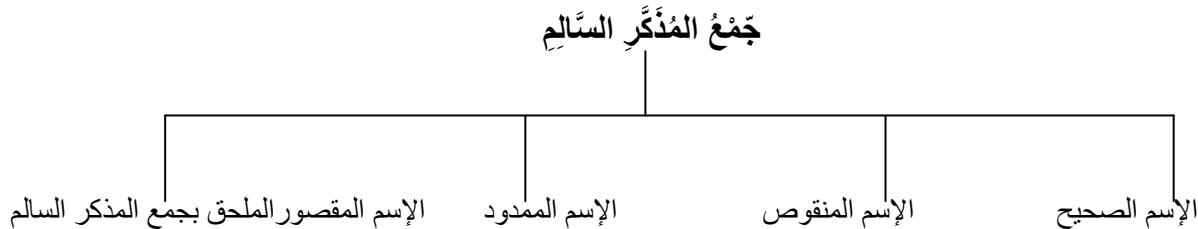
2.0 OBJECTIVES

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

- state the grammatical rules guiding the conversion of dual to sound masculine plural
- identify the types of nouns that can feature under sound masculine plural and the specific grammatical rules guiding each type
- distinguish between sound masculine plural and other forms of plurals in Arabic

3.0 MAIN CONTENT

Sound Masculine Plural



3.1 Conversion of Dual to Sound Masculine Plural

A noun is converted from singular to dual with the addition of (ان) or (ين) – depending on the position of such noun in the Arabic construction. To convert a dual to sound masculine plural, the suffixes (ان) and (ين) should be replaced with (ون) and (ين) respectively as dictated by certain grammatical rules which we will analyse before the end of this unit.

Self Assessment Exercise

- Convert the following nouns to sound masculine plural

مؤمنٌ, صائمٌ, مدرسٌ, سائقٌ, معلمٌ

3.2 Categories of Sound Masculine Plural

(i) جمع الإسم الصحيح

A sound singular noun is converted to sound masculine plural with the addition of the suffix (ون) in the nominative case, whether such noun is definite or indefinite. Please find some examples below

(Nominative)	المسلم	-	المسلمون
(Nominative)	المؤمن	-	المؤمنون
(Nominative)	معلم	-	معلمون
(Nominative)	سائق	-	سائقون

Such a noun is converted to sound masculine plural in the accusative or genitive cases with the addition of the suffix (ين). Here are some examples:

Accusative	المسلم - المسلمين
Genitive	المسلمين
Accusative	المؤمن - المؤمنين
Genitive	المؤمنين
Accusative	معلم - معلمين
Genitive	معلمين
Accusative	سائق - سائقين
Genitive	سائقين

Let us consider these constructions

جاء المسلمون
رأيت المسلمين
مررت بال المسلمين

In the first example **المسلمون** is the subject. Subject is grammatically defined as a noun in the nominative case indicating the doer of an action and is commonly cited after the action. In the second example, **المسلمين** is the object. The object is defined as a noun in the accusative case indicating the particular thing on which the action of the doer occurred. The word **المسلمين** in the third example is in the genitive case because it is preceded by a genitive case particle (ب). A noun appears in genitive mood when it is preceded by any of the genitive case particles

Self Assessment Exercise

- Convert the following dual nouns to sound masculine plural:

سائقان, مدرسان, صائمان, حافظان, كتابان.

(ii) جمع الاسم المنقوص

A noun is described as **المنقوص** when it is suffixed by a *yā'* (ي) of elongation (prefixed by a letter with i-vowel). Examples of nouns in this category are **الهادى**, **الساعي**, and so on. To convert nouns in this category to plural, the last letter *yā'* (ي) should be erased while the vowel of the letter preceding it must be changed to **الضمة** (u-vowel) if it is in the nominative case. The vowel **الكسرة** (i-vowel) must be retained in accusative and genitive cases. Let us consider some examples:

Nominative	الهادى	-	الهادون
	الساعى	-	الساعون
Accusative	الهادى	-	الهادين
	الساعى	-	الساعين
Genitive	الهادى	-	الهادين
	الساعى	-	الساعين

(iii) جمع الاسم الممدود

A noun ending with *hamzah* is described as الممدود. To convert a singular noun in this category to plural, the rule is that the *hamzah* should be retained while appropriate suffixes should be added ون or ين depending on the position of such plural in a sentence.

Let us consider some examples

Nominative	الـ بناء	-	البنـون
	الـ وفاء	-	الـ وفـون
Accusative	الـ بناء	-	الـ رفـون
	الـ وفاء	-	الـ وفـائين
Genitive	الـ بناء	-	الـ رفـائين
	الـ وفاء	-	الـ وفـائين
	الـ رفـاء	-	الـ رفـائين

(iv) جمع الاسم المقصور

A noun ending with *alif* of elongation (preceded by a vowel) is described as . الاسم المقصور. To convert a noun in this category to sound masculine plural, the 'alif must be deleted while the letter preceding it must be retained with the original vowel الفتحة. The suffixes ون and ين must be added to this letter in that form irrespective of the place of occurrence of such word in the sentence. Let us consider some examples:

Nominative	مرتضون	-	مرتضى	-
	مجتبون	-	مجتبى	-
	مصطفون	-	مصطفى	-
	مرتجون	-	مرتجى	-
Accusative	مرتضين	-	مرتضى	-
	مجتبين	-	مجتبى	-
	مصطفين	-	مصطفى	-
	مرتجين	-	مرتجى	-
Genitive	مرتضين	-	مرتضى	-
	مجتبين	-	مجتبى	-
	مصطفين	-	مصطفى	-
	مرتجين	-	مرتجى	-

Self Assessment Exercise

Differentiate between جمع الإسم المنقوص and جمع الإسم المقصور with relevant illustrative examples

(v) الملحق بجمع المذكر السالم

There are some nouns which do not fit properly under the rules guiding the construction of sound masculine plural but are treated as sound masculine plurals. Some of these nouns have no singular forms. Few of these nouns are: عيون, اهلون, بنون, اولو, ذوا, خمسون, اربعون, ثلثون, عشرون, تسعون, ثمانون, سبعون, ستون. Let us consider this example

Nominative	أُولُوا الْفَضْلِ دَائِمًا مَحْبُوبُونَ
Accusative	يُحِبُّ النَّاسُ أُولَى الْفَضْلِ
Genitive	لِأُولَى الْفَضْلِ الْأَئِرُ الطَّيِّبُ فِي نُفُوسِ النَّاسِ

3.3 Elision of *Nūn* from Sound Masculine Plural

In Arabic grammar we have what is called ‘the construct’ and ‘the genitive of the construct’. المضاف اليه . Let us consider the following example

‘The teacher’s pen’ قَمَّ الْمُدَرِّس’

The word قَمَّ which is in the nominative case here is the construct

The construct may appear in any of the three cases: the nominative, accusative or genitive depending on its status within the constructions. The second word المُدْرِس is the genitive of the construct. Grammatically, it remains constantly in genitive case.

When the above rule is applied to a sound masculine plural appearing as a construct, the *Nūn* (ن) of the ending is compulsorily dropped. Let us consider few examples:

حضرَ لَا عُبُوا الْكُرَة

The word حضر is a verb in the past form indicating the occurrence of an action in the past. The word لَا عُبُوا is the subject in the nominative case, the case being represented by *wāw* (و) because the subject is sound masculine plural. In addition to being the subject it is also the construct in that construction. The last word الْكُرَة is the genitive of the construct and it remains in genitive form.

Note that the original form of the construct is لا عُبُون – a sound masculine plural in the nominative case. Being the construct of الْكُرَة however, it has the *Nūn*(ن) dropped mandatorily.

The same rule of elision of this last letter (ن) is applicable to the construct when it occurs in the accusative or genitive cases.

Self Assessment Exercise

Identify the rules guiding the elision of *Nūn* from sound masculine plural and cite some examples.

4.0 CONCLUSION

In English usage, the word plural refers to two or more figures or objects but in Arabic; the word refers to three or more figures or objects. There are three types of plural in Arabic. Sound masculine plural, one of the three types has been addressed in this unit. The plural is formed with the addition of certain suffixes to singular nouns in Arabic as determined by certain grammatical rules.

Singular nouns ending in sound masculine plural belong to a number of categories which we have identified in this unit. Grammatical rules affecting each of the categories have equally been dealt with

5.0 SUMMARY

There are three types of plurals in Arabic – the sound masculine plural, the sound feminine plural and the broken plural. The sound masculine plural and the grammatical rules affecting it have received adequate attention in this unit.

6.0 TUTOR MARKED ASSIGNMENTS

- State the grammatical rules guiding the conversion of dual to sound masculine plural
- State the types of singular nouns ending in sound masculine plural and analyse the grammatical rules guiding each type

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MODULE 2

UNIT 3: SOUND FEMININE PLURAL

- 1.0 Introduction
 - 2.0 Objectives
 - 3.0 Main Content
 - 3.1 Conversion of Dual to Sound Feminine Plural
 - 3.2 Categories of Sound Feminine Plural
 - 3.3 Sound Feminine Plural in Nominative, Accusative and Genitive
 - Cases
 - 4.0 Conclusion
 - 5.0 Summary
 - 6.0 Tutor Marked Assignment
 - 7.0 References/Further Readings

1.0 INTRODUCTION

Sound Feminine Plural

جَمْعُ الْمِؤْنَثِ السَّالِمِ

Sound Feminine Plural is formed from singular feminine noun by infixing elongating ‘*alif*’ between the last and second to the last radicals of the noun while the round *ta* (*tā’ marbūtah*) which is commonly added to singular feminine must be converted to *ta maftūhah*. This is a common definition of this plural. Certain types of singular nouns end up in sound feminine plural. These types and the peculiar grammatical features of each of the types will be studied in this unit.

2.0 OBJECTIVES

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

- explain the process of converting singular nouns to sound feminine plural
 - identify the types of singular nouns that end up in sound feminine plural
 - contrast the grammatical rules affecting the sound feminine plural from those affecting the other types of plurals in Arabic

3.0 MAIN CONTENT

3.1 Conversion of Dual to Sound Feminine Plural

A noun is converted from singular to dual with the addition of (ان) or (بن) depending on the position of such noun in the Arabic construction. To convert a dual to sound feminine plural, the most common rule is that the suffixes (ان) and (بن) should be dropped while the grammatical rules affecting a particular noun being converted take effect. These will be explained in the course of this unit.

3.2 Categories of Sound Feminine Plural

(i) الاسم الممدد

A noun in this category is the type that ends with *hamzah*. If the *hamzah* is the marker which shows that the noun is feminine, it must be converted to *wāw* (و) before the addition of the suffixes (ات). Let us consider some examples:

صحراء - صحراءات

عذراء - عذراوات

If, however, the *hamzah* is originally *wāw* (و) or *yā'* (ي), it should be retained while the suffixes (ات) should be added. Here are some examples:

هجاء - هجاءات

فداء - فداءات

(ii) الاسم المقصور

A noun ending with *alif* of elongation (preceded by a – vowel) is described as الاسم المقصور. To convert a noun in this category to sound feminine plural, an 'alif in accusative case must be added to the last letter. This must be succeeded by the suffix (ات). Here are some examples:

ليلي - ليليات

سلمي - سليميات

(iii) الاسم المختوم بالناء

A singular noun ending with close *tā'* (ة) is converted to sound feminine plural by infixing elongating *alif* before the *tā'* (ة) to open *tā'* (ة). In essence, such noun ends with the normal suffix (ات). Let us consider these examples:

شجرة - شجرات

سيارة - سيارات

Self Assessment Exercise

-State the grammatical rules guiding the conversion of الاسم الممدود and الاسم المقصور to sound feminine plural.

(iv) العلم المؤنث

Some feminine nouns possess no signs indicating that they are actually feminine. Converting nouns in this category to plural requires only the addition of the suffix (ات) to their singular forms; e.g.

هند - هندات

زينب - زينبات

(v) جمع الصفة للمؤنث

If we cite certain nouns as attributes of plural feminine, the attributes must be treated as sound feminine plural totally with the nouns to which they serve as attributes. Let us consider few examples; the words شامخٌ and مَعْدُودٌ are actually attributes for masculine when they are used for feminine, they must be succeeded by the suffix (ات) as in

جبالٌ شامخاتٌ

أيامٌ مَعْدُوداتٌ

(vi) الاسم المصغر لغير العاقل

To convert the ‘insignificant noun’ of non-living object to sound feminine plural, a – vowel (الفاتحة) must be applied to the last letter of such noun before the addition of the suffix (ات). Find few examples below

جَبَلٌ - (جَبَلٌ) - جِبَلَاتٌ

فَلَمٌ - (فَلَمٌ) - فَلَيْمَاتٌ

(vii) مصادر ما فوق الثلاثي

The third paradigm in the scale of verbs is known as مصدر . It is considered to be noun and actually, it is considered as the source from which the verb and other derivatives are extracted. To convert the مصدر of the augmented trilateral verbs to sound feminine plural, the rule is that the suffix (ات) must be added to such; e.g.

استغفار - استغفارات

اضطراب - اضطرابات

(viii) **ما لا يجمع من المؤنث**

There are certain feminine nouns to which the rules enumerated above could not be employed. We come across nouns in this category by frequent and extensive usage of the language. Feminine nouns in this category include أمة and شفّات . We can never have أمات and شفّة respectively.

Self Assessment Exercise

- State five nouns under **العلم المؤنث** and convert them to feminine plural

(ix) **جمع الاسم المنقوص**

A noun is described as **المنقوص** when it is suffixed by a *yā* (ي) of elongation (prefixed by a letter with i – vowel الكسرة). This letter of elongation must be vowelled with a – vowel (الفتحة) – تاء التأنيث when joined with an open *tā'* indicating that the noun is feminine. An example of nouns in this category is **ساعية**, the singular form of which is **الساعيات**.

(x) **الملحق بجمع المؤنث السالم**

Some nouns end with the suffix (ات), the sign by which the sound feminine plural is prominently identified. These nouns are treated grammatically as such but they are actually not under the purview of sound feminine plural. Nouns in this category include **عرفات**, **بركات**, **ذوات**, **أولات**

(xi)

Many nouns, especially foreign words, and most masculine diminutives take the sound feminine plural ending, e.g.

حيوان	حيوانات
نبات	نباتات
جنيه	جيئهات
تلفون	تلفونات

Self Assessment Exercise

- Contrast **الملحق بجمع المؤنث السالم** and **ما لا يجمع من المؤنث** with appropriate illustrations

3.2 Sound Feminine Plural in Nominative, Accusative and Genitive Cases

Sound feminine plural takes u-vowel الضمة when it occurs in the context where nominative case must be employed. It takes i-vowel الكسرة when it occurs in the contexts where accusative and genitive cases are applicable respectively. Let us consider few examples:

Nominative حَضَرَتُ الطَّالِبَاتُ

Accusative نَصَرْتُ الطَّالِبَاتِ

Genitive مَرْرُوتُ بِالطَّالِبَاتِ

Please note that in the first example, it is the subject and as you have learnt, subjects remain in nominative case. The second example ، is the object and object must be in accusative case. As you have learnt, however, the plural remains in genitive case whether it occurs in accusative or genitive case respectively. The third بِالطَّالِبَاتِ is governed by the preceding genitive particle

4.0 CONCLUSION

Specific grammatical rules guide the conversion of singular to dual in Arabic grammar. To convert a dual noun to sound feminine plural, there are also specific grammatical rules determined by the type of noun to be converted. A common rule, however is that the sound feminine plural should end with the suffix (ات).

Sound feminine plural takes u-vowel (الضمة) when it occurs within the context where it should take the nominative case. When it occurs where accusative and genitive cases are applicable, it takes i-vowel (الكسرة).

5.0 SUMMARY

Sound feminine plural ends with the suffix (ات). Certain types of nouns end in sound feminine plural. These have been addressed with attention paid to the rules affecting each of the type in the course of this unit.

6.0 TUTOR MARKED ASSIGNMENTS

- Convert the following singular nouns to sound feminine plural

سلمي , سعاده , سيارة , انقطاع , شفهه , تكليم , ساعه , جييل , هند , فاطمه .

- Give ten sound feminine plurals and apply the three cases – nominative, accusative and genitive unto them.

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MODULE 2

UNIT 4: BROKEN PLURAL

- 1.0 Introduction
 - 2.0 Objectives
 - 3.0 Main Content
 - 3.1 Conversion of Dual to Broken plural
 - 3.2 Categories of Broken Plural
 - 4.0 Conclusion
 - 5.0 Summary
 - 6.0 Tutor Marked Assignments
 - 7.0 References and Further Readings

1.0 INTRODUCTION

Broken Plural

جَمْعُ التَّكْسِيرَ

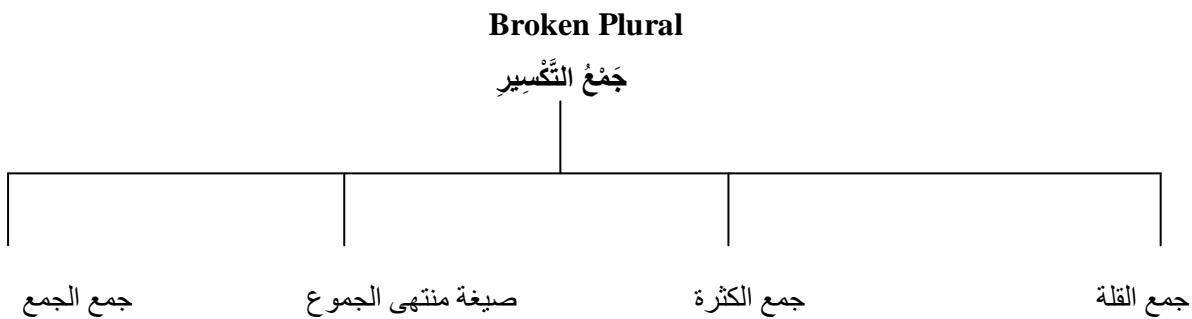
Unlike sound masculine and feminine plurals which are formed by adding specific suffixes to the singular forms, broken plural has no fixed grammatical rules. Its forms or patterns are so many that it becomes impossible to forecast from singular to plural or vice versa. Singular nouns which end up in broken plural are many and unmarked. Learners know them by extensive research and frequent usage of Arabic language. It is generally done by prefixing, infixing, suffixing or decreasing the number of letters making up a singular noun concerned. Broken plural has certain paradigms upon which the plural nouns are placed and these will be discussed in this unit.

2.0 OBJECTIVES

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

- convert nouns in dual forms to broken plural
 - differentiate between broken plural and other forms of plurals
 - identify some paradigms of broken plural

3.0 MAIN CONTENT



The table above shows the categories to which broken plural can be divided. This will be analysed appropriately in this unit.

3.1 Conversion of Dual to Broken Plural

A noun is converted from singular to dual with the addition of (ان) or (ين) – depending on the position of that noun in Arabic construction – nominative, accusative or genitive. Plural nouns which end up in broken plural have no specific marks. These are known by frequent use of the Arabic language as well as familiarity with grammar of the language.

3.2 Categories of Broken Plural

جمع القلة

This category of broken plural embraces between three to ten items. This view is shared by some Arabic grammarians while others feel it can apply to any number of items. Featuring under this category are the four following paradigms with relevant examples:

فعلة

- صِبْيَةٌ (صبي)
- إِخْوَةٌ (أَخْ)
- قِرْدَةٌ (قرد)
- فِيلٌ (فيل)

أفعلة

- أَعْمَدَةٌ (عمود)

أَرْغَفَةُ (رَغْفَة)
 أَسْنَلَةُ (سُؤَال)
 أَجْوَبَةُ (جَوَاب)

أَفْعَلُ
 أَجْدَادُ (جَد)
 أَطْفَارُ (ظَفَر)
 أَجْزَاءُ (جَزْء)

أَفْعَلُ
 أَنْهَرُ (نَهَر)
 أَنْفُسُ (نَفْس)
 أَذْرُعُ (ذِرَاع)

(ii) جمع الكثرة

Just as we observed under جمع القلة, the present category embraces broken plurals comprising unspecified numbers. Below are some of the paradigms featuring under this category

فُعْلَنْ
 كُتُبٌ (كِتَاب)
 صُجْفٌ (صَجِيفَة)
 رُسُلٌ (رَسُول)

فُعْلَنْ
 حُمْرٌ (أَحْمَرُ)
 حُضْرٌ (خَضَرَاءُ)

فُعْلَنْ
 صُورٌ (صُورَة)
 غُرَفٌ (غُرْفَة)

فِعْلٌ
قطعٌ (قطعة)
ظللٌ (ظللة)

فَعْلَةٌ
سَحْرَةٌ (ساحر)

فُعْلٌ
رُكْعٌ (راكع)

فُعالٌ
هُوَادٌ (هادٍ)

فَعْلَى
مَرْضَى (مريض)
جَرْحَى (جريح)

فِعالٌ
جِبَالٌ (جبل)
ثِيَابٌ (ثوب)
كِرَامٌ (كريم)

فُعُونٌ
قُلُوبٌ (قلب)
بُيُوتٌ (بيت)
صُدُورٌ (صدر)

فِيَعالٌ
تِيجَانٌ (تاج)
ثِيرَانٌ (ثور)

أَفْعُلٌ**الْسُّنُن** (لسان)**أَشْهُرٌ** (شهر)**أَرْجُلٌ** (رجل)**فَعْلَاءُ****أَبْنَاءُ** (ابن)**فِعْلَانٌ****غِلْمَانٌ** (غلام)**صِبْيَانٌ** (صبي)**إِخْوَانٌ** (أخ)**أَفْعِلَاءُ****أَوْلَيَاءُ** (ولي)**أَنْبِيَاءُ** (نبي)**فَعَلَاءُ****عُلَمَاءُ** (عالم)**عُظَمَاءُ** (عظيم)**بُخَلَاءُ** (بخيل)**فَعَالٌ****أَيَادٍ** (يد)**فِعْلَانٌ****قَضْبَانٌ** (قضب)**بُطْنَانٌ** (بطن)**بُلْدَانٌ** (بلد)

Self Assessment Exercise

- Compare and contrast the جمع الكسرة and جمع الفلة with relevant illustrations

(iii) **صيغة منتهي الجموع**

This category is an extraction from the جمع الكثرة. The difference between the two is the occurrence of two or more letters after the ألف التكبير in the present category. The grammatical rule affecting the plural in this context is that it must not be vowelled. Below are some of the paradigms featuring under this category:

فَعَالِيَّنْ

رَسَائِلُ (رسالة)

عَجَائِزُ (عجوز)

فَعَالِيَّ

سُكَارَى (سكران)

كُسَالَى (كسول)

فَعَالِيَّ

صِحَارَى (صحراء)

فَتَأَوَى (فتوى)

فَعَالِيَّنْ

عَصَافِيرُ (عصافير)

أَسَالِيبُ (أسلوب)

تَلَامِيدُ (תלמיד)

فَوَاعِلْ

جَوَاهِرُ (جوهر)

خَاتِمٌ (خاتم)

أَفَاعِلُ

أَصَابِعُ (أَصْبَع)

أَفَاضِلُ (أَفْضَل)

أَفَاعِيلُ

أَصَابِيعُ (أَصْبَع)

أَسَابِيعُ (أَسْبَع)

مَفَعِيلُ

مَفَاتِيحُ (مَفْتَاح)

مَصَابِيحُ (مَصْبَاح)

مَفَاعِلُ

مَسَاجِدُ (مَسْجَد)

مَعَابِدُ (مَعْبَد)

Self Assessment Exercise

Identify the category to which each of the following plurals occur

..... مُذْنٌ، فُقَرَاءُ، صَنَادِيقُ، قَتْلَى، كِرَامٌ، أَجْوَبَةٌ، أَنْفُسُ

(iv)

جمع الجمع

The term **جمع الجمع** indicates the conversion of a broken plural form to another broken plural form. Few of the plurals coming under this category are the conversion of أَظْفَار under جمع الْفَلَة, صَبِيَّة under إِخْوَان, and أَكْثَرَة under جمع الْكَثْرَة respectively.

Self Assessment Exercise

Provide the broken plural forms of the following singular nouns

رسول, أمير, مجلس, جزيرة, غني, بلد, مفتاح, قرد, اخ, كريم

4.0 CONCLUSION

Unlike sound masculine and sound feminine plurals, broken plural has no fixed grammatical rules. Broken plural can be broken into four categories with each category featuring specific paradigms. Many words have more than one form of the broken plural but by reading extensively the student will become familiar with the form most commonly used.

5.0 SUMMARY

In this unit, we have identified the four categories to which broken plural can be broken. Broken plural is distinct from the other types of plurals in Arabic as there are certain suffixes employed to convert singular to plural in the other plurals but singulars may be suffixed, prefixed or infix in the process of constructing broken plurals.

6.0 TUTOR MARKED ASSIGNMENT

- Identify the major differences between the broken plural and the other forms of plural in Arabic

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MODULE 3: THE VOWELS

Unit 1: Primary Vowels

- 1.0: Introduction
- 2.0: Objectives
- 3.0: Main Content
 - 3.1: Vowels/short vowels
 - 3.2: Quiescence
 - 3.3: Long vowels
 - 3.4: Vowel Signs
 - 3.5: Nunation
 - 3.6: Doubled Consonants
- 4.0: Conclusion
- 5.0: Summary
- 6.0: Tutor Marked Assignment
- 7.0: References and Further Readings

1.0 INTRODUCTION

Unlike in English, Arabic lexical items are pronounceable only when they are appropriately vocalised. Arabic vowels are placed either above or beneath the letters of the lexical items to make the pronunciation possible. Arabic vowels are broadly divided into two – the primary and the secondary. The primary vowels will be the focus of this unit.

2.0 OBJECTIVES

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

- recognise the different types of primary vowels
- apply the vowels to Arabic lexical items and read them appropriately

3.0 MAIN CONTENT

3.1 Vowels/Short Vowels

Arabic words and expressions are pronounceable only when appropriate vowels are applied. There are three basic vowels in classical Arabic; each occurring both long and short. Two of these are placed above and the third one is put beneath the letters to show the relevant intonation of a letter. All the 28 letters of Arabic language can take any of these three vowels to give different sounds. The short ones are contained in the following:

- (i) *Al-Fathah* (the a – vowel). It is indicated in writing by a small diagonal stroke over the consonant concerned. The vowel sound is the neutral “a” sound; let us consider the following examples:

جَلْسَةٌ ضَرَبَ

- (ii) *Al-Kasrah* (the i – vowel). It is indicated in writing by a small diagonal stroke beneath the consonant concerned. Its appropriate sound is “i” as in:

سجن فیل

- (iii) *Ad-dammah* (*the u – vowel*). It is indicated in writing by a diacritic similar to a small *waw* (‘[ۚ]) placed over the consonant concerned as in:

() placed over the consonant رُسُلٌ كُتُبٌ

3.2 Quiescence

Jazmah or *sukūn* means quiescence and it indicates the absence of vowel. This absence of vowel is indicated by orthographical character written as a small circle above the quiescence consonant (o).

When quiescence is applied to a letter, it stops the continuance of sound and it occurs on either the medial or final consonants of a given Arabic word respectively. It cannot function on a single consonant like *fathah* (*a – vowel*), *kasrah* (*i – vowel*) and *dammah* (*u – vowel*). Its usages are given below

سِرْ کَمْ هَلْ

Self Assessment Exercise

Given below are words of different vowel signs, read them without resorting to spellings

جَسْنَ، شُرْبَ، سِرْتُ، طَلْبٌ، مُحْسِنٌ، نِعْمٌ، كَرْمٌ.

Note:

There are two diphthongs represented by (اَوْ) “aw” and (اِيْ) “ay”. The diphthongs are derived from quiescing consonants (وْ) “w” and (يْ) “ay” at the medial or final positions of a verb as shown below:

سَيْلُ	رَيْبُ	بَيْنَ
لَيْسَ	مِنْ	طَيْرٌ
‘ay’ (يْ)		
طَيْرٌ	قَوْنُ	أَوْنُ
فَوْزٌ	لَوْنُ	تَوْبُ
‘aw’ (وْ)		

3.3 Long Vowels

There are three other vowels which can be put above or beneath any consonant to be pronounced with a special sound. These are letters (و) : *wa*; (ي) *ya* and (ا) *alif* which are called long vowels or elongation. The vowel signs *fathah*, *kasrah* and *dammah* correspond with ‘*alif*’, *wa* and *ya* respectively. Each of the three letters elongates a vowel sign as noted below:

- (i) ‘*alif* (ا)’: This letter elongates *fathah* (a – vowel) if it occurs at either the medial or final position of a word and it is not vowelled, e.g.

آ بَا تَا ثَا جَا حَا دَا ذَا

- (ii) *ya* (ي): This letter elongates *kasrah* (i – vowel) if it occurs at either the medial or final position of a word and it is not vowelled, e.g.

إِي بِي تِي ثِي حِي حَي دِي دَي

- (iii) *wa* (و): This letter elongates *dammah* (u – vowel) if it occurs at either the medial or final position of a word and it is not vowelled, e.g.

أُو بُو ثُو ثُو جُو حُو حَو دُو دَو

Note:

- (i) If a vowel sign corresponds with the vowel letter, its sound is called *ma’rūf* (active). All the examples given above fall into this category as appropriate letters are given to elongate each of the vowels. More examples of active ones are:

- (a) *alif* preceded by a letter bearing *fathah*:

سَا كَا جَا رَا لَا مَا حَا فَا

(b) *ya'* preceded by a letter bearing *kasrah*:

سِيِّ كِيِّ جِيِّ رِيِّ لِيِّ مِيِّ حِيِّ فِيِّ

(c) *wa'* preceded by a letter bearing *dammah*

سُوِّ كُوِّ جُوِّ رُوِّ لُوِّ مُوِّ حُوِّ فُوِّ

(ii) If a vowel sign does not correspond with the vowel letter, such vowel letter serves as a diphthong only and its sound is then called *majhūl* (passive). Examples are:

(a) *wa* preceded by a letter bearing *fathah* as in:

سَوْ كَوْ جَوْ رَوْ لَوْ مَوْ حَوْ فَوْ

(b) *ya* preceded by a letter bearing *fathah* as in:

سِيِّ كِيِّ جِيِّ رِيِّ لِيِّ مِيِّ حِيِّ فِيِّ

Self Assessment Exercise

Differentiate between the words which bear *ma'rūf* (active) and *majhūl* (passive) sound respectively from the following examples:

فَالْ قَوْلَأَ كَيْلَأَ حَلَيْمَ حُورُ صَلَةُ ثُقُوبُ حَفِيْطُ الْخَيْلُ صَوْمَأَ

3.4 Vowel Signs

We have identified consonants '*alif*', *wa* and *ya* as *huruful-māddah* (elongating consonants). The three of them have a substitute each. The substitutes are *alif maqsūrah* (shortened *alif*) which substitutes *alif* placed on a consonant, and *ya* if placed beneath a consonant. Inverted *dammah* substitutes *wa*:

Alif maqsūrah (shortened *alif*) is a small diagonal hanging *alif* (ا) while inverted *dammah* is similar to turning the real *dammah* upside down. They perform the functions of consonants they represent in Arabic words. Examples are as follows:

(i) *alif maqsūrah* on Arabic consonants

آا, بَ اَبَا, تَ اَتَا, جَ اَجَا

(ii) *alif maqsūrah* beneath Arabic consonants

إِلَى, بِبِى, ثِثِى, جِجِى, حِحِى

(iii) Inverted *dammah* on Arabic consonants

أُو, بُؤ, ثُثُو, جُجُو

3.5 Nunation

The vowel marks ‘a’, ‘i’, and ‘u’ are usually followed by ‘n’ in indefinite nouns, even though the sound ‘n’ is not rendered in writing. It is indicated in writing by marking the vowel signs twice above or beneath the last consonant of the affected Arabic word. This is known as *tanwin* in Arabic. Examples of nunaed letters are the following:

أِاِ, بِبِ, ثِثِ, جِجِ

3.6 Doubled Consonants

It is possible that two identical letters occur on a single word in Arabic. When two letters follow each other in Arabic and they are not separated by a vowel (such as diphthongs ‘ay’ and ‘aw’), only one of the letters is written but with a mark known as *shaddah* (strengthening) written on top of it, while the letter should be read with the preceding letter which must be a vowelled one. A doubled consonant is known as *mushaddad* and it is obtained from merging two identical letters – one silent and the other bearing a vowel – together. Examples of doubled consonants are

كسَرٌ: كَسْرَ, شَدٌ: شَدَّ, مَدٌ: مَدَّ, عَطَلٌ: عَطْلَ.

Note:

(i) Consider the examples above; when doubling is applied to Arabic words, it takes different positions depending on the initial vowel of the doubled consonant in a particular word. If the doubled consonants bear either *fatha* (a – vowel) or *dammah* (u – vowel) the vowels are put on top while the *shaddah* comes beneath them. They are then put on the consonant concerned, e.g.

جَوَ, سِرُّ, كُلُّ, أُمُّ, ذَكَرٌ

(ii) If the doubled consonants bear *kasrah* (i – vowel), *shaddah* is placed on top of the consonant while the vowel takes its normal position, e.g.

جَوُّ, جُرْمٌ, رَبٌّ, حَفَّةٌ

4.0 CONCLUSION

You must have learnt the following in this unit

- The Arabic short vowels and their pronunciation on Arabic lexical items.

The short vowels are: الفتحة - a – vowel, الكسرة - i – vowel and الضمة - u- vowel.

- How *Jazmah* or *sukūn* stops the continuance of sound when applied to a letter. You have also learnt about the diphthongs with relevant illustrations
- How to recognise the long vowels and examination of the *ma 'rūf* (active) and *majhūl* (passive) sound under the long vowels
- The vowel signs, nunciation and doubled consonants with relevant illustrations.
- The fact that Arabic word cannot be produced appropriately until appropriate vowels are applied.

5.0 SUMMARY

We have dealt with a significant aspect of Arabic language – the vowelization of its lexical items. Arabic word becomes pronounceable and meaningful when vowelised. Vocalization is an important aspect of Arabic grammar as it guides in determining the appropriate status of a word within a sentence.

6.0 TUTOR MARKED ASSIGNMENT

1. Differentiate between *ma 'rūf* and *majhūl* sounds with relevant illustrations
2. Discuss doubled consonants with appropriate examples

7.0 REFERENCES/FURTHER READINGS

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MODULE 3

UNIT 2: SECONDARY VOWELS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Secondary Vowels Applicable to Dual
 - 3.2 Secondary Vowels Applicable to Sound Masculine Plural
 - 3.3 Secondary Vowels Applicable to Sound Feminine Plural
 - 3.4 Secondary Vowels Applicable to the Five Names
 - 3.5 The Diptotes
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION

We have dealt with the primary vowels in the previous unit. This unit deals with the secondary vowels. Each of the primary vowels is represented by some letters under certain grammatical conditions which we will examine in this unit.

2.0 OBJECTIVES

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

- identify the secondary vowels and the primary vowels represented by each of them
- apply the secondary vowels to Arabic lexical items and use them in simple constructions

3.0 MAIN CONTENT

3.1 Secondary Vowels Applicable to Dual

The position of a dual noun within a sentence determines the type of secondary vowel to be employed. In the context where nominative case is applicable to a dual noun, the secondary vowel to be applied is 'alif; for instance

الفعل) حَضَرَ الْمُسْلِمَانَ

Please note that حَضَرَ (الفاعل) is a verb succeeded by the subject (المُسْلِمَانَ). The subject, as you have learnt is a noun in nominative case indicating the doer of an action and it is usually cited after the action. The word (المُسْلِمَانَ) is the subject in the nominative case and the secondary vowel indicating the case is 'alif (ا). Let us consider more examples:

ذَهَبَ الطَّالِبَانِ إِلَى الْمَدْرَسَةِ
صَلَّى الْمُسْلِمَانِ فِي الْمَسْجِدِ
يَدْهَبُ التَّاجِرَانِ إِلَى السُّوقِ

In the context where accusative and genitive cases are applicable to a dual noun, the secondary vowel to be applied is ya' (ي) . Please note the following examples:

رَأَيْتُ الطَّالِبَيْنِ فِي الْفَصْلِ

The word comprises the verb and the subject (الفعل و الفاعل) the word (الطَّالِبَيْنِ) is the object. As you have learnt, object is grammatically defined as a noun in the accusative case indicating the particular thing on which the action of the doer occurred. The word(الطَّالِبَيْنِ) , therefore, as the object has ya' (ي) as the secondary vowel indicating that the word is in accusative case.

Furthermore, where the genitive case is applicable to dual noun, it is the same letter ya' (ي) that is employed. Let us consider the following example:

مَرَزَتُ بِالْطَّالِبَيْنِ

The word comprises the verb and the subject. The word comprises the genitive particle (ب) and the dual (الطَّالِبَيْنِ). A noun appears in genitive mood when it is preceded by any of the genitive case particles. The word(الطَّالِبَيْنِ) is therefore in genitive case because of the particle preceding it. The secondary vowel applicable is the letter ya' (ي) as notable in the example. Let us consider more examples

Accusative:

ضَرَبَ الْأَسْنَادُ التَّلَمِيذَيْنِ

نَصَرَتُ الْفَقِيرَيْنِ

Genitive:

نَظَرْتُ إِلَى الْكِتَابَيْنِ
تَعَلَّمْتُ مِنَ الْمُعَلَّمَيْنِ

If a dual noun occurs as the construct in a sentence (المضاف), the ending *nūn* (ن) must be dropped irrespective of the case applicable to such noun. Let us consider few examples:

أَشْكُرُ الْهَفْيَ حَالَتِي السَّرَّاءُ وَ الضَّرَّاءُ
حَضَرَ لِأَعْبَا الْكُرَّةِ

In addition, some nouns such as اثنان, اثنان are treated as dual though the grammatical rules guiding the conversion of singular to dual are not applicable unto them. The grammatical rules affecting the application of secondary vowels to dual are applicable also unto these nouns

Self Assessment Exercise

Convert the following singular nouns to dual and apply the secondary vowels in the three cases unto them:

لِمِيْدُ, مُسْلِمُ, كِتَابُ, قَمْ, دَفْرُ

3.2 Secondary Vowels Applicable to Sound Masculine Plural

The context within which a sound masculine plural is used in a sentence determines the secondary vowel to be employed. In the context where nominative case is applicable to a sound masculine plural, the secondary vowel to be applied is *wāw* (و); for instance:

جَاءَ الْمُسْلِمُونَ

The word جَاءَ is a verb succeeded by the subject (الفاعل). As you have learnt, the subject is a noun in the nominative case indicating the doer of an action. The word المُسْلِمُونَ is the subject in the nominative case and the secondary vowel indicating the case is *wāw* (و). Let us consider more examples:

صَلَّى الْمُسْلِمَانِ فِي الْمَسْجِدِ
يَذْهَبُ التَّاجِرَانِ إِلَى السُّوقِ

In the context where accusative and genitive cases are applicable to a sound masculine plural, the secondary vowel to be applied is *yā'* (ي'). Let us consider these examples:

رَأَيْتُ الْمُسْلِمِينَ
نَظَرْتُ إِلَى الْمُسْلِمِينَ

The word **المسلمين** in the first example is the object in accusative case whereas in the second example, the word **المسلمين** is in genitive case because it is preceded by a genitive case particle. The secondary vowel applicable in the two contexts as you can see is *yā'* (يَأْ) .

If a sound masculine plural occurs as a construct in a sentence, the *nūn* (ن) of the ending must be dropped, irrespective of the case applicable to such sound masculine plural. Let us consider few examples:

حضرَ لِأَعْبُوا الْكُرَّةِ
رَأَيْتُ لِأَعْبَى الْكُرَّةِ
مَرِزْتُ بِلِأَعْبَى الْكُرَّةِ

Furthermore, there are some nouns which do not fit properly under the rules guiding the construction of sound masculine plural but are actually treated as sound masculine plurals. The rules guiding the application of secondary vowels to sound masculine plural are also applicable unto these nouns also.

Self Assessment Exercise

Convert the following singular nouns to sound masculine plural and apply the secondary vowels in the three cases unto them

المُؤْمِنُ, المُجْهُودُ, الصَّائِمُ, مُدَرِّسٌ, سَارِقٌ

3.3 Secondary Vowels Applicable to Sound Feminine Plural

Sound feminine plural takes **الضمة** -u-vowel when it occurs in the context where nominative case must be employed. It takes **الكسرة** -i-vowel when it occurs in the contexts where accusative and genitive cases are applicable respectively. Let us consider some examples:

حضرَتِ الْمُسْلِمَاتُ
نَصَرْتِ الْمُسْلِمَاتِ
مَرِزْتُ بِالْمُسْلِمَاتِ

Note that in the first example is the subject and as you have learnt, subject remains in nominative case. In the second example, is the object and the object must be in accusative case. What could be described as a ‘secondary’ vowel is however employed here as **الكسرة** i-vowel represents **الفتحة** a-vowel in this usage. The third is governed by the preceding genitive particle and is thus in genitive case.

3.4 Secondary Vowels Applicable to the Five Names

In Arabic grammar, there are five spectacular nouns tagged **الأسماء الخمسة** – the five names. The names are ابُو, أَخُو, حُمُو, فُو, ذُو. The context within which each of the five is used in a sentence determines the applicable secondary vowel. Three letters *wāw* (و) and *yā'* (ي) representing **الضمة** – **u-vowel**, **الفتحة** – **a-vowel** and **الكسرة** – **i-vowel**, are applicable in nominative accusative and genitive cases respectively, to the five names. Let us consider these examples

Genitive	Accusative	Nominative
ابِي	ابا	ابو
أَخِي	أخَا	أَخُو
حَمِي	حَمَا	حُمُو
فِي	فَا	فُو
ذِي	ذَا	ذُو

3.5 The Diptotes

The term diptote refers to a noun having only two case endings. Nouns in this category are grammatically described as ‘**الاسماء الممنوعة من الصرف**’ nouns deprived of nunation’. The grammatical rules affecting the nouns in this category are analysed as follows:

كَتَبَ لِعِيسَى بْنَ عَلَيٍّ ثُمَّ لِأَخِيهِ سُلَيْمَانَ

(1)

The proper noun عَلَيٌّ ends with nunation (تَنْوِينٌ) but the proper noun does not end with nunation.

Proper nouns which do not end with nunation belong to a certain category of nouns called: ‘**الاسماء الممنوعة من الصرف**’; **الصرف** is synonymous with **التنوين**.

(2) Unless they have the definite article ال or stand in the construct (with a following genitive), ‘nouns deprived of nunation’ have only two vowel-endings:

(a) **الضمة** (without nunation) in the nominative case: جاءَ سُلَيْمَانٌ “Sulayman came” (سُلَيْمَانٌ) is the subject of this verbal sentence.

(b) (without nunation) for either the accusative or genitive case: سُلَيْمَانٌ (Sulayman) is in the accusative case, being a direct object, أَخْتَهُ الْكِتَابَ مِنْ سُلَيْمَانٍ ; سُلَيْمَانٌ is governed in the genitive case by the preposition مِنْ .

In the sentence of paragraph (1), سُلَيْمَانٌ is in the genitive case, being a substitute of سُلَيْمَانٌ أَخِيهِ in لِأَخِيهِ . The genitive case of سُلَيْمَانٌ is indicated by an a-vowel. On the other hand, the genitive case of عَلَيْهِ in the same sentence is indicated as usual by an i-vowel (followed by nunation).

(3) Since ‘nouns deprived of nunation’ have only two case-endings for the nominative case and لِفَتْحَةٍ for the accusative or genitive case, they are called ‘diptotes’. Other nouns which end, as usual, with الصَّمَةُ () for the nominative case, الْفَتْحَةُ () for the accusative case and الْكَسْرَةُ (٠) for the genitive case are named ‘triptotes’. The prefix di- denotes ‘two-’, and the prefix tri- denotes ‘three’.

(4) Diptotes include proper nouns (الأَعْلَامُ) as well as certain other kinds of nouns. We deal in this unit with diptotes which are proper nouns.

(5) The following kinds of proper nouns are treated as diptotes:

(a) Feminine proper nouns which end in ة _ ٠ (as مَكَّةٌ, فَاطِمَةٌ) or not (as سَعَادٌ, زَيْنَبٌ).

Masculine proper nouns which end in ة ٠- are also treated as diptotes, e.g. قُتَيْبَةُ, مُعاوِيَةُ, أُمِيَّةُ. The two proper nouns: دِمْنَةُ كَلِيلَةُ , names of two jackals (ابْنَا آوِى), belong here as well as to (b).

(b) Foreign proper nouns, as إِسْمَاعِيلُ ‘Ibrahim’ ‘Ismail’, هَارُونُ ‘Harun’, يَعْقُوبُ ‘Yaqub’, سُلَيْمَانٌ ‘Sulaiman’

(c) Proper nouns with the suffix ان (which does not belong to the root), as حَسَانٌ, سُفِيَّانٌ, عَفَّانٌ, عُثْمَانٌ, مِرْوَانٌ

(d) Proper nouns which resemble verbal forms in form, as أَحَمَّ ‘Ahmad’ (literally: “I praise”), يَزِيدُ (masculine personal name) (literally: “He increases”), تَغْلِبُ (name of an Arab tribe) (literally: “She conquers”).

- (e) Proper masculine nouns of the form فُعْلٌ (masculine personal name), as عَمَرٌ (masculine personal name), رَحْلٌ (the planet) Saturn', هَبَلٌ (name of a pagan Arab idol).
- (f) Compound proper nouns (الْأَعْلَامُ الْمُرَكَّبُ تَرْكِيَّا مَرْجِيَّا), as حَضَرَمَوْتُ (Hadramaut' (region in Southern Arabia), بَعْلَبَكُ 'Bealbeck' (Lebanese town known for its Roman monuments). Foreign proper nouns of this category also belong to (b), as لِينِينْجَرَادُ 'Leningrad', جَوَهَانِسْبُرْجُ 'Johannesburg', نِيُوْيُورْكُ 'New York'.

4.0 CONCLUSION

We have learnt in this unit the secondary vowels representing each of the primary vowels and the contexts within which each of the representations occur. Certain letters of the Arabic alphabet are employed as the secondary vowels.

5.0 SUMMARY

Vowelization of lexical items is an integral aspect of Arabic grammar as it guides in determining the appropriate status of a word within a sentence. Arabic primary vowels are represented by certain letters which actually indicate the status of a word when used with a sentence.

6.0 TUTOR MARKED ASSIGNMENT

- Identify the primary vowels represented by each of the following letters with appropriate illustrations: alif, waw, yaw.

7.0 REFERENCES/FURTHER READINGS

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MODULE 4:

ARABIC NUMBERING SYSTEM, THE PARTICLES AND FORMATION OF SENTENCES

UNIT 1: ARABIC NUMBERS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 The Cardinal Number
 - 3.2 The Ordinal Number
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Arabic numbering system has certain peculiarities which the present unit intends to address. Unlike the numbering system in English Language, Arabic numbering takes care of the gender and its applicable grammatical rules. This unit focuses the two types of numbering – the cardinal and the ordinal with the grammatical rules guiding the two types.

2.0 OBJECTIVES

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

- compare and contrast the numbering systems in Arabic and English language respectively
- state the cardinal numbers and the grammatical rules applicable into them

3.0 MAIN CONTENT

ARABIC NUMBERS

3.1 The Cardinal Number العدد الأصلى

Arabic language is a gender language. Numbering or counting system in the language takes care of both masculine and feminine with their specific rules as in the following table.

English Equivalents	Arabic Number in Figure	Arabic Numbers in Words	
		Masculine	Feminine
1.	١	ولدٌ واحدٌ	بنتٌ واحدة
2.	٢	ولدانٍ اثنانٍ	بنتانٍ اثنتانٍ
3.	٣	ثلاثةٌ أولادٍ	ثلاثٌ بناتٍ
4.	٤	أربعةٌ أولادٍ	أربعٌ بناتٍ
5.	٥	خمسةٌ أولادٍ	خمسٌ بناتٍ
6.	٦	ستةٌ أولادٍ	ستٌ بناتٍ
7.	٧	سبعةٌ أولادٍ	سبعٌ بناتٍ
8.	٨	ثمانيةٌ أولادٍ	ثمانٌ بناتٍ
9.	٩	تسعةٌ أولادٍ	تسعٌ بناتٍ
10.	١٠	عشرةٌ أولادٍ	عشرٌ بناتٍ

Self Assessment Exercise

- (i) Apply these numbers ٩ ٧ ٥ ٣ ١ to طالبٌ
(ii) Apply the numbers in (i) above to طالبٌ
(iii) Identify the main differences between the illustrations in (i) and (ii).

١١.	١١	أَحَدْ عَشَرَ ولدًا	إِحدى عَشَرَ بنتاً
١٢.	١٢	اثْنَا عَشَرَ ولدًا	اثْنَتَا عَشَرَةَ بنتاً
١٣.	١٣	ثَلَاثَةَ عَشَرَ ولدًا	ثَلَاثَ عَشَرَةَ بنتاً

14.	١٤	أربعة عشر ولداً	اربع عشرة بنتاً
15.	١٥	خمسة عشر ولداً	خمس عشرة بنتاً
16.	١٦	ستة عشر ولداً	ست عشرة بنتاً
17.	١٧	سبعة عشر ولداً	سبعين عشرة بنتاً
18.	١٨	ثمانية عشر ولداً	ثمانين عشرة بنتاً
19.	١٩	تسعة عشر ولداً	تسعين عشرة بنتاً
20.	٢٠	عشرون ولداً	عشرين بنتاً

- (a) Numbers from eleven to nineteen comprises two Arabic words each in accusative case.
- (b) Numbers eleven and twelve agree in gender with the subjects. The subjects must be stated after two numbers in singular forms, in accusative case.
- (c) From numbers thirteen to nineteen, it is only the segment of the two words comprising a number that agrees with its subject genderwise as we can see from the above.
- (d) Subjects which must be in singular forms must be stated after each number in accusative case.
- (e) Numbers like twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety and one hundred remain unchanged whether they are applicable to masculine or feminine. The same is applicable to thousand, million and so on

21.	٢١	واحد وعشرون ولداً	إحدى وعشرون بنتاً
22.	٢٢	اثنان وعشرون ولداً	اثنتان وعشرون بنتاً
23.	٢٣	ثلاثة وعشرون ولداً	ثلاث عشرون بنتاً
24.	٢٤	أربعة وعشرون ولداً	اربع عشرون بنتاً
25.	٢٥	خمسة وعشرون ولداً	خمس عشرون بنتاً
26.	٢٦	ستة وعشرون ولداً	ست عشرون بنتاً
27.	٢٧	سبعة وعشرون ولداً	سبعين عشرون بنتاً
28.	٢٨	ثمانية وعشرون ولداً	ثمانين عشرون بنتاً
29.	٢٩	تسعة وعشرون ولداً	تسعين عشرون بنتاً

- (a) When a number from one to nine is added to any number from twenty – one to ninety- nine, the letter (و) indicating “and” should be infix, it should then be followed by the number to which the addition is made.
- (b) Numbers twenty – one and twenty – two agrees with their subjects in gender, particularly the first segments of the two numbers
- (c) The remaining numbers (thirteen to nineteen) disagree with their subjects
- (d) Subjects which must be in singular form must be stated after each number in accusative case.

Self Assessment Exercise

- State the grammatical rules guiding the formation of numbers between 21 and 29 with relevant illustrations

20.	٢٠	عشرون رجلاً	عشرون بنتاً
30.	٣٠	ثلاثون رجلاً	ثلاثون بنتاً
40.	٤٠	أربعون رجلاً	أربعون بنتاً
50.	٥٠	خمسون رجلاً	خمسون بنتاً
60.	٦٠	ستون رجلاً	ستون بنتاً
70.	٧٠	سبعون رجلاً	سبعون بنتاً
80.	٨٠	ثمانون رجلاً	ثمانون بنتاً
90.	٩٠	تسعون رجلاً	تسعون بنتاً

- (a) The numbers 20 through 90 are applicable to both masculine and feminine
- (b) The subject should be in singular form, in accusative case.

100	١٠٠	مائة ولدٍ	مائة بنتٍ
1000	١٠٠٠	الفُ ولدٍ	الفُ بنتٍ
1,000,000	١,٠٠٠,٠٠٠	مليون ولدٍ	مليون بنتٍ

- (a) The numbers hundreds, thousands and millions are applicable to both masculine and feminine
- (b) The subject should be in singular form, in the genitive case.

3.2 The Ordinal Number العدد الترتيبی

Ordinal number takes care of classifying items into their appropriate positions. Like cardinal numbers, gender is also taken into consideration. Let us consider this table.

Ordinal Number	Masculine	Feminine
1 st	الأول	الأولى
2 nd	الثاني	الثانية
3 rd	الثالث	الثالثة
4 th	الرابع	الرابعة
5 th	الخامس	الخامسة
6 th	السادس	السادسة
7 th	السابع	السابعة
8 th	الثمان	الثامنة
9 th	التاسع	التاسعة
10 th	العاشر	العاشرة
11 th	الحادي عشر	الحادية عشر
12 th	الثاني عشر	الثانية عشر
13 th	الثالث عشر	الثالثة عشر
14 th	الرابع عشر	الرابعة عشر
15 th	الخامس عشر	الخامسة عشر
16 th	السادس عشر	السادسة عشر
17 th	السابع عشر	السابعة عشر
18 th	الثامن عشر	الثامنة عشر
19 th	التاسع عشر	التاسعة عشر
20 th	العشرون	العشرون
21 st	الحادي والعشرون	الحادية والعشرون
22 nd	الثاني والعشرون	الثانية والعشرون
23 rd	الثالث والعشرون	الثالثة والعشرون

- (a) Ordinal numbers agree in gender with the qualified nouns
- (b) The position of numbers one to ten within a sentence determines their cases -nominative, genitive or accusative. The same rule is applicable to numbers like thirty, forty, fifty and so on.
- (c) The ordinals from ‘eleventh’ to ‘nineteenth’ also agree in gender with the qualified noun. They are indeclinable, remaining in accusative case at the end two components irrespective of the grammatical case of the qualified noun.
- (d) The ordinals from ‘twentieth’ to ‘ninetieth’ are identical in form and are invariably used with masculine and feminine nouns.
- (e) If the ordinals from ‘twentieth’ to ninetieth are joined to the ordinals of the units. These latter precede, and the two are joined by the conjunction (و)’and’.

Self Assessment Exercise

State the Arabic equivalents of the following ordinal numbers for masculine and feminine: 5th, 10th, 12th, 20th, 23rd, 30th, 31st, 45th

4.0 CONCLUSION

Numbering or counting system in Arabic language takes care of genders – masculine or feminine with the appropriate grammatical rules affecting the two. There are two types of numbering system – the cardinal and the ordinal. Each of the two types has its peculiar grammatical features which we have dealt with in this unit.

5.0 SUMMARY

There are two types of numbering system in Arabic and each of the two types features specific grammatical regulations. The two types received adequate attention in this unit.

6.0 TUTOR MARKED ASSIGNMENT

1. State the grammatical rules affecting the cardinal numbers from 11-29 with relevant illustrations
2. Identify the grammatical rules affecting the ordinal numbers

7.0 REFERENCES/FURTHER READINGS

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MODULE 4

UNIT 2: ARABIC PARTICLES

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Particles Defined
 - 3.2 Jussive Particles
 - 3.3 Subjunctive Particles
 - 3.4 Genitive Particles
 - 3.5 *Inna* and its Associates
 - 3.6 *Kāna* and its Associates
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References and Further Readings

1.0 INTRODUCTION التَّعْرِيفُ

Noun, verb and particles are considered as parts of sentence(s) in Arabic. The present lesson focuses the particles in Arabic, drawing attention to the types of particles and how each type of particles and how each type functions in Arabic constructions.

2.0 OBJECTIVES

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

- identify the difference between the noun, verb and particle in Arabic
- discover how particles function when they occur in sentences
- identify the types of particles in Arabic

3.0 MAIN CONTENT

3.1 Introduction

Particles are utterances which bear no meaning in isolation until they are added to other words – nouns or verbs. They function as parts of Arabic sentences which are three, namely *ism*(noun) *fi'l*(verb) and *harf*(particle).

Some of the particles are applicable only to verbs, e.g. *hurūf* ‘an-nasb’ (subjunctive particles) and *huruf* ‘al-jazm’ (jussive particles). Genitive particles *hurūf* ‘an-jarr’ are restricted to nouns while *inna* and *kāna* with their associates function when they are applied to nominal sentences.

3.2 Jussive Particles جزم الفعل المضارع

(The Jussive Mood of the Present Tense)

يجزم الفعل المضارع إذا سبقه حرف من حروف الجزم الآتية: لَمْ، أَلْمَ، أَلَّمَا، لَامُ الْأَمْرِ، لَامُ الدَّهْيِ.

The present tense verb assumes the jussive mood when it is preceded by any of the jussive particles mentioned above; e.g.

‘Zayd did not read his lesson	لَمْ يَقْرَأْ زَيْدٌ دَرْسَهُ
‘Do not sit on the bed’	لَا تَجْلِسْ عَلَى السَّرِيرِ

The verbs succeeding the jussive particles in the two sentences are in the jussive mood because they are preceded by the particles. *Sukun*, an orthographical character written as a small circle above the quiescence constant is used for this mood.

Furthermore, some jussive particles cause declension of two present tense verbs, and entails that the doing of the first action is a condition that precipitates the second action. These are known as conditional particles and they include

انْ. مَا. مَنْ. مَتَّ. أَيْ. حَتَّى. كَيْفَمَا. مَهْمَا. إِذْمَا. أَيْنَمَا. أَيَّانْ.

Here are some examples:

If you work hard, you will be successful **إِنْ تَجْنَدْ تَنْجُحْ**

Whoever does good will get better rewards من يفعل خيراً يجد ثوابه

The first sentence is commenced with a conditional jussive particle and it is followed by a present tense verb in a jussive mood indicated by *Sukūn*(quiescence). If we stop on the first verb, the meaning of the sentence remains incomplete until the second verb is added.

The verb following the conditional particle is the protasis (conditional verb) and the action in it precipitates the action in apodosis (the reply of the conditional verb). The combination of the three – the particle, the protasis and the apodosis gives a meaningful statement.

Self Assesment Exercise

- Use the following particles in sentences with appropriate illustrations:

لَمْ، لَامُ الْأَمْرِ، مَا، كَيْفَ، أَيْنَما

3.3 Subjunctive Particles نصب الفعل المضارع

(The Subjunctive Mood of the Present Tense)

ينصب الفعل المضارع إذا سبقه حرف من حروف النصب الآتية : أَنْ، لَنْ، كَيْ، إِذْنْ، حَتَّى، لِكَى،
لامُ الجحود.

The present tense verb assumes the subjunctive mood when it is preceded by any of the subjunctive particles mentioned above; e.g.

I want to go to the school

أُرِيدُ أَنْ أَدْهَبَ إِلَى الْمَدْرَسَةِ

I study/ am studying in order to serve the country

The first sentence consists two present tense verbs. The first is in the nominative case because it is not preceded by any particle while the second is in the accusative or subjunctive mood because it is preceded by one of the subjunctive particles. The same explanation is applicable to the two present tense verbs featuring in the second sentence. The sign for this mood is (-) indicating *fathah*.

Self Assesment Exercise

- Construct sentences featuring حتى ، لَنْ، اذْن، لَامُ الجحود

3.4 Genitive Particles حُرُوفُ الْجَرِّ

(The Genitive Mood of a Noun)

يجَّرِّ الإِلَمْ اذا سبقه حرف من حروف الجرّ الآتية: مِنْ، إِلَى، عَنْ، عَلَى، فِي، رَبْ، الْبَاءُ، الْكَافُ،

A noun appears in genitive mood when it is preceded by any of the genitive case particles mentioned above; e.g.

I write/ am writing the lesson in the note book .

أَكْتُبُ الْدَّرْسَ فِي الدَّفَّتِرِ

The farmer is going to the farm

يَذْهَبُ الْفَلَاحُ إِلَى الْبَسْطَانِ

On the first sentence, the last noun is in the genitive mood because of the particle preceding it. The same is applicable to the last noun on the second sentence. The sign (-) is used to show this mood.

3.3 *Inna* and Its Associates ان و أخواتها

تدخل إنَّ وَأَخْوَانَهَا عَلَى الْمُبْتَدِأِ وَالْخَبَرِ فَتَنْصِبُ الْمُبْتَدِأَ وَيُسَمَّى اسْمُهَا وَتَرْفَعُ الْخَبَرُ وَيُسَمَّى خَبَرَهَا

Inna and its associates function on subject and predicate. When the particle or any of its associates precedes a nominal sentence, it changes the subject from nominative into accusative case and retains the predicate in the nominative case. The associates of *inna* are:

The lady is really patient

إِنَّ، أَنَّ، لَكِنَّ، لَيْتَ، لَعَلَّ، كَأْنَّ
إِنَّ الْبَنْتَ صَبُورَةً

I know that the student is hardworking **عَلِمْتُ أَنَّ الطَّالِبَ مُجْتَهِدٌ**

عَلِمْتُ أَنَّ الطَّالِبَ مُجْتَهِدٌ

Let us consider more examples

i) إِنَّ الْوَلَدَ مُجْتَهِدٌ

The sentence was originally الْوَلَدُ مُجْتَهِدٌ (الولد مجهود)، consisting a subject in the nominative case indicated by (الضمة) and a predicate (مُجْتَهِدٌ) in the nominative case also indicated by (الضمة). When the emphatic particle (إِنْ) begins the nominal sentence, the subject (الولد) becomes accusative (الْوَلَدُ) but the predicate remains nominative. The accusative is indicated by (الفتحة) since the subject is singular.

If any of the particles begins a nominal sentence consisting a subject and a predicate both of which are dual, the subject which was originally in the nominative case indicated by (الْأَلْفُ) assumes the accusative case indicated by (الْبَاءُ) and the predicate remains in the nominative case indicated by (الْأَلْفُ) as you have learnt while treating the secondary vowels (Module 3, Unit 2). Let us consider few examples:

الْوَلَدَانِ مُجْتَهِدَانِ - إِنَّ الْوَلَدَيْنِ مُجْتَهِدَانِ

الْحَقِيقَتَانِ صَغِيرَتَانِ - إِنَّ الْحَقِيقَتَيْنِ صَغِيرَتَانِ

If any of the particles begins a nominal sentence consisting a subject and a predicate both of which are sound masculine plurals, the subject which was originally in the nominative case indicated by (الواو) assumes the

accusative case indicated by (الباء) and the predicate remains in the nominative case indicated by (الواو). Let us consider few examples:

الْمُسْلِمُونَ نَشِيطُونَ – إِنَّ الْمُسْلِمِينَ نَشِيطُونَ

الْمُهَندِّسُونَ مَاهِرُونَ – إِنَّ الْمُهَنْدِسِينَ مَاهِرُونَ

If any of the particles begins a nominal sentence the subject of which is a sound feminine plural, the subject assumes the accusative case indicated by (الكسرة). Let us consider these examples:

الْفَلَاحَاتُ مَاهِرَاتُ – إِنَّ الْفَلَاحَاتِ مَاهِرَاتُ

الْحَقِيقَاتُ جَدِيدَاتُ – إِنَّ الْحَقِيقَاتِ جَدِيدَاتُ

Self Assesment Exercise

- Begin each of these sentences with (إِنَّ) or any of its associates:

١ - الطَّالِبُ مَاهِرُ

٢ - الْبُنْتَانِ مُجَهَّدَانِ

٣ - الْمُسْلِمُونَ نَشِيطُونَ

٤ - الْحَقِيقَاتُ جَدِيدَاتُ

3.4 *Kāna* and its Associates كَانَ وَ أَخْوَاتُهَا

تدخل كَانَ وَ أَخْوَاتُهَا عَلَى الْمُبْتَدَأِ وَ الْخَبَرِ فَتَرْفَعُ الْمُبْتَدَأُ وَ يُسَمَّى اسْمَهَا وَ تَتَصَبَّ الْخَبَرُ وَ يُسَمَّى خَبَرَهَا

Kāna and its associates function on subject and predicate. When the particle or any of its associates precedes a nominal sentence, it retains the subject in the nominative case and converts the predicate into accusative case. The associates of *Kāna* are

كَانَ, صَارَ, أَصْبَحَ, أَضْحَى, بَاتَ, أَمْسَى, ظَلَّ.

The student was hardworking

كَانَ التَّلَمِيذُ مُجْتَهِداً

The cold became severe.

صَارَ الْبَرْدُ شَدِيداً

Let us consider more examples:

(i)

الْبَرْدُ شَدِيدٌ – كَانَ الْبَرْدُ شَدِيداً

The first sentence is nominal. It consists a subject and a predicate, both of which are in the nominal case. The second sentence consists the same subject and predicate but begins with (كان). The particle has changed the case of the predicate from the nominative (شَدِيدٌ) to the accusative (شَدِيدًا)

(ii)

الطالبة مجتهدة - كانت الطالبة مجتهدة

The first sentence consists a subject and a predicate. The second sentence consists the same subject and predicate but begins with (كان) which has made the predicate accusative. Note that the feminine ending (الناء) is suffixed to (كان) because the subject (الطالبة) is feminine

Self Assessment Exercise

- Begin each of the following sentences with (كان) or any of its associates:

- | | |
|-----|---------------|
| ١ - | الميدان واسع |
| ٢ - | المدرسة جديدة |
| ٣ - | القطار سريع |
| ٤ - | التميذ مجتهد |
| ٥ - | السماء صافية |

4.0 CONCLUSION

Particles in Arabic are joined with the other components of Arabic sentence(s) – verb or noun to make each sentence(s) become meaningful. There are various types of particles in Arabic, each type performs specific function in Arabic constructions. Some of these particles function when applied to Arabic verbs while others function when applied to Arabic nouns.

5.0 SUMMARY

You have learnt about particles in Arabic in this unit. You are now familiar with the types of particles and how each type functions in Arabic constructions

6.0 TUTOR MARKED ASSIGNMENT

Use the following particles in sentences

صار, كان, أمسى, بات, من, الكاف, أن, كان, لينت, متى

7.0 REFERENCES/FURTHER READINGS

Adetunji, B. & Hameed, D.O. (2009). *A New Approach to the Arabic Language for Schools and Colleges*, Abeokuta, Goad Educational Publishers

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MODULE 4

UNIT 3:	ARABIC SENTENCES
1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Complete Sentence
3.2	Nominal Sentence
3.3	Verbal Sentence
4.0	Conclusion
5.0	Summary
6.0	Tutor Marked Assignment
7.0	References/Further Readings

1.0 INTRODUCTION

التَّغْرِيفُ

In the Arabic language, there are three basic parts of speech as recognised by orthodox Arabic grammarians. These are verbs, nouns and particles. The Arabic verb, like its English counterpart, expresses different aspects of action.

The Arabic noun is however, wider in concept than the English noun. Hence in Arabic, the noun includes the English concepts of nouns, pronouns, adjectives and adverbs while Arabic particles include conjunction, preposition and interjection.

2.0 OBJECTIVES

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

- define a complete sentence in Arabic
- identify a nominal sentence and the various types of constructions under this heading
- identify a verbal sentence and the various features of a verbal sentence

3.1 Complete Sentence

جملة مفيدة

التركيب الذي يفيدفائدة تامةً يسمى جملةً مفيدةً و يسمى أيضاً كلاماً.

A synthesis that gives a full meaning is called a complete sentence. A complete sentence in Arabic consist components which embrace nouns, verbs and particles. The combination of these components gives a complete statement. Some sentences may be complete with two of the components while some may be adequate with just a component. Statement like **ذهب على المدرسة** “Ali went to school” is complete. It embraces noun (المدرسة) and verb (ذهب) as well as particle (على).

Equally, statement like **نام الأستاذ** “The teacher (has) slept” is complete as it s made up of a noun (الأستاذ) and a verb (نام).

Imperative verb like **أكتب قم اجلس** “stand up” , “sit down” and “write” which obviously seem to be one word each, are indeed enough for a speech. This is because actually they are not single words as they appear to be. Rather, they are sentences comprising two words, one of which is expressed but the other one is implied (أنت) which the listener understands from the command, even though it is not expressed verbally.

Self Assesment Exercise

- State the basic parts of speech in Arabic with appropriate illustrations.

3.2 Nominal Sentence

الجملة الاسمية

Basically, there are two types of sentences in Arabic. These are the nominal and the verbal sentences. Nominal sentence is defined as:

كُلُّ جُمْلَةٍ تَرَكَبُ مِنْ مُبْتَدَأٍ وَ خَبَرٍ تُسَمَّى جُمْلَةً اسْمِيَّةً

Any sentence comprising subject and predicate is a nominal sentence. This in essence, connotes that nominal sentences commence with a noun. Examples of nominal sentences are:

The hardworking one is successful

المُجْتَهُدُ نَاجِحٌ

The female student is gentle

الطَّالِبَةُ صَبُورَةٌ

Zaynab is intelligent

زَيْنَبُ عَاقِلَةٌ

Ibrahim is just

إِبْرَاهِيمُ عَادِلٌ

The first words of the four examples given in Arabic above are nouns, so the sentences are nominal. The examples contain subjects and predicates which are the basic components of nominal sentences. These are simple

nominal sentences. Sentences in this category may be longer but no matter the length, subject and predicate will eventually emerge as the basic components of such sentences. In addition, both the subject and the predicate should be in the nominative case as noted in the given examples.

When a nominal sentence is constructed, the predicate of its subject may be one of the five varieties noted below:

(i) *A Simple Noun*

The man is an engineer	الرَّجُلُ مُهْنَدِسٌ
The woman is a trader	الْمَرْأَةُ تَاجِرَةٌ

The second word in each of the two examples given above is a simple noun, in the nominative case. It is the predicate of the sentence

(ii) *An Adjective*

The student is dutiful	الْطَّالِبُ مُجْنَدٌ
The room is large	الْحُجْرَةُ وَاسِعَةٌ

The second word in each of the examples given above is an adjective. It is the predicate of the sentence, in the nominative case.

(iii) *Prepositional Phrase*

The cat is under the bed	الْقَطُّ تَحْتَ السَّرِير
The book is on the table	الْكِتَابُ عَلَى الْمَكْتَبِ

The second and third words in each of the examples given above are the combinations of a prepositional particle and a definite noun. The combinations serve as the predicate of the sentence in a nominative case.

(iv) *Verbal Clause*

The student went to the market	الْتَّلَمِيذُ ذَهَبَ إِلَى الشَّوَّقِ
The teacher sat on the chair	الْمُعَلِّمُ جَلَسَ عَلَى السَّرِيرِ

In the first example, the expression is a verbal clause because it starts with a verb. The clause is the predicate of the sentence in a nominative case. The same is applicable to جَلَسَ عَلَى الْكُرْسِيِّ in the second example.

(v) *Nominal Clause*

The woman is sleeping on the bed	الْمَرْأَةُ نَائِمَةٌ عَلَى السَّرِيرِ
The man is sitting on the chair	الرَّجُلُ جَالِسٌ عَلَى الْكُرْسِيِّ

Note that the word نَائِمَةٌ (a sleeper, somebody sleeping) is translated in this context as “is sleeping”. Literally, the sentence would mean “The woman is a

sleeper on the bed” or “The woman sleeps in the bedroom”. The word is derived from the verb نَامَ (to sleep). Using the common paradigm of فُعْلٌ as basis then the derived will take the form of نَائِمٌ. This form represents the active participle of a verb in Arabic. The clause نَائِمٌ عَلَى السَّرِيرِ is nominal. It is the predicate of the sentence in the nominative case. This same explanation goes for the second sentence

Self Assessment Exercise

- When a nominal sentence is constructed, the predicate of its subject may be one of the five varieties noted above. Cite relevant illustrations for each of the varieties.

- What are the basic components of nominal sentences?

3.3 Verbal Sentence

الجملة الفعلية

كُلُّ جُمْلَةٍ تَتَرَكَّبُ مِنْ فِعْلٍ وَفَاعِلٍ شَسَمَيْ جُمْلَةٍ فِعْلِيَّةٍ

Having noted that a nominal sentence is the one which commences with a noun, we should now consider the verbal sentence. Verbal sentence is the one which begins with a verb, which is succeeded by its doer (subject) such a verb may be past tense or present tense verbs. Examples of verbal sentences are:

The student went to the school	ذهب الطالب إلى المدرسة
The girl sat on the seat	جلست البنت على المقهود
The student goes to the school	يدْهَبُ الطَّالِبُ إِلَى الْمَدْرَسَةِ
The girl sits on the seat	تَجْلِسُ الْبَنْتُ عَلَى الْمَقْهُودِ

The first word of each of the four examples given in Arabic above is a verb. The first two are in the past form while the remaining two are in the present form.

When constructing verbal sentences, however the following rules should be considered.

(a) When the preceding verb to the subject is on the third person, the verb must always be singular whether the subject itself is singular, dual or plural; e.g.

(i)	The Muslim prayed in the mosque	صَلَّى الْمُسْلِمُ فِي الْمَسْجِدِ
	The (two) Muslims prayed in the mosque	صَلَّى الْمُسْلِمَانِ فِي الْمَسْجِدِ
	The (many) Muslims prayed in the mosque	صَلَّى الْمُسْلِمُونَ فِي الْمَسْجِدِ

- (ii) The female student sat in the classroom جَسَتِ الطَّالِبَةُ فِي الْفَصْلِ

The (two) female student sat in the classroom جَسَتِ الطَّالِبَاتُ فِي الْفَصْلِ

The (many) female students sat in the classroom جَسَتِ الطَّالِبَاتُ فِي الْفَصْلِ

Each of the three sentences in group (i) is commenced with a verb in singular form in spite of the fact that the construction is referring to dual in the second example while it is referring to plural in the third example. The same explanation is applicable to the three examples in group (ii).

- (b) The verb must agree with its subject in gender; e.g.

The teacher has arrived **حضرَ الأُسْتَادُ**

The child has slept نَامَ الْغُلَامُ

From the examples above, it will be noted that the verbs agree with the subjects because the subjects are masculine so the verbs are also in masculine usage. Let us consider more examples:

The (female) Principal has travelled سافرتِ المُديرةُ

Verbs here are different from the ones cited earlier because of the addition of the suffix (ـة) which indicates that the subjects in the sentences are feminine. As opposed to English usage where the same verbs are used for both masculine and feminine, differences between the two are noted in Arabic, as contained in the examples given above.

- (c) The subject of the verbal sentence must always be in the nominative case. From the examples given so far, it will be noted that the subjects are all in the nominative case. This is based on the grammatical rule which states that subjects should always be in nominative case, either by the application of direct vowel or any of its substitutes.

- (d) The object of the verb should always be in the accusative case. This is also as a result of certain grammatical rules which states that object occurring in a sentence should always be in the accusative case, either by applying direct vowel or any of its substitutes: e.g.

Mahmud cut a tree قَطَعَ مَحْمُودٌ شَجَرَةً
Fatimah wrote a letter كَتَبَتْ فَاطِمَةُ رسَالَةً

Self Assesment Exercise

- State the grammatical rules guiding the construction of verbal sentences

4.0 CONCLUSION

A synthesis that gives a full meaning is called a complete sentence. A complete sentence in Arabic consists of nouns, verbs and particles. Some sentences may be complete with two of the components while some may be accurate with just one of the three. Basically, there are two types of sentences in Arabic. These are the nominal and the verbal sentences. You have learnt about these two basic types and the various classifications coming under the two types in this unit.

5.0 SUMMARY

You have learnt what a complete sentence is, in this unit. The unit has also discussed the two types of sentences in Arabic with relevant illustrations.

6.0 TUTOR MARKED ASSIGNMENT

- Differentiate between nominal and verbal sentences with relevant examples

7.0 REFERENCES/FURTHER READINGS

- Adetunji, B. & Hameed, D.O. (2009). *A New Approach to the Arabic Language for Schools and Colleges*, Abeokuta, Goad Educational Publishers
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