



NATIONAL OPEN UNIVERSITY OF NIGERIA

COURSE CODE: LIS 208

**COURSE TITLE: ITRODUCTION TO ARABIC
LANGUAGE I**

COURSE GUIDE

LIS 208 INTRODUCTION TO ARABIC LANGUAGE I

Credit Unit: 2 CU.

Course Status: Optional

Semester: 1st Semester

Required Study Hours: One hour per week

Edition: 1st Edition

Course Team

Course Developer/Writer: Dr. M. B. Mutai
University of Maiduguri, Northeast Nigeria

Editor: Dr. Ahmad Abubakar Abdullahi
National Open University of Nigeria,
Headquarters Plot 91, Cadastral Zone,
University Village, Nnamdi Azikiwe
Expressway, Jabi, Abuja Nigeria.



NATIONAL OPEN UNIVERSITY OF NIGERIA

**National Open University of Nigeria
Headquarters**

**Plot 91, Cadastral Zone, University Village,
Nnamdi Azikiwe Expressway,
Jabi, Abuja
Nigeria.**

e-mail: @nou.edu.ng

URL: .nou.edu.ng

Published By:

National Open University of Nigeria.

First Printed 2020.

ISBN:

All Rights Reserved.

CONTENTS OF PAGES

Module 1

Overview of Arabic Alphabets and Numerals.....	5
Unit 1 Arabic Alphabets	5
Unit 2 Alphabet and word Pronunciation.....	12
Unit 3 Arabic numerals and numbers.....	20

Module 2

Parts of speech	25
Unit 1 <i>Ism, Fi'il AND Harf</i>	25
Unit 2 Other parts of speech in Arabic.....	35

Module 3

Word Formation, Vocabulary and Sentence Construction.....41

Unit 1: Word Formation41

Unit 2: Vocabulary.....48

Unit 3: Sentence Construction.....59

Module 4

Reading and Communication.....64

Unit 1 Composition, Lexis, Structures and Genitive construction
(*iḍāfah*)

.....64

Unit 2 Oral Communication and Discussion70

Module 1

OVERVIEW OF ARABIC ALPHABETS AND NUMERALS

Unit 1 Arabic Alphabets.

Unit 2 Alphabet and word Pronunciation.

Unit 3 Arabic numerals and numbers.

UNIT 1 ARABIC ALPHABETS

CONTENTS

1.0 Introduction.

2.0 Objectives.

3.0 Main Content.

3.1 Letters of Arabic Alphabets.

3.2 Arrangement of the Arabic letters.

4.0 Conclusion.

5.0 Summary.

- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Arabic language is the same with English and French languages with specific letters through which its words and sentences are constructed orally and in writing. This unit introduces you to the basic elements of the Arabic alphabets as and their shapes.

2.0 OBJECTIVES

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

- Identify the orthography of Arabic alphabets
- Recognize the shapes of Arabic letters.
- Acknowledge the arrangement and pronunciation of Arabic letters.

3.0 MAIN CONTENT

3:1 Letters of Arabic Alphabets

The Arabic alphabet has 28 letters, all representing consonants, and is written from right to left. Twenty-two of the letters are those of the Semitic alphabet from which it descended, modified only in letters that represent sounds not used in the languages written in the earlier alphabet. The symbols of Arabic alphabet are as follows:

ر	ذ	د	خ	ح	ج	ث	ت	ب	ا
راء	ذال	دال	حاء	حاء	جيم	ثاء	تاء	باء	ألف
rā'	dāl	dāl	ḥā'	ḥā'	ǧīm	tā'	tā'	bā'	'alif
r	d	d	ḥ	ḥ	ǧ	t	t	b	'(a)
[r~r]	[ð]	[d]	[x~χ]	[h]	[dʒ]	[θ]	[t]	[b]	[ʔ]
ف	غ	ع	ظ	ط	ض	ص	ش	س	ز
فاء	غين	عين	ظاء	طاء	ضاد	صاد	شين	سين	زاي
fā'	ǧayn	'ayn	ẓā'	ṭā'	ḍād	ṣād	šīn	sīn	zāy
f	ǧ	'	ẓ	ṭ	ḍ	ṣ	š	s	z
[f]	[ɣ~ʁ]	[ʕ]	[ðˤ]	[tˤ]	[dˤ]	[sˤ]	[ʃ]	[s]	[z]
ء	ي	و	ه	ن	م	ل	ك	ق	
همزة	ياء	واو	هاء	نون	ميم	لام	كاف	قاف	
hamza	yā'	wāw	hā'	nūn	mīm	lām	kāf	qāf	
	y	w	h	n	m	l	k	q	
	[j]	[w]	[h]	[n]	[m]	[l~ɭ]	[k]	[q]	

Fig. 1:

Many letters look similar but are distinguished from one another by dots above or below their central part. These dots are an integral part of a letter, since they distinguish between letters that represent different sounds. For example, the Arabic letters (ب), (ت) and (ث) have the same basic shape, but have one dot below, two dots above and three dots above. The letter (ن) also has the same shape in initial and medial positions, with one dot above, though it is somewhat different in isolated and final form.

3:2 Arrangement of the Arabic Letters

The Arabic script is essentially a cursive script, much like handwritten English. i.e. almost all the letters within a word are connected to each other. This necessitates certain changes in their shapes. If you write an English word cursively, then you will also make certain changes to the letters.

For example, the letter "s" will be connected to the letter on the left with a diagonal stroke if that preceding letter is e.g. an "n".

However, in Arabic these changes can be quite drastic. Take a look at the following table that summarizes the letters in the Arabic alphabet and their shapes according to whether they are:

- 1) on their own (isolated),
- 2) at the start of a word
- 3) in the middle of a word
- 4) at the end of a word.
- 5) sound ...

sound	name	name	end	middle	start	isolated
ā	alif	ألف	ا	ا*	ا*	ا
b	bā'	باء	ب	ب	ب	ب
t	tā'	تاء	ت	ت	ت	ت
th	thā'	ثاء	ث	ث	ث	ث
dj	djīm	جيم	ج	ج	ج	ج
H	Hā'	حاء	ح	ح	ح	ح
kh	khā'	خاء	خ	خ	خ	خ
d	dāl	دال	د	د*	د*	د
dh	dhāl	ذال	ذ	ذ*	ذ*	ذ
r	rā'	راء	ر	ر*	ر*	ر
z	zāy	زاي	ز	ز*	ز*	ز
s	sīn	سين	س	س	س	س
sh	shīn	شين	ش	ش	ش	ش
S	Sād	صاد	ص	ص	ص	ص
D	Dād	ضاد	ض	ض	ض	ض
T	Tā'	طاء	ط	ط	ط	ط
Z	Zā'	ظاء	ظ	ظ	ظ	ظ
c	ʿayn	عين	ع	ع	ع	ع
gh	ghayn	غين	غ	غ	غ	غ
f	fā'	فاء	ف	ف	ف	ف
q	qāf	قاف	ق	ق	ق	ق
k	kāf	كاف	ك	ك	ك	ك
l	lām	لام	ل	ل	ل	ل
m	mīm	ميم	م	م	م	م
n	nūn	نون	ن	ن	ن	ن
h	hā'	هاء	ه	ه	ه	ه
w, ū	wāw	واو	و	و*	و*	و
y, ī	yā'	ياء	ي	ي	ي	ي

Final	Medial	Initial	Isolated	Final	Medial	Initial	Isolated	Final	Medial	Initial	Isolated
ق	ق	ق	ق	ز	ز	ز	ز	ا	ا	ا	ا
ك	ك	ك	ك	س	س	س	س	ب	ب	ب	ب
ل	ل	ل	ل	ش	ش	ش	ش	ت	ت	ت	ت
م	م	م	م	ص	ص	ص	ص	ث	ث	ث	ث
ن	ن	ن	ن	ض	ض	ض	ض	ج	ج	ج	ج
ه	ه	ه	ه	ط	ط	ط	ط	ح	ح	ح	ح
و	و	و	و	ظ	ظ	ظ	ظ	خ	خ	خ	خ
ي	ي	ي	ي	ع	ع	ع	ع	د	د	د	د
ـ	ـ	ـ	ـ	غ	غ	غ	غ	ذ	ذ	ذ	ذ
				ف	ف	ف	ف	ر	ر	ر	ر

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- The orthography of Arabic alphabets.
- The shape of Arabic letters.
- The arrangement and pronunciation of Arabic letters.

5.0 SUMMARY

In this unit, you have been exposed to the Arabic alphabets, in addition to the form and shape of the Alphabets as well as their arrangement and pronunciation. You are therefore advised strongly to master these letters before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. Write all letters in Arabic alphabet in a descending order and their corresponding equivalents in English.

2. Explain how Arabic letters are arranged in the word.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

UNIT 2 ALPHABET AND WORD PRONUNCIATION

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
 - 3.1 Pronunciation of Arabic Alphabets.
 - 3.2 Difficult letters to pronounce.
 - 3.3 Arabic Letters related in pronunciation.
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Some Arabic alphabets are easy while some are difficult to pronounce. Therefore, this Unit is designed to teach you how to pronounce the Arabic alphabets basic words, for you to know how to spell them properly.

2.0 OBJECTIVES

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

- Recognize the pronunciation of Arabic Alphabets.
- Acknowledge how to pronounce simple and difficult Arabic letters.
- Appraise and differentiate between Arabic Letters that are related in pronunciation.

3.0 MAIN CONTENT

3: 1. Pronunciation of Arabic Alphabets

- أ - alif
- ب - baa'
- ت - taa'
- ث - thaa' (similar to the 'th' in 'theory')
- ج - jeem
- ح - haa'
- خ - khaa'
- د - dal
- ذ - thal (similar to the 'th' in 'then')
- ر - raa'
- ز - zain
- س - seen
- ش - sheen

- ص - Ssaad (as in s- odd)
- ض - ddad (as in d- odd)
- ط - tt- uh
- ظ - tthhad
- ع - 'eain
- غ - ghain
- ف - faa'
- ق - khaaf (sounds like "cough")
- ك - kaaf (sounds like "calf" in an American accent)
- ل - lam
- م - meem
- ن - noon
- ه - haa'
- و - waw
- ي - yaa'

3: 2 Difficult Letters to Pronounce

The difficult letters are:

- ح - haa' is the sound you make when you clear your throat, only keep your mouth open when you do. Usually when we clear our throats, we start by holding air then letting it out forcefully. With ح - you end the letter with suddenly cutting the air.

- خ- like forcing phlegm out. I know it's gross, but khaa' requires less effort than you can imagine. End it like ح, with a sudden cut of air. Remember not to put too much pressure on it, just a slight blocking of air will do.
- ص- this one is a bit tricky. Start by saying S normally then pull the middle of your tongue to the base of your mouth, leaving the tip close to your teeth. Now try to make this sound and follow it with a, ending with D. Something like SSaad should be the result. ص is like a magnified version of س.
- ض- also like ص, this is a magnified version of ذ, made by saying D, only pulling the middle of your tongue down. While ذ is gentle and easy to make, ض or Daad is more of a heavy and deep sound. After pronouncing the sound, open your mouth to add an 'aa' sound and end with normal D.
- ط- is forceful sound. Put the tip of your tongue between your teeth, and pull the middle section down. Apply air pressure against your teeth and let it out forcefully. To help, try imagining ط like a pressuring T.
- ظ- unlike ذ, this one requires also pulling the mid-section of your tongue down. End it with an 'aah'.
- ع- this one comes from the throat. It's the sound you make when you gag. Follow it with an 'eain'
- غ- made with literally gargling on air. You probably do this every day when brushing your teeth and kids do it when they drink to make bubbles in their mouths. End it with 'ain'.
- ق- while ك is made with pushing your tongue to the roof of your mouth while blocking the air in your throat, this one is made with pulling your tongue down while blocking air. Let the air out from the upper behind of your throat. This sound is made in cartoons when a character gulps down a drink.

3:3 Arabic Letters related in pronunciation

هـ	ع	خ	ح	ء	2:3:1		
أَكَلَ	سَأَلَ	قَرَأَ		ء (A) as in			
حَفَلَ	رَحِمَ	فَتَحَ		ح (Hā') as in			
خَلَقَ	نَخَبَ	فَسَخَ		خ (Khā') as in			
عَلِمَ	قَعَدَ	قَرَعَ		ع (ʿAyn) as in			
هَرَبَ	فَهِمَ	كَرِهَ		هـ (Hā') as in			
ث	ذ	ز	س	ش	ص	ظ	2:3:2
ظَهَرَ	فَطَعَ	قَرَّظَ				ظ (Ẓā') as in	
صَدَقَ	قَصُرَ	رَقَصَ				ص (Ṣād) as in	
شَكَرَ	كَشَفَ	فَحُشَ				ش (Shīn) as in	
سَلَبَ	لَسَعَ	دَرَسَ				س (Sīn) as in	
زَكَّى	لَزَبَ	رَكَزَ				ز (Zāy) as in	
ذَكَرَ	كَذَبَ	لَذَّ				ذ (Dhāl) as in	
ثَارَ	نَثَرَ	وَرِثَ				ث (Thā') as in	
ط	ت	2:3:3					
تَبَعَ	فَتَاكَ	فَاتَ				ت (Thā') as in	
طَهَرَ	قَطَعَ	مَلَطَ				ط (Thā') as in	
ك	ق	2:3:4					
قَهَرَ	فَقَرَ	فَرَقَ				ق (Qāf) as in	

كَبُرَ	فَكَرَ	تَرَكَ	كَ (Kāf) as in
دَلَّكَ	نَدِمَ	سَرَدَ	د (Dāl) as in
ضَمِنَ	رَضِيَ	رَفَضَ	ض (Ḍād') as in
لَطَفَ	وَلَدَ	رَفَلَ	ل (Lām) as in

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Pronunciation of Arabic Alphabets.
- Differences between Arabic Letters that are related in pronunciation.
- Pronounce simple and difficult letters.

5.0 SUMMARY

In this unit, you have been exposed to the pronunciation of Arabic Alphabets, you have also be acquainted with some letters which are difficult to pronounce as well as those that related in pronunciation. You are therefore advised strongly to master and study these Alphabets very well to be able to have a sound Arabic pronunciation.

6.0 TUTOR-MARKED ASSIGNMENT

1. List ten (Ten) from Arabic letters with there pronunciation.
2. Mention five (5) from Arabic letters which are not easy to pronounce.
3. Give example of Arabic letters of خ, ظ, ض, ه, ق.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Abubakar Abdullah (2009). *Mabād'ud-drasātl-^carabiyyat* (Elementary rules of Arabic language), Kayode Print, Ilorin.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أبوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

UNIT 3 ARABIC NUMERALS AND NUMBERS

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3:1 Indian and Arabic numerals
- 3:2 Type of Numerals
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Arabic and Indian numerals are the most popular numbers, the first is written from the left side while the second one is written from the right. This unit will introduce you to the both of the types and their symbols separately.

2.0 OBJECTIVES

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

- Recognize the origin of Numbers used in Arabic language.
- Acknowledge Arabic and Indian numerals.
- Differentiate between Arabic and Indian numerals.
- Mention the types of numerals.
- Recognize the group of ten (Tens) in Arabic.

3.0 MAIN CONTENT

3:1 Indian and Arabic numerals

الأرقام الهندية والعربية

Numerals that are used with Arabic writing are written from the right to the left, these are called "Indian numbers" (أَرْقَامٌ هِنْدِيَّةٌ / *arqaam hindiyyah*), while the term 'Arabic numerals' (أَرْقَامٌ عَرَبِيَّةٌ / *arqaam 'arabiyyah*) refers to the following figures:

1 2 3 4 5 6 7 8 9 10 etc.

The following figures are Indian numbers:

5	4	3	2	1	0
خمسة	أربعة	ثلاثة	اثنان	واحد	صفر
khamsah	a'rba'ah	thalatah	itnan	wahid	sifr
10	9	8	7	6	
عشرة	تسعة	ثمانية	سبعة	سته	
'asharah	tis'ah	tamaniyyah	sab'ah	sittah	

3:2 Type of Numerals

There are two types of numerals in Arabic namely, *a'daad ashliyyah* (أعداد أصلية) cardinal numerals and *a'daad tertiibiyyah* (أعداد ترتيبيه) ordinal numerals.

3:2:1 Example of cardinal numbers

وَاحِدٌ	اِثْنَانُ	ثَلَاثَةٌ	أَرْبَعَةٌ	خَمْسَةٌ	سِتَّةٌ	سَبْعَةٌ	ثَمَانِيَّةٌ	تِسْعَةٌ	عَشْرَةٌ
waahid	ithnan	thalathat	Arba'at	khamsat	sittat	sab'at	thamaaniyyat	tis'at	'asharat
one	two	three	four	five	six	seven	Eight	nine	Ten
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

3:2:2 Example of cardinal numbers

عَاشِرٌ	تَاسِعٌ	ثَامِنٌ	سَابِعٌ	سَادِسٌ	خَامِسٌ	رَابِعٌ	ثَالِثٌ	ثَانٍ	أَوَّلٌ
‘aash iru	thaasi’ u	thaamin u	saabi’ u	saadis u	khamis u	roobi’u	thaalith u	Thaan n	aww al
tenth	ninth	eighth	seventh	Sixth	Fifth	fourth	Third	Second	first
10 th	9 th	8 th	7 th	6 th	5 th	4 th	3 rd	2 nd	1 st

3:2:3 Alfaashl-‘uquud (Group of ten or tens)

أَلْفَاظُ الْعُقُودِ

تِسْعُونَ	ثَمَانُونَ	سَبْعُونَ	سِتُونَ	خَمْسُونَ	أَرْبَعُونَ	ثَلَاثُونَ	عِشْرُونَ	عَشْرَةٌ
tis'uuna	thamaa nuuna	sab'uuna	situuna	ن khams uuna	ن arba’u una	Thalat huuna	‘ishruu na	‘ashar at
90	80	70	60	50	40	30	20	10
Ninety	eighty8	seventy	sixty	fifty	forty	thirty	twenty	Ten
90	0	70	60	50	40	30	20	10

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- The origin of numbers used in Arabic language.
- Arabic and Indian numerals.
- Difference between Arabic and Indian numerals.
- The types of numerals.
- The group of ten (Tens) in Arabic.

5.0 SUMMARY

In this unit, you have been exposed to the origin of numbers used in Arabic language, the Arabic and Indian numerals as well as the difference between Arabic and Indian numerals, the types of numerals and the group of ten (Tens) in Arabic are also introduced to you

separately. Thus, you are advised strongly to master these studies before the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. List Arabic and Indian numerals separately.
2. Explain the group of ten in Arabic and mention them.
3. Highlight the types of numerals with example.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Ahmad Abubakar Abdullah (2014): English Grammar for Arabic Students in Colleges and Universities, Al-ma'ahdl-'abdalliyyal-lthaqoofatl-'arabiyyah al-islamiyyah, Ilorin.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أبوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابتنتدي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس
الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

MODULE 2

PARTS OF SPEECH أَجْزَاءِ الْكَلَامِ

Unit 1 *Ism, Fi'il AND Harf*

Unit 2 Other parts of speech in Arabic

UNIT 1: *Ism, Fi'il AND Harf*

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 *Ism* (اسْمٌ) Noun
- 3.2 *Fi'il* (فِعْلٌ) Verb
- 3.3 *Harf* (حَرْفٌ) Particles
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

This unit introduces you to the parts of speech in Arabic language. Basically, there are 3 parts of Speech in Arabic Grammar. Every word that we read/speak in Arabic fall into the three categories namely *إِسْمٌ* *Ism* (Noun), *فِعْلٌ* *Fi'l* (Verb) *حَرْفٌ* *Harf* (Particles).

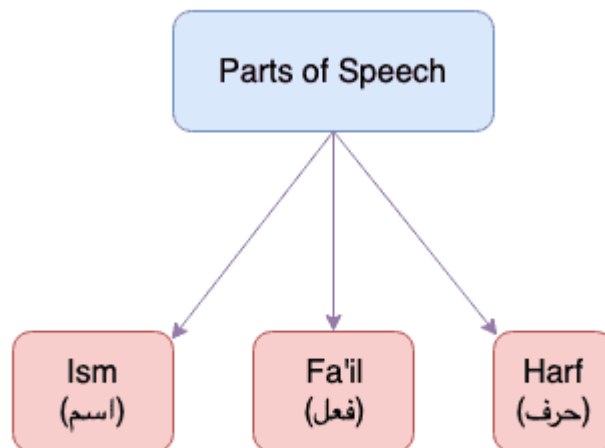


Fig. 3:

2.0 OBJECTIVES

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

- Appreciate basic study of Noun in Arabic grammar.
- Recognize elementary study of Verb in Arabic grammar..
- Understand rudimentary study of Particles Arabic grammar.

3.0 MAIN CONTENT

Ism (noun) as in English is a name of any person, animal, place or things e.g. *Zaid* (زَيْدٌ), *fiilu* (فَيْلٌ), Abuja, and book (كِتَابٌ) etc. To identify اسم from an Arabic sentence there are few signs, which we will discuss now.

3:1 Signs of *Ism* (Noun)

There are multiple signs of a word being *Ism*. But here we will discuss 4 of them which are as follows:

2.1.1 دُخُولُ أَلْ

If we find (أل) on any word then that word is *Ism* e.g. الحمد لله (All praise and gratitude belong to Allah).

2.1.2 التَّنْوِينُ

If we find *tanween* (intonation) on a word then, that word is *Ism* e.g. جاء زيدٌ (Zaid Came).

2.1.3 دُخُولِ حَرْفِ الْجَرِّ عَلَى الْكَلِمَةِ

If we find (*Harf Jar*) (Preposition) before any word then that word is *Ism* e.g. أُرْجِعُ مِنَ الْبَيْتِ (I am coming from house). Here, house is *Ism* as it is followed by *Harf Jar* (من).

1:1:4 اسم مجرور

If a word is *مَجْرُورٌ* (*Majroor*) then it is *Ism*. A word can be *مَجْرُورٌ* without even having *Harf Jar* before it for e.g. كِتَابُ اللَّهِ (Book of Allah) where كِتَابُ is *Mudhafilaihi* (مُضَافٌ إِلَيْهِ) so is *مَجْرُورٌ*. OR مِنَ الْبَيْتِ الْبَعِيدِ (From far house) where الْبَعِيدِ is *Sifa* (صفة) of الْبَيْتِ and is *مَجْرُورٌ*.

3.2 فعل *Fi'l* Verb

Introduction:

Fi'l (Verb) in Arabic grammar can be compared to verbs in English language e.g. كَتَبَ, يَذْهَبُ, اُخْرِجْ

2:1 Signs of *Fi'l* (Verb)

There are multiple signs of a word being *F'il*. But here we will discuss 4 of them which are as follows:

2:1:1 word with *qod*

دُخُولُ قَدْ

If we find *qod* (قَدْ) before a word then it is a verb (الفعل) e.g. قَدْ ذَهَبَ, قَدْ يَذْهَبُ. This sign works with both past tense *Fa'il-Madhi* (فِعْلٌ مَاضٍ) and present tense *Fa'il-Mudhari* (فِعْلٌ مُضَارِعٌ) as in the following example: قَدْ قَامَتِ الصَّلَاةُ it is time for prayer

قَدْ يَأْتِي مُحَاضِرُنَا

our lecturer may come

2:1:2 word with *saufa* or *seen*

دُخُولُ السَّيْنِ أَوْ سَوْفَ

If we find *Seen* (السَّيْنِ) or *Saufa* (سَوْفَ) before a word then it is **الفعل**
e.g. سَوْفَ أَذْهَبُ or سَأَذْهَبُ. These signs work with present tense (فِعْلُ)
(مُضَارِعٍ) only and used for future tense as follows:

سَوْفَ/سَأَكْتُبُ الرِّسَالَةَ

I will write letter

2.1.3 word with (لَمْ) دُخُولُ

If we find *lam* لَمْ before a word then it is **الفعل** e.g.

لَمْ أَذْهَبْ إِلَى الْبَيْتِ

I didn't go to the house

This sign works with **فعل مضارع** only.

2.1.4 word with Arabic first personal pronoun *tah* دُخُولُ تَاءِ الْمُتَكَلِّمِ

If we find first personal pronoun *tah* (تاء المتكلم) at the end of a word then it is **الفعل** e.g. خَرَجْتُ or ذَهَبْتُ

ذَهَبْتُ إِلَى الْمَدْرَسَةِ

I went to the school

خَرَجْتُ مِنَ الْبَيْتِ

I came out from the house

This sign works with **فِعْلُ مَاضٍ**

2.2 فِعْلُ الْأَمْرِ *Fi'l Amr*

Above signs identify **فعل ماضٍ** and **فعل مضارع**, but we have *F'il-Amr* (فِعْلُ الْأَمْرِ) also in Arabic language. **فِعْلُ الْأَمْرِ** must have following the following rules:

2.2.1 To be imperative mood أَنْ يَدُلَّ عَلَى الْأَمْرِ

It has to be a command, e.g. اُكْتُبْ or اُخْرُجْ as in:

اَكْتُبْ رِسَالَةً إِلَى صَدِيقِكَ write a letter to your friend
اَخْرُجْ مِنْ مَكْتَبِي get out in my office

2:2:2 Should be derived from a verb أَنْ يَكُونَ مُشْتَقًّا مِنْ
فِعْلٍ

It has to be derived from *fi'l* فِعْلٌ verb e.g. قُلْ is derived from قَالَ.
Example: قُلْ هُوَ اللَّهُ أَحَدٌ say Allah is one.

OR it should accept *yaul-mukhaatabah* (يَا الْمُخَاطَبَةَ) e.g. اذْهَبِي
from verb اذْهَبْ and اَكْتُبِي from اَكْتُبْ verb. example:

اذْهَبِي إِلَى الْمَدْرَسَةِ go (feminine) to the school.

NOTE: Second condition has been added because there are certain
أَمْرٌ in Arabic language which are not derived from فِعْلٌ Or which
doesn't accept ياء المخاطبة, such as: حَيَّ (come!), صَهْ (quiet!), آمِينَ
(amen!) etc

Example: حَيَّ عَلَى الصَّلَاةِ (Come to prayer) here حَيَّ is not فِعْلٌ
فِعْلٌ اِسْمٌ but it is اِسْمٌ.

3.1 Harf (حَرْفٌ) Particle

Harf (particle) حَرْفٌ in Arabic grammar can be compared to
prepositions in English language e.g. ... مِنْ، إِلَى، عَنْ، عَلَى ...

3.1.1 Signs of Harf (عَلَامَةُ الْحَرْفِ)

There are No Signs for Harf لَيْسَ لَهُ عِلَامَةٌ

People might say, "Why there is no sign for Harf." At times no sign is
a sign in itself. For instance:

ج: This letter has a sign in middle, implying it is *Geem*.

خ: This letter has a sign on top, implying it is *Kha*.

ح: This letter has NO Sign, implying it is *Haa*.

Same thing is with *Harf*. If we don't see علامات الاسم and علامات الفعل on a word, then this is the sign that it is actually *Harf*.

3.1.2 Categories of *Harf* (حَرْفُ)

Harf is further divided into 2 categories

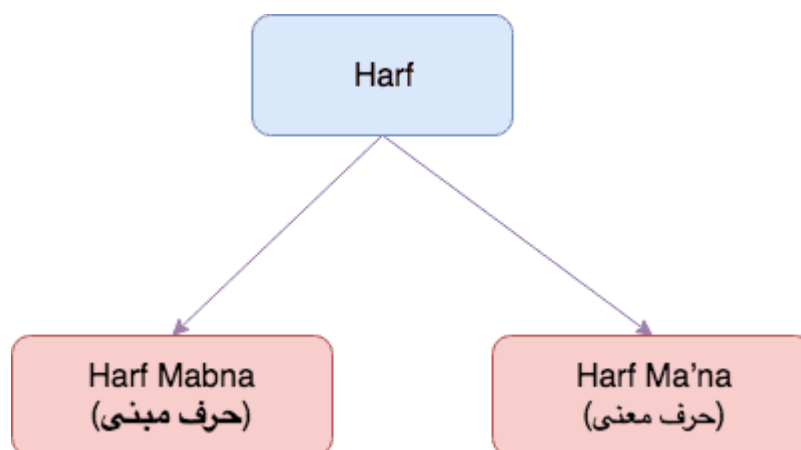


Fig 4:

3.1.3 حَرْفُ مَبْنِي (Harf Mabna)

These are simply Arabic alphabets e.g. ... أ – ب – ت – ث – ج – ح ... , we call them *Huruuf-ul-hijai* (حُرُوفُ الْهَجَاءِ). They are called مبني because we make words from these them.

3.1.4 حَرْفُ مَعْنَى (Harf Ma'na)

Harf Ma'na implies Arabic particles that have meanings e.g. ... من (from), إلى (towards), ك (similar to), ل (for). These particles are divided into two,

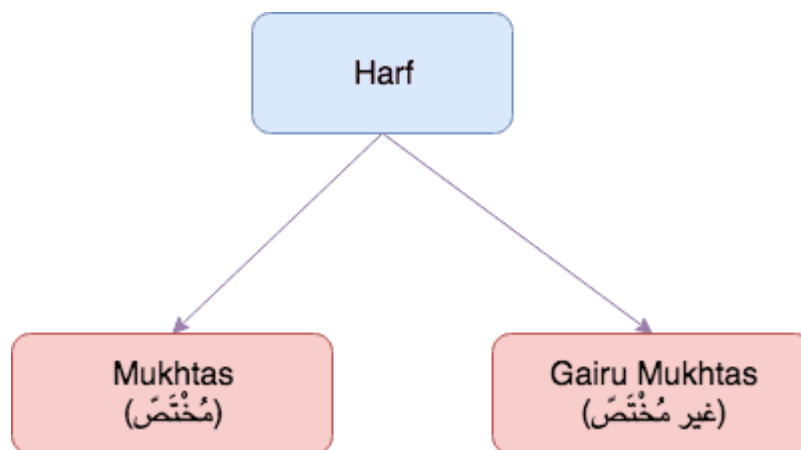


Fig. 5:

3.1.5 مُخْتَصَّ (Mukhtas)

This is a type of *Harf* which comes either with noun (*Ism*) or verb *Fi'l*, example of this particle with *Ism* are “فِي”, “مِنْ” as in:

آتِي مِنَ الْبَيْتِ I am coming from house
صَلَّيْتُ فِي الْمَسْجِدِ I prayed in the mosque

example of the particle with *Fi'l* are لَمَّا, لَمْ as in:

لَمْ أَذْهَبْ إِلَى الْمَدْرَسَةِ الْيَوْمَ I did not go to the School today
لَمَّا يَحْضُرُ رَئِيسُ الْجَامِعَةِ The Vice chancellor has not come

3.1.6 غَيْرُ مُخْتَصَّ (Gairu Mukhtas)

Gairu Mukhtas is *Harf* which comes with both *Ism* and *Fi'l* e.g. هَلْ.

example of this particle with *Ism*

هَلْ مُحَمَّدٌ هُنَا؟ Is Muhammad here?

Example of the particle with *Fi'l*

هَلْ جَاءَ مُحَمَّدٌ إِلَى الْمَدْرَسَةِ؟ Did Muhammad come to the School

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Basic study of Noun in Arabic grammar.
- Elementary study of Verb in Arabic grammar..
- Rudimentary study of Particles in Arabic grammar.

5.0 SUMMARY

In this unit, you have been exposed to the basic study of noun, verb and particles of Arabic grammar. You are therefore advised strongly to read well and master the grammatical rules introduced in this unit before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the sign of Noun with examples.
2. List the sign of Verb with example.
3. Differentiate between *fi'il mabna* and *fi'il ma'na* with example.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون
الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب
الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد
طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة
الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة
والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس
الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

كتاب قواعد اللغة العربية لتلاميذ المدارس الثانوية (دون التاريخ): حفنى
بك ناصف، محمد بك دياب، الشيخ مصطفى طوموم، محمود أفندي
عمر، سلطان بك محمد، ط12، القاهرة.

UNIT 2 OTHER PARTS SPEECH IN ARABIC

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 Letters of Arabic Alphabets.
- 3.2 Arrangement of the Arabic letters.
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

In the last unit you were exposed to the noun, verb and particle as the basic parts of the speech in Arabic grammar, there are other parts which were not mentioned in the unit such as adverb, adjective, preposition, conjunction and interjection, these parts are to be introduced to you in this unit accordingly.

2.0 OBJECTIVES

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

- Recognize another parts of speech in Arabic.
- Identify the rules guiding the parts of speech.
- Appraise their function in Arabic languages.
- Differentiate between each of the parts of speech.

3.0 MAIN CONTENT

3:1 Letters of Arabic Alphabets

4:1: *Al-Haal* and *As-Shorf* (الْحَالُ وَالظَّرْفُ) Adverb

4:1:1 *Al-Haal* الْحَالُ

Haal is a word used to explain how thing is happened in a sentence, it always formed in *nakra* (indefinite noun) and answer to the question of how?, as in the following examples:

وَصَلَّتِ الْبَضَائِعُ الْمُسْتَوْرَدَةُ الْمِينَاءَ مُبَكِّرًا.

The imported goods arrived the harbor early.

انْتَهَيْتُ مِنْ عَمَلِي بِسُرْعَةٍ I finished my work quickly.

4:1:2 *As-Shorf* الظَّرْفُ

Shorf is a word that indicates where or when a thing happens in the statement, it is two categories, *shorfz-zamaan* and *shorfl-makaan* (ظَرْفُ الزَّمَانِ/ظَرْفُ الْمَكَانِ).

example of *shorfz-zamaan*:

سَافَرَ سَنَةً He travelled for a year

جَاءَ زَيْدٌ نَهَاراً Zaid came in the afternoon

example of *shorfl-makaan*:

وَقَفَ الْجُنُودُ أَمَامَ الْقَائِدِ Army stood before the commander

وَضَعْتُ الْقَلَمَ فَوْقَ الْمَكْتَبِ I put my pen on the desk

4:2 *As-Shfat* الصِّفَةُ Adjective

As-Shifat in Arabic is like in English which qualifies a noun, a qualified name in a statement is called *maoshuuf* (مَوْصُوفٌ).

قَدْ جَاءَ الطَّالِبُ النَّاجِحُ The successful student has come

هَذَا مَسْكَنٌ جَمِيلٌ This is beautiful house

4:3 *Huruufl-jarri* حُرُوفُ الْجَرِّ Preposition

Huruufl-jarri are particles used to join the meaning of the words together in a statement e.g. إلى، في، عن، من etc...

Some example of *huruufl-jarri* are:

أَذْهَبُ إِلَى السُّوقِ I am going to the market.

أَرْجِعُ مِنَ الْمَدْرَسَةِ I am coming from the school.

4:5 *Al-'atif* الْعِطْفُ Conjunction

Al-'atif (Conjunction) as in English language, refers to the particles used to arrange words or sentences, or to join them together in a statement, e.g. و، ف، ثم، مع،

Some example of *hurrufl-'atif*:

سَافَرَ الرَّئِيسُ مَعَ نَائِبِهِ The President traveled with his Vice.

أَكَلْتُ الْخُبْزَ وَالسَّمَكَ I ate bread and fish.

4:6 At-Ta'ajub (Interjection)

At-Ta'ajub (Interjection) in Arabic is a words used to express feelings or bad expressions, e.g. يَا لِلْفَرْحِ! Hurray!, يَا وَيْلَيَّ! Ouch!, يَا لِلْعَنَةِ! Woe!, examples:

يَا لِلْفَرْحِ! لِهَذِهِ الذِّكْرَى الزَّيْجِيَّةِ Hurrah! for this wedding anniversary

يَا وَيْلَيَّ! آذَيْتُ إصْبُعِي Ouch! I hurt my finger

يَا وَيْلَكَ! لِسَرَقَةِ سَاعَةِ يَدِي Woe! unto you! for stealing my wristwatch

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Another parts of speech in Arabic such as: adverb, adjective, preposition, conjunction and interjection.
- The rules guiding adverb, adjective, preposition, conjunction and interjection.
- The functions of adverb, adjective, preposition, conjunction and interjection in Arabic languages.
- Differences between these parts of speech.

5.0 SUMMARY

In this unit, you have been exposed to another parts of speech in Arabic, such as adverb, adjective, preposition, conjunction and interjection. The forms, characteristics and functions of the each of the said parts of speech were also introduced to you in Arabic. You are advised strongly to go on further study for more understanding before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. List the name of the other parts of speech in Arabic with their English grammatical terms.
2. What is the deference between *Al-haal* and *As-Shifah*.
3. Mention *Huruufl-Jarri* and use them in meaningful sentences.
4. *As-Shorf* is two types mention them with example.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Abubakar Abdullah (2009): *Mabād'ud-drasāt-l-ʿarabiyyat* (Elementary rules of Arabic language), Kayode Print, Ilorin.

Ahmad Abubakar Abdullah (2014): English Grammar for Arabic Students in Colleges and Universities, Al-ma'ahdl-ʿabdalliyy-l-lthaqoofatl-ʿarabiyyah al-islamiyyah, Ilorin.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس
الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

MODULE 3

WORD FORMATION, VOCABULARY AND SENTENCE CONSTRUCTION

Unit 1: Word Formation

Unit 2: Vocabulary

Unit 3: Sentence Construction

UNIT 1 WORD FORMATION IN ARABIC

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 Definition of word formation in Arabic.

- 3.2 Some rules of word formation in Arabic.
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Word formation is termed Morphology, it means in Arabic *As-Shorf* (الصرف). This is a branch of knowledge that deals with how to derive one word from another to bring a new meaning. This unit introduces you to the word formation in the rules guiding it in Arabic language.

2.0 OBJECTIVES

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

- Identify the meaning of word formation in Arabic.
- Recognize some rules guiding Morphology in Arabic.
- Acknowledge some examples of words formed from one word to another.

3.0 MAIN CONTENT

3.1 Definition of word formation in Arabic

Morphology or word formation is a very powerful concept in Arabic, and if a learner knows the word-formation rules in Arabic, he/she will find it very helpful in their future learning. Arabic is a highly derivational language, i.e. you can make words from the same root by using different forms. In English, for example, we have words like, nation, national, nationalize, nationalization, etc. that are related to each other in form and meaning. Arabic is the same, and there are rules that govern how words are derived from each other.

3.2 Some rules of word formation in Arabic

Combining letters to form words in Arabic is some what different from how it's done in English.

First of all, there are no redundant letters in the Arabic alphabet. There's *almost* never a doubt as in "should one use ie or ei? should I use

y or i?". If it sounds like ي then you use ي, there is no other option. There are two exceptions:

- Some forms of the *hamza*.
- The *alef-maqsoora*.

and two issues which can be tricky:

- The *taa-marboota*.
- The *tanween*.

For the *alef-maqsoora*, there is a rule which you can use to figure out when you have to use it and when you don't, but it maybe a bit too advanced for this lesson. The same applies for *taa-marboota*, and the *tanween*, there are rules which tell you what to do, but they maybe too advanced for the purposes of this lesson.

Second, one needs to be careful with vowels. There are two types of vowels: letters, and *Harakat*. If the vowel is short, it's not written as a letter, rather as a symbol that appears above or below the letter which proceeds it.

For example, the English word "dish" has a short vowel between the 'd' sound and the 'sh' sound; in Arabic, such a vowel wouldn't be written as a letter.

Consider the word: سَلَامٌ

which is pronounced '*salaam*', with a short 'a' sound after the 's', and a long 'a' sound after the 'l'. We used four letters to write this word, they are separately shown below:

س	'seen'
ل	'laam'
ا	'alef'
م	'meem'

Note that there's no '*alef*' after the 'seen'; that's because it's a short 'aa' sound, thus it's not written as a letter, rather, a '*fatha*' appears on top of the '*seen*'.

The *fatha* is a straight line that appears above the letter to indicate a short 'aa' sound the follows the letter.

With that said, you need to note that there are only three vowel sounds in Arabic:

aaaaa - represented with an 'alef' ا if it's long (as in man, can, dash), and a *fatha* َ if it's short (as in let, bet, mesh).

ooooo - represented with a 'waw' و if it's long (as in food, mood), and with a *dhamma* ُ if it's short (as in .. can't think of a proper example! except maybe mashrum.) Note that this sound is *not* the same as in "hawk" or "poke"!!

eeiii - represented with a 'yaa' ي if it's long (as in feel, heal), and with a *kasra* ِ if it's short (as in dish, fish.)

To sum up: there are three vowels: *alef*, *waw*, *ya'* ا, و, ي and three

Harakat:

fatha: a short stroke above the letter to indicate a short 'aa' sound.

kasra: a short stroke below the letter to indicate a short 'ee' sound.

dhamma: a small 'waw' و above the letter to indicate a short 'oo' sound.

Here are some examples:

مَقَالَ ma-qaal

رَصِيدُ ra-Seed

حَرَكَه Ha-ra-kah

تَمَثِيلُ tam-theel

مُلْتَقَى mul-ta-qa

مِفْتَاحُ mif-taah

There are two more things I want you to know:

TaaMarbota (connected taa):

This letter can only appear at the end of the letter, it looks just like 'haa'

ه in its final shape, except it has two dots on top. هـ or ه

When this letter appears in a word, it means this: if you stop at the end of the word, you pronounce it like a 'haa' هـ

i.e. حركة would be pronounced "Harakah"

However, if you don't stop talking when you finish saying the word, then you would pronounce it as a 'taa' تـ

i.e. الحركة مفيدة would be pronounced: "alHarakatuMofeedah"

The *taa-marboota* is usually used to indicate "female" nouns and adjectives.

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Meaning of word formation in Arabic.
- Some rules guiding word formation in Arabic.
- Some examples of words formed from one word to another.

5.0 SUMMARY

In this unit, you have been exposed to the meaning of word formation in Arabic as well as some rules guiding word formation in Arabic, in addition to some examples of words formed from one word to another. You are therefore advised strongly to master these study before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain in detail the meaning of word formation in Arabic language.
2. Mention three vowel sounds in Arabic with examples.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أبوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

UNIT 2 VOCABULARY

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 High quality vocabulary lists grouped by category.
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Vocabulary in Arabic is vast. No one knows for sure how many words there are in the language, as it is a living body of words and dialects that is constantly changing. The best estimates coming from [Sakhr's statistics](#) is that Arabic has around 10,000 roots and 200,000 distinct words. Even if we could measure the number of words, it wouldn't help you much day to day. For a solid foundation in the language, a smaller set of high-frequency words will do the trick.

2.0 OBJECTIVES

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

- Recognize the most commonly used words in Arabic language, in terms of family and relatives affairs, fruits, vegetables, colours, weather terms and sensations etc.
- Pronunciation of the most commonly used Arabic words.

- Meaning of the most commonly used Arabic words in English.

3.0 MAIN CONTENT

3.0 High quality vocabulary lists grouped by category.

1. Most Commonly Used Words.

One: واحد [wahed]	Two: إثنان [ethnan]
Three: ثلاثة [thalatha]	Four: أربعة [arbaa]
Five: خمسة [khamsa]	Six: ستة [setta]
Seven: سبعة [sabaa]	Eight: ثمانية [thamania]
Nine: تسعة [tesaa]	Ten: عشرة [ashara]
First: أول [awal]	Second: ثاني [thani]

2. Days of the Weeks and Time Expressions

Monday: إثنين [ethnain]	Tuesday: الثلاثاء [thulathaa]
--------------------------------	--------------------------------------

Wednesday: الأربعاء [arbeaa]	Thursday: خميس [khamees]
Friday: جمعة [jumua]	Saturday: سبت [sabt]
Sunday: أحد [ahad]	Now: الآن [alan]
Yesterday: البارحة [albareha]	Today: اليوم [alyawm]
Tonight: الليلة [allaila]	Tomorrow: غدا [ghadan]

3. Most Popular Fruits and Vegetables

Fruits: فواكه [fawakeh]	Apples: تفاح [tuffah]
Bananas: موز [mawz]	Tomatoes: طماطم [tamatem]
Potatoes: بطاطس [batates]	Onions: بصل [basal]

4. Important Colours to Remember

Red: أحمر [ahmar]	Green: أخضر [akhdar]
Blue: أزرق [azrak]	White: أبيض [abyad]
Black: أسود [aswad]	Grey: رمادي [ramadi]

5. Some words related to food:

Breakfast: فطور [futur]	Lunch: غداء [ghadaa]
Dinner: عشاء [ashaa]	Milk: حليب [haleeb]
Coffee: قهوة [qahwa]	Bread: خبز [khubz]

6. Weather terms and sensations

Sunny: مشمس [mushmes]	Windy: عاصف [asef]
Rainy: ممطر [mumter]	Snowy: مثلج [muthlej]
Cold: بارد [bared]	Hot: حار [har]

7. Words related to family and relatives

Boy: ولد [walad]	Girl: بنت [bent]
Son: ابن [ebn]	Daughter: ابنة [ebna]
Brother: أخ [akh]	Sister: أخت [ukht]
Man: رجل [rajul]	Woman: امرأة [emraa]
Father: أب [ab]	Mother: أم [um]
Grandfather: جد [jad]	Grandmother: جدة [jadda]

8. Locations in the house which are talked about more during the day

House: منزل [manzel]	Toilet: مرحاض [merhad]
Room: غرفة [ghurfa]	Bedroom: غرفة نوم [ghurfatnawm]
Kitchen: مطبخ [matbath]	Table: طاولة [tawela]

9. Animals and pets popular to everyone:

Cat: قط [qet]	Dog: كلب [kalb]
Mouse: فأر [faar]	Bird: طائر [tair]
Cow: بقرة [baqara]	Horse: حصان [hesan]

10. The clothes most worn by most people:

Socks: جوارب [jawareb]	Shoes: حذاء [hedaa]
Trousers: سروال [serwal]	Shirt: قميص [qamees]
Sweater: قميص صوفي [qameessufi]	Coat: معطف [maataf]

11. Most popular languages in the world:

English: الإنجليزية [alinjlizia]	French: الفرنسية [alfaransia]
---	--------------------------------------

German: الألمانية [alalmania]	Spanish: الإسبانية [alespania]
Italian: الإيطالية [alitalia]	Portuguese: البرتغالية [alburtughalia]
Greek: اليونانية [alyunania]	Russian: الروسية [arusia]
Arabic: العربية [alarabia]	Hindi: الهندية [alhindia]
Chinese: الصينية [assenia]	Japanese: اليابانية [alyabania]

12. Transportation Terms

Taxi: تاكسي [taxi]	Bus: حافلة [hafila]
Hotel: أوتيل [otel]	Reservation: حجز [hajz]
Airport: مطار [matar]	Passport: جواز سفر [jawazsafar]

13. Words you can use in class or talking about school

Student: طالب [taleb]	Teacher: أستاذ [ustath]
Pen: قلم [qalam]	Books: كتب [kutub]
Page: صفحة [safha]	Dictionary: معجم [mujam]

14. Body parts which are talked about more often

Hand: يد [yad]	Feet: أقدام [aqdaam]
Hair: شعر [shaar]	Eye: عين [ayn]
Mouth: فم [fam]	Nose: أنف [anf]

15. Emergency vocabulary to ask for help or offer help when needed

Ambulance: سيارة إسعاف [sayaratesaaf]	Doctor: طبيب [tabeeb]
Hospital: مستشفى [mustashfa]	Pharmacy: صيدلية [saydalia]

Police: شرطة [shurta]	Stomach Ache: ألم معدة [alammaeda]
------------------------------	--

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- The most commonly used words in Arabic language, in terms of family and relatives affairs, fruits, vegetables, colours, weather terms and sensations etc.
- Pronunciation of the most commonly used Arabic words.
- Meaning of the most commonly used Arabic words in English.

5.0 SUMMARY

In this unit, you have been exposed to the most used Arabic words with their pronunciation. In addition, you have been able to know the meaning of these words in English language. You are advised strongly to master these words before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. List words of the clothes most worn by most people with their in English meaning.
2. What is the meaning of the following words in English:
1- أول 2- البارحة 3- أزرق 4- بطاطس 5- فطور 6- مثلج
7- معجم 8- غرفة النوم 9- الإسبانية 10- ألم المعدة.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أبوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

UNIT 3 SENTENCE CONSTRUCTION

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 Nominal sentences
- 3.2 Verbal sentences
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

In traditional Arabic grammar, there are two basic types of sentence, based on what the sentence's first word is. Those categories are different from the ones used in many Arabic classes in the West, where sentences are classified simply according to whether or not they include a verb — regardless of where the verb is in the sentence. This unit introduces to you the two types of sentence in traditional Arabic grammar.

2.0 OBJECTIVES

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

- Identify the meaning of nominal sentences and verbal sentences in Arabic.
- Recognize the usage of nominal and verbal sentences in Arabic grammar.

- Differentiate between the nominal and verbal sentences.

3.0 MAIN CONTENTT

3.1 Two basic types of sentence in Arabic

As early said, there are two basic types of sentences in Arabic, the types are: nominal sentences and verb sentences, nominal sentences begin with a noun or a pronoun, while verbal sentences begin with a verb.

3.1.1 Nominal sentences

Nominal sentences have 2 parts: a subject (مبتدأ) and a predicate (خبر). When the nominal sentence is about being, i.e. if the verb of the sentence is 'to be' in English, this verb is not given in Arabic. Instead, it is implied and understood from the context. This can be confusing to some learners who speak European languages and are used to having a verb in each sentence. Consider the first 3 examples below where verb to be is not given in the Arabic sentence.

The subject of the nominal sentence is a noun or a pronoun, while the predicate can be a noun, adjective, preposition and noun, or verb. In the following examples the subject is underlined:

هَذِهِ مَقَالَةٌ مُمْتَازَةٌ. “This is an excellent article.”

وَالِدُهَا لِبْنَانِيٌّ. “Her father is Lebanese.”

نَحْنُ مِنْ مِصْرَ. “We are in Egypt.”

الْوَلَدُ يَلْعَبُ. “The boy plays.”

The subject of a nominal sentence is usually definite, yet an indefinite subject is allowed in some types of sentences that express existence or possession, and in this case the subject comes after the predicate. In the following examples the subject is underlined:

هُنَاكَ أَوْلَادٌ فِي الْحَدِيقَةِ. “There are kids in the park.”

لِي أَخٌ. “I have a brother”

“عِنْدِي سَيَّارَةٌ. I have a car.”

3.1.2 Verbal sentences

Verbal sentences begin with a verb, and they have at least a verb (فَعْلٌ) and a subject (فَاعِلٌ). The subject can be indicated by the conjugation of the verb, and not written separately, for example:

أَعْمَلُ “I work.”

دَرَسْنَا “We studied.”

يَعْمَلُ جَدِّي فِي التِّجَارَةِ. My grandfather works in trade.

Some people prefer verbal sentences to nominal sentences whenever a verb needs to be used in the sentence, however, this is not necessarily the case and the choice of which word to use at the beginning of a sentence depends on what you want the focus of the sentence to be:

يَعْمَلُ جَدِّي فِي التِّجَارَةِ.

جَدِّي يَعْمَلُ فِي التِّجَارَةِ.

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- The definition of nominal sentences and verbal sentences in Arabic.
- Usage and example of nominal and verbal sentences in Arabic grammar.
- Difference between the nominal and verbal sentences.

5.0 SUMMARY

In this unit, you have been exposed to the definition of nominal and verbal sentences in Arabic grammar. The grammatical usage of the both sentences are also introduced to you as well as the differences between the both of them. You are therefore advised strongly to master these study before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

- 1- Explain the two types of sentences in Arabic grammar with example.
- 2- Give five examples of each of the types of sentences in Arabic.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'id Allugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابتنتدي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

MODULE 4

READING AND COMMUNICATION

Unit 1 Composition, Lexis and Structures

Unit 2 Oral Communication and Discussion

UNIT 1 COMPOSITION, LEXIS AND STRUCTURES

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 Composition
- 3.2 Lexicography and Structures
- 3.3 Genitive construction [*Idāfah*](#)
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Arabic language has the ability to adjust and develop because of its structure and multiple features such as carving, shaping, painting, and metaphor. What's more, it has evolved and succeeded in fostering

communication between people. It is a social agent that cannot be underestimated. People who have the ability to influence their listeners are those that have mastered the skills of writing and speaking. To be an effective speaker or writer among people, one must learn how to develop good rhetoric expression models. While we may take for granted that lingual creativity is a talent or gift from Allah, we cannot forget that training and culture are the indispensable basis for nurturing and promoting creativity. Therefore, this unit introduces to you the study of composition, lexis and structures, for you to have first hand knowledge on how to compose a sound Arabic very well.

2.0 OBJECTIVES

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

- Recognize the importance of composition in language.
- Acknowledge the study of Lexicography and Structures of language.
- Appraise the rules guiding [*Idāfah* in Arabic grammar](#).

3.0 MAIN CONTENT

3.1 Composition

Arabic language is like our mother language, which is the language of connecting and communicating between grandparents and grandchildren, old and new, tradition and modernity. For these reasons, it must be given the importance it deserves. It must be cared for, loved with devotion, and looked after like a mother cares for her child, or as a farmer protects his field. Language is not a goal, but a tool to transfer feelings and thoughts between people. Thus, it is not an object, but a living entity that evolves, just like thoughts and feelings change from generation to generation.

As a learner of Arabic, there are 2 ways of reading Arabic: First by reading the Arabic letters and second by reading the phonetic equivalent of the Arabic word by using Latin letters.

Even though Latin phonetics can provide a quick help, reading If you simply want to ask a question, please phonetics is not very reliable because Arabic does not have a standard phonetic equivalent for each word. For example, the word "book" in Arabic is written phonetically as "ketaab", "kitaab", "kitab", "ketab" etc... On the other hand, if you decided to write it if you simply want to ask a question, please Arabic

letters, then there is only one way of writing it. "كتاب". So, it is recommended knowing how to read Arabic if you simply want to ask a question you use Arabic alphabet and not the phonetics.

3.2 Lexicography and Structures

Lexicology is the study of lexis or stock of words in a language. We will also use the word vocabulary interchangeably with *lexis*. Take note that *lexis* and *vocabulary* are non-count nouns (although occasionally, you could talk about *vocabularies*, this would be unusual); if you need to refer to individual items, you should talk about *lexical items* or *vocabulary items*. You might also encounter the term lexicon, which (unfortunately) can be used in a couple of ways; firstly, it can be used as a more technical version of *lexis*; many people use it synonymously with dictionary. What must be remembered is that any dictionary can never be comprehensive in its listing of the lexis of a particular language. (You might also encounter the term lexicography which is the study of dictionaries.)

3.3 Genitive construction *Idāfah*

A noun may be defined more precisely by adding another noun immediately afterwards. In Arabic grammar, this is called *إِضَافَةٌ idāfah* ("annexation, addition") and in English is known as the "genitive construct", "construct phrase", or "annexation structure". The first noun must be in the [construct form](#) while, when cases are used, the subsequent noun must be in the genitive case. The construction is typically equivalent to the English construction "(noun) of (noun)". This is a very widespread way of forming possessive constructions in Arabic, and is typical of a Semitic language.

Simple examples include:

بِنْتُ حَسَنٍ *bintu_Hasan* "the daughter of Hasan/Hasan's daughter".

دَارُ السَّلَامِ *dāru_s-salām* "the house of peace".

كِيلُو مَوْزٍ *kīlū_mawz* "a kilo of bananas".

بَيْتُ رَجُلٍ *baytu_rajul* "the house of a man/a man's house".

بَيْتُ الرَّجُلِ *baytu_r-rajul* "the house of the man/the man's house".

The range of relationships between the first and second elements of the *idafah* construction is very varied, though it usually consists of some relationship of possession or belonging. In the case of words for containers, the *idāfah* may express what is contained: فِنْجَانُ قَهْوَةٍ *finjānu qahwatin* "a cup of coffee".

The *idāfah* may indicate the material something is made of: خَاتَمٌ خَشَبٍ *khātamū khas-ḥabin* "a wooden ring, ring made of wood". In many cases the two members become a fixed coined phrase, the *idafah* being used as the equivalent of a [compound](#) noun used in some Indo-European languages such as English. Thus بَيْتُ الطَّلَبَةِ *baytu al-ṭalabati* can mean "house of the (certain, known) students", but is also the normal term for "the student hostel".

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Composition and its importance in the study of Arabic language.
- The benefit of lexicography and structures in the language.
- [Grammatical rules of *Idāfah* as a must for the students of Arabic language.](#)

5.0 SUMMARY

In this unit, you have been exposed to the importance of composition, lexicography and structure in the study of language. In addition, you have been able to know grammatical rules of genitive in Arabic language with examples. You are therefore advised strongly to master these study before you go to the next unit.

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain in detail the meaning of lexicography and its relevance to language study.
2. Define the word [Idāfah](#) and explain how it is formed.
3. [Give five examples of Idāfah.](#)

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): A New Arabic Course for Nigeria, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ت.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.

UNIT 2 ORAL COMMUNICATION AND DISCUSSION

CONTENTS

- 1.0 Introduction.
- 2.0 Objectives.
- 3.0 Main Content.
- 3.1 Oral communication.
- 3.2 Discussion.
- 4.0 Conclusion.
- 5.0 Summary.
- 6.0 Tutor Marked Assignment.
- 7.0 References/Further Readings.

1.0 INTRODUCTION

Communication and discussion is a part and parcel of language skills, before one can be perfect and fluent in a language, he must be communicate and discuss with other in the language. it help you as a student to develop spoken talent. This unit exposes you to the communication and discussion's skill, through some passages extracted from literary and grammar books.

2.0 OBJECTIVES

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

- Recognize how to communicate and discuss in Arabic language.
- Acknowledge communication and conversation relating to greetings, school affairs and knowledge.
- Acquire some words used in discussion and communication in Arabic language.

3.0 MAIN CONTENT

3:1 Letters of Arabic Alphabets

Unit 3: Oral Communication and Discussion

1.1 Oral Communication

الشفوية

What is your name Sir? مَا اسْمُكَ سَيِّدِي؟

My name is Zaid اِسْمِي زَيْدٌ

Where do you live? أَيْنَ تَسْكُنُ؟

I live in Abuja اَسْكُنُ فِي ابُوجَا

Where are you studying my friend? أَيْنَ تَدْرُسُ يَا صَدِيقِي؟
أَدْرُسُ فِي الْجَامِعَةِ الْمَفْتُوحَةِ الْوَطَنِيَّةِ

I am studying in National open University

What level are you? فِي أَيِّ سَنَةٍ دِرَاسِيَّةٍ كُنْتَ؟

I am in final year كُنْتُ فِي السَّنَةِ النَّهَائِيَّةِ

Where are you in the أَيْنَ كُنْتَ بَعْدَ الظُّهْرِ؟
afternoon?

كُنْتُ فِي الْجَنِينَةِ مَعَ أَخَوَيَّ مَحْمُودٍ وَعُمَرَ

I was in the garden with my (two) brothers, Mahmud and Omar

How was your mother yesterday? كَيْفَ كَانَتْ حَالُ السَّيِّدَةِ وَالِدَتِكَ أُمِّسْ؟

She was well, praise be to God. كَانَتْ بِخَيْرٍ وَلِلَّهِ الْحَمْدُ.

أَفْرَحْتُمْ عِنْدَمَا نَجَحْتُمْ فِي امْتِحَانِكُمْ؟

Did you rejoice when you passed your examination?

نَعَمْ، فَرَحْنَا فَرَحًا كَبِيرًا. Yes, we were very happy.

هَلْ كَانَتْ أُخْتُكَ عَطْشَى عِنْدَمَا قَدِمْتَ مِنْ دِمَشْقَ؟

Was your sister thirsty when she arrived from Damascus?

لَا، كَانَ مَعَهَا قَلِيلٌ مِنَ الْمَاءِ فِي السَّفَرِ.

No, she had a little water with her on the journey.

1.2 Oral Communication

بين فاطمة وإبراهيم

Between Fatimah and Ibraheem

فاطمة: السَّلَامُ عَلَيْكُمْ يَا إِبْرَاهِيمُ
 إِبْرَاهِيمُ: وَعَلَيْكُمْ السَّلَامُ يَا فَاطِمَةُ
 فاطمة: سَمِعْتُ أَنَّكَ تَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ يَا إِبْرَاهِيمُ.
 إِبْرَاهِيمُ: نَعَمْ، أَتَعَلَّمُ اللُّغَةَ الْعَرَبِيَّةَ وَأَدْرُسُهَا.
 فاطمة: حَدِّثْنِي عَنِ اللُّغَةِ الْعَرَبِيَّةِ؟
 إِبْرَاهِيمُ: اللُّغَةُ الْعَرَبِيَّةُ هِيَ لُغَةُ التَّخَاطُبِ وَالتَّفَاهُمِ بَيْنَ الْعَرَبِ وَغَيْرِهِمْ، وَهِيَ
 لُغَةُ رَسْمِيَّةٍ فِي الْمَمْلَكَةِ الْعَرَبِيَّةِ السُّعُودِيَّةِ، وَسُورِيَا، وَالْعِرَاقِ، وَلُبْنَانَ فِي
 آسِيَا، وَكَذَلِكَ فِي جُمْهُورِيَةِ مِصْرَ الْعَرَبِيَّةِ، وَلِيبِيَا، وَالْجَزَائِرِ، وَالسُّودَانِ،
 وَالْمَغْرِبِ فِي قَارَةِ أَفْرِيقِيَا.
 فاطمة: مَا هِيَ أَهْمِيَّةُ هَذِهِ اللُّغَةِ؟
 إِبْرَاهِيمُ: أَهْمِيَّتُهَا كَثِيرَةٌ وَأَكْبَرُهَا أَنَّ الْقُرْآنَ الْكَرِيمَ نَزَلَ بِهَا، وَبِهَا يَتَقَرَّبُ
 الْمُسْلِمُونَ إِلَى مَوْلَاهُمْ، وَأَنَّهَا لُغَةُ الثَّقَافَةِ وَالْحَضَارَةِ؛ تُقَيِّدُ فِي الْأَقْتِصَادِ
 وَالْإِعْلَامِ وَالتَّرْبِيَةِ وَتَسْتَعْمِلُهَا الْأُمَمُ الْمُتَّحِدَةُ فِي الْمُؤْتَمَرَاتِ.
 فاطمة: وَمَا هِيَ خَصَائِصُهَا؟
 إِبْرَاهِيمُ: وَمِنْ خَصَائِصِهَا أَنَّهَا تَحْتَوِي عَلَى حُرُوفٍ مِنَ الْحَلْقِ مِثْلُ الْعَيْنِ،
 وَالْغَيْنِ، وَالْهَاءِ، وَالْخَاءِ، وَتَنْتَجِ كِتَابَتُهَا مِنَ الْيَمِينِ إِلَى الْيَسَارِ فَتَقْرَأُ
 الصَّفْحَةَ الْيُمْنَى مِنْهَا قَبْلَ الْيُسْرَى.
 فاطمة: إِنَّهَا حَقًّا لُغَةُ الْحَضَارَةِ وَالثَّقَافَةِ أَحَبُّهَا لِأَنَّهَا شَيْقَةُ مُمْتَازَةٍ.

1.2 Discussion

الْحَوَارُ

بين الطلاب والمُدَرِّسِ

Teacher

الطلاب: مِنْ فَضْلِكَ يَا مُدَرِّسُ حَدِّثْنَا عَنِ الْمَاءِ
 المُدَرِّسُ: الْمَاءُ هُوَ سَائِلٌ طَبِيعِيٌّ
 الطلاب: مَا هِيَ مَصَادِرُ الْمَاءِ

المُدْرَسُ: يَنْزِلُ الْمَاءُ مِنَ السَّمَاءِ، وَيَخْرُجُ مِنَ الْأَرْضِ، فَالْمَاءُ النَّازِلُ مِنَ السَّمَاءِ يُسَمَّى مَاءَ الْمَطَرِ، وَيَنْقَسِمُ مَاءُ الْأَرْضِ إِلَى مَاءِ الْبَيْرِ وَمَاءِ الْبَحْرِ وَمَاءِ النَّهْرِ.

الطُّلَابُ: مَا فَائِدَةُ الْمَاءِ يَا مُدْرِسَنَا؟

المُدْرَسُ: لِلْمَاءِ فَوَائِدُ كَثِيرَةٌ فِي الْحَيَاةِ، بِهِ يَقْضَى الْمَرْءُ كَثِيرًا مِنْ حَوَائِجِهِ الْإِزْمَةِ يَشْرَبُهُ إِنْ عَطِشَ، وَيُفِيدُهُ فِي الطَّهْيِ وَحِينَ التَّطَهُّرِ لِلْعِبَادَةِ أَوْ الْعَادَةِ.

الطُّلَابُ: وَآيُ شَيْءٍ آخَرَ يَنْتَفِعُ مِنَ الْمَاءِ؟

المُدْرَسُ: يَنْتَفِعُ مِنَ الْمَاءِ كُلُّ كَائِنٍ حَيٍّ، يَقُولُ رَبُّنَا تَعَالَى فِي إِثْبَاتِ هَذِهِ الْحَقِيقَةِ: "وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ، أَيْ حَيَاةُ الْكَائِنِ مُعْتَمِدَةٌ عَلَى الْمَاءِ وَمُرْتَبِطَةٌ بِهِ، إِنَّهُ لَا حَيَاةَ لِلْحَيَوَانَ بِعَدَمِهِ وَلَا تَحْيَا لِلنَّبَاتَاتِ وَلَا تُثْمِرُ بغيرِهِ، فَكَثِيرٌ مِنَ الْمَعَادِنِ الذَّهَبِيَّةِ وَالْمَوَادِّ الزُّخْرُفِيَّةِ تَسْتَخْرِجُ مِنْ مَاءِ الْبَحْرِ، وَقَدْ قِيلَ إِنَّ الْأَرْضَ ذَاتَهَا قَائِمَةٌ عَلَى الْمَاءِ.

الطُّلَابُ: شُكْرًا يَا مُدْرِسَنَا فَهَمْنَا مِنْ حَدِيثِكَ أَنَّ فَوَائِدَ الْمَاءِ كَثِيرَةٌ، وَلَا يَحْصُرُهَا اللِّسَانُ إِذْ لَا وُجُودَ لِلْخَلْقِ إِلَّا بِهِ.

4.0 CONCLUSION

From the discussions so far you have learnt the following:

- Method of communicating and conversing in Arabic language.
- Communication and conversation relating to the greetings, school affairs and knowledge.
- Some words used to discuss and communicate in Arabic language.

5.0 SUMMARY

In this unit, you have been exposed to the method of communicating and conversing in Arabic language, as well as some words used in the both skills. You are therefore advised strongly to go further, by reading Arabic books, so that you can improve more in communication and conversation in Arabic languages.

6.0 TUTOR-MARKED ASSIGNMENT

1. Answer to the following conversation:

مَا اسْمُكَ سَيِّدِي؟
أَيْنَ تَسْكُنُ؟
أَيْنَ كُنْتَ بَعْدَ الظُّهْرِ؟
كَيْفَ كَانَتْ حَالُ السَّيِّدَةِ وَالِدَتِكَ أُمِّس؟
السَّلَامُ عَلَيْكُمْ

2- Write short lines from the discussion between student and the teacher.

7.0 REFERENCES/FURTHER READINGS

Abubakar, M.A. et al. (2005): Spectrum New Simplified Arabic Course for Junior Secondary Schools. Book One. Published by Spectrum Books Limited, Spectrum House, Ibadan – Nigeria.

Abubakar Abdullah (2009): *Mabād'ud-drasātl-ʿarabiyyat* (Elementary rules of Arabic language), Kayode Print, Ilorin.

David Cowan (1975): *Modern Literary Arabic*, Cambridge University Press.

Institute of Education, Ahmadu Bello University Zaria Nigeria, New Arabic Reader for Primary Schools. Book One. Published by Usman Attayyib Publishers Kano – Nigeria.

Sharif, Muhammad Badi' (2002): *A New Arabic Course for Nigeria*, Pupil's Book 1. Longman Nigeria Plc.

Aljarim, Ali & Amin, Mustafa (n.d.): *Annahw al-Wadih Fi Qawa'idAllugha Al-Arabiyya*. Book One. Published by DarulMa'arif – Misr.

الجارم، علي وأمين، مصطفى (د.ب.): النحو الواضح في قواعد اللغة العربية للمدارس الابتدائية، الجزء الأول، دار المعارف – مصر.

شريف، محمد بديع (الدكتور)؛ حكيم، سليم (الدكتور) ويوسف، هارون الرشيد (الدكتور) (2006م): العربية الجديدة في نيجيريا، الكتاب

الأول. الرقم التسلسلي: ISBN978 139 647 4

أوبكر، محمد الأول؛ إبراهيم، سركي؛ داود، الطاهر محمد؛ سيد، محمد
طاهر ومصطفى بدماصي بابنتندي (2005م): العربية الميسرة
الجديدة للمرحلة الإعدادية، الجزء الأول، دار سبكترم للطباعة
والنشر، إبادان إويري – لاغوس. الطبعة الأولى.

معهد التربية، جامعة أحمد بيلو – زاريا (1974م): القراءة الجديد للمدارس
الابتدائية، الجزء الأول، عثمان الطيب - كانو، الطبعة الأولى.